

INDIRA GANDHI UNIVERSITY, MEERPUR-REWARI
(A State University Established under Haryana Act No 29 of 2013)
Recognized u/s 12 (b) & 2(f) of UGC Act, 1956



FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF HISTORY

Post Graduate Programme/M.A. in History

In accordance with the Curriculum and Credit Framework for Post Graduate Programmes as per NEP-2020

w.e.f session 2024-25

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VISION AND MISSION OF THE UNIVERSITY

VISION

To be a globally renowned university, recognized for excellence in teaching, innovative research, and welfare of the society, imbibing the spirit of "*Vasudhaiva kutumbkam*".

MISSION

1. To introduce and implement innovation in teaching and learning process matching up the global standards to strengthen academic delivery through curriculum design, teaching pedagogy and usage of ICT.
2. To develop a mechanism that attracts talented, qualified and experienced faculty from across the globe for pursuing their academic and research careers at the University.
3. To offer academic programs at UG, PG, doctoral, Post-Doctoral levels which are learner-centric, industry focused, and adhere to outcome based international models.
4. To create an ambiance that is conducive for undertaking sponsored research, innovation and consultancy services to a wide spectrum of societal and industrial requirements while encouraging interdisciplinary approach of learning, team work, and research.
5. To establish state of art centres of excellence in frontier areas of research and design innovation through industry collaboration to innovate and incubate the products and services.
6. To establish smart campus and promote e-governance activities in the university for the digitally empowered society and knowledge economy.
7. To provide a hygienic, modern, environment friendly and vivacious campus attuned to the urgent needs of Green Technology.
8. To consider and implement norms, metrics, standards, procedures and benchmarks for assessing and improving the quality in every aspect of University system and achieve quality certifications by National and International bodies.
9. To make society self-reliant by organizing various programmes including literacy, gender sensitization, health awareness, and dissemination of information about livelihood generation.

4/10/2023
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About

The Department of History came into existence when Post Graduate Regional Center at Rewari (Haryana) was established in the year 1988 by M.D. University, Rohtak to provide some post-graduate programs in various Departments including M.A. History. Presently, the Department of History offers Post Graduate Programme/M.A. History and PhD. The faculty members of the Department are actively engaged in teaching, research and allied activities. The fields of specialization are Archaeology, Ancient History, Medieval History and Modern History.

VISION AND MISSION OF THE DEPARTMENT OF HISTORY

Vision

To cultivate a critical and nuanced understanding of the past that empowers students to engage thoughtfully with contemporary challenges, fosters intellectual curiosity, and contributes to a more informed and inclusive society.

Mission

- Providing rigorous training in historical methods, historiography, and archival research.
- Encouraging interdisciplinary approaches and comparative perspectives to study global, national, and regional histories.
- Promoting critical thinking, analytical writing, and effective communication skills.
- Fostering an appreciation of diverse historical narratives and marginalized voices.
- Creating an academic environment that nurtures inquiry, debate, and lifelong learning.

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POSTGRADUATE PROGRAMME IN HISTORY/M.A. AND NEP-2020

The Postgraduate Programme in History/M.A. is well-aligned with the transformative vision of the National Education Policy (NEP) 2020, which emphasizes multidisciplinary learning, critical thinking, and research-based education. Anchored in a commitment to academic excellence and societal relevance, the programme offers students a broad and inclusive understanding of historical processes across time and space, while fostering analytical and interpretive skills essential for the 21st century.

In line with NEP-2020, the curriculum integrates diverse perspectives, including regional histories, subaltern studies, gender, and environmental histories, encouraging students to engage with India's rich civilizational heritage and global historical developments. Emphasis is placed on research, use of primary sources, and project-based learning to nurture inquiry and innovation.

The programme also supports flexibility in learning pathways, enabling interdisciplinary engagement as envisioned in NEP's academic framework. Through a combination of core courses, electives, and research components, the Post Graduate Programme/M.A. in History empowers students to pursue careers in academia, policy, heritage, media, and civil services, contributing meaningfully to nation-building and global scholarship.

ABOUT THE PROGRAMME

The Post Graduate Programme in History is a two-year full-time programme leading to a Degree in M.A. History after two years and a Postgraduate Diploma in History after one year. The Programme is designed to impart a comprehensive and analytical understanding of Indian and World History to students. The study programme consists of core courses (CCs), discipline elective courses (DECs), open elective courses (OEC), Skill Enhancement Courses (SECs), Employability and Entrepreneurship Skill Courses (EECs) etc. The Department offers variety of challenging courses to equip students with the knowledge of the nature of history, historiography, historical methods and approaches. The programme offers various courses on recent trends and themes in history such as regional history, agrarian history, Dalit studies and gender history etc. to equip learners with recent development in History writing.

FOCUS ON EMPLOYABILITY/ENTREPRENEURSHIP/ SKILL DEVELOPMENT

The Post Graduate Programme/M.A. in History is designed not only to deepen academic understanding but also to enhance employability, entrepreneurial thinking, and essential skills for a wide range of careers. Aligned with the goals of a knowledge-based economy, the programme equips students with strong research, analytical, writing, and communication skills that are highly valued in sectors such as education, civil services, publishing, journalism, heritage management, tourism, and public policy.

To foster entrepreneurship and innovation, the programme offers Employability and Entrepreneurship Skills Course (EEC) on Heritage Tourism in India and Indian Art and

Iconography which focus on exploration of heritage-based enterprises and cultural tourism initiatives. Workshops, internships, and project-based learning are integrated to develop practical skills in archival management, museum studies, oral history documentation, and historical consultancy.

Through its multidisciplinary approach and focus on critical thinking, the programme empowers graduates to become not only job seekers but also creators of knowledge and opportunities in society.

SUSTAINABLE DEVELOPMENT GOALS, NATIONAL EDUCATION POLICY-2020 AND THE POSTGRADUATE PROGRAMME/M.A. IN HISTORY

The Postgraduate Programme/M.A. in History contributes meaningfully to the vision of the National Education Policy (NEP) 2020 and the United Nations Sustainable Development Goals (SDGs), particularly those related to quality education (SDG 4), gender equality (SDG 5), reduced inequalities (SDG 10), and peace, justice, and strong institutions (SDG 16). Rooted in critical inquiry and interdisciplinary learning, the programme nurtures historical consciousness and civic responsibility—core to building an inclusive, just, and sustainable society. Aligned with NEP-2020, it promotes holistic education, research-based learning, and integration of Indian knowledge systems with global perspectives.

It encourages integrating the Indian Knowledge System (IKS) into curricula to reconnect students with India's intellectual and civilizational heritage. In this context, the Postgraduate History curriculum is enriched through the inclusion of indigenous sources, regional histories, and contributions from various knowledge traditions—ranging from ancient governance and education systems to scientific and philosophical advancements.

By encouraging the study of environmental history, social movements, and marginalized voices, the programme deepens students' understanding of sustainable development challenges and empowers them to become informed and engaged citizens. Through its academic and skill-based components, the MA in History prepares students to contribute to both national progress and global sustainability efforts.

INTAKE IN THE PROGRAMME

The Post Graduate Programme/M.A. in History student intake is 60 (Sixty).

TEACHING AND LEARNING

Teaching and learning in the department is guided by a commitment to academic rigor, critical engagement, and student-centered pedagogy. The programme combines classroom instruction with interactive methods such as seminars, discussions, field visits, and archival research to foster a deeper understanding of historical processes and historiographical debates.

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Faculty members encourage analytical thinking and interdisciplinary approaches, helping students to connect the past with contemporary issues. Emphasis is placed on the use of primary sources, oral histories, and digital tools, which equip students with practical skills in research and historical interpretation.

INSTRUCTIONS FOR THE PAPER-SETTER, EXAMINER AND STUDENTS

The syllabus of each course has been divided into four units. There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Note: In case the maximum marks of a course in the end-term examinations are less than 70, then the unit-wise distribution of marks is mentioned according to the appropriate places.

INTERNAL ASSESSMENT: 30 MARKS

The break-up of marks & pattern for Internal Assessment shall be as per university rules.

VIVA-VOCE EXAMINATION FOR DISSERTATION WORK/PROJECT WORK

There shall be a viva voce examination for dissertation work/project work in accordance with the university regulations.

ALLOCATION OF STUDENTS FOR DISSERTATION WORK/PROJECT WORK

The students will be allocated based on their research aptitude and interview. The final selection will be made by the Dissertation/project enrollment committee constituted by the Chairperson. The number of students to each faculty for this will be as per University rules.

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Ranjit
Smit
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Program Outcomes (PO):

- 1. **Self-Directed Learning:** Develop the ability to work independently as well as effectively in the changing environment.
- 2. **Knowledge:** Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behavior and social issues.
- 3. **Problem Solving:** Visualize, conceptualize, articulate and solve complex problems through experimentation and observation using theoretical framework of social science disciplines.
- 4. **Critical Thinking:** Critically analyze everyday problems faced by the society, evaluate specific policy proposals, compare arguments with different conclusions to a specific societal issue and assess the role played by assumptions in such arguments.
- 5. **Inter-disciplinary Knowledge & Adaptation:** Enhance the ability to integrate as well as synthesize the acquired knowledge within the social sciences and beyond.
- 6. **Ethics:** Articulate and apply ethics, values and ideals that demonstrate awareness of current societal challenges.
- 7. **Leadership:** Build skills to work as part of a team and lead others, setting directions and formulating inspiring vision.

Programme Specific Outcomes (PSOs):

Programme Specific Outcomes (PSO) of M.A.- History Programme (Regular) are as under:

- PSO1: The M.A. History Programme not only facilitate the students in enhancing their knowledge of the specializations of their choice, but also in fostering other important attributes of a civilized human society.
- PSO2: The students will acquire conceptual understanding of different processes, currents and streams of History and the significance of historical developments since the professionalization of the discipline and their relevance to a student's specialist area of study.
- PSO3: The students will acquire comprehensive understanding of the epistemological and methodological distinctiveness of history as a discipline, and an ability to reflect on the significance of the influence of other disciplines on the development of historical method.
- PSO4: The students will acquire such a critical understanding of the historiographical developments which would further enable them to assess critical and scholarly writing in history.

SSM U. K. Sharma

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Programme Educational Outcome

PEO1: Students should be able to construct persuasive arguments based on historical evidence and analysis.

PEO2: Students should be able to apply their knowledge of history to understand contemporary issues and problems.

PEO3: Students should be able to contribute to scholarly conversations and discussions about historical interpretations and debates.

PEO4: Students should be able to understand basics of research, review scholarly literature, identify original research questions which will further help them in pursuing research degrees.

PEO5: Students will be equipped with the skills necessary for pursuing careers in academia, civil services, heritage management, media, publishing, and research institutions, or for continuing advanced studies in history and related disciplines.

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Mapping of PO, PSO with PEO

| Sr. No | Programme Educational Objectives | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|--------|---|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| 1 | Students should be able to construct persuasive arguments based on historical evidence and analysis. | M | S | S | S | S | S | S | S | S | S | S |
| 2 | Students should be able to apply their knowledge of history to understand contemporary issues and problems. | M | S | S | S | S | M | S | S | S | S | S |
| 3 | Students should be able to contribute to scholarly conversations and discussions about historical interpretations and debates. | S | S | S | S | S | S | S | S | S | S | S |
| 4 | Students should be able to understand basics of research, review scholarly literature, identify original research questions which will further help them in pursuing research degrees. | S | S | S | S | W | S | S | S | M | S | S |
| 5 | Students will be equipped with the skills necessary for pursuing careers in academia, civil services, heritage management, media, publishing, and research institutions, or for continuing advanced studies in history and related disciplines. | S | M | S | S | S | S | S | S | S | S | S |

Mapping of PEOs with POs and PSOs

S = Strong, M = Medium and W = Weak

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SCHEME OF EXAMINATION & SYLLABI
OF
POST GRADUATE PROGRAMME/M.A. HISTORY
AS PER
NATIONAL EDUCATION POLICY -2020

WITH EFFECT FROM ACADEMIC SESSION 2024-25 , 2025-2026



INDIRA GANDHI UNIVERSITY MEERPUR REWARI-
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POST GRADUATE PROGRAMME/M.A. HISTORY
(SEMESTER I & II)
SCHEME OF EXAMINATION 2024-25
(SEMESTER-I)

In semester I, there would be four Core Courses and two Discipline Elective Courses and one Seminar. In Semester II there would be four Core Courses and two Discipline Elective Courses and one (CHM) Constitutional, Human and Moral Values & IPR (VAC) Course.

SCHEME OF EXAMINATION
(SEMESTER-I)

| Course Code | Type of Course | Nomenclature | Hrs./Week | Marks | | | Exam Hrs. | Credits L+T+P |
|---|----------------|-------------------------------------|---------------------------------|-------|---------------------|-------------------|-----------|---------------|
| | | | | L+T+P | Internal Assessment | Semester End Exam | | |
| 24L6.0-HIS-101 | CC | Ancient Societies -I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-102 | CC | Medieval Societies I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-103 | CC | Modern World- Socio-Economic Trends | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-104 | CC | History of Haryana-I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| Discipline Elective Courses (Students must choose any two courses out of following three) | | | | | | | | |
| 24L6.0-HIS-105 | DEC | State in India-I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-106 | DEC | Contemporary world-I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-107 | DEC | Ancient Indian culture | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| Seminar | | | | | | | | |
| 24L6.0-HIS-108 | Seminar | Seminar | ----- | ----- | ----- | 50 | ----- | 2 |
| | Credits | CC=16 DEC=8 Semester =2 | Total Credits = 26 Marks-650 | | | | | |

CC = Core course
DEC = Discipline Elective Course

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**SCHEME OF EXAMINATION 2024-25
(SEMESTER-II)**

| Course Code | Type of course | Nomenclature | Hrs./ Week/ L+T+P | Marks | | | Exam Hrs. | Credits L+T+P |
|--|---|---|---------------------------------|---------------------|-------------------|-------|-----------|---------------|
| | | | | Internal Assessment | Semester End Exam | Total | | |
| 24L6.0-HIS-201 | CC | Ancient Societies –II | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-202 | CC | Medieval societies-II | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-203 | CC | Modern World: Political trends | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-204 | CC | History of Haryana- II | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-CHM-201 | VAC | Constitutional, Human and Moral Values, & IPR | 2+0+0 | 15 | 35 | 50 | 3Hrs. | 2 |
| Discipline Elective Courses (Students must choose any two courses out of following three) | | | | | | | | |
| 24L6.0-HIS-205 | DEC | State in India-II | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-206 | DEC | Contemporary world-II | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-207 | SEC/DEC | Ecology & Environmental History | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.0-HIS-INT | An internship course of 4 credits of 4-6 weeks duration during summer vacation after the second semester is to be completed by every student. Internship can be either for enhancing employability or for developing research aptitude. | | | | | | | |
| | Credits | CC=16 DEC=8 CHM=2 INTERNSHIP=4 | Total Credits = 30 Marks=750 | | | | | |

CC = Core Course
DEC = Discipline Elective Courses
SEC = Skill Enhancement Course
VAC = Value added Course

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**POST GRADUATE PROGRAMME/M.A. HISTORY
(SEMESTER III & IV)
SCHEME OF EXAMINATION
WITH EFFECT FROM ACADEMIC SESSION 2025-26
(SEMESTER- III)**

In semester III, there would be four groups of Specializations i.e. Indian Archaeology (Group A), Ancient Indian History (Group B), Medieval Indian History (Group C) and Modern Indian History Group (Group D). Students are required to opt any one of the following Specializations in **III Semester** in which there would be **Two Core Courses, four Discipline Elective Courses and one Open Elective Course** (Students will opt OEC of 2 credits from a pool of courses offered by the University, other than the subject of programme in the III Semester). In semester IV, students are required to opt for the same Specializations what they have opted in III Semester. In **IV Semester**, there would be **Two Core Courses, Four Discipline Elective courses and one Employability and Entrepreneurship Skills Course (EEC).**

| Course Code | Type of courses | Nomenclature | Hrs./ Week/ L+T+P | Marks | | | Exam Hrs | Credits L+T+P |
|---|-----------------|--|-------------------|---------------------|-------------------|-------|----------|---------------|
| | | | | Internal Assessment | Semester End Exam | Total | | |
| Common/Mandatory (Core Papers) for every group | | | | | | | | |
| 24L6 5-HIS-301 | CC | Principle of History | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS 302 | CC | Gender in History | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| The students shall be allowed to opt for Dissertation Work / Project Work. Those who opt to write the Dissertation Work/Project Work are required to take a course on Research Methodology and Report Writing course in their third semester. They will be allotted supervisors in the third semester and must write and submit Dissertation Work/Project Work in the fourth semester. The students who don't opt to write the Dissertation work/project work are required to choose any four elective courses. These elective courses/combinations of courses will be offered based on the availability of faculty and infrastructure. | | | | | | | | |
| 24L6 5-HIS-303 | DEC | Research Methodology and Report Writing (Only for those students who opt for writing the Dissertation Work/Project Work) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| Discipline Elective Course Indian Archaeology Specialization (Group-A) Students are required to choose any four elective courses from a pool of the below-mentioned courses. | | | | | | | | |
| 24L6 5-HIS- 304 | DEC | Introduction to Archaeology | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-305 | DEC | Pre-History of India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS 306 | DEC | Proto History of India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-307 | DEC | Historical Archaeology of India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-308 | DEC | Indian Numismatics up to 1200 AD | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-309 | DEC | Indian Epigraphy up to 1200 AD | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-310 | DEC | Indian Architecture up to 1200 AD | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| Discipline Elective Course Ancient Indian History Specialization (Group- B) Students are required to choose any four elective courses from a pool of the below-mentioned courses. | | | | | | | | |
| 24L6 5-HIS-311 | DEC | Political history of India (E T to 184 B C) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-312 | DEC | Political history of India (185 B C to 650 A D) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-313 | DEC | Social history of Ancient India (E T to 1200 A D) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |

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|----------------|-----|--|-------|----|----|-----|------|---|
| 24L6.5-HIS-314 | DEC | Economic history of India (E.T to 1200 AD) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6.5-HIS-315 | DEC | Religion and Philosophy of Ancient India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6.5-HIS-316 | DEC | Governance in Ancient India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |

Discipline Elective Course

Medieval Indian History Specialization (Group-C)

Students are required to choose any four elective courses from a pool of the below-mentioned courses.

| | | | | | | | | |
|----------------|-----|--|-------|----|----|-----|-------|---|
| 24L6.5-HIS-317 | DEC | Political History of India (1200-1526) | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-318 | DEC | Society and culture of India (1200-1526) | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-319 | DEC | Economic History of India (1200-1526) | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-320 | DEC | History of Ideas in Medieval India | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-321 | DEC | Art and Architecture in Sultanate period | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-322 | DEC | Science and Technology in Medieval India | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |

Discipline Elective Course

Modern Indian History Specialization (Group-D)

Students are required to choose any four elective courses from a pool of the below-mentioned courses.

| | | | | | | | | |
|----------------|-----|---|-------|----|----|-----|-------|---|
| 24L6.5-HIS-323 | DEC | Pol. Hist. of India (1757-1960)-I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-324 | DEC | Indian National Movement (1885-1919)-I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-325 | DEC | Society & Culture of India (1757-1947)-I | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-326 | DEC | Colonial Indian Economy | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-327 | DEC | History of Ideas in Modern India | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-328 | DEC | Depressed Class Movement in India | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-329 | DEC | History of Science and Technology in Modern Times | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |
| 24L6.5-HIS-330 | DEC | Modernity and Indian Political Thoughts | 3+1+0 | 30 | 70 | 100 | 3Hrs. | 4 |

Credits

CC=8

DEC=16

OEC=2

Total Credits – 26

Open Elective Course (OEC)

(Students will opt one OEC of 2 credits from a pool of courses offered by the University, other than the subject of programme in the III Semester).

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|--------------------|-----|---|---------|----|----|----|-------|---|
| 24L6.5-OEC-HIS-301 | OEC | Contemporary History of India- (1947-2001) | 2+ 0 +0 | 15 | 35 | 50 | 3Hrs. | 2 |
| 24L6.5-OEC-HIS-302 | OEC | A Brief History of India's Freedom Struggle | 2+ 0 +0 | 15 | 35 | 50 | 3Hrs. | 2 |

**Note: L- Lecture, T- Tutorial, P- Practicum,
CC- Core Course, DEC- Discipline Elective Courses, OEC- Open Elective Course.**

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POST GRADUATE PROGRAMME/M.A. HISTORY
SCHEME OF EXAMINATION 2025-26
(SEMESTER- IV)

In semester IV, students are required to opt for the same Specializations which they have opted in III Semester. In IV Semester, there would be **Two Core Courses, Four Discipline Elective courses and one Employability and Entrepreneurship Skills Course (EEC)**. The students who opted to write a dissertation work/project work will be provided with three CC/DECs/SECs (instead of four). **These students (who opted to write a dissertation work/project work) will take either one Core Course and two Discipline Elective Courses or three Discipline Elective Courses.**

| Course Code | Type of courses | Nomenclature | Hrs/Week L+T+P | Marks | | | Exam Hrs | Credits L+T+P |
|---|-----------------|--|-------------------|------------------------|----------------------|-------|-------------|------------------|
| | | | | Internal Assessment | Semester End Exam | Total | | |
| Common/Mandatory (Core Paper) for every group | | | | | | | | |
| 24L6 5-HIS-401 | CC | Basic Tools and Trends of Historiography | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-402 | CC/SEC | Source of History | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| The students who opted to write a dissertation work/project work will be provided with three CC/DECs/SECs (instead of four) | | | | | | | | |
| 24L6 5-HIS-403 | DPW | DPW Dissertation Work/Project Work | -- | -- | -- | 300 | -- | 12 |
| Discipline Elective Course | | | | | | | | |
| Indian Archaeology Specialization (Group- A) | | | | | | | | |
| Students are required to choose any four elective courses from a pool of the below-mentioned courses | | | | | | | | |
| 24L6 5-HIS-404 | DEC | Debates in Archaeology | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-405 | DEC | Antiquarian Laws | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-406 | DEC | Science and Archaeology | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-407 | DEC | Conservation & Preservation | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-408 | DEC | Indian Art and Iconography | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| Discipline Elective Course | | | | | | | | |
| Ancient Indian History Specialization (Group- B) | | | | | | | | |
| Students are required to choose any four elective courses from a pool of the below-mentioned courses | | | | | | | | |
| 24L6 5-HIS-409 | DEC | Political History of North India (651 AD to 1200 AD) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-410 | DEC | Political history of South India (From mid 600 AD to 1200 AD) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-411 | DEC | Science and Technology in Ancient India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-412 | DEC | Ancient Indian Political Thought | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-413 | DEC | Cultural Interaction in South and South East Asia | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-414 | DEC | History of Art and Architecture in Ancient India up to 1000 CE | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| Discipline Elective Course | | | | | | | | |
| Medieval Indian History Specialization (Group-C) | | | | | | | | |
| Students are required to choose any four elective courses from a pool of the below-mentioned courses | | | | | | | | |
| 24L6 5-HIS-415 | DEC | Political History of India (1526-1757) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-416 | DEC | Society and culture of India (1526-1757) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-417 | DEC | Economic History of India (1526-1757) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-418 | DEC | Trade and commerce in Medieval India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-419 | DEC | Art and Architecture in Mughal India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |

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| 24L6 5-HIS-420 | DEC | Religious movements in Medieval India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-421 | DEC | Vijayanagar and Bahmani Empire | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| Discipline Elective Course Modern Indian History Specialization (Group-D) Students are required to choose any four elective courses from a pool of the below-mentioned courses | | | | | | | | |
| 24L6 5-HIS-422 | DEC | Pol Hist of India (1757-1960)-II | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-423 | DEC | Indian National Movement (1920-1947)-II | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-424 | DEC | Society & Culture of India (1757-1947)-II | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-425 | DEC | History of Education during Colonial India | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-426 | DEC | History of Contemporary India (1947-2000) | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-427 | DEC | History of Constitutional Development | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| 24L6 5-HIS-428 | DEC | Peasant and Labor Movement | 3+1+0 | 30 | 70 | 100 | 3Hrs | 4 |
| Employability and Entrepreneurship Skills Course (EEC) (Students must choose any one course out of following two) Common/Mandatory for every group | | | | | | | | |
| 24L6 5-HIS-EEC-429 | EEC | Heritage Tourism in India | 2+0+0 | 15 | 35 | 50 | 3Hrs | 2 |
| 24L6 5-HIS-EEC-430 | EEC | Computer Application in History | 2+0+0 | 15 | 35 | 50 | 3Hrs | 2 |
| 24L6 5-HIS-EEC-431 | EEC | Research Ethics | 2+0+0 | 15 | 35 | 50 | 3Hrs | 2 |
| Credits CC=8 DEC=16 EEC=2 Total Credits - 26 | | | | | | | | |

Note: L- Lecture, T- Tutorial, P- Practicum,
 CC- Core Course, DCEC- Discipline Centric Elective Course,
 EEC- Employability and Entrepreneurship Skill Course,
 SEC - Skill Enhancement Course

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* The course under EEC, (3rd paper - Research Ethics) was provided at Central level; hence it will supersede the scheme/syllabus of the department.

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M.A.-HISTORY SEMESTER-I(CORE COURSE)

Course: Ancient Societies-I

Code: 24L6.0-HIS-101

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course objective is to provide students with a comprehensive understanding of the complexities and nuances of ancient societies and their contributions to shaping the course of human history.

Unit - I Stone Age:

- a) Tool Technology and Techniques
- b) Paleolithic Cultures of the World: Lower, Middle, and Upper
- c) Mesolithic Cultures
- d) Neolithic Cultures: Beginning of agriculture and settled life.

Unit - II

Bronze Age Civilization in Mesopotamia: Origin of Early City States, Origin of Empires. (Sumerian and Akkadian) State Structure, Economy, Social Stratification and Religion.

Bronze Age Civilization in Egypt; Origin, State Structure, Economy & Trade, Social life, Religion.

Unit - III

Harappan Civilization:

- a) Origin, authors, and extent of the Harappan Civilization.
- b) Trade, Economy, Social and Religious Life.
- c) Features – Town Planning, Art – Architecture.
- d) Decline and Legacy of Harappan Civilization.

Unit IV

Chinese Civilization: Beginning Middle Kingdom, Shang Civilization, Socio-Economic Life and Religious Beliefs

Mayan Civilization: Socio-Economic Life, Arts, Science and Technology.

Inca Civilization: Socio-Economic Life, Arts, Science and Technology.

Course Outcome:

CO1: Critically evaluate the development of human society and various cultures from stone age to iron age, worldwide phenomenon.

CO2: Critically discuss major cultural structures, events and then shaping the world context.

CO3: Evaluate and analyze different sources (particularly archaeological) in overseas.

CO4: Critically evaluate the concept the decline of different civilizations. CO5: Critically evaluate the concept of relation of civilizations to each other.

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Mapping of Course No 241.6.0-HIS-101

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|--------------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | M | S | M | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | S | M |

S = Strong, M = Medium, W = Weak

SUGGESTED READINGS

- Allchin, B&R: The Rise of Civilization in India and Pakistan, Cambridge University Press, Cambridge, 1988
- Beers Burton F.: World History: Patterns of Civilization, Prentice-Hall, New Jersey, 1993.
- Child, V.G.: What Happened in History, PenguinBooks, 1964.
- Demarest, A.A.: Ancient Maya, Stanford University Press, 2005 (6th ed.)
- Goyal, Shriram : Vishva ki PrachinSabhayataen, Vishvaavidyalaya PrakashanVaranasi, 1994.
- Kramer, S.N.: The Sumerians, University Press Chicago, 1963.
- Pathak, S.M.: Vishva ki Prachin Sabhyataonka Itihas. Bihar Hindi Granth Academy, Patna, 1986.
- Possehi, G.L. (ed.) : HarappanCivilization: A Contemporary Perspective, American Institute of Indian Studies, New Delhi. 1982.
- Ray, Uday Narayain,: Vishva SabhyataKa Itihas, Lok Bharti, Allahabad, 1982.
- Sharer, Robert, J.: Daily Life in Maya Civilization, GreenwoodPress London, 2009.
- Sharer, Robert, J.: Daily Life in Inca Civilization, Greenwood Press London, 2009.
- Silverman, David, R.: Ancient, Egypt Oxford University Press, Oxford, 1997.
- Singh, Punshottam, The Neolithic Originals, Agam Kala Prakashan, Delhi, 1997.
- Spievoegi, J., J. James, Ancient Civilization, McGraw Hill, New York, (2007). A. Banks et al.
- Thapiyal, K.K. & Shukla, S.P.: Sindhu Sabhyata, Uttar Pradesh Hindi Granth Academy, Lucknow, 1976.

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M.A.-HISTORY SEMESTER-I (CORE COURSE)

Course : Medieval Societies-I
Code: 24L6.0-HIS-102

Maximum Marks-100,
External Examination-70,
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

students can gain a thorough understanding of the rich and diverse tapestry of medieval societies, their challenges, achievements, and contributions to the broader course of human history.

Unit – I

Transition from Ancient Society to Medieval Society; Medieval Europe:
Feudal Institutions; Medieval State and Church; Clergy and its Socio-Economic Role

Unit – II

Agrarian Systems under European Feudalism: Agrarian Structure and Relations;
The Manorial System; Changing Position of the Peasantry and the System of Serfdom; Agrarian Technology

Unit – III

Organization of Non-Agricultural Production in Medieval Europe: Major Non-Agricultural Productions; Artisans and Merchants

Unit – IV

Trade, Commerce and Urbanization: Local Trade under Feudalism; Growth of Foreign Trade and Commerce;
Urbanization: Urban Centers and Society;
Decline of Feudalism in Europe

Course Outcome:

CO1: Critically evaluate the various developments in feudal Europe, Islamic World and Medieval World.

CO2: Critically evaluate the concept the decline of feudalism and advent of capitalism.

CO3: Critically analyze and describe the rise of Middle East, Identify and describe the emergence of the Arab Caliphate, the Umayyad dynasty and abbasid dynasty.

CO4: Evaluate and analyze the different aspects of administrative units specially in Indian context.

CO5: Critically understand the society through the religion.

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Mapping of Course No. 24L6.0-HIS-102

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | M | S | M | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | S | M |

S = Strong, M = Medium, W = Weak

Suggested Readings:

- Anderson, Perry Passages from Antiquity to Feudalism
- Bloch, March Feudal Society, 2 Vols. 12
- Cipolla, Carlo (ed.) The Fontana Economic History of Europe: The Middle Ages
- Coleman, D.C. Revisions in Mercantilism
- Dobb, Maurice & Sweezy Dobb Studies in the Development of Capitalism
- Faruqqi, Amar Prachin Aur Madhyakalin Samajik Sanrachanayen aur Sanskritiyan(Hindi tr.)
- Gunshot, F.L. Feudalism
- Hall, A.R. The Scientific Revolution 1500-1800
- Heaton, Herbert Economic History of Europe
- Hilton, Rodina (ed.) Transition from Feudalism to Capitalism
- Hodgetts, A.J. Gerald A Social and Economic History of Medieval Europe
- Pirenne, Henri Economic and Social History of Medieval Europe
- Rolls, Eric History of Economic Thought
- Takashesh et. The Transition from Feudalism to Capitalism
- White, Lynn Medieval Technology and Social Change

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M.A.-HISTORY (IGU) SEMESTER-I (CORE COURSE)

Course : Modern World : Socio-Economic Trends

Code: 24L6.0-HIS-103

Maximum Marks-100
External Examination-70
Internal Assessment- 30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of this course is to provide gain a comprehensive understanding of the multifaceted nature of modern societies and the intricate web of historical factors that have contributed to their formation and evolution.

Unit – I

Rise of Modern World:

- a) Renaissance, b.) Reformation

Age of mercantilism and the Beginnings of Capitalism:

- a) Features of Mercantilism b) Mercantile Activities of Different Countries c) Beginnings of Capitalism

Unit - II

Agricultural Revolution in Western Europe:

- a) Agricultural System in Pre-Modern Period
b) Development of New Methods and Knowledge
c) Impact of the New Agriculture

Development of Science and Technology

- a) Its history b) Technological Revaluation, c) Impact of the Revolution.

Unit – III

Development of Capitalism:

- a) Britain b) France, c) Germany & d) Japan

Development of Imperialism:

- a) Geographical Expansion: Asia & Africa
b) Its Theories: Economic and Non-Economic

Unit IV

Stages of Colonialism in India:

- a) Mercantile Capital Stage b) Industrial/Free Trade Capital Stage c) Finance Capital Stage

The Far East and Western Economic Dominance:

- a) Japan b) China: Opium Wars and the Development of Treaty Port System

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Course Outcome:

- CO1: Students' enable to understand the various socio-economic trends in modern period.
- CO2: Critically evaluate how the modern west was emerged through renaissance and other socio-economic developments.
- CO3: Critically analyze the rise of capitalism and imperialism led all these developments.
- CO4: Critically evaluate how the new political system emerged based on representative system.
- CO5: Explain and analyze the rise of new order in the world in the form of socialism and about the world crisis of 1919 and 1939 which led to world wars.

Mapping of Course No. 24L6.0-HIS-103

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

SUGGESTED READINGS

- Carr, E.H.: The Bolshevik Revolution, Vol. I, Pelican.
- Chandra, Bipan: Nationalism and Colonialism in India, 1996
- Cipola, C.M.: Fontana Economic History of Europe, Vol. III, 1976.
- Desai, A.R.: Social Background of Indian Nationalism.
- Dobb, Maurice, Studies in the Development of Capitalism, 1974
- Dutt, R.P.: India Today
- Emerson, Rupert: From Empire to Nation: The Rise to Self-Assertion of Asian and African People.
- Fairbank, John, K.: East Asia: Modern Transformation.
- Hilton, Rodney: Transition from Feudalism to Capitalism, 1976.
- Hobsbawm, E.J.: Nation and Nationalism, Cambridge, 1970.
- Jophson, Chatness A.: Peasant Nationalism and Communist Power: The Emergency of Red China 1937-1945.
- Joll, James: Origin of the First World War. (1984)
- Lichtheim, George, : A Short History of Socialism, 1976.
- Lucas, Colin: The French Revolution and the Making of Modern Political Culture. Vol.2, Pergoman, 1988.
- Riasanovsky, N.V. : A History of Russia, Oup. 1984.
- Roth, J.J. (Ed.): World War II: A Turning Point in Modern History, 1967.
- Snyder, Louis L.: The Meaning of Nationalism
- Sanchuman, F.: International Relations
- Thompson, David: Europe Since Napoleon

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M.A.-HISTORY (IGU) SEMESTER-I (CORE COURSE)

Course: History of Haryana-I
Code: 24L6.0-HIS-104

Maximum Marks-100
External Examination- 70
Internal Assessment -30
Max. Time - 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

Students can gain a deep understanding of the history and evolution of Haryana, appreciating its unique contributions to India's historical tapestry while also recognizing its interconnectedness with broader historical narratives.

Unit-I

Sources (Literary and Archaeological); Stone Age culture, Harappan civilization in Haryana. Vedic Culture and Epic Age (Mahabharata). Republic States: Yaudheyas, Agras and Kunindas.

Unit-II

Pusyabhutis; Gurajara – Pratiharas. Tomars, Chahamanas. Battles of Tarain and their Impact.

Unit-III

Haryana during Sultanate period; Battles of Panipat and their Historical Significance. Resistance of Jats, Revolt of Satnamis and Maratha. George Thomas and East India Company.

Unit-IV

First war of Independence and Haryana (1857); Religious movements: Arya Samaj and Sanatan Dharam. Unionist Party: Educational and Agricultural Reforms.
National Movement 1885-1947.

Course Outcome:

CO1: Students understand the theme of regional history is explored through study of Haryana from stone age to independence of India.

CO2: Critically analyse the rise of various cultures are explored in the region of Haryana.

CO3: Critically evaluate the efforts of the people of this region in the foreign invasions.

CO4: Critically analyse the rise of state formation and new power in the region of Haryana.

CO5: Explain and analyse the Turkish Invasion and its impact on Haryana.

Mapping of Course No. 24L6.0-HIS-104

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | M | S | S | S | S |
| CO3 | S | S | S | S | S | S | M | S | S | S | S |
| CO4 | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | S | S | M | S | M | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings:

- Ashraf, K.M. Life and Conditions of the People of Hindustan, Pearl Publication, Calcutta, 1983.
- Buddha Prakash, Haryana through the Ages, Kurukshetra University, Kurukshetra, 1962.
- Buddha Prakash, Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969.
- Das Gupta, K.K. Tribal History of Ancient India.
- Datta, Nonica, Formation of an Identity : A Social History of Jats, Oxford University Press, New York, 1999.
- Devahuti, D., Harsha, A Political Study, Oxford Clarendon Press, 1970.
- Dwivedi, H.N. Dillike Tomar (736-1193), VidyaMandirPrakashan, Gwalior, 1973.
- Goyal, J.B. (ed.) Haryana-Puratatna, Itihas, Sanskriti, SahityaevomLokwarta, Delhi, 1966.
- Gupta, H.R., The Marathas and Battle of Panipat, New Delhi.
- Gupta, S.P. & Rama & Chandran, K.S., Mahabharata, Myth and Reality, AgamPrakashan, New Delhi, 1976.
- Irfan, Habib, Cambridge Economic History of India, Cambridge University Press, Cambridge, 1982.
- Jagdish, Chander, Freedom Struggle in Haryana, Vishal Publication, Kurukshetra, 1982.
- Kenneth, W. Jones., Arya Dharam, Manohar Book Service, New Delhi, 1976.
- Mittal, S.C., Haryana, A Historical Perspective, New Delhi, 1986.
- Pardaman Singh & S.P. Shukla, (ed.) Freedom Struggle in Haryana and the Congress,
- Phadke, H.A., Haryana, Ancient and Medieval, HarmanPublication, Delhi, 1990.
- Phadke, H.A., Haryana, Ancient and Medieval, Harman Publication House, New Delhi, 1990.
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- Prem Chaudhary, Punjab Politics, The Role of Sir Chhotu Ram, Vikas PublishingHouse, New Delhi, 1985.
- Puri, B.N., History of Gurjar-Pratiharas, MunshiramManoharlal, New Delhi, 1968.
- Ranjeet Singh, Haryana ke Arya Samaj ka Itihas, Rohtak, 196 (in Hindi)
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- Sharda, Sadhu Ram, Haryana-EkSanskritikAdyayan, Bhasha Vibhag, Haryana, Chandigarh, 1978.
- Sharma, D., Early History of Chahamanas, Delhi, 1959.
- Shukla, S.P., India's Freedom Struggle and Role of Haryana, Criterion Publication, 1985.
- Singh, Fauja (ed.), History of the Punjab, Vol. I-III, Publication Bureau, PunjabUniversity, Patiala, 1997-2000.
- Suraj Bhan, Excavations at Mithathal (1968) and other Explorations in Satluj YamunaDivide, Kurukshetra
- Tripathi, R.S., History of Kanauj, MunshiramManoharlal, New Delhi, 1964.
- University, Kurukshetra, 1975.
- Verma, D.C., Sir Chhotu Ram, His Life and Times, Sterling Publication, New Delhi, 1981.
- Yadav, K.C. Rao Tula Ram and Revolt of 1857, S. Parmod and Co. Jalandhar City, 1975.
- Yadav, K.C., Haryana, ItihasevomSanskriti, Part 1 & 2, Manohar Publisher, New Delhi, 1994

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**M.A.-HISTORY - SEMESTER-1
(DISCIPLINE ELECTIVE COURSE)**

Course State in India-I

Code: 24L6.0-HIS-105

**Maximum Marks-100
External Examination: 70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course aims to provide students with a comprehensive understanding of the state in India from ancient to medieval times, enabling them to appreciate the complex interplay between politics, society, culture, and governance throughout history.

Unit - I

Towards Formation of State:

- a) Different Theories of the formation of State b). Proto State c) Chiefdoms of Later Vedic Times

Unit - II

The Mauryan State:

- a) Central Administration b) Provincial Administration

The Gupta Polity

- a) Central Administration b) Administrative Units

Unit - III

Delhi Sultanate:

- a) Islamic Theory of State b) Nature of State under the Sultans, c) State and the Ulema's.

Unit IV

Delhi Sultanate:

- a) Central Administrative b) Provincial Administration, c) Military Organization.

Course Outcome:

CO1: Evaluate and analyze of institutional history that how the institution of state rise and develop in India.

CO2: Critically evaluate the nature of the state changes with the time and dynasty.

CO3: Analyze the emergence of the Mauryan and Gupta empires during the classical age in India

CO4: Identify and analyze key facets of Indian Society and the rise of technology and commerce.

CO5: Formulate logical arguments substantiated with historical aspects.

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Mapping of Course No. 24L6.0-HIS-105

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | M | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | S | S | M | S | M | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

SUGGESTED READINGS:

- Altekar, A.S.: State and Government in Ancient India, Motilal Banarsidass, Delhi,
- Chandra, Bipan: Nationalism and Colonialism in India, 1996
- Bhandarkar, D.R.: Some Aspects of Hindu Polity, B.R. Publishing Corporation, NewDelhi, 1988.
- Chandra, Satish: Medieval India (From Sultanate to the Mughals, 1206-1526), Vol. I, Har-Anand Publications, Delhi, 1997 (in Hindi also)
- Dishitar, V.R.R.: The Mauryan Polity, Motilal Banarsidas, Delhi, 1993.
- The Gupta Polity, Motilal Banarsidas, Delhi, 1993.
- Dutta, K.P.: Administrative Aspects of Medieval Institutions in India, J.K. Enterprises, Delhi, 1973.
- Ghosal, U.N.: A History of India Political Ideas, Oxford University Press, 1968.
- Habib, Irfan.: Madhakaleen Bharat, Vols. I-VIII, Ram Kamal Prakashan, Delhi, 1981-2003.
- Habibullah, A.B.M.: The Foundation of Muslim Rule in India, Central Book Depot, Allahabad, 1961 (in Hindi also)
- Sarkar, B.K.: Political Institution and Theories of the Hindus, CC and Company Ltd., Calcutta, 1994 (reprint)
- Sharma, R.S.: Aspect of Political Ideas & Institutions in Early India, Motilal Banarsidas, Delhi, 1996 (4th Edn.)
- Tripathi, R.P.: Some Aspects of Muslim Administration, Central Book Depot, Allahabad, 1989.
- Verma, H.C.: Madhyakaleen Bharat (750-1540AD), Vol. I, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 1983

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 2. A signature that appears to be "Suresh" with a date "4/10/22" written below it.
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M.A.-HISTORY - SEMESTER-1
(DISCIPLINE ELECTIVE COURSE)

Course : Contemporary world-I
Code:24L6.0-HIS-106

Maximum Marks-100
External Examination: 70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To provide students with an understanding of the historical context of the contemporary era, focusing on major events, trends, and developments that have shaped the modern world.

Unit I

Legacy of the 19th Century: Liberalism and Nationalism Growth of capitalism, structural changes of European economy Imperialism:

Unit II

Theories, Lenin & Hobson: Concept of New Imperialism.
A short survey of the growth of capitalism & imperialism in U.K, Germany & Japan

Unit III

World between the two Wars: Russian revolution and the emergence of Socialist Economy, Collective Security and League of Nations, its failure,

Unit IV

The Great Depression-Origin, Impact, The New Deal Emergence of U.S. Economy, Liberal Ideas, Socialist Movements, conservative nationalism. **Course Outcome:**

CO1: To examine the processes of globalization, including economic, cultural and technological interconnectedness.

CO2: To explore the political transformations that have taken place in The contemporary period, including the rise and fall of ideologies, the spread of democracy, and the challenges of governance.

CO3: To investigate various social movements and revolutions that have shaped the contemporary world

CO4: To focusing on their causes, impact, and outcomes.

CO5: To examine the role of technological advancements and innovations in shaping societies, economies.

Mapping of Course No. 24L6.0-HIS-106

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings:

- AJP Taylor The struggle for Mastery in Europe, 1848-1919, 1954.
- The Origins of Second World War, 1961.
- G Barraclough An Introduction to contemporary History, London, 1964.
- D.C. Watt F. Spencer and N. Brown, A History of World in the Twentieth Century, London, 1967.
- A Ulan the Bolsheviks, 1968.
- E. Hobsbawm Age of Extremes: The Short Twentieth Century, London, 1999.
- R. Henig Versailles and after, 1919-33, London, 1984.
- M.Mazower Dark Continent: Europe's Twentieth Century, London, 1999.

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**M.A.-HISTORY - SEMESTER-I
(DISCIPLINE ELECTIVE COURSE)**

**Course : Ancient Indian Culture
Code:24L6.0-HIS-107**

**Maximum Marks-100
External Examination: 70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To provide students with a holistic view of Ancient Indian culture, encompassing its historical, philosophical, artistic, and societal dimensions while fostering critical thinking and a deeper appreciation for the cultural heritage of India.

Unit-I Introduction to Indian Culture

1. Origin of the study of Ancient Indian Culture
2. The main characteristics of Ancient Indian Culture.
3. Geographical and Ethnic Profile
4. Methods and approaches to the study of Indian Culture: - Imperialist, Nationalist, Marxist.

Unit- II Social Institutions in Ancient India

1. Varna system- Meaning, origin and development; Difference between Varna and Jāti.
2. Āśrama system- Concept and Cultural significance of Āśrama system.
3. Sanskāra- Concept and cultural importance of Sanskāra; Marriage system in Ancient India.
4. Purusārtha: Concept of Rin and nature and aims of Education in Ancient India.

Unit- III Dharma in Ancient India

1. Vedic dharma- various devī and devatīs, Yajñas and sacrifices.
2. Buddhism- Origin of Buddhism; Hīnayāna and Mahāyāna, Vajrayāna and Tantric Buddhism
3. Jainism- Origin and Development of Jainism; Other heterodox sects.
4. Hinduism- Vaiṣṇavism; Saivism and Saktism.

Unit- IV Literary Traditions in Ancient India

1. Vedic literature- Vedas, Upanishadas, Brāhmanas, Āranyakas; Sutra- Smritis and Dharmasāstras.
2. Buddhist literature- Pitakas (with special reference to Vinayapitaka and Suttapitaka); Dhammapada.
3. Jain Literature- Pañśiḥa Parvaḥ; Kalpasūtra; Āśringa sūtra.
4. Sanskrit literature- Arthasāstra, Buddhacharita; Kamasutra; Manusmriti; Epics

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Dr. Vikas
Vikas

Course Outcome:

- CO1: To explore the ancient Indian culture;
- CO2: To develop a critical understanding of the subject;
- CO3: To understand the process of development into cultural fields of ancient Indian civilization;
- CO4: To enlighten the students with the cultural formation and the need for heritage building measures.
- CO5: To examine how elements of Ancient Indian culture continue to influence modern Indian society, as well as its global impact on philosophy, spirituality, and wellness practices.

Mapping of Course No 24L6.0-HIS-107

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings:

- Kane, P.V. : History of Dharmashastra (Rel. Vols.) Bahandarkar Orient Research Institute, Poona, 1930
- Sharma, R.S. : Sudras in Ancient India, Motilal Banarsidass, Varanasi, Delhi, 1980
- " : Perspectives in Social and Economic History of Early India
- " : Material Culture and Social formation in Ancient India, Macmillan, Delhi, 1983
- Hutton, J. : Caste in India, Cambridge University, 1946
- Ghurye, G.S. : The Brahmanical Institutions Gotra & Carana
- Ghurye, G.S. : Caste and Race in India, Bombay, 1969

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M.A.-HISTORY (IGU) SEMESTER - I

Paper: Seminar
Paper Code: 24L6.0-HIS-108

Total Marks: 50

As per NEP-2020, Seminar of 2 credits will be a mandatory course in the first semester for all PG programmes.

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M.A.-HISTORY (IGU) SEMESTER- II (CORE COURSE)

Course: Ancient Societies-II
Code: 24L6.0-HIS-201

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time - 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

Explore the cultural, social, and religious practices of various ancient societies, examining their beliefs, values, social hierarchies, and daily life.

Unit - I

Iron Age Cultures in India:

- a) The beginning of Iron Age in India: Problems and Issues
- b) Megalithic Culture of India: Origin, Distribution, Typology and Material Culture.
- c) Painted Grey Ware Culture: Distribution, Material remains.
- d) Second Urbanization.

Unit - II

Iron Age Culture in Greece:

- a) Early Civilization in the Aegean
- b) Greek City States (Athens and Sparta): Political, Social and Economic Life, Greco-Persian Wars, Peloponnesian Wars.
- c) The Athenian Empire, Athenian Democracy, Contribution of Greek Civilization.

Iron Age Culture in Rome:

- a) Roman Republic and Empire: Social and Economic Life
- b) Science & Technology
- c) Decline of Rome
- d) Contribution of Roman Civilization

Unit - III

Indian State and Society (Vedic Times to Gupta Period):

- a) The Vedic Age: Society, State Structure, Economy, Religion.
- b) The Age of Reason and Revolt : Jainism and Buddhism
- c) Agrarian Empires (Mauryan and Gupta): Society and Economy.

Unit IV

Indian State and Society in Post Gupta Period:

- a) Urban Decay in India
- b) Decline of Trade
- c) Origin and Development of Feudalism in India
- d) Nature of Indian Feudalism.

Course Outcome:

CO1: Critically evaluate the development of human society and various cultures from Stone age to Iron age, world-wide phenomenon.

CO2: Critically discuss major cultural structures, events and their shaping the world context.

CO3: Evaluate and analyze different sources (particularly archaeological) in overseas.

CO4: Critically evaluate the concept the decline of different civilizations and concept of relation of civilizations to each other.

CO5: Formulate logical arguments substantiated with historical aspects.

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Mapping of Course No. 24L6.0-HIS-201

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | M | S | M | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | S | M |

S = Strong, M = Medium, W = Weak

SUGGESTED READINGS

- Camp, John M.: Ancient Greece: From Prehistoric to Hellenistic Times, Yale University Press, 1996.
- Goyal, Shriram, Vishva ki Prachin Sabhyatayen, Vishwavidyalaya Prakashan, Varanasi, 1994.
- Gupta, P.L.: The Imperial Guptas: Cultural History, Varanasi Vishwavidyalaya Prakashan, 1979.
- Jha, D.N.: Studies in Early Indian Economic History, Anupma Publication, 1980.
- Korovkin, F.: (Tr. by Bhatt, B.P.) Prachin Vishva Itihas ka Paricheya, Peoples Publishing House, New Delhi, 1982.
- Kosambi, D.D.: An Introduction to the Study of Indian History, Popular Prakashan Pvt.Ltd., New Delhi, 2009 (reprint)
- Majumdar, R.C.: The Vedic Age of History and Culture of the Indian People, Bhartiya Vidya Bhawan, 1996.
- Mortimer, C.: The Fall of Rome: Can it be Explained? Holt, Rinehart and Winston, 1963.
- Pathak, S.M.: Vishva Ki Prachin Sabhyataon ka Itihas, Bihar Hindi Granth Academy, Patna, 1986.
- Ray, U.: Vishva Sabhyataon ka Itihas, Lok Bharti, Allahabad, 1922.
- Runnels, Curtis and M.Priscila, : Greece Before History, An Archaeological Companion and Guide, Stanford University Press, 2001.
- Sharma, R.S.: Indian Feudalism, Macmillan India Ltd., New Delhi, 2005 (Hindi also)
- Sircar, D.C., Land System and Feudalism in Ancient India, India Centre of Advance Study in Ancient Indian History and Culture, 1966.
- Swain, James E.: A History of World Civilization, Eurasia Publishing House, New Delhi, 1984 (5th Edn. reprint)
- Thakur, V.K.: Urbanization in Ancient India, Abhinav Publications, New Delhi, 1981.
- Thapar, Romila: History of India, Vol. I, Penguin Press, 1990.
- Rhys, T.S.: Buddhism: Its History and Literature, New York, 1989.
- Rhys, T.S.: Gupta Samrajya, Varanasi Vishwavidyalaya Prakashan, 1979.

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M.A.-HISTORY SEMESTER- II (CORE COURSE)

Course : Medieval Societies – II
Code: 24L6.0-HIS-202

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To provide a solid understanding to the historical context of the medieval period, including key events, transitions, and societal developments.

Unit – I

Rise of Islam and its Effects: Arabia before Islam: Political, Socio-Religious and Economic Conditions; Rise of Islam under the Prophet; Islam as a Socioreligious System; Relations of Muslims with Arab Tribes, Jews and Christians

Unit – II

Islamic State and Society under the Caliphs: Evolution of State from the Pious Caliphs to the Abbasids; Society, Culture and Economy under the Prophet and the Caliphs

Unit – III

Growth of Culture under the Arab Empire: Growth of Art and Architecture; Education; Intellectual Contributions: Language, Literature and Sciences

Unit – IV

Advent of Islam in India: Process and Impact; Nature of Polity and Administrative Set Up under Delhi Sultanate

Course Outcome:

- CO1: Critically evaluate the various developments in feudal Europe, Islamic World and Medieval World.
- CO2: Critically evaluate the concept the decline of feudalism and advent of capitalism.
- CO3: Critically analyze and describe the rise of Middle East, Identify and describe the emergence of the Arab Caliphate, the Umayyad dynasty and abbasid dynasty.
- CO4: Evaluate and analyze the different aspects of administrative units specially in Indian context.
- CO5: Critically understand the society through the religion.

Mapping of Course No. 24L6.0-HIS-202

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | M | M | M | S | S | S | S |
| CO2 | S | S | S | S | M | S | M | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | S | M |

S = Strong, M = Medium, W = Weak

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Suggested Readings:

- Agenizes, N. Muhammadan Theories of Finance
- Bakhsh, Khuda The Arab Civilization
- Satish Chandra Medieval India: From Sultanate to Mughals, Vol. I
- Digby, Simon War Horse and Elephant in the Delhi Sultanate: A Study in Military Supplies
- Faruqi, Amar Prachin Aur Madhyakalin Samajik Sanrachanayen Aur Sanskritiyan(Hindi)
- Granebaum Medieval Islam
- Habib, Irfan Medieval India, 4 Volumes
- Habib, Irfan Essays in Indian History: Towards a Marxist Perception
- Habib, Mohammad Politics and Society in Early Medieval Period, Vols. I & II
- Habib, Mohammad and K.A. Nizami (ed.)
- Comprehensive History of India A.D. 1206-1526, Vol. V
- Hitti, P.K. History of Arabs
- Jackson, P The Delhi Sultanate
- Kulke, Hermann The State in India AD 1000-1700
- Lambton Landlords and Peasants in Persia
- Levy, P The Social Structure of Islam
- Nizami, Khaliq A. Religion and Politics in the Thirteenth Century India
- Richards, J.F. New Cambridge History of India: The Mughal Empire
- Sahu, K.P. Islam : Udbhav Aur Vikas (Hindi)
- Sharma, G.D. Madhyakalin Bharat Ki Rajnetik Aur Aarthik Sansthayen (Hindi)
- Verma, H.C. (ed.) Madhyakalin Bharat, 2 Volumes (Hindi)

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M.A.-HISTORY (IGU) SEMESTER- II (CORE COURSE)

Course : Modern World : Political Trends
Code: 24L6.0-HIS-203

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time - 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To encourage critical thinking skills by examining different perspectives, questioning assumptions, and evaluating the societal implications of various developments in modern societies.

Unit – I

French Revolution:

- a) Aims b) Achievements c) Reaction in Europe

Development of Liberalism in Britain:

- a) Background: Classical Liberalism b) Beginning of Modern Liberalism c) Results and Analysis

Rise of America:

- a) American Revolution b) New Slavery c) Economic Power

Unit - II

Rise of New Order:

- a) Socialist Movement b) Russian Revolution-1917, c) Russia after Revolution
d) Reaction in the West

Theories of Nationalism:

- a) Italy b) Germany, c) Japan: Rise of Japan as Colonial Power and its Pan Asiatic Scheme.

Unit – III

First World War:

- a) Origin b) Nature, c) Impact, d) Peace Settlement

Totalitarian Regimes:

- a) Fascism in Italy, b) Nazism in Germany, c) Communist Revolution in China – 1949

Unit IV

Second World War:

- a) Origin, b) Nature, c) Impact

Cold War Period:

- a) NATO, b) Warsaw Pact, c) Non-Alignment Movement

Course Outcome:

CO1: Students' enable to understand the various socio-economic trends in modern period.

CO2: Critically evaluate how the modern west was emerged through renaissance and and other socio-economic developments.

CO3: Critically analyse the rise of capitalism and imperialism led all these developments.

CO4: Critically evaluate how the new political system emerged based on representative system.

CO5: Explain and analyse the rise of new order in the world in the form of socialism and about the world crisis of 1919 and 1939 which led to world wars.

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Mapping of Course No. 24L6.0-HIS-203

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

SUGGESTED READINGS

- Anthey D. Smith Theories of nationalism, New York, 1983
- Anthey D. Smith the Nation in History, Oxford, 2000.
- Carr, E.H. The Bolshevik, Revolution, Vol. I, Pelican
- Chandra, Bipan Nationalism and Colonialism in India, 1996.
- Cipola, C.M. Fontana Economic History of Europe, Vol. III, 1976.
- Desai, A.R. Social Background of Indian Nationalism.
- Dobb, Maurice Studies in the Development of Capitalism, 1974
- Emerson, Rupert, From Empire to Nation: The Rise to Self-Assertion of Asian and African People.
- Fairbank, John, K. East Asia: Modern Transformation.
- Hilton, Rodney Transition from Feudalism to Capitalism, 1976.
- Hobsbawen, E.J. Nation and Nationalism, Cambridge, 1970.
- Johnson, Chatness, A. Peasant Nationalism and Communist Power: The Emergency of Red China 1937-1947, 1962.
- Joll, James, Origin of the First World War, 1984.
- Lichtheim, George A Short-History of Socialism, 1976.
- Riasanovsky, N.V. A History of Russia, OUP, 1984
- Roth, J.J. (ed.) World War II: A Turning Point in Modern History, 1967.
- Sachuman, F., International Relations.
- Snyder, Louis, L. The Meaning of Nationalism.
- Thompson, David Europe Since Napoleon

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M.A.-HISTORY (IGU) SEMESTER- II (CORE COURSE)

Course : History of Haryana-II
Code: 24L6.0-HIS-204

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To provide students with a comprehensive understanding of the historical context of Haryana, including its geographical location, cultural diversity, and historical significance in the broader Indian context.

Unit-I

Mughal Period:

a) First and Second Battle of Panipat, Hemu's Life & Achievements b) Revolt of Satnamis, c) Paragana Administration, d) Economy- Land Revenue System, e) Irrigation System, f) Bhakti and Sufi movements

Unit-II

Politico-Religious Developments:

- a) Marathas Incursion
- b) George Thomas
- c) Sikh intrusion
- d) Arya Samaj
- e) Sanatan Dharma Sabha
- f) Development of Education and Literature

Unit-III

Political Movements:

- a) Revolt of 1857: Causes, events, nature & effects
- b) Rise of Nationalism
- c) Political Condition (1885-1919)
- d) Unionist Party and Sir Chotu Rame)

Unit-IV

Gandhian Movements:

- a) Non-Cooperation
- b) Quit India Movement
- c) Civil Disobedience
- d) Praja Mandal Movement

Course Outcome:

CO1: Students understand the theme of regional history is explored through study of Haryana from stone age to independence of India.

CO2: Critically evaluate the efforts of the people of this region in the foreign invasions.

CO3: Critically analyse the rise of state formation and new power in the region of Haryana.

CO4: Explain and analyse the Turkish Invasion and its impact on Haryana.

CO5: Evaluate and analyze the different aspects of ancient to modern administrative units.

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Mapping of Course No. 24L6.0-HIS-204

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | M | S | S | S | S |
| CO3 | S | S | S | S | S | S | M | S | S | S | S |
| CO4 | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | S | S | M | S | M | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings:

- Ashraf, K.M. life and Conditions of the People of Hindustan, Pearl Publication, Calcutta, 1983.
- Datta, Nomca, Formation of an Identity : A Social History of JaI\$, Oxford University Press, New York, 1999.
- Gupta, H.R. The Marathas and Battle of Panipat, New Delhi.
- Irfan, Habib Cambridge Economic History of India, Cambridge University Press, Cambridge, 1982.
- Jagdish, Chander. Freedom Struggle in Haryana, Vishal Publication, Kurukshetra, 1982.
- Kenneth, W. Jones. Arya Dharam, Manohar Book Service, New Delhi, 1976.
- Mittal, S.C. Haryana : A Historical Perspective, New Delhi, 1986.
- Pardaman Singh & S.P. Shukla (ed.) Freedom Struggle in Haryana and the Congress, 1885- 1985, Published by Haryana Pradesh Congress (n Committee, 1985.
- Phadke, H.A. Haryana: Ancient and Medieval, Hannan Publication, Delhi, 1990.
- Prem Chaudhary. Punjab Politics: The Role of Sir Chhotu Ram, Vikas Publishing House, New Delhi, 1985.
- Ranjeet Singh. Haryana ke Arya Samaj ka Itihas, Rohtak, 196 (in Hindi)
- Shukla, S.P. India 's Freedom Struggle and Role of Haryana, Criterion Publication, 1985.
- Verma, D.C. Sir Chhotu Ram : His Life and Times, Sterling Publication, New Delhi, 1981.
- Yadav, K.C. Rao Tula Ram and Revolt of 1857, S. Pannod and Co. Jalandhar City, 1975.
- Yadav, K.C. Revolt of 1857 in Haryana, Manohar Publication, New Delhi.

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**M.A.-HISTORY (IGU) SEMESTER- II
DISCIPLINE ELECTIVE COURSE**

**Course: State in India – II
Code: 24L6.0-HIS-205**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To enable an increased understanding of the state in India and to analyze current events, policy debates, and societal issues in a broader context.

Unit – I

The Mughal State:

- a) Nature of Mughal State, b) Central Administrative, c) Provincial Administrative

Unit - II

Administrative Institutions:

- a) Jagirdari System, b) Mansabdari System, c) Zamindari System

Unit – III

Colonial State:

- a) Political Economy, b) State Apparatus, c) Instruments of Legitimization

Unit IV

Independent India:

- a) Constitutional Continuity, b) Constitutional Change, c) Visions of Modern Indian State: Nationalist, Communalist, Communist.

Course Outcome:

CO1: Evaluate and analyze of institutional history that how the institution of state rise and develop in India.

CO2: Critically evaluate the nature of the state changes with the time and dynasty.

CO3: Analyze the emergence of the Mauryan and Gupta empires during the classical age in India.

CO4: Identify and analyze key facets of Indian Society and the rise of technology and commerce.

CO5: To analyze the complex interactions between the state and different segments of society.

Mapping of Course No. 24L6.0-HIS-205

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | M | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | S | S | M | S | M | M | S | M | S | S |

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SUGGESTED READINGS:

- Alam, Muzaffer & Subramanayam, Sanjay (ed.) The Mughal State, Oxford, 2000
- The Crisis of Empire in Mughal North India, Awadh & Punjab.
- Anderson, Perry Lineages of the Absolutist State.
- Athar, M.Ali The Mughal Nobility under Aurangazeb.
- Banerjee S.N. A Nation in Making.
- Chandra Satish, Parties and Politics at the Mughal Court (1707- 1747AD)
- Day, U.N. The Mughal Government
- Dodwell, H.H. (ed.) Cambridge History of India, Vol. V and VI
- Douglas, Strensand, The Formation of the Mughal Empire
- Emerson, Rupert, From Empire to Nation: The Rise of Self-Assertions of Asian and African People.
- Habib, Irfan Madhyakaleen Bharat. Vol. I to VIII Relevant Articles.
- An Examination of Wittfogel's.
- Theory of Oriental Despotism in Studies in Asian History.
- Hobsbawm, E.J. Nation and Nationalism, Cambridge, 1970.
- Ibn, The Central Structure of the Mughal Empire.
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- Louis, I. Snyder The Meaning of the Nationalism.
- Phillips, C.H. The East India Company, 1784-1834.
- Qureshi, I.H. The Administration of the Mughal Empire.
- Richards, J.F. Kingship and Authority in South Asia (Modison-1978)
- Saran, P. Provincial Govt. of the Mughals.
- Sutherland, L. East India Company and the State, 1952.
- Verma, H.C. Madhyakaleen Bharat.

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M.A.-HISTORY (IGU) SEMESTER- II
DISCIPLINE ELECTIVE COURSE

Course: Contemporary World -II
Code: 24L6.0-HIS-206

Maximum Marks-100
External Marks-70
Internal Assessment-30
Max. Time - 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

To encourage critical thinking by examining multiple perspectives on complex global issues and fostering the ability to evaluate sources and arguments.

Unit I

Ideologies of Fascism & Nazism, Case Study of Italy and Germany. Rise of Militarism in Japan.

Unit II

Second World War & the New Political Order: From European to Global War: origin, Nature and its results, Emergence of the United Nations.

Unit III

Nationalist Movements in Afro-Asian Nation: Genesis and Growth, Forms of resisting Colonialism from 1900. Decolonization: Causes and nature.

Unit IV

Age of Progress
Economic and Social aspects, industry, Agriculture, Science and Technology. Communication and Information. Civil Rights Movement, Apartheid, Feminism.

Course Outcome:

CO1: To discuss issues related to human rights, social justice, gender equality, and marginalized populations in the contemporary world.

CO2: To develop research skills and the ability to analyze complex global phenomena, utilizing interdisciplinary approaches and diverse sources.

CO3: To enable students to apply their understanding of contemporary global issues to real-world scenarios

CO4: To provide students with a foundational understanding of the historical events and transitions that have led to the contemporary global landscape.

CO5: Nature of the contemporary world and its impact on societies, cultures, politics, economies, and the environment.

Mapping of Course No. 24L6.0-HIS-206

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Handwritten signatures and initials: *Ujwal*, *Prudh*, *Vik*

Suggested Reading:

- Keith Robbins, The World Since 1945, 1998.
- Eric Hobsbawm, The History of the World, 1996
- N. Gracner, Cold War Diplomacy, 1945-1960, Princeton, 1962.
- W. La Feber, America, Russia and the Cold War, 1967.
- R. Mayne, The Recovery of Europe, 1945-1973, revised at, 1973.
- C. Cooper, The Lost Crusade: America in Vietnam, 1972
- PMH Bell, The World Since 1945: An International History, London, 2001.
- M. Hogan Ed, The End of the Cold War: Its Meaning and Implications, Cambridge, 1992.

Encyclopedia Britannica relevant Volumes.

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M.A.-HISTORY (IGU) SEMESTER- II
SKILL ENHANCEMENT COURSE / DISCIPLINE ELECTIVE COURSE

Course : Ecology & Environmental History
Code: 24L6.0-HIS-207

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time - 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective

The objective of this optional course is to explore human induced changes in nature on the transnational and global scale. The paper covers general concepts in environmental history, and explore human, non human actors (including climate and topography), and science and technology as agent in history. The objective is to make students understand the major turning points in environmental history.

Unit 1

Ecology what is ecology, scope of ecology.
Ecology science or art, it's relation to other subjects.
Terminology of ecology.
Approaches to ecology

Unit 2

What is environment component of environment living and nonliving components.
Management of conservation of living and nonliving resources of environment for sustainable development.
Environmental degradation and its impact on present and future generations. The concept of nature in our spiritual traditions.

Unit 3

Environment and ecological consciousness in ancient India
Indus valley civilization: planned organization, drainage system, watershed management and waste management, worship of different component of nature, early Vedic and later Vedic culture. Forest and wildlife management in Arthshastra of Kautilya.

Unit 4

Environmental and ecological consciousness in medieval and British India exploitation of natural resources for economic development in early medieval India and Delhi sultanate.
Exploitation of natural resources for sustainable economic development in Mughal period; over exploitation and ecological disabilization during later Mughal period. British economy policy and imperialism: Ruins of Indian small scale industry, over exploitation of natural resources.

Course Outcomes:

1. Students will acknowledge about the Ecology and scope of Ecology.
2. To enable students Environmental components.
3. To enable students Environmental and ecological consciousness in ancient India.
4. To enable students Environmental and ecological consciousness in medieval and British India

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Mapping of Course No. 24L6.0-HIS-207

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |

S = Strong, M = Medium, W = Weak

Suggested Readings:

1. Environmental Science, William P. Cunningham & Barbara Woodworth Saigo, USA, 1990
2. Fundamentals of Ecology, (ed.) E.P. Odum, W.B. Philadelphia Pennsylvania USA 1959
3. Ecology and Environment, P.D. Sharma, Rastogi Publications, Meerut, 1990
4. Social, Cultural and Economic History of India Vol-I, II & III, Chopra, Puri & Das. Forest and Wild life Management in ancient India, Looking through the Mauryan Times, Mohd. Ahsan Paryavaran Gyan Yagya Samiti, Lucknow.
5. Harishchandra Verma. Bharat Mein ArthikRashtravada Ka Udbhav Aur Vikas (Hindi),
6. Bipin Chandra Nand Maurya Yugin Bharat (Hindi), K.A. Nilkantha Sastri.
7. Chauhan, G.C., (Chapter-8), Some Aspects of Early Indian Society, Red Lead Press, Pittsburg, U.S.A., 2012.

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M.A.-HISTORY (IGU) SEMESTER- II

INTERNSHIP COURSE

An internship course of 4 credits of 4-6 weeks duration during summer vacation after the second semester is to be completed by every student. Internship can be either for enhancing employability or for developing research aptitude.

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M.A.-HISTORY - SEMESTER-III
(CORE COURSE)

Course: Principles of History
Code: 24L6.5-HIS-301

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time -3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of studying the **Principles of History** is to develop a clear understanding of how history is studied, interpreted, and presented. It aims to equip learners with the knowledge of historical methods, including the collection, verification, and analysis of sources.

Unit-I

Understanding of History
Meaning, Definition and Scope; Nature and Subject matter; History relation with other social science.

Unit-II

Types of History
Political, Social, Religious, Economic, Agrarian, Urban, Art and Architectural, History of Ideas, Tradition and Folklore.

Unit-III

Fundamentals of History
Problem of Periodization, Historical Facts, Analysis and Interpretation.

Unit-IV

Importance of History
Use and Misuse of History, Idea of Progress in History, Significance and truth in History.

Course Outcomes:

- CO 1. Understanding Historical Method: Learn how historians collect, analyze, and interpret sources.
- CO 2. Cause and Effect: Recognize how historical events are interconnected.
- CO 3. Chronology and Time Sense: Develop skills to place events in sequence and understand historical timelines.
- CO 4. Critical Thinking: Analyze multiple perspectives and avoid bias in understanding the past.
- CO 5. Historical Evidence: Understand the use and importance of primary and secondary sources.

Mapping of Course No. 24L6.5-HIS-301

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

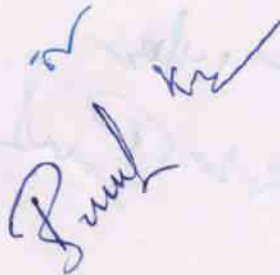
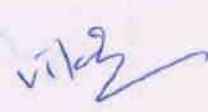
S = Strong, M = Medium, W = Weak

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Suggested Readings: Principles of History

- Ali, B. Sheik, History: its Theory and Method, Madras, 1978.
- Appleby, Telling the Truth about History, Norton, New York 1994.
- Bloch Marc. The Historians's Craft, MUP, Manchester 1954.
- Burns Robert. N & Hugh Raymen-Pickeed, (edited), Philosophies of History, Oxford (2000).
- Carr, E.H. What is History, Palgrave, Basingstoke. 2001.
- Collingwood, R.G. The Idea of History, Oxford University Press, Madras, 1988.
- Gardiner, J. What is History Today, Macmillan, London 1988.
- Marwick, Authur, the Nature of History, Macmillan, London, 1989.
- Michel, Foucault. The Order of Things, 1970, Tavistock Publications, London 1970.
- Roy Ladurie.: E.LE. The Territory of the Historian, Harvester Press, Britain 1979.
- Stanford Michael, the Companion to the Study of History, Blackwell, Oxford 1996.

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**M.A.-HISTORY - SEMESTER-III
(CORE COURSE)**

Course: Gender in History
Code: 24L6.5-HIS-302

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of the course is to encourage students to critically analyse the significance of gender in shaping social, political and religious culture in Indian history.

Unit 1

Gender as a category of Historical Analysis: Invisibility of Women in History
Historiography of Gender Relations, Emergence of Feminist history in India

Unit 2

Ancient India
Different perspective on Women: Position of Women in Family, Society and Polity, Women in different Religious Trends

Unit 3

Medieval India
Women, Politics and negotiations for Political space
Women and Bhakti and Sufi Movement

Unit 4

Modern India
Social Reform Movements and Question of Women, Women participation in National Movement
Post-Independence phase: The Contemporary Feminist Movement, The Campaign and agitation Against Dowry, Rape and Sati

Course Outcome

- CO1: Understand Gender as a Critical Tool of Historical Analysis
- CO2: Analyze the Role and Status of Women Across Historical Periods in India
- CO3: Evaluate the Emergence and Development of Feminist Historiography in India
- CO4: Examine Women's Engagement in Religious and Political Movements
- CO5: Critically Engage with Contemporary Feminist Movements and Legal Reforms

Mapping of Course No. 24L6.5-HIS-302

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Gender in History

- Altekar, A.S. *The Position of Women in Hindu Civilization*. Delhi, 1982.
- Brijbushan, Jamila. *Sultan, Raziya: Her life and times*. New Delhi, 1990.
- Chakravarty, Uma. *Rewriting History*. New Delhi: Kali for Women, 1998.
- Chakravarti, Uma and Kumkum Roy. "In Search of Our Past, A Review of the Limitations and Possibilities of the Historiography of Women in Early India," *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS2-WS10.
- Chowdhry, Prem. *The Veiled Women: Shifting Gender Equations in Rural Haryana*. Delhi: Oxford University Press, 1994.

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- Engels, Frederick. *The Origin of the Family: Private Property and the State*. Chicago: Charles H. Kerr and Company, 1909.
- Forbes, Geraldine. *The Cambridge History of India: Women in India*. Vol. IV. Cambridge: Cambridge University Press, 1996 (Rpt. 2004).
- Foucault, Michel. *The History of Sexuality: An Introduction*. Vol. 1. New York: Vintage Books, 1990.
- Habib, Irfan. "The Family of Nur Jahan during Jahangir's reign," in *Medieval India, A Miscellany*, Vol I, New York, 1969.
- Kumar, Radha. *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Kali for Women, 1993.
- Lerner, Gerda. *The Creation of Patriarchy*. New York: Oxford University Press, 1986.
- Martin, Nancy. "Mirabai in the Academy and the Politics of Identity," in M. Bose (ed.), *Faces of the Feminine in Ancient, Medieval and Modern India*, pp. 162-182.
- Mulatti, Leela. *The Bhakti Movement and the status of women: A Case study of Virasaivism*. New Delhi, 1989.
- Morgan, Sue, ed. *The Feminist History Reader*. London: Routledge, 2006.
- Nair, Janaki. *Women and Law in Colonial India: A Social History*. New Delhi: Kali for Women, 1996.
- Nath, Renuka. *Notable Mughal and Hindu Women in the 16th and 17th centuries A.D.* New Delhi, 1990.
- Ramasami, Periyar. *E.V. Women Enslaved*. New Delhi: Critical Quest, 2009.
- Rege, Sharmila. *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage, 2003.
- Roy, Kumkum, ed. *Women in Early Indian Societies*. New Delhi: Sundeep Prakashan, 2001.
- Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989 (Rpt. 2010).
- Scott, Joan W. "Gender: A Useful Category of Historical Analysis," *The American Historical Review*, Vol. 91, No. 5 (Dec., 1986), pp. 1053-1075. Oxford University Press.
- Shrivastava, Meenal. "Invisible Women in History and Global Studies: Reflections from an Archival Research Project," *Globalizations*, 2017, Vol. 14, No. 1, pp. 1-16.
- Sinha, Mrinalini. *Colonial Masculinity: The 'Manly' Englishman and the 'Effeminate' Bengali*. New Delhi: Kali for Women, 1997.
- Tharu, Susie J. and K. Lalita, eds. *Women Writing in India 600 B.C. to the Early 20th Century*. Delhi: Oxford University Press, 1993.
- Uma Chakravarti and Kumkum Roy. "In Search of Our Past, A Review of the Limitations and Possibilities of the Historiography of Women in Early India," *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS2-WS10.

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A**

**Course: Introduction to Archaeology
Code: 24L6.5-HIS-304**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course aims to introduce students to the field of archaeology by exploring its definition, scientific origins, and philosophical foundations. It encourages critical thinking and familiarizes students with the technical methods used in archaeological research. Additionally, it highlights the interdisciplinary nature of archaeology, emphasizing its connections with both natural and social sciences.

UNIT 1: Introduction to Archaeology

1. Archaeology: definition, scope, relevance
2. Relation with history and science
3. Terms in archaeology: culture assemblage

UNIT 2: History of Archaeology

1. The background: from antiquarianism to modern archaeology
2. History of archaeology in colonial India: from 18th century to 1947
3. Archaeology in Independent India: contribution of institutions and individuals

UNIT 3: Methods of Data Retrieval

1. Field discoveries: aims and methods of Explorations; Chance discoveries; Map and satellite image studies; village to village survey, salvage archaeology, geophysical methods, sampling methods, photogrammetry, geographical Information System .
2. Unearthing the sites: planning excavations; layout; techniques of Excavations –Vertical; Horizontal, tools and equipments.
3. Excavation of sites: habitation, rock-shelter, prehistoric sites, burial and stupa etc.
4. Methods of recording the contexts of excavated remains; preparation of sections and plans, role of stratigraphy, three dimensional recording, site formation processes, retrieval of botanical and other non-artefactual remains: floatation technique, soil analysis, sample collection of various materials.

UNIT 4: Chronology and Dating Methods

1. Stratigraphy: Principles of stratification, factors and process of formation of layers, identification and recording of strata, Reconstruction of cultural sequence
2. Determining the chronology and periods of the excavated remains.
3. Other methods of Relative chronology: Typology, Statistical studies
4. Absolute methods of dating: Radiocarbon, Potassium-argon, Thermoluminescence, Pollen analysis, Fluorine test, Obsidian hydration, Dendrochronology.

Course Outcomes

- CO1: Define and explain the basic concepts, scope, and significance of archaeology as a discipline, and its relationship with history and natural sciences.
- CO2: Analyze the historical development of archaeology, with emphasis on the evolution of methods and institutions from antiquarianism to modern practices in both colonial and post-independence India.
- CO3: Demonstrate understanding of archaeological fieldwork techniques, including exploration, excavation methods, and data retrieval strategies such as GIS, stratigraphy, and sampling.
- CO4: Identify and apply methods of archaeological recording and documentation, including site formation processes, stratigraphic principles, and recovery of artefactual and non-artefactual remains.
- CO5: Evaluate various dating techniques (relative and absolute) to construct chronological frameworks for interpreting archaeological findings and cultural sequences.

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Mapping of Course No. 24L6.5-HIS-304

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Introduction to Archaeology

- Aitken, M. J. *Science-Based Dating in Archaeology*. London: Longmans, 1990.
- Atkinson, R. J. C. *Field Archaeology*. London: Methuen and Co., 1953.
- Barker, P. *Techniques of Archaeological Excavation*. London: Batsford, 1982.
- Binford, L. R. "A Consideration of Hypothetical Research Design." *American Antiquity* 29(3): 425-441, 1964.
- Bintliff, John. *A Companion to Archaeology*. Oxford: Blackwell, 2004.
- Chakrabarti, D. K. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: Munshiram Manoharlal, 1988.
- Crawford, O. G. S. *Archaeology in the Field*. London: Phoenix House, 1953.
- Dancy, W. S. *Archaeological Field Methods: An Introduction*. New Delhi: Surjeet Publications, 1985.
- Harris, E. C. *Principles of Archaeological Stratigraphy*. London: Academic Press, 1979.
- Hester, T. R., Heizer, R. F., and J. A. Graham. *Field Methods in Archaeology*. Palo Alto (California): Mayfield Publishing Company, 1975.
- Johnson, Matthew. *Archaeological Theory: An Introduction*. Oxford: Blackwell Publishing, 2007.
- Rajan, K. *Archaeology: Principles and Methods*. Thanjavur: Manoo Pathippakam, 2002.
- Renfrew, Colin and Paul Bahn. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson, 2006.
- Wheeler, R. E. M. *Archaeology from the Earth*. Harmondsworth: Penguin Books, 1954.

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- Center: *VIB*

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A**

**Course: Pre-History of India
Code: 24L6.5-HIS-305**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objectives:

This course is an introductory paper intending to introduce prehistory, and important political events of Pre-History of India to the students. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history.

Unit-I

- a) Prehistory : Its aim, scope and method
- b) Climatic fluctuations during the Pleistocene period
- c) General background of World Prehistory
- d) Stone Age, Tools, techniques & probable uses

Unit-II

Lower Palaeolithic Culture in India

- a) Potwar region
- b) Beas and Banganga Valley
- c) Narbada Valley
- d) South India

Unit III

Middle Palaeolithic Culture in India

- a) Upper Palaeolithic Culture
- b) Mesolithic Culture : Eastern India, Western India, Southern India, Rajasthan and Uttar Pradesh

Unit-IV

Neolithic Cultures

- a) North India
- b) Eastern India
- c) North Eastern India
- d) South India

Course Outcomes

- CO1: Critically evaluate the knowledge of humen evolution in world senerio as well as India
CO2: Critically evaluate the knowledge of Paleo-environment during Stone Age in India especially from- Sohan, Narmada, Godavari and Kotlayar valleys.
CO3: Familiarize with the Lower, Middle and Upper Paleolithic and Mesolithic cultures of India- distribution, environment, typology of tools, subsistence, art, chronology, evidences from important sites.
CO4: Understand the Prehistoric art; Neolithic culture of India and evidences from various regions.

Mapping of Course No. 24L6.5-HIS-305

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Pre-History of India

- Agrawal, D.P. *The Archaeology of India*. New Delhi: B.R. Publishing Corporation, 1979.
- Agrawal, D.P. & Ghosh, A. (eds.). *Radiocarbon and Indian Archaeology*. Bombay, 1973.
- Allchin, B. & Allchin, R. *The Rise of Civilization in India and Pakistan*. New Delhi, 1989.
- Allchin, F.R. *Origins of a Civilization*. Delhi, 1997.
- D.K. (ed.). *Essays in Indian Proto History*. Delhi, 1979.
- Jain, K.C. *Prehistory and Proto-History of India*. New Delhi: Agam Kala Prakashan, 1979.
- Jayaswal, Vidula. *Palaeo-History of India*. Delhi, 1977.
- Sankalia, H.D. *Stone Age Tools: Their Techniques, Name and Probable Function*. Pune, 1964.
- Sankalia, H.D. *Prehistory and Proto-history of India and Pakistan*. Pune, 1974.
- Subbarao, B. *The Personality of India*. Baroda, 1958.
- Verma, Radhakant. *Bharatiya Pragaitihāsik Sanskritiyan* (in Hindi). Allahabad, 1977.

Note : In addition, students are advised to consult the current Research Journal of History.

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| Sl. No. | Name of the Author | Title of the Book | Year of Publication |
|---------|----------------------------------|---|---------------------|
| 1 | Agrawal, D.P. | The Archaeology of India | 1979 |
| 2 | Agrawal, D.P. & Ghosh, A. (eds.) | Radiocarbon and Indian Archaeology | 1973 |
| 3 | Allchin, B. & Allchin, R. | The Rise of Civilization in India and Pakistan | 1989 |
| 4 | Allchin, F.R. | Origins of a Civilization | 1997 |
| 5 | D.K. (ed.) | Essays in Indian Proto History | 1979 |
| 6 | Jain, K.C. | Prehistory and Proto-History of India | 1979 |
| 7 | Jayaswal, Vidula | Palaeo-History of India | 1977 |
| 8 | Sankalia, H.D. | Stone Age Tools: Their Techniques, Name and Probable Function | 1964 |
| 9 | Sankalia, H.D. | Prehistory and Proto-history of India and Pakistan | 1974 |
| 10 | Subbarao, B. | The Personality of India | 1958 |
| 11 | Verma, Radhakant | Bharatiya Pragaitihāsik Sanskritiyan | 1977 |

M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A

Course: Proto History of India
Code: 24L6.5-HIS-306

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:-

This course introduces students to the major archaeological cultures of ancient India, from the Harappan Civilization to the Iron Age. It emphasizes cultural developments, material remains, and regional diversity in prehistoric and early historic periods.

Unit-I

Harappan Civilization:

- a) Early Phase of Harappan Civilization
- b) Mature Phase of Harappan Civilization : extent, chronology, characteristics
- c) Urban Decline and Cultural transformations : Late Harappan horizons

Unit-II

Chalcolithic Cultures :

- a) Central India : Kaytha, Ahar and Malwa Cultures
- b) Rajasthan : Ahar (Banas) Culture
- c) Deccan : Jorwe Culture

Unit-III

- a) Ochre Coloured Pottery
- b) Gangetic Valley Copper Hoards
- c) Problem of Black- and -Red Ware

Unit-IV

Iron Age Cultures :

- a) Antiquity of Iron in India
- b) Painted Grey Ware
- c) South Indian Megalithic Culture-Burial types and salient features

Course Outcomes

- CO1: Students understand the Pre and Early Harappan village cultures of North-Western India.
- CO2: Students familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- CO3: Students gained knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Uttar Pradesh and Gujarat.
- CO4: Students understand the various Chalcolithic Cultures - Ahar, Kayatha, Malwa, Sawalda.
- CO5: Critically analyze about Copper Hoard - OCP, antiquity of Iron in India, PGW and South Indian Megalithic Culture

Mapping of Course No. 24L6.5-HIS-306

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | M | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A**

**Course: Historical Archaeology of India
Code: 24L6.5-HIS-307**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course explores the archaeological record of early historical India from the Pre-Mauryan to the early medieval period. It emphasizes material culture, urbanization, ceramics, and the integration of literary and archaeological sources.

Unit-1: Introduction

- a) Historical Archaeology: Definition and scope.
- b) Literary tradition and archaeology
- c) Ceramic assemblage: northern black polished ware, black and red ware, red polished ware, rang mahal ware, rouletted ware, russet coated ware.

Unit-2: Pre Mauryan Period and Mauryan Period

- a) Brief review of archaeology of pre-Mauryan period from 6th century B.C. to 4th century B.C. and contemporary cultural assemblage including potteries of the sub-continent.
- b) Technology and elements of economy-historical urbanization.
- c) Archaeology of Mauryan period: NBP and other contemporary wares, use of scripts and other salient elements: late 4th century B.C. to 2nd century B.C.

Unit-3: Post Mauryan Period:

- a) Archaeology of the Kushan period and other contemporary dynasties (2nd century B.C. to end of 3rd century A.D.).
- b) Archaeology of the Guptas period and other contemporary dynasties (4th century A.D. to 6th century A.D).
- c) Archaeology of 7th century A.D. to 8th century A.D. in different regions.

Unit-4: Cultural Sequence of Important Sites:

Hastinapur, Taxila, Ahichchhatra,
Purana Qila, Thanesar (Harsha-ka-Tila), Rajghat, Rajgir,
Sisupalgarh, Adam, Nagarjunakonda,
Arikamedu and Chandraketugarh.

Course Outcomes

- CO1: Define and explain the scope of historical archaeology and its relationship with literary traditions and ceramic typologies.
- CO2: Analyze the cultural and technological developments during the Pre-Mauryan and Mauryan periods through archaeological evidence.
- CO3: Examine the material culture and socio-economic patterns of the Post-Mauryan period, including the Kushana, Gupta, and early medieval phases.
- CO4: Interpret the chronological and cultural sequence of key archaeological sites across various regions of India.
- CO5: Assess the role of ceramics, scripts, and urbanization in reconstructing the historical processes of early India.

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Mapping of Course No. 24L6.5-HIS-307

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Historical Archaeology of India

- Allchin, R. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press, 1995.
- Dhavalikar, M.K. *Historical Archaeology of India*. New Delhi: Books and Books, 1999.
- Dymond, D.P. *Archaeology and History: A Plea for Reconciliation*. London: Thames and Hudson, 1974.
- Ghosh, A. *City in Early Historical India*. Simla: Indian Institute of Advanced Study, 1973.
- Lahiri, Nayanjot, et al. "Historical Archaeology of India: An Outline of the Work of the Archaeological Survey of India." In S. Settar and R. Korisettar (eds.), *Indian Archaeology in Retrospect: Archaeology and Historiography*, pp. 71-115. New Delhi: Indian Council of Historical Research (ICHR) and Manohar Publishers, 2002.
- Lal, Makkhan. *Settlement History and the Rise of Civilization in the Ganga-Yamuna Doab*. New Delhi: B.R. Publishing Corporation, 1984.
- Ray, Amita, and S. Mukherjee (eds.). *Historical Archaeology of India*. New Delhi: Books and Books, 1990.
- Roy, T.N. *The Ganges Civilization: A Critical Study of the PGW and NBPW Periods of the Ganga Plains of India*. New Delhi: Ramanand Vidya Bhavan, 1983.
- Schuyler, R.L. *Historical Archaeology: A Guide to Substantive and Theoretical Contributions*. New York: Baywood Publishing Company, 1978.
- Sharma, R.S. *Urban Decay in India (300 to 1000 A.D.)*. New Delhi: Munshiram Manoharlal, 1987.
- Sharma, Y.D. "Exploration of Historical Sites." *Ancient India* 9: 116-169, 1953.
- South, S. *Method and Theory in Historical Archaeology*. New York: Academic Press, 1977

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A**

Course: Indian Numismatics up to 1200 AD
Code: 24L6.5-HIS-308

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course provides an in-depth understanding of ancient Indian coinage, covering its origins, techniques, typology, and historical significance. It focuses on major dynasties and their contributions to the development of numismatics in early India.

Unit-1: Introduction

- Numismatics: Definition and historical importance
- Origin and antiquity of coinage in India
- Metal content of coins, weight and shape
- Technique of minting coins: Punch-marked, cast, die-struck and mints

Unit-2: Early Indian Coins:

- Punch-marked coins: distribution, symbols, chronology, metrology
- Tribal coins: Yaudheyas, Agras and Kunidas.
- Indo-Greek coins: distribution, salient features, coins type of Strato-I and Menander

Unit-3: Post Mauryan Coins

- Kushanas coins: distribution, general features, symbols, coins type of Kujula Kadphises, Wima Kadphises and Kanikasya
- Satavahana coins: distribution, symbols, general features coins type of Sri Satakarni, Gautamiputra Satakarni and Vasisthiputra Pulumavi.
- Gupta coins: general features of gold coins, metrology, foreign influence, distribution and Symbols.

Unit-4: Post Gupta Coins:

- Huna coins: distribution, symbols, salient features
- Indo-Sassanian (Gadhaiya) coins: distribution, symbols, salient features
- Rajput coins: Tomara, Pratihara, Parmar and Chahmana

Course Outcomes (COs):

- CO1: Define numismatics and explain the historical importance and origins of coinage in India.
- CO2: Identify various coin minting techniques and analyze the composition, weight, and shapes of early Indian coins.
- CO3: Describe and differentiate the features and distribution of punch-marked, tribal, and Indo-Greek coins.
- CO4: Analyze the post-Mauryan coinage systems of the Kushanas, Satavahanas, and Guptas with respect to symbols, types, and metrology.
- CO5: Evaluate the evolution of coinage in the post-Gupta period, focusing on Huna, Indo-Sassanian, and Rajput coin types and their historical contexts.

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Mapping of Course No. 24L6.5-HIS-308

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Indian Numismatics up to 1200 AD

- Allan, J. *Catalogue of Coins of Ancient India*. London: British Museum, 1935.
- Altekar, A.S. *Catalogue of Coins of the Gupta Empire*. Varanasi: Numismatic Society of India, 1937.
- Chattopadhyaya, Bhaskar. *The Age of the Kushanas: A Numismatic Study*. Calcutta: Punthi Pustak, 1967.
- Dasgupta, K.K. *A Tribal History of Ancient India: A Numismatic Approach*. Calcutta: Nababharat Publications, 1974.
- Datta, Mala. *A Study of the Satavahana Coinage*. Delhi: Harman Publishing House, 1990.
- Handa, Devendra. *Tribal Coins of Ancient India*. New Delhi: Aryan Books International, 2007.
- Gardener, P. *The Coinage of the Greek and Scythic Kings of Bactria and India in the British Museum*. London: British Museum, 1886.
- Gokhale, Shobhana. "New Discoveries in the Satavahana Coinage." *Journal of the Numismatic Society of India* 43: 54-59, 1981.
- Goyal, S.R. *Dynastic Coins of Ancient India*. Jodhpur: Kusumanjali Book World, 1995.
- Gupta, P.L. *Coins* (2nd Rev. ed.). New Delhi: National Book Trust, 1979.
- Gupta, P.L. and Sarojini Kulashreshtha. *Kushana Coins and History*. New Delhi: D.K. Publishers, 1993.
- Gupta, P.L. and T.R. Hardaker. *Ancient Indian Silver Punch-Marked Coins of the Magadha-Maurya Karshapana Series*. Nasik: Indian Institute of Research in Numismatic Studies, 1985.
- Jha, Amiteshwar and Dilip Rajgor. *Studies in the Coinage of the Western Kshatrapas*. Anjaneri: Indian Institute of Research in Numismatic Studies, 1994.
- Lahiri, A.N. *Corpus of Indo-Greek Coins*. Calcutta: Sanskrit College, 1965.
- Rajgor, Dilip. *Punch-Marked Coins of Early Historic India*. California: Reesha Books International, 2001.
- Sahni, Birbal. *The Technique of Casting Coins in Ancient India*. Varanasi: Bharatiya Publishing House, 1973.
- Sarma, I.K. *Coinage of the Satavahana Empire*. Delhi: Agam Kala Prakashan, 1980.
- Shastri, A.M. (ed.). *Coinage of the Satavahanas and Coins from Excavations*. Nagpur: Nagpur University, 1972.
- Srivastava, A.K. *Catalogue of Indo-Greek Coins in the State Museum, Lucknow*. Lucknow: State Museum, 1969.

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A**

**Course: Indian Epigraphy up to 1200AD
Code: 24L6.5-HIS-309**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course introduces the study of epigraphy as a tool for historical reconstruction, focusing on the origin of scripts, dating systems, and analysis of key inscriptions from the Mauryan to the post-Gupta periods. It emphasizes the role of inscriptions in understanding political, cultural, and religious developments in ancient India.

Unit-1: Introduction

- a). Epigraphy and historical reconstruction
- b). Origin and antiquity of writing in India
- c). Origin and development of Brahmi and Kharoshthi scripts
- d). Eras and Dates in Indian inscriptions: kali, vikrama, saka, gupta

Unit-2: Mauryan Inscription

- a). Asokan Rock Edict II (Girnar)
- b). Asokan Rock Edict XII (Girnar)
- c). Asokan Rock Edict XIII (Shahbazgarhi)
- d). Rummindei Pillar Inscription of Asoka

Units-3: Post-Mauryan Inscription

- a). Hathigumpha Inscription of Kharavela
- b). Sarnath Buddhist Image Inscription of Kanishka I
- c). Nasik Inscription of Vasishthputra Pulumavi
- d). Girnar Rock Inscription of Rudradaman I

Unit-4: Gupta and Post Gupta Inscription

- a). Allahabad Pillar Inscription of Samudragupta
- b). Bhitari Pillar Inscription of Skandagupta
- c). Aihole Inscription of Pulakesin II
- d). Gwalior Inscription of Mihirabhoja

Course Outcomes

- CO1: Define epigraphy and explain its significance in reconstructing ancient Indian history.
- CO2: Trace the origin and development of writing in India, particularly the Brahmi and Kharoshthi scripts, and understand Indian eras and dating systems.
- CO3: Analyze the content, language, and historical context of major Mauryan inscriptions, especially those of Ashoka.
- CO4: Interpret key post-Mauryan inscriptions to assess political, religious, and cultural trends of the period.
- CO5: Evaluate the Gupta and post-Gupta inscriptions for insights into imperial ideologies, administration, and dynastic achievements.

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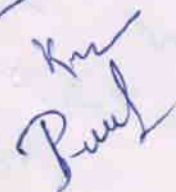
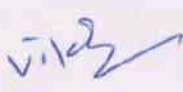
Mapping of Course No. 24L6.5-HIS-309

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Indian Epigraphy up to 1200AD

- Allachin, F.R. and Norman K.R., Guide to the Ashokan Inscriptions, South Asian Studies, Vol-I, 1985.
- Bhandarkar, D.R. *Inscriptions of the Early Gupta Kings*. Edited by Bahadurchand Chhabra and Govind Swamirao Gai. *Corpus Inscriptionum Indicarum*, Vol. III. New Delhi: Archaeological Survey of India, 1981.
- Bühler, George. *On the Origin of the Indian Brahma Alphabet*. Strassburg: Karl J. Trübner, 1898.
- Bühler, George. *Indian Palaeography*. Calcutta: Indian Studies, 1959.
- Dani, Ahmad Hasan. *Indian Palaeography*. Oxford: Clarendon Press, 1963.
- *Epigraphia Indica*, Vols. I-XXV. New Delhi: Archaeological Survey of India, 1892-1940.
- Goyal, S.R. *Ancient Indian Inscriptions*. Jodhpur: Kusumanjali Book World, 2005.
- Mangalam, S.J. *Kharoshii Script*. Delhi: Eastern Book Linkers, 1990.
- Mehendale, M.A. *Asokan Inscriptions in India: Linguistic Study Together with Exhaustive Bibliography*. Bombay: University of Bombay, 1948.
- Mirashi, V.V. *The History and Inscriptions of the Satavahanas and the Western Kshatrapas*. Bombay: Maharashtra State Board of Literature and Culture, 1981.
- Pandey, R. *Indian Palaeography*. Delhi: Motilal Banarsidass, 1957.
- Ramesh, K.V. *Indian Epigraphy*. Delhi: Sundeep Prakashan, 1984.
- Salomon, Richard. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1998.
- Shastri, A.M. "Some Observations on the Origin and Early History of the Vikrama Era." *Prachya Pratibha* 18 (1966-97): 1-51.
- Shastri, A.M. "The Saka Era." *Panchal* Vol. 9, 1966, 109-132.
- Sircar, D.C. *Indian Epigraphy*, Delhi, Motilal Banarsidass, 1965.

M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP - A

Course: Indian Architecture up to 1200AD
Code: 24L6.5-HIS-310

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective

This course explores the evolution of Indian architecture from the Harappan period to the development of temple architecture, focusing on styles, structures, and religious influences. It emphasizes theoretical foundations, architectural components, and key archaeological examples.

Unit-I: Traditions of Architecture in India

- a). Introduction to components of Architecture
- b). Protohistoric architecture with emphasis on Harappan town planning
- c). Building the rule of the early Mauryan dynasty: wooden origins
- d). Sources of Inspiration of Mauryan Architecture: Foreign and Indigenous.

Unit II Emergence and Development of Structural Stupa Architecture

- a). Origin of Stupa Architecture -Theoretical aspects.
- b). Stupa Architecture - Pre-Mauryan and Mauryan period.
- c). Study of important stupa: Sanchi, Bharut Amravati, Nagarjunkonda and Taxila
- d). Structural monasteries and Chaityas.

Unit III Emergence and Development of Rock-cut Architecture

- a). Origin of Rock-cut Architecture-Theoretical aspects.
- b). Study of important rock cut cave: Barabar Hills, Udaygiri, Khandagiri, Karle, Bhaje, Kanheri and Ajanta
- c). Hindu rock-cut caves at Elephanta and Udaygiri.
- d). Study of Rock-cut Architecture-Practical Training of Plan drawing.

Unit IV Emergence and Development of Temple Architecture

- a). Origin of Temple Architecture- Theoretical aspects.
- b). Archaeological remains of structural temples.
- c). Style of Temple Architecture: Nagara, Dravida and Vesara
- d). Evolution of the Temple Architecture.

Course Outcomes

- CO1: Describe the fundamental components of architecture and analyze early architectural traditions, including Harappan and Mauryan contributions.
- CO2: Explain the origins and development of stupa architecture and evaluate significant stupas and monastic structures across India.
- CO3: Analyze the emergence of rock-cut architecture through case studies of important cave sites and demonstrate basic plan drawing skills.
- CO4: Identify and compare major styles of temple architecture—Nagara, Dravida, and Vesara—and their evolution over time.
- CO5: Assess the indigenous and foreign influences that shaped various phases of Indian architectural history.

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Mapping of Course No. 24L6.5-HIS-310

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Indian Architecture up to 1200AD

- Barua, B. *Bharhut*, Vols. I-III. Calcutta: Indian Research Institute, 1934-1937.
- Behrend, Kurt A. *The Buddhist Architecture of Gandhara*. Leiden: Brill, 2004.
- Brown, Percy. *Indian Architecture (Buddhist and Hindu Periods)*. Bombay: D.B. Taraporevala Sons and Co., 1940.
- Chandra, Pramod (ed.). *Studies in Indian Temple Architecture*. New Delhi: American Institute of Indian Studies, 1975.
- Cunningham, Alexander. *The Stupa of Bharhut*. Varanasi: Indological Book Corporation, 1965.
- Dallapiccola, L. and S.Z. Lallemant. *The Stupa: Its Religious, Historical, and Architectural Significance*. Wiesbaden: Franz Steiner Verlag, 1980.
- Dehejia, Vidya. *Early Buddhist Rock Temples: A Chronological Study*. London: Thames and Hudson, 1972.
- Deva, Krishna. *Temples of India*, 2 vols. New Delhi: Aryan Books International, 1995.
- Dhaky, M.A. *The Indian Temple Traceries*. New Delhi: D.K. Printworld (P) Ltd., 2005.
- Fergusson, James and James Burgess. *The Cave Temples of India*. New Delhi: Munshiram Manoharlal, 2000 (reprint).
- Ghosh, A. *Jaina Art and Architecture*, Vols. I-III. New Delhi: Bharatiya Jnanapith, 1974.
- Gupta, S.P. (ed.). *Kushana Sculptures from Sanghol*. New Delhi: National Museum, 2003.
- Hawkes, J. and Akira Shimada (eds.). *Buddhist Stupas in South Asia*. New Delhi: Oxford University Press, 2009.
- Huntington, Susan L. with John Huntington. *The Art and Architecture of India*. New York: Weatherhill, 1985.
- Kala, S.C. *Bharhut Vedika*. Allahabad: Municipal Museum, 1951.
- Mitra, Debala. *Buddhist Monuments*. Calcutta: Sahitya Samsad, 1971.
- Nagaraju, S. *Buddhist Architecture of Western India*. New Delhi: Agam Kala Prakashan, 1981.
- Roy, Anamika. *Amravati*, 2 vols. New Delhi: Agam Kala Prakashan, 1994.
- Sarkar, H. *Studies in Early Buddhist Architecture of India*. New Delhi: Munshiram Manoharlal, 1966.
- Tadgell, Christopher. *The History of Architecture in India*. London: Phaidon Press Ltd., 1995.
- Tripathi, Aruna. *Buddhist Art of Kosambi*. New Delhi: D.K. Printworld, 2003.
- Williams, Joanna. *The Art of Gupta India: Empire and Province*. Princeton, NJ: Princeton University Press, 1982.

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James

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP- B

Course: Political History of India (From the Earliest Times to 184 B.C.)
Code: 24L6.5-HIS-311

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

It is a base paper for the student of ancient Indian history. All the archaeological discoveries are made based on the historical inputs. Without historical chronology, archaeological objects can not be dated. At the same time for all the historical writing archaeological data are very much essential. By learning this paper, students gain historical back ground for his research.

Unit-I

- a). Sources of Ancient Indian History: Literary and Archaeological
- b). Harappan Civilization-Origin, Extent, dominant features and decline

Unit-II

- a) Rig Vedic and Later Vedic period: Literature, Emergence of polity, social and Economic condition, religious practices and ideas.
- b) Janpadas and Mahajanpadas: Territorial states: Monarchical and Republican.

Unit-III

- a). Religious movement: Jainism and Buddhism.
- b) Rise of Magadha Empire: Bimbisara to Nanda dynasty

Unit-IV

- a). Foreign Invasions: Iranian and Macedonian Invasion.
- b). Mauryan Empire: Origin, Administration, Ashoka's Dhamma and Decline

Course Outcomes:

- CO 1.Trace the evolution from tribal systems to kingdoms and empires.
- CO 2.Identify major dynasties, especially Magadha and the Mauryas.
- CO 3.Understand expansion methods—war, diplomacy, and administration.
- CO 4.Recognize the role of religion (Buddhism, Jainism) in politics.
- CO 5.Study governance systems and early administrative structures.

Mapping of Course No. 24L6.5-HIS-311

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | M | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Political History of India (From the Earliest Times to 184 B.C.)

- Kosambi, D.D. *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan, 1956.
- Majumdar, R.C. and A.D. Pusalker. *The Age of Imperial Unity*. Bombay: Bharatiya Vidya Bhavan, 1951.
 - Majumdar, R.C. and A.D. Pusalker. *The Vedic Age*. Bombay: Bharatiya Vidya Bhavan, 1951.
 - Shastri, K.A. Nilakanta. *Comprehensive History of India, Vol. II: Mauryas and Satavahanas*. Delhi: People's Publishing House, 1957.
 - Sharma, R.S. *India's Ancient Past*. New Delhi: Oxford University Press, 2005.
 - Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Longman, 2008.
 - Thapar, Romila. *Ashoka and the Decline of the Mauryas*. New Delhi: Oxford University Press, 1961.
 - Thapar, Romila. *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan, 1995.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP- B

Course: Political History of India (from 185 BC to 650 AD)
Code: 24L6.5-HIS-312

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
The objectives of the paper **Political History of India (from 185 BC to 650 AD)** are to provide a detailed understanding of the major political developments in India during the post-Mauryan to early medieval period.

Unit-I

Post-Mauryan Period

- a). Sunga and Kanva dynasty
- b). Indo-Greeks, Sakas and Pahalavas
- c). Kushana's Dynasty: Origin, Rise, Decline and Cultural Impact.

Unit-II

Sangam Age

- a). Period and Literature Political Condition and Religious Beliefs, Society and Economy. Satavahana dynasty
- b). Origin, Rise and Decline

Unit-III

The Rise & Growth of the Gupta Empire

- a). Origin, Rise and Decline, Gupta-Vakatakas relation.
- b). Administration, Literature, Science and Technology.

Unit-IV

Post Gupta Period

- a). Pusyabhuti and Maukhari Dynasty: Expansion of state and administration.
- b). Hunas invasion and its impacts.

Course Outcomes:

- CO 1. Fragmentation and reunification cycles shaped India's diverse political landscape.
- CO 2. Rise and fall of powerful empires (e.g., Kushans, Guptas).
- CO 3. Foreign invasions impacted trade, culture, and politics.
- CO 4. Strong cultural growth in art, science, and religion, especially under the Guptas.
- CO 5. Foundation laid for medieval Indian political structures and regional powers.

Mapping of Course No. 24L6.5-HIS-312

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP- B**

**Course: Social History of Ancient India
Code: 24L6.5-HIS-313**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This paper deals with the development of social organizations from early times to the Early Medieval period in India. Students will clearly understand how the simple society attained complex forms and how they contributed to the development of cultural elements in India.

Unit-I

Social Structure

- a) origin and development of Varnas, Duties and their rights.
- b) origin and proliferation of Jāti (Castes)

Unit-II

Aspect of Society

- a) Ashrama and Prusārtha
- b) Sanskaras and form of Marriage

Unit-III

Family Institutions and Slavery

- a) Family: Meaning, Definition, Joint Family, Duty and rights of family members.
- b) Origin and development of slavery.

Unit-IV

Women in Ancient India

- a) Social status: Women education, Niyoga system, custom of Sati, Devdasi, Prostitutes, widow remarriage.
 - b) Economic Conditions: Stri Dhana and Property rights.
- Ancient Indian Education System
- c) Objective of Education, Education system and subject matter
 - d) Major Education Centers – Taxila, Kashi, Nalanda, Vikramsila and Valabhi.

Course Outcomes:

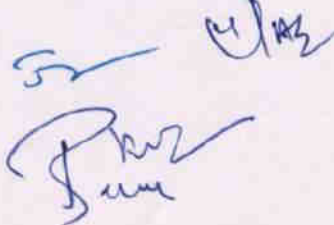
- CO 1. Development and rigidification of the caste system.
- CO 2. Decline of women's status over time, especially among elites.
- CO 3. Religious movements (Buddhism, Jainism, Bhakti) challenged social norms.
- CO 4. Rise of urban centers, guilds, and occupational communities.
- CO 5. Social diversity increased due to regional kingdoms and cultural exchanges.

Mapping of Course No. 24L6.5-HIS-313

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Social History of Ancient India

- Altekar, A.S. Education in Ancient India. Varanasi: Nand Kishore Bros., 1934.
- Altekar, A.S. Position of Women in Hindu Civilization. Delhi: Motilal Banarsidass, 1959.
- Bose, A.N. Social and Rural Economy of Northern India, c. 600 B.C.-A.D. 200 (Vol. I-II). Calcutta: Firma KLM, 1970.
- Majumdar, B.P. Socio-Economic History of Northern India (1030-1194 A.D.). Calcutta: Mukhopadhyay, 1960.
- Mookherji, R.K. Ancient Indian Education: Brahmanical and Buddhist. Delhi: Motilal Banarsidass, 1951.
- Prabhu, P.H. Hindu Social Organization. Bombay: Popular Book Depot, 1940.
- Ramgopal. India of the Vedic Kalpasutras. Delhi: Motilal Banarsidass, 1959.
- Sahu, B.P. (Ed.). Land System and Rural Society in Early India. New Delhi: Manohar Publishers, 1997.
- Sinha, S.N. and Basu, N.K. Woman in Ancient India. Calcutta: Punthi Pustak, 1967.
- Vishnoi, Savita. Economic Status of Women in Ancient India. Delhi: Parimal Publications, 1980.
- Yadav, B.N.S. Society and Culture in Northern India in the Twelfth Century. Allahabad: Central Book Depot, 1973.

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP- B**

**Course: Economic History of Ancient India
Code: 24L6.5-HIS-314**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This paper deals with the development of economic organizations from early times to the Early Medieval period in India. Students will clearly understand how the simple society and economy attained complex forms and how they contributed to the development of cultural elements in India.

Unit-I

Early Farming Communities

- a). Pastoralism and incipient farming.
- b). Harappan civilization: Agriculture, Industry, Trade and Commerce.
- c). Vedic economy.

Unit-II

Second urbanization

- a). Agricultural expansion, Industry, Inter regional and maritime trade.
- b). Trade routes, Trade and Craft guilds, Coins and Currency.

Unit-III

Mauryan and Post Mauryan development

- a). Mauryas: Agriculture, Industry, Trade and Commerce.
- b). Sangam Age: Agriculture expansion, Industry and Indo-Roman Trade.
- c). Satavahana and Kushana period: Agriculture, Industry, Inter regional and maritime trade
Trade routes including silk and spice routes, Guild organization, Land Grants, Coins and currency.

Unit-IV

Age of Guptas

- a). Agriculture, Industry, Internal and External trade
- b). Trade and Trade routes, Coins and Currency, Guild organization, Land grants. Early medieval period
- a). Origin and development of Feudalism and Land Grants.
- b). Coins and Currency, Interest and Land revenue.

Course outcomes:

- CO 1. Gradual transition from barter to coinage-based economy.
- CO 2. Rise and decline of urban and trade-based economies.
- CO 3. Shift from state-controlled to land-based feudal economy.
- CO 4. Growth of guilds and artisan classes.
- CO 5. Decline in international trade after Gupta period, but regional trade networks remained active.

Mapping of Course No. 24L6.5-HIS-314

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Sanjay Kumar

Suggested Readings: Economic History of Ancient India

- Adhya, G.L. *Early Indian Economics*. Bombay: Asia Publishing House, 1966.
- Bandopadhyaya, N.C. *Economic Life and Progress in Ancient India (Vol. I-II)*. Calcutta: Sanskrit College, 1929.
- Bose, A.N. *Social and Rural Economy of Northern India (c. 600 B.C. – A.D. 200)*. Calcutta: Firma KLM, 1970.
- Buch, M.A. *Economic Life in Ancient India*. Bombay: New Book Society of India, 1945.
- Chakrabarti, H.P. *Trade and Commerce in Ancient India (c. 200 B.C. – 300 A.D.)*. New Delhi: Munshiram Manoharlal, 1980.
- Gopal, L. *Economic Life of Northern India (c. A.D. 700–1200)*. Varanasi: Motilal Banarsidass, 1965.
- Jayapalan, N. *Economic History of India*. New Delhi: Atlantic Publishers, 2001.
- Maity, S.K. *Economic Life in Northern India in the Gupta Period (c. A.D. 300–550)*. Calcutta: Firma KLM, 1957.
- Majumdar, B.P. *Socio-Economic History of Northern India (1030–1194 A.D.)*. Calcutta: Mukhopadhyay, 1960.
- Sahu, B.P. (Ed.). *Land System and Rural Society in Early India*. New Delhi: Manohar Publishers, 1997.
- Singh, A.K. *Indo-Roman Trade*. Delhi: B.R. Publishing Corporation, 1988.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP- B

Course: RELIGION AND PHILOSOPHY OF ANCIENT INDIA
Code: 24L6.5-HIS-315

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objectives of the paper **Religion and Philosophy of Ancient India** are to provide a comprehensive understanding of the religious and philosophical traditions that shaped ancient Indian society.

Unit I.

Pre- Historic Religions: Buddhism & Jainism: Nature & Classification of Rigvedic Gods; Religion of Indus Valley people; History of Buddhism upto the 4th Buddhist Council; Decline of Buddhism; Spread and Development of Jainism in South and North India.

Unit-II.

Puranic Religions: History of Shaivism in South and North India; Development of Vaishnavism upto Gupta period; Sakti Worship: Its Origin and rise; Sun Worship: its antiquity and development; origin and development of Bhakti in the Brahmanical religious tradition.

Unit III.

Indian Philosophy: The Study of Philosophy- meaning and Importance; Characteristic of Indian Philosophy; Rigvedic Philosophy; Upanishadic Philosophy- the concept of Brahma; Philosophy of Bhagavad Gita.

Unit IV.

Indian Philosophy (Atheistic System): Charavaka Darshana; The principles of Jainism- Anekanta and Syadavada; Theory of Substance in Jainism; Buddhist Philosophy Of Hinayana Mahayana; Buddhist Doctrine of Niravana.
Indian Philosophy (Shhada Darshanam)

Course Outcomes:

- CO 1. Development of major religions like Hinduism, Buddhism, and Jainism.
- CO 2. Rise of Upanishadic philosophy emphasizing inner knowledge and moksha (liberation).
- CO 3. Challenge to ritualism by Buddhism and Jainism; promotion of ethical living and non-violence.
- CO 4. Spread of Indian religions and philosophies to Asia (especially Buddhism).
- CO 5. Bhakti and devotional movements emerged, promoting personal devotion over ritual.

Mapping of Course No. 24L6.5-HIS-315

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP- B**

Course: Governance in Ancient India
Code: 24L6.5-HIS-316

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objectives of the paper **Governance in Ancient India** are to examine the political and administrative systems that evolved in ancient Indian society from the early Vedic period to the early medieval era.

Unit I

Political Institutions Central Assemblies, Sabha, Samiti, Paura Janpad, Vidhatha. Council of Ministers [Mantriparishad], Constitutions and Functions. Qualifications of Ministers.

Unit II

Inter State Relations-Mandala Theory, Espionage. Mauryan Administration.

Unit III

Gupta Administration. Administration of Harsha.

Unit IV

Administrative system under the Cholas. Judiciary, Court-Procedure and Punishment.

Course Outcomes:

- CO 1. Development of centralized administration under Mauryas (e.g., Arthashastra, Ashoka's Dhamma).
- CO 2. Use of bureaucracy, taxation, and espionage in governance.
- CO 3. Rise of local self-governance through village councils (sabhas, panchayats).
- CO 4. Guptas promoted decentralized rule, allowing regional autonomy.
- CO 5. Religious institutions (temples, monasteries) played roles in local governance and welfare.

Mapping of Course No. 24L6.5-HIS-316

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | M | S | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Governance in Ancient India

- Jaiswal, Hindu Polity, 2nd ed. Delhi: Motilal Banarsidass, 1999.
- Majumdar, R.C. *Corporate Life in Ancient India*. Calcutta: Firma KLM, 1946.
- Altekar, A.S. *State and Government in Ancient India* (English & Hindi). Delhi: Motilal Banarsidass, 1959.
- Mukherjee, R.K. *Hindu Revenue System*. Calcutta: Calcutta University Press, 1940.
- Ghosal, U.N. *Studies of Indian History and Culture*. Calcutta: University of Calcutta, 1965.
- Basham, A.L. *The Wonder That Was India*. London: Sidgwick & Jackson, 1954.
- Kare, P.V. *History of Dharmashastra*. Pune: Deccan College Postgraduate and Research Institute, 1970.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Political History of India (1200 -1526)
Code: 24L6.5-HIS-317

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course aims to impart a comprehensive understanding of the political history under Delhi Sultanate period during medieval India.

Unit - I

- a. A brief survey of sources
- b. From Ghurid state to the establishment of Delhi Sultanate
- c. Impact of the Turkish Conquest

Unit - II

Ilbaris -

- a. Conquest and Expansion
- b. Consolidation and construction of Power
- c. Sultan and Nobility

Unit - III

Khaljis and Tughlaqs-

- a. Khalji Revolution
- b. Consolidation and construction of power
- c. Experiments of Muhammed Tughlaq

Unit - IV

- a. Mangol Problem
- b. Regional states-Jaunpur, Malwa, Gujarat
- c. Distintegration of the Sultanate

Course Outcome

After this course, the students will be able to

- CO1 Understand about the sources, Impact of Turkish Conquests.
- CO2 Understand the conquest and expansion of Ilbrish and their consolidation and construction of power.
- CO3 Understand the Khalji Revolution and experiments of Muhammad Tughlaq.
- CO4 Students understand about Mangol Problem and distintegration of the Sultanate.

Mapping of Course No. 24L6.5-HIS-317

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | M | S | | | | |
| CO2 | S | S | S | S | M | S | S | S | S | M | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | M | S | M | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Political History of India (1200 -1526)

- Ashraf, K. M. 1990. *Life and Conditions of the People of Hindustan*. Delhi. (Also available in Hindi)
- Chandra, Satish. 1998. *Medieval India, Vol. 1: From Sultanate to the Mughals*. New Delhi.
- Gulati, G. D. 1985. *India's North-West Frontier in Pre-Mughal India*. New Delhi.
- Habib, Irfan, ed. 1992. *Medieval India, Vol. 1: Researches in the History of India 1200-1750*. Delhi.
- Habib, Mohammad, and Khaliq Ahmad Nizami. 1982. *A Comprehensive History of India, Vol. V*. New Delhi. (Also available in Hindi)
- Habibullah, A. B. M. 1992. *The Foundation of Muslim Rule in India*. Allahabad. (Also available in Hindi)
- Hardy, Peter. 1960. *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*. London.
- Hasan, Muhibbul, ed. 1968. *Historians of Medieval India*. Meerut.
- Hussain, Mahdi. 1957. "A Critical Study of the Sources of Medieval India (1320-1526)." *Islamic Culture*.
- ———. 1976. *The Tughluq Dynasty*. New Delhi.
- Lal, K. S. 1967. *History of the Khaljis*. Bombay. (Also available in Hindi)
- Nigam, S. B. P. 1968. *Nobility under the Sultans of Delhi*. Delhi.
- Nizami, K. A. 1978. *Some Aspects of Religion and Politics in India during the Thirteenth Century*. Delhi.
- Prasad, Ishwari. 1936. *History of Qarauna Turks*. Allahabad.
- Qureshi, I. H. 1942. *The Administration of the Sultans of Delhi*. Lahore.
- Rizvi, S. A. A. 1956. *Aadi Turk Kaleen Bharat*. Aligarh. (in Hindi)
- Rosenthal, Franz. 1997. *A History of Muslim Historiography*. Leiden: Brill Academic Publishers.
- Sharma, G. D. 1992. *Madhyakaleen Bharat Ki Rajnitik, Samajik Evam Aarthik Sansthayen*. Jaipur. (in Hindi)
- Tripathi, R. P. 1989. *Some Aspects of Muslim Administration*. Allahabad.
- Verma, H. C. 1983. *Madhyakaleen Bharat Vol. 1: 700-1540 A.D.* Delhi. (in Hindi)

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Society and Culture of India (1200 -1526)
Code: 24L6.5-HIS-318

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course is designed to make students critically analysis the impact of political upheavals on Society and culture of India during Sultanate period.

Unit - I

1. Society on the eve of Turkish Invasion-
 - a. Main features of Social Structure
 - b. Religio-Cultural Traditions
2. Establishment of Delhi Sultanate and Challenges to Indian Society

Unit - II

Social Structure-

- a. Ruling Class
- b. Religious Classes- Ulema, Sayyads and Sufis
- c. Service class
- d. Artisans
- e. Peasantry

Unit - III

1. Development of Indian Islam
2. Bhakti Movement :- Rise, Growth and Impact
3. Radicals - a. Kabir
b. Nanak

Unit - IV

Sufism -

- a. Rise Growth and Impact

Silsilahs -

- b. Chisti
- c. Suhrawardi

Course Outcome

After this course, the students will be able to

CO1 Understand about the main features of social structure and religio-cultural traditions of Turkish invasion.

CO2 Understand the establishment of Delhi Sultanate and Challenges to Indian Society.

CO3 Student gets the knowledge about the Religious Classes- Ulema, Sayyads and Sufis and understands the rise, impact of Bhakti Movements.

CO4 Student understands the rise, impact of Sufism.

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Mapping of Course No. 24L6.5-HIS-318

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | M | S | S | S | S | S | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | W |
| CO3 | S | S | S | S | S | S | M | S | S | S | M |
| CO4 | S | S | S | S | S | S | S | S | S | S | M |

S = Strong, M = Medium, W = Weak

Suggested Readings: Society and Culture of India (1200 -1526)

- Ahmed, Aziz. 1964. Studies on Islamic Culture in the Indian Environment. Oxford.
- Arberry, A. J. 1956. Sufism. London.
- Bhandarkar, R. G. 1959. Vaishnavism, Shaivism and Minor Religious Systems. Poona.
- Chandra, Satish. 1997. Historiography, Religion and State in Medieval India. Delhi. (Also available in Hindi)
- Habib, Irfan, ed. 1981-2003. Madhya Kaleen Bharat, Vols. 1-8. New Delhi. (in Hindi)
- Haider, Mansura, ed. 2004. Sufis, Sultans and Feudal Orders. Delhi.
- Hussain, Yusuf. 1962. Glimpses of Medieval Indian Culture. Delhi. (Also available in Hindi)
- Majumdar, A. K. 1965. Bhakti Renaissance. Bombay: Bharatiya Vidya Bhavan.
- Mcleod, W. H. 1968. Guru Nanak and the Sikh Religion. Delhi.
- Nizami, K. A. 1985. State and Culture in Medieval India. Delhi.
- Rashid, A. 1969. Society and Culture in Medieval India (1200-1556). Calcutta.
- Rizvi, S. A. A. 1997. A History of Sufism in India, 2 vols. Delhi.
- Saxena, R. K. 1996. Madhya Kaleen Bharat Ke Aarthik Pahloo. Jaipur. (in Hindi)
- Sharma, G. D. 1992. Madhya Kaleen Bharat Ki Rajnitik, Samajik Avam Aarthik Sansthayen. Jaipur. (in Hindi)
- Sharma, R. S. 1969. Social Change in Early Medieval India. Delhi.
- Shyam, Radhey. 1987. Sultanate Kalin Samaj Ka Arthik Itihas. Allahabad. (in Hindi)
- Siddiqui, I. H., ed. 2003. Medieval India: Essays in Intellectual Thought and Culture, Vol. I. Delhi.
- Tara Chand. 1976. Influence of Islam on Indian Culture. Allahabad.
- Verma, H. C. 1983. Madhya Kalin Bharat Vol. I (750-1540 A.D.). Delhi. (in Hindi)
- Yadav, B. N. S. 1973. Society and Culture in Northern India in the Twelfth Century. Allahabad.
- Yasin, Muhammad. 1958. Islami Bharat Ka Samajik Itihas. Lucknow. (in Hindi)

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MEDIÆVAL INDIAN HISTORY GROUP-C**

Paper: Economic History of India (1200-1526)
Paper Code: 24L6.5-HIS-319

**Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours**

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course underlines the different aspect of economic life such as peasant, role of new elements in taxation, merchant class, technology, growth of trade and industry etc. under Delhi Sultanate rule.

Unit – I

- a. Pre-Sultanate Economy
- b. Land revenue System : Early Turks, Khaljis, Tughlaqs and Lodhis
- c. Peasantry, Famine
- d. Irrigation and Changes in Crop-pattern

Unit – II

- a. Iqta System
- b. Market Control Policy and Prices of Commodities
- c. Village Organisation
- d. Khuts, Muqaddams and Chaudharies

Unit - III

- a. Technological changes and Economy
- b. Merchants Class
- c. Usury
- d. Currency System

Unit - IV

- a. Industries
- b. Trade and Commerce : Inland and External Trade
- c. Growth of Towns
- d. Urbanization

Course Outcomes

CO1: Analyze the agrarian economy, land revenue systems, irrigation practices, and crop patterns from the early Turkish rulers to the Lodhis.

CO2: Evaluate the administrative and fiscal significance of the Iqta system, market control policies, and the roles of village functionaries like Khuts, Muqaddams, and Chaudharies.

CO3: Assess the impact of technological innovations and the structure of the currency and credit systems on the medieval Indian economy.

CO4: Examine the development of industries and the position of the merchant class, along with the practice and perception of usury in Sultanate India.



Mapping of Course No. 24L6.5-HIS-319

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | M | S | S | S | S | S | S | S | M | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | W |
| CO4 | S | S | S | M | S | M | S | S | S | M | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Economic History of India (1200 -1526)

- Arshuman, and Ashok, eds. *Theoretical Issues and Structural Enquiries*. [Publication details incomplete.]
- Ashraf, K. M. 1998. *Life and Conditions of the People of Hindustan*. New Delhi.
- Bagchi, Amiya Kumar, ed. 2002. *Money and Credit in Indian History*. New Delhi: Tulika.
- Chandra, Satish. 2004. *Medieval India (From Sultanate to Mughals)*, Vols. I & II. New Delhi: Har Anand. (Also available in Hindi)
- Chattopadhyaya, D. P., ed. 1982. *Studies in the History of Science in India*. New Delhi.
- Chaudhuri, Tapan Ray. *Cambridge Economic History of India*. [Incomplete citation – needs volume, year, and publisher.]
- Cipolla, C. W. 1991. *Between History and Economic History*. New Delhi.
- Frekenberg, Edgar, ed. 1969. *Land Control and Social Structure in Indian History*. London.
- Gupta, N. S. *Industrial Structure of India during the Medieval Period*. [Publication details incomplete.]
- Habib, Irfan. 1995. *Essays in Indian History: Towards a Marxist Approach*. New Delhi.
- ———. 2002. *Bhartiya Itihas Mein Madhyakal*. New Delhi: Granth Shilpi. (in Hindi)
- ———, ed. 1982. *History of India (c. 1200–1750 A.D.)*, Vol. I. Cambridge: Cambridge University Press.
- ———. 1951–2003. *Madhyakaleen Bharat*, Vols. I–VIII. New Delhi: Rajkamal Prakashan. (in Hindi)
- Kosambi, D. D. 1972. *An Introduction to the Study of Indian History, Parts IX & X*. New Delhi.
- Matthew, K. S. 1983. *The Portuguese Trade with India in the Sixteenth Century*. New Delhi.
- Mukhia, Harbans. 1993. *Perspectives on Medieval History*. Delhi: Vikas Publishing House.
- Moreland, W. H. 1968. *The Agrarian System of Moslem India*. 2nd ed. Delhi.
- Panikar, K. N., ed. 2000. *The Making of History: Essays Presented to Irfan Habib*. New Delhi: Tulika.
- Ray, Anirudha, and S. K. Bagchi, eds. 1986. *Technology in Ancient and Medieval India*. Delhi.
- Satish, Chander, ed. 2008. *Religion, State and Society in Medieval India*. New Delhi: Oxford University Press.
- Sharma, R. S. 1990. *Indian Feudalism*. Rev. ed. Delhi: Macmillan.
- Subrahmanyam, Sanjay, ed. 1990. *Merchants, Markets and the State in Early Modern India*. Delhi.
- Verma, H. C. *Madhyakaleen Bharat (740–1540 A.D.)*, Vols. I & II. Delhi: Hindi Implementation Board, University of Delhi. (in Hindi)

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Paper: History of Ideas in Medieval India
Code: 24L6.5-HIS-320

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The Course is designed to develop an understanding of the different ideological trends prevalent during medieval India.

Unit 1

Idea of Jurisprudence: Islamic Tradition: Quran and Hadith, Islamic concept of Idea of State theory of kingship and rule of succession Hindu Tradition: Dayabhaga and Mitakshara.

Unit 2

Delhi Sultanate: Theory of Kingship, Nature of state, concept of Zill-i-Ihhi, Role of Khalif Iranian Influence and its ramification. Idea of state: Barani's Fatwa-i-Jahandari and Nizamuddi Tusi.

Unit 3

Ideological concepts of Mughal historians, Abul Fazl's Idea of History, Sulhi-Kul, Farr-i-Yazd, Insan-I-Kamil, Mahzar, Concept and Idea of Tauhid-Ielahi, Farr-I-Yazdi.

Unit 4

Thought and Philosophy of Sufism: Shaikh Nizamuddin Aulia,s view on theology, ethics, stat and non-Muslims, Basic concepts of Naqshbandis (Shaikh Ahmad Sirhindi), Shattari (Syed Muhammad Ghaus) and Quadris (Mian Mir) Silsilas.

Course Outcome

After this course, the students will be able to

- CO1 Comprehend the Islamic ideas on justice, Law, State
- CO2 Analyse the Hindu ideological traditions of succession and kingship
- CO3 Understand the new concept introduced by Historians Mughal times
- CO4 Critically analyse the thought and philosophy of sufi saints

Mapping of Course No. 24L6.5-HIS-320

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | M |
| CO3 | S | S | S | S | S | M | S | S | S | S | S |
| CO4 | M | S | S | S | S | S | S | S | S | M | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: History of Ideas in Medieval India

- Ahmad, M. A. 1949. The Nature of Islamic Political Theory and Institution of the Early Turkish Empire of Delhi. Lahore.
- Ahmad, Aziz. Intellectual History of Islam in India. Islamic Survey Series. [Publication details incomplete.]
- Acharyas: Shankara, Ramanuja, and Madhava. 1975. Edited by B. S. Anand. Baha Farid. New Delhi: Sahitya Akademi.
- Banerjee, Anil Chandra. 1982. The State and Society in Northern India, 1206-1526. Calcutta: K. L. Bagchi and Company.
- Das, K. R. 1925. Raja Todarmal. Calcutta.
- Digby, Simon. 1986. "The Sufi Shaikh as a Source of Authority in Medieval India." Purusartha 9: 57-77.
- Friedman, Jonathan. 1971. Shaykh Ahmad Sirhindi: An Outline of His Thought and of His Image in the Eyes of Posterity. Montreal.
- Goitenm, S. D. 1966. Studies in Islamic History and Institutions. London.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Art and Architecture in Sultanate Period
Code: 24L6.5-HIS-321

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective: This course will introduce students to the key developments in art and architecture during the Delhi Sultanate. They will analyze the interaction between Islamic and indigenous traditions in shaping artistic expressions. Students will critically study monument-building, patronage, and the role of art in political representation.

Unit - I

Art and Architecture as a source of Medieval History
Basic Features of Indian, Persian and Central Asian architecture.

Unit - II

Characteristics of early Sultanate architecture; Materials and techniques;
The Qutb Minar complex; Attempts of assimilation; development of calligraphy;
The Khaljis; Development of arch and dome.

Unit - III

New trends in architecture under Tughluqs: emphasis on architectural elements, forts, mosques, tombs and madrasas.
Structural changes in the mosque and tomb architecture under the Saiyids and Lodis.

Unit IV

Jali work, inscriptions, arabesque and geometric designs; Calligraphy; Garden architecture and water management systems.
Regional monuments in Bengal, Gujarat, and the Deccan.

Course Outcome

After this course, the students will be able to

- CO1 Explain the historical and political context of art and architecture during the Sultanate period.
- CO2 Identify major architectural styles, features, and regional variations.
- CO3 Analyze the synthesis of Indo-Islamic elements in architectural forms and motifs.
- CO4 Evaluate the cultural significance of monuments such as mosques, tombs, madrasas, and forts.

Mapping of Course No. 24L6.5-HIS-321

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | M | S | S | S | S | S | S | S | S | S |
| CO2 | S | S | M | M | S | M | S | M | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | M | S | S | S | S | S | S | S | S | M |

S = Strong, M = Medium, W = Weak

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Science and Technology in Medieval India
Code: 24L6.5-HIS-322

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The Course is designed to develop an understanding of the different ideological trends prevalent during medieval India

Unit 1

History of Science & Technology: Meaning and Scope;
Sources of the History of Science & Technology in India;
Major Developments in Science & Technology in India 8th to 12th Century with Special Reference to Astronomy,
Medical Science and Mathematics

Unit 2

Concept of Rationality and Scientific Ideas in Muslim Thought with Special Reference to Fathullah Shirazi;
New Developments in Technology in Medieval India and its Impact: Persian Wheel, Gun Powder,
Textiles, Bridge Building and Alchemy

Unit 3

Developments in Medical Knowledge and Interaction between Unani and Ayurveda;
Astronomy in the Arabic Science and its Impact on India with Special Reference to Swai Jaisingh;
Education of Science & Technology in Medieval India.

Unit 4

State of Science & Technology in India on the Eve of Advent of the British;
Conquest of the British: Role of Science & Technology;
East India Company and Scientific Explorations.

Course Outcome

After this course, the students will be able to

- CO1 Know the meaning, sources and state of science and technology in India
- CO2 Understand the arrival of major ideas in science and technology in India during the medieval times and its impact.
- CO3 Grasp the new experiments and innovations in science, technology and medicine ('STM') in medieval India.
- CO4 Learn the role of modern science and technology in the colonial conquest of India.

Mapping of Course No. 24L6.5-HIS-322

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | W | S |
| CO4 | M | S | S | S | S | S | S | S | S | | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Science and Technology in Medieval India

- Alavi, M. A., & Rahman, A. Fathullah Shirazi: *A Sixteenth Century Indian Scientist. (Details not widely available)*
- Baber, Z. (2019). *The Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India.* Cambridge University Press.
- Bag, A. K. (Ed.). (1985). *Technology in Ancient India.* Publications Division, Ministry of Information and Broadcasting, Government of India.
- Bose, D. M., et al. (1996). *A Concise History of Science in India.* S. Chand & Company Ltd.
- Brooke, J. H. (1991). *Science and Religion: Some Historical Perspectives.* Cambridge University Press.
- Chattopadhyaya, D. (1977). *History of Science and Technology in Ancient India.* Firma K.L. Mukhopadhyay.
- Digby, S. (1975). *War-Horse and Elephant in the Delhi Sultanate.* Cambridge University Press.
- Habib, I. (Ed.). (2006). *Akbar and His India.* Oxford University Press.
- Hassan, A. Y., & Hill, D. R. (1986). *Islamic Technology: An Illustrated History.* Cambridge University Press.
- Hedrick, D. R. (2010). *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century.* Oxford University Press.
- Hitti, P. K. (1951). *History of the Arabs.* Macmillan.
- Jaggi, O. P. (1992). *Science and Technology in Medieval India.* National Book Trust.
- Kumar, D. (1995). *Science and the Raj: A Study of British India.* Oxford University Press.
- Kumar, D. *Disease and Medicine in India: A Historical Overview. (Available in various journals and edited volumes)*
- Macleod, R., & Kumar, D. (Eds.). (1995). *Technology and the Raj: Western Technology and Technical Transfers to India 1700-1947.* SAGE Publications India.
- Qaisar, A. J. *Indian Response to European Technology and Culture. (Published in journals and proceedings)*
- Ray, A., & Bagchi, S. K. (1986). *Technology in Ancient and Medieval India.* Manohar Publishers.
- Ray, P. C. (1937). *History of Chemistry in Ancient and Medieval India.* Indian Chemical Society.
- Sangwan, S. *Science, Technology and Colonization: An Indian Experience. (Published in articles and proceedings)*
- Spangenburg, R. (2007). *The History of Science: From the Ancient Greeks to the Scientific Revolution, Vols. I-V.* Chelsea House Publishers.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: Political History of India (1757-1947) - I
Code: 24L6.5-HIS-323

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The paper aims to inculcate an indepth understanding of emergence and expansion of British power in India and India resistance to it.

Unit-I

1. Sources of Modern Indian History:

- a. Archival Records
- b. Private Papers
- c. News Papers
- d. Periodicals
- e. Oral Traditions

2. Pre-Colonial Indian Polity:

- a. Decline of Mughal Empire
- b. Rise of Successor States

Unit-II

1. Emergence of British Power : 1757-1765

- a. English East India Company -History - 1600 AD - 1757 A.D.
- b. Battle of Plassey
- c. Battle of Buxar
- d. Political Settlement of 1765

2. The Indian Resistance

- a. Anglo Mysore Relations 1767-1799
- b. Anglo-Maratha Relations 1775-1818

Unit-III

1. Diplomatic Means of British Expansion:

- a. Subsidiary Alliance System
- b. Political Settlement of 1817-1818
- c. Doctrine of Lapse

2. The Paramountcy and aftermath:

- a. Conquest of Sind
- b. Annexation of Punjab

Unit-IV

1. Beyond Natural Frontiers:

- a. Nepal
- b. Burma

2. The People's Response:

- a. Discontent and Disaffection during Company's Rule
- b. Revolt of 1857 Nature, Participation and Impact

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K. Singh

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Course Outcomes

CO1: Students understand about the sources of Modern Indian History i.e. Archival Records, Private Papers, Newspapers, Periodicals and Oral Traditions.

CO2: Students understand the pre-colonial Indian Polity.

CO3: Students understand the emergence of British Power and Indian resistances.

CO4: Students understand the diplomatic means of British Expansion and Paramountcy and aftermaths.

Mapping of Course No. 24L6.5-HIS-323

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | M | S | M | M | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | M | S | S | S | S | S | S | S | M | S |

S = Strong, M = Medium, W = Weak

Suggested Readings : Political History of India (1757-1947) - I

- Dodwell, H. H. (Ed.). (1934, 1937). *The Cambridge History of India* (Vol. V). Cambridge University Press.
- Majumdar, R. C. (Ed.). (1965-1968). *British Paramountcy and India's Renaissance* (Vol. X, Pt. 1). Bombay.
- Majumdar, R. C., Dutta, K. K., & Ray Chaudhuri, H. C. (1978). *Advanced History of India* (4th ed., Vol. III). Delhi: Macmillan.
- Misra, B. B. (1959). *Central Administration of the East India Company 1773-1834*. Macmillan.
- Moon, P. (1954). *Warren Hastings and British India*. London.
- Pannikar, K. M. (1932). *Introduction to the Study of the Relations of Indian States with the Government of India*. London.
- Philips, C. H. (1962). *The East India Company* (2nd ed.). London.
- Sardesai, G. S. (1946). *New History of the Marathas* (Vols. II, III). Bombay.
- Sen, S. N. (1957, 1958). *Eighteen Fifty Seven*. Delhi, Calcutta.
- Sinha, N. K. *Ranjit Singh*, Natraj Publishers, 2023.
- Spears, P. (1965). *History of India* (Vol. II). Penguin.
- Stokes, E. (1959). *English Utilitarian and India*. Oxford.
- Sutherland, L. (1952). *The East India Company in the 18th Century Politics*. Oxford.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: Indian National Movement (1885-1919)
Code: 24L6.5-HIS-324

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course examines the evolution of Indian nationalism, the rise of political organizations, the role of communal and revolutionary movements, and British constitutional responses during the late 19th and early 20th centuries.

Unit-I

1. Indian Nationalism:

- a. Emergence
- b. Causes
- c. Approaches

2. Indian National Congress

- a. Pre-Congress Political Associations
- b. Genesis
- c. Theories

Unit-II

1. Nationalist Agitation : 1885-1905

- a. Moderates - Programmes and Ideology
- b. Revolutionary Movement - The First Phase

2. Nationalist Agitation: 1905-1919:

- (a) Extremists- Programmes and Ideology
- (b) Anti-Partition of Bengal agitation- Swadesh Movement

Unit-III

1. Emergence of Communal Politics :

- a. Establishment of All India Muslim League - 1906
- b. Hindu Mahasabha

2. Era of Communal Co-ordination:

- a. Lucknow Pact-aims and impact
- b. Home Rule Movement-aims, Programmes and impact

Unit-IV

1. India and the first World War :

- a. Impact of Indian National Movement
- b. Rise of Left in Indian Politics

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2. Constitutional Development - A British Reaction :

- a. Indian Council Acts
- b. Morley Minto Reforms-1909
- c. Montague-Chelmsford Reforms-1919

Course Outcomes

CO1: Students understand about the Indian Nationalism and role of Indian National Congress sources.

CO2: Students understand the emergence of Communal Politics and Era-Communal Co-ordination India and the First World War

CO3: Students understand the emergence of British Power and Indian resistances.

CO4: Students understand constitutional development - British reaction

Mapping of Course No. 24L6.5-HIS-324

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | M | S | S | S | S | M |
| CO3 | S | S | M | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | S | S | S | S | S | S | M | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Indian National Movement (1885-1919)

- Das, M. N. (1964). India under Morley and Minto. London: George Allen & Unwin.
- Desai, A. R. (Ed.). (1959). Social Background of Indian Nationalism. Bombay: Popular Prakashan.
- Dhankar, J. S. (2000). Prelude to Pakistan. Delhi: Manohar Publishers & Distributors.
- Dutt, R. P. (1949). India Today. Bombay: Asia Publishing House.
- Madame Bhikhajji Cama. (1952). A True Nationalist. Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India.
- Majumdar, R. C. (1962-63). History of Freedom Movement (Vols. I, II, III). Calcutta: Firma K.L. Mukhopadhyay.
- Mehrotra, S. R. (1971). The Emergence of Indian National Congress. Delhi: National Publishing House.
- Mujeeb, M. (1967). Indian Muslims. London: George Allen & Unwin.
- Sarkar, S. (1973). Swadeshi Movement in Bengal, 1903-1908. New Delhi: People's Publishing House.
- Seal, A. (1968). The Emergence of Indian Nationalism. Cambridge: Cambridge University Press.
- Singh, P. (2001). Lord Minto and Indian Nationalism 1905-1910 (New ed.). Delhi: Manohar Publishers & Distributors.
- Tara Chand. (1961). History of the Freedom Movement (Vols. I, II, III, IV). Delhi: People's Publishing House.
- Tripathi, A. (1967). The Extremist Challenge: India between 1890-1910. Calcutta: Firma K.L. Mukhopadhyay.
- Wolpert, S. A. (1962). Tilak and Gokhale. California: University of California Press.
- Yadav, B. D. (1992). Allan Octavian Hume - Father of the Congress. Delhi: Manohar Publishers & Distributors.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: Society and Culture of India (1757-1947) - I
Code: 24L6.5-HIS-325

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course explores the transformation of Indian society under British rule, highlighting social structures, the influence of colonial policies, the growth of education and the press, as well as the rise of social reform movements and women's emancipation.

Unit-I

1. Pre-British Indian Society:

- a. General Features
- b. Rural Society
- c. Urban Society

Unit-II

1. British and Indian Society:

- a. Christian Missionaries
- b. British Social Policy
- c. Approaches-Evangelicalist and Orientalist

2. Growth of New Education:

- a. Wood's Dispatch and Aftermath
- b. Its Role in Socio-Political Consciousness

Unit-III

1. Press

- a. Rise and Growth of Press
- b. Its Role in Socio-Political Consciousness

2. Literature:

- a. Hindi Literature
- b. Bengali Literature
- c. Role in Indian Cultural Renaissance

Unit-IV

1. Social Reforms:

- a. Sati
- b. Infanticide
- c. Window Remarriage Movement
- d. Age of Consent Bill Agitation

2. Women's Emancipation

- a. Status
- b. Property Rights
- c. Socio-Political Participation

Course Outcomes

- CO1: Students understand about the Pre-British Indian Society, British and Indian Society i.e. Christian Missionaries, British Social Policy and Approaches -Evangelicalist and Orientalist.
- CO2: Critically analyze the growth of new education system and role of press in socio-political consciousness
- CO3: Critically analyze the Indian literature and role in Indian cultural renaissance
- CO4: Students understand about social reforms of 19th century in India and women's emancipation

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Mapping of Course No. 2416.5-HIS-325

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | M | S | S | S | S | S | S | S | S | S | S |
| CO2 | M | S | S | S | S | S | S | M | S | S | S |
| CO3 | S | S | S | M | S | S | S | S | S | S | M |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings : Society and Culture of India (1757-1947) - I

- Ballhatchet, K. A. *Social Policy and Social Change in India*, Oxford University Press, 1957
- Bayly, C. A. (1987). *Indian Society and the Making of the English Empire*. Cambridge University Press, London.
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- Stokes, E. (1959). *English Utilitarians and India*, Oxford University Press, London.
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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: Colonial Indian Economy
Code: 24L6.5-HIS-326

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course examines the structural transformation of the Indian economy under colonial rule, focusing on rural and urban economic systems, population trends, land revenue policies, famines, and debates surrounding colonial impact and de-industrialization.

Unit I

Disintegration of Rural Economy under Colonial Rule
Colonial land revenue settlements: Permanent Settlement, Ryotwari and Mahalwari
Commercialization of agriculture
Rural Indebtedness

Unit II

Foreign trade in colonial India: Mercantilism, Industrial capitalism, Finance capitalism
Industries in colonial India: Paradox of Deindustrialization and Industrial Growth, Artisans and small-scale industry, especially handlooms

Unit III

Urban Markets and growth/decline of urban centres in colonial India
The Drain of wealth: Definition, Features, Causes, Debate

Unit-IV

Environment, Forests and the Colonial State
Labour and the trade union movement
Consequences of colonial rule on Indian economy

Course Outcomes

- CO1: Student get basic knowledge about the foreign trade in colonial India with reference to Mercantilism, Industrial Capitalism and Finance Capitalism, Price Movements, Tarriff policy.
- CO2: Student to understand the Urban Markets and growth/decline of urban centres in colonial India, Industries and Industrial policy in colonial India.
- CO3: Student understand the theory about the Drain of wealth, Banking System
- CO4: Student understand the environment, forests and the colonial state, labour and the trade union movement, consequences of colonial rule on Indian economy.

Mapping of Course No. 24L6.5-HIS-326

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PS1 | POS2 | POS3 | POS4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | M |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | S | M | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Colonial Indian Economy

- Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
- Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
- Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
- Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
- Chakaravarti, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
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- Faruqhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
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- Parekh, Bhiku, Colonialism Tradition and Reform: An Analysis of Gandhi's Political discourse, New Delhi, Sage Publications, 1989.
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- Parel, A.(ed.), Introduction, in Gandhi, Freedom and Self Rule, Delhi, Vistaar Publication, 2002
- Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
- Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: History of Ideas in Modern India
Code: 24L6.5-HIS-327

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of the course is to encourage students to critically analyse emergence of western ideas/ideologies, western understanding of Indian society, culture and polity and Indian Ideological response to western/European ideological trends during modern times.

Unit 1

British advent, Western ideas and Indian realities. Predicaments of understanding India textually and through direct experience. India in the eyes of William Jones. Thomas Munro, T.B.Macaulay and James Mill.

Unit 2

Predominant European ideas of governance: Orientalism, Physiocracy, utilitarianism, evangelicalism and liberalism; their impact on colonial policies in nineteenth century India. Debates and ideas on educating the natives: Orientalist-Anglicist debate: the anatomy of civilizing mission, White man's burden and the idea of improvement

Unit 3

Formation of an intelligentsia in nineteenth century India and their response to imperial ideology; the impact of liberal thought; emergence of critique of Indian society; Forms and nuances of cultural defence against colonialism; reprobating and reinterpreting tradition, trends in revivalism and agendas of reforms. Reinterpreting Indian society and the search for its cultural strength and identity.

Unit 4

The idea of the nation and its differing perception; the idea of Swadeshi and self-reliance as components of nationalism, Gandhi, Hind Swaraj and his critique of modernity; the role of violence and non-violence against colonialism, plurality of identities, communalism and the idea of secularism.

Course Outcome

After this course, the students will be able to

- CO1 To understand trajectory of European ideas in Indian context.
- CO2 To comprehend the role of different western ideologies of governance in establishment of British Empire.
- CO3 To comprehend the plurality of Indian intellectual response to western Ideology
- CO4 To analyse the significance of Gandhian ideas in modern times
- CO5 To draw a comparative analogy of communal and secular ideology.

Mapping of Course No. 24L6.5-HIS-327

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | M | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | W |
| CO4 | M | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: History of Ideas in Modern India

- Anderson, Susan Leigh, 2008, On Alitl, 2000, New Delhi: Cengage Learning India Private Ltd., First Indian edition.
- Bandyopadhyay, Sekhar. 2004, From Plassey to Partition: A History of Modern India, Delhi: Orient Longman.
- Bavly, C. A., 1998, Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India, Delhi: Oxford University Press.
- Bayly, Susan, 1999, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, the New Cambridge History of India. 4. 3. Cambridge: Cambridge University Press.
- Beaglehole, T. H., 1966, Thomas Munro and the Development of the Administrative Policy in Madras, 1792—1818, Cambridge: Cambridge University Press.
- Bearce, George D., 1961, British Attitudes Towards India 1784-1858, London. Calcutta: Oxford University Press.
- Borthwick, M.. 1978, Keshub Chunder Sen: A Search for Cultural Synthesis, Columbia:South Asia Books,
- Bose. Sugata and Ayesha Jalal. 2004. Modern South Asia: History, Culture, Political Economy, 1998, 2nd edn. Delhi: Oxford University Press.
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- Carroll. Lucy. 1 978. 'Colonial Perceptions of Indian Society and the Emergence of Caste (s) Associations' journal of Asian Studies. vol. 37. 110. 2. pp. 233-50.
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- Guha. Ranajit, 1963, A Rule of Property for Bengal: An Essay on the Idea o{Pemanent Settlement, Paris: Mouton & Co.
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- Heimsath. C. H., 1964, Indian Nationalism and Hindu Social Reform, Princeton: Princeton University Press.
- Inden. Ronald, 1990. Imagining India, Oxford: Clarendon Press.
- Kaviraj. Sudipta. 1995, The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of National Discourse in India, Delhi: Oxford University PreKeay, John. 1991,
- Kumar. Ravindra (ed.) 1971. Essays in Gandhian Politics: The Rowlatt Satyagaha of 191 9. Oxford: Clarendon Press.
- Majeed Javed 1992. Ungogings Imagining: Jams Mill's The History o{ British Indian and Orientalism

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Oxford: Clarendon Press.

- McNally. B. T., 1996 English Education and the Origins of Indian Nationalism Gloucester, Mass: Peter Smith,
- Mehta. Uday Singh. 1999. Liberalism and Empire India in British Liberal Thought, Delhi: Oxford University Press.
- Metcalf, Thomas, 1994. ideologies of the Raj. The New Cambridge History of India. vol. 3.4. Cambridge: Cambridge University Press.
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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: Depressed Class Movements in India
Code: 24L6.5-HIS-328

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of the course is to encourage students to critically analyse the emergence of Depressed class identities, the role of reform movements in improving the lot of depressed castes in colonial and post-colonial India.

Unit 1

Depressed Classes in Pre-Colonial India: Religion and Depressed Classes Hinduism, Impact of Islam and Religious Reform Movements (Sufi and Bhakti); Dalit Saints and Their Impact Kabir, Raidas and Chokha Mela; Medieval Indian Polity and the Legal Status of Depressed Classes

Unit 2

Rise of the Depressed Classes in Colonial India: British Raj and Opening of New Opportunities Education, Recruitments and New Professions; Awakening among Depressed Classes Rise of the Adi Movements; Namoshudra Movement, Reform Movements and Depressed Classes: Satyashodhak Samaj, Arya Samaj, Sri Narayan Dharma Movement and Self Respect Movement

Unit 3

Depressed Class Movement in Colonial India: Movements for Socio-Religious Rights Mahad Satyagraha and Nasik Satyagraha; Movement for Political Representation Round Table Conference, Communal Award and the Poona Pact (1932); Mahatma Gandhi and his Harijan Movement, Dr. B.R. Ambedkar and his Dalit Assertion Movement; Indian Constitution: Safeguards for the Depressed Classes; Untouchability Offences Act of 1955

Unit 4

Dalit Movement in Independent India: Dr. B.R. Ambedkar and his Conversion Movement; Dalit Panther Movement; Mandalization of Politics and its Impact Dalit Resurgence; Ramvilas Paswan and Dalit Sena; Kanshi Ram and his Bahujan Movement; BSP and Mayawati.

Course Outcome

After this course, the students will be able to

- CO1 To understand the position and status of Depressed Classes in pre-colonial Indian society, religions and polity.
- CO2 To comprehend the continuity and change in the conditions of the Depressed Classes in colonial India and the approach of the reform movement to uplift their lot.
- CO3 To understand the the emergence of Depressed Class movements in colonial India and its impact.
- CO4 To grasp the growth of Dalit consciousness in modern India and major historical developments therein upto the contemporary times.

Mapping of Course No. 24L6.5-HIS-328

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | M | S | S | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | M | S | S | M | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Depressed Class Movements in India

- Ambedkar, B.R. What Congress and Gandhi Have Done to the Untouchables. Bombay: Thacker & Co., 1945.
- Ambedkar, B.R. The Untouchables: Who Were They and Why They Became Untouchables? Delhi: Amrit Book Company, 1948.
- Ambedkar, B.R. States and Minorities: What Are Their Rights and How to Secure Them in the Constitution of Free India. Bombay: Thacker & Co., 1947.
- Anand, Mulk Raj. Untouchable. London: Wishart Books, 1935.
- Ashraf, K.M. Life and Conditions of the People of Hindustan. New Delhi: Munshiram Manoharlal, 1970.
- Beteille, André. Inequality and Social Change. Delhi: Oxford University Press, 1972.
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- Darling, Malcolm. The Depressed Classes in India: An Inquiry into Their Conditions. London: Oxford University Press, 1931.
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- Fuchs, Stephen. At the Bottom of Indian Society: The Harijan and Other Low Castes. New Delhi: Munshiram Manoharlal, 1981.
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- Guha, Ranjit, ed. Subaltern Studies, Vols. I-XI. Delhi: Oxford University Press, 1982-2005.
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- Kamble, R.J. Rise and Awakening of the Depressed Classes in India. New Delhi: National Publishing House, 1982.
- Keer, Dhananjay. Dr. Ambedkar: Life and Mission. Bombay: Popular Prakashan, 1954.
- Kumar, Ravindra. Gandhi, Ambedkar and the Poona Pact: Occasional Courses on History and Society. New Delhi: Mittal Publications, 1992.
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- Moon, Vasant, ed. Dr. Babasaheb Ambedkar: Writings and Speeches, Vols. I, II, V & IX. Mumbai: Education Department, Government of Maharashtra, 1979-1995.
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- Omvedt, Gail. Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India. New Delhi: Sage Publications, 1994.
- O'Hanlon, Rosalind. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India. Cambridge: Cambridge University Press, 1985.
- Pardhan, A.C. Emergence of the Depressed Classes. New Delhi: Uppal Publishing House, [n.d.].
- Rai, Lajpat. A History of the Arya Samaj. Bombay: Orient Longmans, 1915.
- Rajah, M.C. The Oppressed Hindus. Madras: Dravidian Press, 1936.
- Sharma, B.R. Dalits Betrayed. New Delhi: Har Anand Publications, 1995.
- Srinivas, M.N. Caste in Modern India and Other Essays. Bombay: Asia Publishing House, 1962.
- Zelliott, Eleanor. Dr. Ambedkar and the Mahar Movement. Bombay: University of Bombay, 1970.

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M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D

Course: History of Science and Technology in Modern India
Code: 24L6.5-HIS-329

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The Course is designed to provide adequate understanding of the history of science and technology in India during the modern times

Unit 1

S.T.M. and Colonialization of India: S.T.M. (European Science, Technology and Medicine) and the Colonial Process under the East India Company; Surveyors, Botanists and Doctors under the East India Company's Services; New Developments in Technologies and its Impact - Railways, Telegraphs and Modern Machines

Unit 2

Introduction of Scientific and Technical Education: Objectives and Nature; Founding of Engineering and Medical Colleges and Institutions; Teaching of Science in Universities

Unit 3

The British Raj, S.T.M. and Development: Founding of National Scientific Institutions - Survey of India, Geological Survey of India and Agricultural Experimental Farms; Indian Response to the Western Scientific Knowledge - Interactions and Predicaments

Unit 4

Science and Indian Nationalism: Ideas of Indian Nationalists vis-à-vis S.T.M. with Special Reference to Mahatma Gandhi and Jawaharlal Nehru; Emergence of the 'National Science' and its Relations with the 'Colonial Science'; Contributions of M.L. Sarkar, P.C. Ray, J.C. Bose and Meghnad Saha

Course Outcome

After this course, the students will be able to

- CO1 Understand the role of S.T.M. (European Science, Technology and Medicine) in the Process of colonialization of India under the British.
- CO2 Know the objectives and nature of scientific and technical education in colonial India and its impact.
- CO3 Grasp the objectives and role of S.T.M. in developmental process in colonial India and its impact.
- CO4 Learn the major developments leading to the growth of 'national science' in modern India.

Mapping of Course No. 24L6.5-HIS-329

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | M |
| CO2 | S | S | S | S | M | S | S | S | S | S | S |
| CO3 | S | M | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | M | S |

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Suggested Readings: History of Science and Technology in Modern India

- Alavi, M.A., and A. Rahman. *Fathullah Shirazi: A Sixteenth Century Indian Scientist*. Delhi: National Institute of Science Communication, 1997.
- Baber, Zaheer. *The Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India*. Delhi: Oxford University Press, 1996.
- Bag, A.K., ed. *Technology in Ancient India*. Delhi: Indian National Science Academy, 1994.
- Bose, D.M., S.N. Sen, and B.V. Subbarayappa. *A Concise History of Science in India*. New Delhi: Indian National Science Academy, 1971.
- Brooke, John Hedley. *Science and Religion: Some Historical Perspectives*. Cambridge: Cambridge University Press, 1991.
- Chattopadhyaya, Debiprasad. *History of Science and Technology in Ancient India*. Calcutta: Firma KLM, 1986.
- Digby, Simon. *War-Horse and Elephant in the Delhi Sultanate: A Study of Military Supplies*. Delhi: Orient Longman, 1971.
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- Hassan, Ahmad Y., and Donald R. Hill. *Islamic Technology: An Illustrated History*. Cambridge: Cambridge University Press, 1986.
- Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York: Oxford University Press, 1981.
- Hitti, Philip K. *History of the Arabs*. London: Macmillan, 1937.
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- Kumar, Deepak. *Science and the Raj: A Study of British India*. New Delhi: Oxford University Press, 1995.
- Kumar, Deepak. *Disease and Medicine in India: A Historical Overview*. New Delhi: Tulika Books, 2001.
- MacLeod, Roy, and Deepak Kumar, eds. *Technology and the Raj: Western Technology and Technical Transfers to India, 1700-1947*. New Delhi: Sage Publications, 1995.
- Qaisar, A.J. *Indian Response to European Technology and Culture (A.D. 1498-1707)*. Delhi: Oxford University Press, 1982.
- Ray, Aniruddha, and S.K. Bagchi. *Technology in Ancient and Medieval India*. Calcutta: Calcutta University Press, 1993.
- Ray, Prafulla Chandra. *History of Chemistry in Ancient and Medieval India*. Calcutta: Indian Chemical Society, 1902.
- Sangwan, Satpal. *Science, Technology and Colonization: An Indian Experience*. Delhi: Anamika Prakashan, 1991.
- Spangenburg, Ray, and Diane Moser. *The History of Science: From the Ancient Greeks to the Scientific Revolution*, Vol. V. New York: Facts on File, 1994.

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**M.A.-HISTORY - SEMESTER-III
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP - D**

Course: Modernity and Indian Political Thoughts
Code: 24L6.5-HIS-330

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study the general themes that have been produced by thinkers from varied social and temporal context.

Unit - I

Introduction to Modern Indian Thought
Ram Mohan Ray: Rights
Pandita Ramabai: Gender

Unit - II

Vivekanand: Ideal Society
Gandhi: Swaraj
Ambedkar: Social Justice

Unit - III

Tagore: Critique of Nationalism
Savarkar: Hindutva
Upadhyaya: Integral Humanism

Unit - IV

Nehru: Secularism
Lohia: Socialism

Course Outcome

After this course, the students will be able to

- CO1 Preliminary grasp over critical issues emanating from Indian Political thought today and acquaint them with some key issues.
- CO2 To comprehend the plurality of Indian intellectual response to western Ideology.
- CO3 To feel confident about the values of Indian Nationalism evolved from the Ancient time to present time.
- CO4 To analyse the significance of different ideas in modern times.
- CO5 To grasp the growth of social consciousness in modern India and major historical developments therein upto the contemporary times.

Mapping of Course No. 24L6.5-HIS-330

| Course outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | M | M | S |
| CO2 | S | S | S | S | S | S | S | M | S | S | M |
| CO3 | S | S | S | M | S | S | S | S | M | S | S |
| CO4 | S | S | S | S | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | M |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Modernity and Indian Political Thoughts

- Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
- Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
- Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
- Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
- Chakaravarti, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
- Chakaravarti, U., Pandita Rambai – A life and a time, New Delhi, Critical Quest, 2007.
- Dallmayr, Fred and Devy G.N. (Eds.), Between Tradition and Modernity: India's search for Identity, New Delhi, Sage Publications, 2000.
- Dalton, D., India Idea of Freedom: Political Thought of Swami Vivekanand, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore, , Gurgaon, The Academic Press, 1982
- Datta, Amlan, Beyond Socialism, Bombay, Popular Prakashan, 1993.
- Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996.
- Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
- Gandhi, Rajmohan, Understanding the Muslim Mind, Calcutta, Penguin Books, 1987.
- Ghose, Senkar, Modern Indian Political Thought, New Delhi,, Allied Publishers. 1984.
- Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.
- Graham, B.D., Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993.
- Griffiths, Percival, The British Impact on India, London, Macdonald, 1952.
- Hasan, Mushirul (Ed.), India's Patlition: Process, Strategy and Mobilisation, New Delhi, Oxford University Press, 1993.
- Heimsath. Charles, Indian Nationalism and Hindu Social Reform, Princeton, Princeton University Press, 1964.
- Jahal, Akhileswar, Modernisation and the Hindu Socio-culture, New Delhi, D.K. Publishers, 1987.
- Mehta, N.C., Lohia A Study, Delhi, Atma Ram and Sons, 1975.
- Mehta, V.R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992.
- Ramabai, P., Woman Place in Religion and Society, in K. Koshambi (ed.), Pandita Ramabai through her own words: Selected works, New Delhi, Oxford University Press, 2000
- Parekh, Bhiku, Colonialism Tradition and Reform: An Analysis of Gandhi's Political discourse, New Delhi, Sage Publications, 1989.
- Parekh, Bhiku, Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press, 1989.
- Parel, A.(ed.), Introduction, in Gandhi, Freedom and Self Rule, Delhi, Vistaar Publication, 2002
- Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
- Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.

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OEC with revised codes

**M.A.-HISTORY - SEMESTER-III
(OPEN ELECTIVE COURSE)**

Course: Contemporary History of India (1947-2001)
Code: 24L6.5-OEC-HIS-301

**Maximum Marks-50
External Examination-35
Internal Assessment-15
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 1 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 07 marks.

Course Objectives:

This course explores key political, economic, and social developments in post-independence India, including constitutional foundations, integration of princely states, economic planning, and the challenges of poverty, identity, and globalization.

UNIT -I

- a. Partition legacies: migration and resettlement.
- b. The making of the Constitution and establishment of the Republic.

UNIT -II

- a. The integration of the Princely states and Reorganization of the states.
- b. The issue of National Language.

UNIT III

- a. Economic planning and the model of mixed economy.
- c. Land reforms and agrarian class structure; Green Revolution

UNIT IV

- a. Communalism and religious identities.
- b. Liberalization and globalization.

Course Outcomes:

CO1. Understanding Colonial Impact: Insight into how British rule shaped India's economy, society, and politics.

CO2. Freedom Struggle: Knowledge of key movements (Non-Cooperation, Civil Disobedience, Quit India) and leaders (Gandhi, Nehru, Bose).

CO3. Partition and Independence: Understanding the causes and consequences of the 1947 partition and India's emergence as an independent nation.

CO4. Constitution and Democracy: Awareness of how India became a sovereign, democratic republic with a strong constitution.

CO5. Post-Independence Challenges: Recognition of challenges like integration of princely states, socio-economic reforms, and nation-building.

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Mapping of Course No. 24L6.5-OEC- HIS -301

| Course outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | M | M | S |
| CO2 | S | S | S | S | S | S | S | M | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | M | S | S | S | S | S | S | S | W | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Contemporary History of India (1947-2001)

- Paul Brass, The Politics of India Since Independence (New Cambridge History of India Series), 1990.
- Bipan Chandra et al, India After Independence, 1947-2000, Penguin, New Delhi, 2000.
- Francine Frankel, India's Political Economy, 1947-1977, Princeton University Press, Princeton, 1978.
- Lloyd and Susanne Hober Rudolph, In Pursuit of Lakshmi: The Political Economy of the Indian State, Chicago University Press, Chicago, 1987.
- Sunil Khilani, The Idea of India, London: Hasmish Hamilton, 1997.
- Madhav Gadgil and Ramachandra Guha, The Use and Abuse of Nature, OUP, Delhi, 2004.
- Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, Picador, London, 2007.
- Maria Misra, Vishnu's Crowded Temple: India Since the Great Rebellion, Allen Lane, London, 2007 (Chapters 5, 6, 7 & 8)
- Sugata Bose and Ayesha Jalal, Modern South Asia: History, Culture Political Economy, OUP, Delhi, 2004 (Chapters 18 and 19).

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**M.A.-HISTORY - SEMESTER-III
(OPEN ELECTIVE COURSE)**

Course: A Brief History of India's Freedom Struggle
Paper Code: 24L6.5-OEC- HIS -302

**Maximum Marks-50
External Examination-35
Internal Assessment-15
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 1 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 07 marks.

Course Objective:

This course examines key movements and ideologies in modern Indian history, focusing on popular resistance, nationalism, Gandhian strategies, and the socio-political currents leading to independence and partition.

Unit 1

Peasant and Tribal Uprisings up to 1857
Revolt of 1857: Cause, Consequences and Nature of the revolt

Unit 2

Rise of Nationalism: Ideologies and Programme of Congress Under Moderates and Extremist Phase.
Trends in Swadeshi Movement

Unit 3

Gandhian Mass Movement: Non-Cooperation, Civil Disobedience, Quit India Movement

Unit 4

Depressed Class Movements
Partition and Independence: Two Nation Theory and Rise of Communalism

Course Outcome

After this course, the students will be able to

CO1 Understand the nature of civil resistance in form of peasant and tribal uprisings

CO2 Comprehend the role of Revolt of 1857 in the rise of nationalism.

CO3 Analyse the role of Congress and Gandhian movements in National Movement.

CO4 Learn the major developments leading to the partition and Independence of India.

Mapping of Course Code 24L6.5-OEC- HIS -302

| Course outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | M | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | S | S | S | S | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: A Brief History of India's Freedom Struggle

- Bandyopadhyay, Śekhara. 2004. *From Plassey to Partition: A History of Modern India*. Hyderabad: Orient Blackswan.
- Bose, Sugata, and Ayesha Jalal. 1997. *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press.
- Chand, Tara. 1967. *History of the Freedom Movement in India*, Vols. I–IV. New Delhi: Publication Division, Ministry of Information and Broadcasting, Government of India.
- Chandra, Bipan, Amal Tripathi, and Barun De. 1972. *Freedom Struggle*. New Delhi: National Book Trust.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, Sucheta Mahajan, and K. N. Panikkar. 1989. *India's Struggle for Independence*. New Delhi: Penguin Books.
- Desai, A. R. 1948. *Peasant Struggles in India*. Bombay: Oxford University Press.
- Gore, M. S. 1993. *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage Publications.
- Heehs, Peter. 1998. *India's Freedom Struggle: A Short History*. New Delhi: Oxford University Press.
- Majumdar, R. C. 1962–63. *History of the Freedom Movement in India*, Vols. I–III. Calcutta: Firma K. L. Mukhopadhyay.
- Nandy, Ashis. 1994. "Patriotism and the Love of the Nation." In *The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self*, 1–8. New Delhi: Oxford University Press.
- Nandy, Ashis. 2005. *Rashtravad Banam Deshbhakti* [Hindi Translation of the above]. Translated by Ashok Dubey. New Delhi: Vani Prakashan, pp. 23–33.

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M.A.-HISTORY – SEMESTER IV
(CORE COURSE)

Course: Basic Tools and Trends of Historiography
Code: 24L6.5-HIS-401

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
The course should provide students with a comprehensive understanding of the Historiography and the contributions of Historians to shaping the course of Historiography.

Unit-I

Nature, Scope and Significance of History
Causation, Objectivity,
Sources: Selection of Sources, primary and secondary Sources

Unit-II

Rise of Modern History , Ranke and Positivism
The Linguistic Turn and Historians
Marxism and History writing

Unit-III

The Annals School
Social history
Gender and History Writing

Unit-IV

Practical tool of History Writing
Selection of Topic
Formation of Hypothesis, Research Objective
Collection of Material and Evidence

Course Outcomes (COs):

- CO 1: Understand the nature and scope of History as a subject
- CO 2: Discuss the emergence of Modern History writing
- CO 3: Analyse the contribution of different historical school in development of History as a discipline
- CO 4: Develop an understanding of using different historical tools for writing history

Mapping of Course No. 24L6.5-HIS-401

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PS1 | POS2 | POS3 | POS4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | W | S |
| CO4 | M | S | S | S | S | S | S | S | S | | |

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Suggested Readings : Basic Tools and Trends of Historiography

- Anthias, Floya and Nira Yuval-Davis , Woman, Nation, State Basingstoke, Macmillan and New York St. Martin's Press, 1989.
- Bentley, Michael, Companion to Historiography, London Routledge, 1997
- Bottomore, Tom, Theories of Modern Capitalism, New Delhi. Universal Book Stall, 1985.
- Boyd, Kelly (ed.), Encyclopaedia of Historians and Historical Writings, Vols. I and II, London/Chicago, Fitzroy Dearborn Publishers, 1999.
- Burke, Peter, New Perspectives of Historical Writing, 2nd Ed. Cambridge, Polity Press, 2001
- Chaube, Jharkhande, Itihaas-Darshan, Varanasi, Vishwavidyalaya Prakashan, 1999.
- Clark, Stuard (ed.), The Annals School : Critical Assessment Volume I Histories and Overviews, London and New York, Routledge, 1999.
- Hilton, Rodney (ed.), The Transition from Feudalism to Capitalism, (in Hindi) London, Verso, 1976.
- Hobsbawm, Eric. J. Itihaas Ki Chinta, Delhi Granth Shilpi, 2008
- Hughes, J. Donald, What is Environmental History? Cambridge/Malden Polity Press, 2006
- Hutchison, John and Nationalism, Oxford and New York, Oxford University Press, 1994
- Landes, Joan B., Women and the Public sphere in the Age of the French Revolution, Ithaca, NY, Cornell University Press, 1988
- Marwick, Arthur, The Nature of History Macmillan, London, 1970, 1984
- Harbans Mukhia, The Feudalism Debate (in Hindi), New Delhi, Manohar, 2000
- Feudalism aur Gair-Europeye Samaj, Delhi Granth Shilpi (India), 2007
- Owen, Roger and Bob Sutcliffe (eds.), Studies in the theory of Imperialism, London, Longman, 1972
- Sarkar, Sumit, Writing Social History (Oxford University Press, Delhi, 1997
- Scot, John, Gender and the Politics of History, New York, Columbia University Press, 1988
- Smith, Anthony D., The Nation in History : Historiography Debates about Nations and Nationalism, Cambridge Polity Press, 2000
- Sreedharan, E., A Textbook of Historiography 500 BC- 2000AD, (Orient Longman, Delhi, 2000)
- Verma, Lal Bahadur, Itihaas Ke Bare Mein, New Delhi, Prakashan Sansthan, 1984
- Weber, Max, Protestant Acharshastra aur Puniwadi Chetna, Delhi Granth Shilpi (India), 2006
- Woolf, D.R. (ed.), A Global Encyclopaedia of Historical Writing, Volumes 1 & 2, New York & London, Garland Publishing, Inc. 1988.

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M.A.-HISTORY SEMESTER-IV

(CORE COURSE/SKILL ENHANCEMENT COURSE)

Course: Sources of History
Code: 24L6.5-HIS-402

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of studying Sources of History is to enable students to understand the foundation of historical knowledge through the examination of various types of sources. It aims to familiarize learners with primary and secondary sources, including literary texts, inscriptions, coins, artifacts, oral traditions, and visual materials.

Unit-I

Archaeological Sources

- a) Stone Tools
- b) Pottery
- c) Coins
- d) Inscription

Literary Sources

- a) Vedic Literature
- b) Epics, Puranas, Arthashastras
- c) Buddhist and Jain Sources

Unit-II

Biographies and Foreign Accounts

- a) Harsacharita, Rajtaringini
- b) Megasthenes, Al Beruni
- c) Ibn Batuta, Francois Bernier

Unit-III

Sources of Medieval India

- a) Ziaddin Barni: Fatwat-i-Jahandari
- b) Babur :Zuzak-i-Baburi
- c) Abul Fazal: Akbar Nama(3 Vols)

Unit-IV

Sources of Modern India

- a) Archival Records
- b) Private Papers: Officials and Non-Officials
- c) Newspapers and Periodicals
- d) Oral Tradition

Course Outcomes:

- CO 1: Understanding Historical Sources: Learn about primary and secondary sources used to study history.
- CO 2: Source Evaluation: Develop skills to analyze, compare, and verify the authenticity and reliability of sources.
- CO 3: Types of Sources: Gain knowledge of different types—literary, archaeological, oral, and visual.

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- CO 4: Historical Interpretation: Understand how sources help construct and interpret historical narratives.
- CO 5: Critical Thinking: Build the ability to question and interpret evidence with context and objectivity.

Mapping of Course No. 24L6.5-HIS-402

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PS1 | POS2 | POS3 | POS4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | M | S | S | S | S | S | S | S | S | W | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Sources of History

- Sankalia, H.D. : Stone Age Tools, their Techniques and Uses Pune, 1964
- Shastri, Krishna H. : South Indian Inscriptions (2nd Vol.), Archaeological Survey of India, 1991.
- Ramesh, K.V. : Indian Epigraphy, Archaeological Survey of India, 1977.
- Brown, P. : Indian Paintings, Calcutta, Association Press, 1920.
- Sircar, D.C. : Indian Epigraphy, Delhi, 1965
- Pargiter, F.E. : Dynasties of Kali Age, London, 1913
- Puri, B.N. : India as Described by Early Greek Writers
- Majumdar, R.C. : Classical Accounts of India, Calcutta, 1960
- Pargiter, F.E. : Ancient Indian Historical Tradition, London, 1922
- Krishna Macharia, M. : History of Classical Sanskrit Literature (2 Vols.)
- Winternitz, M. : History of Indian Literature 3 Vols, New Delhi-1963-67
- Law, B.C. : India as Described in the Early Texts of Buddhism and Jainism, Luzac, 1941.
- Sivarammaurti, C. : Indian Sculpture, New Delhi, 1964.
- Aggarwal, V.S. : Studies in Indian Art, Varanasi 1965.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP-A**

**Course: Debates in Archaeology
Code: 24L6.5-HIS-404**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course explores the major debates and issues in the archaeology of pre-history, Harappan, Vedic, and post-Vedic periods, focusing on the origins of cultures, key archaeological discoveries, and the intersection of myth and reality. It encourages critical engagement with ancient Indian history through the lens of contemporary archaeological theories and findings.

Unit-I

Debate in Pre-history and Related Issues:

- a) Terminology of cultural phases in Indian archaeology.
- b) Recent theories and debates on human origins, dispersals and behavior
- c) Problem of South Indian ashmounds
- d) Debating of origins of rice

Unit-II

Debate in Harappan Civilization and Related Issues:

- a) Origin of Harappans: foreign & indigenous theories
- b) Rig-vedic text and Harappan civilization: problems of corroboration
- c) Identity of the Sarasvati River
- d) Horse in the Harappan civilization- a matter of debates

Unit-III

Debate in Vedic Period and Related Issues:

- a) Aryana invasion: myths and reality
- b) The problem of dating the great epics: Mahabharata and Ramayan
- c) The antiquity of iron technology and second urbanization

Unit-IV

Indian Art and Iconograph Debate in Post Vedic Ancient India:

- a) Gupta Age as Golden Age: Archaeological Perspective
- b) Problem area of archaeology: Dwaraka and Rama Setu
- c) Mahabharata and Ramayana: Reality or Myth-Archaeological Study

Course Outcomes (COs):

- CO1: Understand the terminology and cultural phases in Indian pre-history and engage with recent theories on human origins, dispersals, and behavior.
- CO2: Analyze and critically evaluate the debates surrounding the origins of the Harappan Civilization, including indigenous vs. foreign theories and the identity of the Sarasvati River.
- CO3: Assess the significance of Vedic texts in relation to the Harappan Civilization and critically engage with the Aryan invasion theory and its archaeological implications.
- CO4: Examine debates on the dating of the great epics and the development of iron technology, as well as the concept of second urbanization in ancient India.
- CO5: Critically analyze the Gupta Age as a "Golden Age" and explore the archaeological issues surrounding mythological sites such as Dwaraka and Rama Setu.

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K. Singh

Mapping of Course No. 24L6.5-HIS-404

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | M | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | S | S | S | S | S | S | S | S | M |
| CO4 | S | S | S | M | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Debates in Archaeology

- Allchin, F. R., Neolithic Cattle-Keeper of South India. Cambridge: Cambridge University Press, 1963
- Allchin, F. R. and B. Allchin, The Birth of Civilization in India, revised ed. New Delhi: Penguin Books, 1993.
- Dorian Q Fuller, Emma Harvey and Ling Qin. Presumed domestication? Evidence for wild rice cultivation and domestication in the fifth millennium BC of the Lower Yangtze region antiquity , 81: 316-331, 2007
- Gauri Lad 1983. Mahabharata & Archaeological evidence. Pune: Deccan Collage Post Graduate and Research Institute.
- Lal, B. B. 2002. The Saraswati Flows on the Continuity of Indian culture. New Delhi: Aryan Books International.
- Lal B. B. 2008. Rāma: His Historicity Mandir and Setu: vidence of Literature, archaeology and Other Sciences. Delhi: Aryan Books International
- Mukherjee, Ashoke 2001. Rigvedic Saraswati: Myth and Reality Breakthrough, Vol.9, No.1:1-10
- Murthy, S. S. N. (2003). The Questionable Historicity of the Mahabharata. Electronic Journal of Vedic Studies (EJVS) 10, Issue 5 (Nov.14):1-15.
- Paddayya, K., 1998. "Evidence of Neolithic cattle- enning at Budihal, Gulbarga District, Karnataka", South Asian Studies 14: 141-153;
- Paddayya, K. 2000-01. "The problem of ashmounds of Southern Deccan in light of Budihal excavations, Karnataka", Bulletin of the Deccan College Post-Graduate and Research Institute 60/61: 189-225
- Possehl, G. 1999. The Indus Age. New Delhi: Oxford.
- Prasanna, T. R. S. 2012. There is no scientific basis for the Aryan Invasion Theory. Current Science vol. 103 (2): 216-221
- Rao, S. R. 1999. The Lost City of Dvaraka, New Delhi. Aditya Prakashan,
- Tripathy, Vibha. 2001. Age of Iron in South Asia: Legacy and Tradition, Aryan Books International, New Delhi.
- Valdiya K. S. 2013. The River Saraswati was a Himalayan-born river. Current Science vol. 104 (1): 42 -54.

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 A signature in the middle, possibly "Anurag".
 Initials "VKS" on the right.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP-A**

Course: Antiquarian Laws
Code: 24L6.5-HIS-405

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course provides an understanding of antiquarian laws, heritage legislation, and international conventions related to the protection and preservation of archaeological and cultural heritage in India. It aims to equip students with knowledge of legal frameworks governing archaeological practice and heritage management.

Unit-I: Introduction

- a) History of antiquarian laws in India
- b) Importance and significance of antiquarian laws
- c) General Problems and implementation

Unit-II: Important Legislations

- a) The Indian Treasure Trove Act, 1878
- b) The Ancient Monuments Preservation Act, 1904
- c) The Ancient Monuments and Archaeological Sites and Remains Act, 1958
- d) The Antiquities and Art Treasures Act, 1972

Unit-III: Related act and Rules

- a) Land Acquisition Act, 1894
- b) Public Premises (Eviction of unauthorized occupants) Act, 1971
- c) Public Premises (Eviction of unauthorized occupants) Rules

Unit-IV: International Conventions

- a) The Athens Charter for the Restoration of Historic Monuments, 1931
- b) Convention concerning the protection of the World Cultural and Natural Heritage, 1972
- c) UNESCO Recommendation for the protection of movable cultural property, 1978
- d) Charter for the Protection and Management of the Archaeological Heritage, 1990

Course Outcomes (COs):

- CO1: Understand the historical development and significance of antiquarian laws in India and their role in heritage protection.
- CO2: Explain the key provisions of major Indian heritage legislations such as the Indian Treasure Trove Act (1878) and AMASR Act (1958).
- CO3: Evaluate the implementation challenges and general problems associated with heritage laws in India.
- CO4: Analyze related acts and rules, including land acquisition and public premises laws, in the context of archaeological conservation.
- CO5: Examine key international conventions and charters related to cultural heritage protection and their relevance to Indian legislation.

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Mapping of Course No. 24L6.5-HIS-405

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Antiquarian Laws

- Agrawal, O.P. – Essentials of Conservation and Museology, Central Archeological Library, New Delhi, 1957.
- Chakrabarti, Dilip K. – A History of Indian Archaeology: From the Beginning to 1947.
- Sarkar, H.K. – Museums and Protection of Antiquities and Monuments in India, Sandeep Prakashan, 1981.
- Thapar, B.K. – Articles in Indian Archaeology – A Review (Annual ASI Reports). 1977.
- Ray, Himanshu Prabha – Archaeology and the Public Purpose: Writings on and by M.N. Deshpande, Aryan Books International, 2004.
- Singh, Upinder – The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology, Permanent Black, 2004.
- Bare Acts and Government Publications
 - The Ancient Monuments and Archaeological Sites and Remains Act (1958)
 - The Indian Treasure Trove Act (1878)
 - The Antiquities and Art Treasures Act (1972)
 - The Ancient Monuments Preservation Act (1904)
 - Land Acquisition Act (1894)
 - Public Premises Act and Rules (1971)
- UNESCO & ICOMOS Charters and Conventions (Official Documents)
 - Available at: <https://unesdoc.unesco.org>
 - The Athens Charter (1931)
 - World Heritage Convention (1972)
 - UNESCO Recommendations (1978)
 - ICOMOS Charter (1990)
- Lahiri, Nayanjot – Marshalling the Past: Ancient India and its Modern Histories.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP-A**

**Course: Science and Archaeology
Code: 24L6.5-HIS-406**

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
This course aims to explore the interdisciplinary applications of natural and physical sciences in archaeology, emphasizing geoarchaeology, archaeozoology, archaeobotany, anthropology, and conservation chemistry to reconstruct past human-environment interactions and preserve material culture.

- Unit-I: Introduction:**
- a) Role of various sciences in archaeological research
 - b) Geological time-scale – the position of the Quaternary Period within the standard geological column.
 - c) Description and interpretation of natural and archaeological section in the field

- Unit-II: Geoarchaeology and Environmental Archaeology:**
- a) Rocks and Minerals – definition and types, their characteristic features.
 - b) Fluvial environments in archaeology: river terraces and other formations
 - c) Palaeo-environmental survey of India during Pleistocene and Holocene with example
 - d) Human-land relationships: understanding the impact of environmental change on early societies

- Unit-III: Archaeozoology and Archaeobotany:**
- a) Application of archaeozoology in reconstruction of past
 - b) Survey of animal fossil remains and archaeozoological remains from archaeological sites in India
 - c) Application of archaeobotany in reconstruction of the past
 - d) Survey of plant remains and related evidences from archaeological sites in India

- Unit-IV: Anthropology and Chemistry:**
- a) Meaning and scope of Anthropology and its relevance in archaeological studies
 - b) Physical anthropology and its application to archaeology
 - c) Preliminary study of soils and sediments, pH, colour, texture, organic carbon, calcium carbonate and phosphate contents.
 - d) Chemical conservation and preservation of archaeological finds: metals, stones, terracotta, bone etc.

- Course Outcomes (COs):**
- CO1:** Understand the role and relevance of various scientific disciplines in archaeological research and field investigations.
 - CO2:** Analyze geoarchaeological and environmental data to interpret past landscapes, climate changes, and human responses.
 - CO3:** Evaluate archaeobotanical and archaeozoological evidence for reconstructing ancient

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subsistence patterns and ecological settings.

CO4: Apply anthropological principles, especially physical anthropology, to study human remains and societal structures in the past.

CO5: Demonstrate knowledge of basic chemical techniques used in the conservation and preservation of archaeological materials.

Mapping of Course No. 24L6.5-HIS-406

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | M |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | M | S | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Science and Archaeology

- Badam, G. L. 1979. Pleistocene Fauna of India, Pune: Deccan College.
- Baker, J. and D. Brothwell. 1980. Animal Diseases and Archaeology, Academic Press: London
- Biswas, A. K. 2005. Science in Archaeology and Archaeological materials. New Delhi: D.K. Print World (P) Ltd.
- Brothwell, D. and E. Higgs (Eds.). 1969. Science in Archaeology, London: Thames and Hudson.
- Brothwell, D. and A. M. Pollard. 2001. Handbook of Archaeological Sciences, New York: John Wiley and Sons.
- Cornwall, I. W. 1974. Bones for Archaeologists, (revised edition), London: L.M. Dent and Sons.
- Joshi, R. V. and B. C. Deotare. 1983. Chemical Analysis of Archaeological Deposits from India. Pune: Deccan College.
- Kajale, M. D. 1991. Current status of Indian Palaeoethnobotany: Introduced and indigenous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in New Light on Early Farming, Jane Renfrew (Ed.), Edinburgh: Edinburgh University press, pp 155-190.
- Moore, P. D., Webb, J. A. and M. E. Collinson. 1992. Pollen Analysis, Oxford: Blackwell.
- Plenderith, H. J. 1965. The Conservations of Antiquities and Works of Art, London: Oxford University press.
- Schmid, E. 1972. Atlas of Animal Bones. London: Elsevier publishing Co.

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP-A

Course: Conservation & Preservation
Code: 24L6.5-HIS-407

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
This course introduces the history, principles, and techniques of conservation and preservation of archaeological monuments and antiquities, with a focus on materials, structural elements, and practical challenges in the Indian context.

Unit-I: History and Principles of Conservation & Preservation

- a) History of archaeological conservation and preservation in India
- b) General principles and guidelines for conservation and preservation of monuments / sites and excavated remains in India
- c) Distribution of monuments in different geographical zones and their conservation problem

Unit-II: Conservation: Materials and Techniques

- a) Stone: classification, quarries, selection, specifications, defects, types of masonry, techniques of jointing and pointing
- b) Brick: types, kilns, material composition, techniques of manufacturing, characteristics, specifications, bonding and laying.
- c) Wood: structure of timber, seasoning, defects and treatment, use in buildings, causes of decay and remedies

Unit-III: Foundation, Scaffolding and Constructional Members

- a) Foundation: types of foundation, typical failures of foundation, Consolidating and strengthening of foundations.
- b) Scaffolding: types of scaffolding, temporary supports, propping and strutting, centering, shoring, timbering of deep trenches, providing of chutes, safety measures
- c) Constructional Members: pointing, underpinning, inlay work, stucco work and tile work

Unit-IV: Preservation of Antiquities

- a) Metallic Antiquities: Gold, Silver, Copper, Bronze and Iron
- b) Organic Antiquities: Ivory, Bone, Wood and Textile
- c) Siliceous and Argillaceous Antiquities: Stone, Semi-precious stone, Terracotta and Pottery

Course Outcomes (COs):

- CO1: Understand the historical development and core principles guiding archaeological conservation and preservation in India.
- CO2: Identify and analyze the materials used in historic structures (stone, brick, wood) and the appropriate conservation methods for each.
- CO3: Evaluate techniques related to foundations, scaffolding, and architectural members relevant to monument preservation.
- CO4: Examine methods for conserving different categories of antiquities including metallic, organic, and ceramic materials.
- CO5: Assess conservation challenges across various geographical zones and implement suitable preservation strategies.

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Signature: *B. K. Roy*
Date: *24/11/23*

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Mapping of Course No. 24L6.5-HIS-407

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested readings: Conservation & Preservation

- Agrawal O. P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.
- Allchin B., F. R. Allchin and B. K. Thapar 1989. Conservation of the Indian Heritage. New Delhi: Cosmo Publications
- Batra N. L. 1994. A Plea for New Technology in Conservation. Proceedings of World Archaeological Congress 3. New Delhi
- Batra N. L. 1996. Heritage Conservation Preservation and Restoration of Monuments. New Delhi: Aryan Books International
- Bhowmik, S. K. 2004 Heritage Management: Care, Understanding and Appreciation of Cultural Heritage. Jaipur: Publication Scheme.
- Biswas, Sachindra Sekhara. 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi: Aryan Books International.
- Deshpande, M. N. 1994. Care of Cultural Heritage. New Delhi: National Museum Institute.
- Dhawan, Shashi. 1996. Recent Trends in Conservation of Art Heritage. Delhi: Agam Kala Prakashan.
- Marshall, J. 1923. Conservation Manual. Calcutta: Superintendent Government Printing.
- Plenderlith, H. J. 1965. The Conservations of Antiquities and Works of Art, London: Oxford University press.
- Plenderleith H. J. 1971. Conservation of Antiquities and Works of Arts in India, Delhi: Sandeep Prakashan.
- Thapar, B. K. 1989 Conservation of the Indian Heritage. New Delhi: Cosmo Publication.

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M.A.-HISTORY-SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
INDIAN ARCHAEOLOGY GROUP-A

Course: Indian Art and Iconography
Code: 24L6.5-HIS-408

Maximum Marks-100
External Examination-70
Practicle-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objectives:

The objective of this course is to introduce students to the iconography of the images of the different religious traditions of Saivism, Vaishnavism, Buddhism and Jainism. The development of iconographic depictions in each of these traditions is also outlined. Students learn about the different iconographic traditions in the Indian Subcontinent with concern to the religious ideas and trends.

Unit-I

- a) Prehistoric painting: Bhimbetaka and Adangarh
- b) Proto-historic Art: Sculpture and Terracotta

Unit-II

- a) Mauryan and Sunga's Art
- b) Wall paintings: Ajanta and Bagh

Unit-III

- a) Kushana sculpture: Mathura and Gandhara school of Art
- b) Gupta's sculpture

Unit-IV

- a) Origin and Development of Buddha Images
- b) Iconography of Jain Tirthankaras
- c) Iconography of Siva and Vishnu

Course Outcomes (COs):

- CO 1: Cultural Understanding: Enhances knowledge of India's religious and cultural symbolism.
- CO 2: Preservation of Traditions: Supports the continuity of ancient artistic practices.
- CO 3: Historical Insight: Provides deeper understanding of India's past and societal values.
- CO 4: Educational Value: Serves as a resource for learning in art, history, and anthropology.
- CO 5: Aesthetic Appreciation: Promotes appreciation of India's visual and spiritual art forms.

Mapping of Course No. 24L6.5-HIS-408

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | S | S | M | S | S | M | S | S | S |
| CO4 | S | S | S | M | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S |

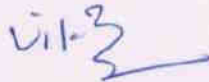
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Suggested Readings: Indian Art and Iconography

- Banerjea, Jitendra Nath. *The Development of Hindu Iconography*. Calcutta: University of Calcutta, 1941.
- Barrett, Douglas. *Sculptures from Amaravati in the British Museum*. London: Trustees of the British Museum, 1954.
- Bhattacharyya, Benoytosh. *The Indian Buddhist Iconography: Mainly Based on the Sādhnamālā and Other Cognate Tantric Texts*. Calcutta: Firma K.L. Mukhopadhyay, 1958. Second Edition.
- Burgess, James, and Bühler, Georg. *The Buddhist Stupas of Amaravati and Jaggayyapeta in the Krishna District, Madras Presidency, Surveyed in 1882*. London: Trübner & Co., 1887.
- Coomaraswamy, Ananda K. *History of Indian and Indonesian Art*. New Delhi: Munshiram Manoharlal Publishers, 1972.
- Coomaraswamy, Ananda K. *Introduction to Indian Art*. Edited by Mulk Raj Anand. Madras: Ganesh & Co., 1956.
- Coomaraswamy, Ananda K. *The Arts and Crafts of India and Ceylon*. London: T. N. Foulis, 1913.
- Desai, Kalpana. *Iconography of Vishnu: In Northern India, Upto the Mediaeval Period*. New Delhi: Abhinav Publications, 1973.
- Gangoly, O. C., and Goswami, A. *Indian Art and Heritage*. Calcutta: Oxford Book and Stationery Co., 1957.
- Gangoly, O. C., and Goswami, A. *Indian Terracotta Art*. New York: George Wittenborn Inc., 1959.
- Gangoly, O. C., and Goswami, A. *The Art of the Pallavas*. New York: George Wittenborn, 1957.
- Gopinatha Rao, T. A. *Elements of Hindu Iconography*. Vols. 1-2. Madras: Law Printing House, 1914-1916.
- Marshall, John. *The Buddhist Art of Gandhara: The Story of the Early School: Its Birth, Growth and Decline*. London: Cambridge University Press, 1960.
- Ray, Niharranjan. *Maurya and Sunga Art*. Calcutta: University of Calcutta, 1945.
- Singh, Sheo Bahadur. *Brahmanical Icons in Northern India: A Study of Images of Five Principal Deities from Earliest Times to Circa 1200 A.D.* New Delhi: Sagar Publications, 1977.
- Sinha, B. C. *Glorious Art of the Sunga Age*. Delhi: Durga Publications, 1985.
- Verma, S. K. *Art and Iconography of the Buddha Images*. New Delhi: Eastern Book Linkers, 1996.
- Rowland, Benjamin, and Coomaraswamy, Ananda K. *The Wall Paintings of India, Central Asia and Ceylon*. Boston: Boston Museum of Fine Arts, 1938.

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP-B

Course: Political History of North India (from 650 A.D. to 1200 A.D.)
Code: 24L6.5-HIS-409

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This paper is aimed to familiarize the core historical political development of north India for the student of Ancient Indian History.

Unit-I

- a) Origin of Rajputs
- b) Invasions of Arabs and Turks and their Impacts.

Unit-II

- a) Gurjara Pratiharas (With special reference to Vatsraj, Nagbhatta IInd and Mihirbhoj)
- b) Palas (with special reference to Dharmपाल, Devपाल and Mahपाल)

Unit-III

- a) Shahi of Kabul and Punjab
- b) Chandellas (with special reference to Yashoverma, Dhang and Vidyadhar)
- c) Western Chalukyas and Solanki (with special reference to Jaisingh Siddharaj and Kumarpal)

Unit-IV

- a) Parmaras (with special reference to Munja and Bhoj)
- b) Chahamanas (with special reference to Vigraraj IV and Prithviraj IInd)
- c) Gahadwalas (with special reference to Govindchand, Vijaychand and Jaichand)

Course Outcomes (COs):s:

- CO 1: Harsha's empire declined after 647 A.D. and regional kingdoms like Pratiharas, Palas, and Rashtrakutas rose.
- CO 2: Tripartite struggle over Kanauj weakened central authority.
- CO 3: Mahmud of Ghazni's raids destabilized North India.
- CO 4: Rajput kingdoms emerged but stayed divided.
- CO 5: Muhammad Ghori defeated Rajputs (1192) and Delhi Sultanate began in 1206.

Mapping of Course No. 24L6.5-HIS-409

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | M | S | S | S | S | M | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | S | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Political History of North India (from 650 A.D. to 1200 A.D.)

- Majumdar, R.C. and A.D. Pusalker, The Age of Imperial Kannauj, 2012.
- Majumdar, R.C. and A.D. Pusalker, Struggle for Empire, BHARTIYA VIDYA BHAVAN, 2019
- Majumdar, R.C. and A.D. Pusalker, History of Bengal, BR Publishing Corporation, 2011.
- Ray, H. C., Dynestic History of Northern India, Vol. 2., Munshiram Manoharlal Publishers, 2017.
- Tripathi, R. S., History of Kannauj, Munshiram Manoharlal Publishers, 1989.
- Puri, B. N., Gurjara - Pratiharas, Munshiram Manoharlal Publishers, 1986.
- Bhatia, P., The Paramaras, Munshiram Manoharlal Publishers, 1970.
- Chattopadhyaya, B.D., The Making of Early Medieval India, Oxford University Press, 1994.
- Yadav, B.N.S., Society and culture of Northern India in the Twelfth century, Raka Prakashan, 2012.
- Ganguly, D. C., History of the Paramaras University of Dacca, 1933
- Bose, N.S., History of the Chandelas. K.L. Mukhopadhyay Publishers 1956.

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP-B

Course: Political History of South India
Code: 24L6.5-HIS-410

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This paper is aimed to familiarize the core historical political development of south India for the students of Ancient Indian History.

Unit-I

Chalukyas of Vatapi (with special reference to Manglesh and Pulkesin-II)
Pallvas Dynasty (with special reference to Narsingh Varman-I and Nandi Varman-II)

Unit-II

Rashtrakutas Dynasty (with special reference to Dantidurga, Dhruv Dharavarsh, Govind-III, Amoghvarsh and Krishna-III)

Unit-III

Cholas Dynasty (with special reference to Parantak-I, Rajraj-I and Rajendra-I),
Administration of Cholas.

Unit-IV

Western Chalukyas of Kalyani (with special reference to Tailap-II, Someshwar-I and Vikramaditya-VI)
Pandayas Dynasty (with special reference to Sundar Panday-I and Marvarman Kulshekhar)

Course Outcomes (COs):s:

- CO 1: Understanding of major South Indian dynasties like the Pallavas, Chalukyas, Rashtrakutas, Cholas, and Hoysalas.
- CO 2: Knowledge of political developments, administration, and inter-dynastic conflicts.
- CO 3: Insight into the role of religion, art, and architecture in legitimizing power.
- CO 4: Awareness of South India's maritime trade and foreign relations during this period.
- CO 5: Appreciation of the regional identity and cultural contributions of South Indian kingdoms.

Mapping of Course No. 24L6.5-HIS-410

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | M |
| CO4 | M | S | S | M | S | S | M | S | S | S | M |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Political History of South India

- Altekar , A.S., Rashtrakutas and their times, Gyan Publishing House, 2025.
- Chattopadhyaya , B.D., The Making of Early Medieval India, Oxford University Press, 1994.
- Shastri, K.A.N., The Cholas, University of Madras, 2013 edition.
- Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian, Bharatiya Vidya Bhavan, 2018
- People, Vols. III and IV (relevant chapters), Bombay, 1988 and 1980.
- Mishra, S.M., Dakṣiṇīya Bhārata Kā Rājanītika Itihāsa, New Delhi, 1995.
- Pandey, Vimal Chandra, Prācīna Bhārata Kā Rājanītik Itihāsa (600 –1200 A.D.), Lucknow, 1973.
- Pathak, Vishuddhananda, Uttara Bhārata Kā Rājanaitika Itihāsa, Lucknow, 1973.
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- Yazdani, G. (ed.), The Early History of the Deccan, 2 vols., London, 1960.
- Yazdani, G., Deccan Kā Prācīna Itihāsa, New Delhi, 1977.

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP-B

Course: Science and Technology in Ancient India
Code: 24L6.5-HIS-411

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
This paper is aimed to familiarize the development of Science and Technology in Ancient India for the Students of Ancient Indian History.

Unit- I
Importance of the Study of History of Science

Unit- II
History of Mathematics and Astronomy in Ancient India

Unit- III
History of Metallurgy, Glass and Ceramics

Unit- IV
History of Agriculture in Ancient India

- Course Outcomes (COs):s**
- CO 1: Rise of Regional Kingdoms: Emergence of powerful dynasties like the Pallavas, Chalukyas, Rashtrakutas, Cholas, and Hoysalas.
 - CO 2: Chola Empire: Known for strong central administration, naval power, and overseas trade with Southeast Asia.
 - CO 3: Inter-dynastic Conflicts: Frequent wars among major powers for territorial control and supremacy.
 - CO 4: Temple Patronage: Rulers supported temple construction, which became centers of religion, economy, and culture.
 - CO 5: Cultural Development: Flourishing of Dravidian architecture, Tamil literature, and regional languages.

Mapping of Course No. 24L6.5-HIS-411

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | M | S | M | S | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Science and Technology in Ancient India

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- Venkatesananda, S. (tr.), 1984. The Concise Yoga Vasis. t.ha. Albany: State University of New York Press.
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- Feuerstein, G., S. Kak and D. Frawley, 1995. In Search of the Cradle of Civilization.
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- Kanigel, R. 1991. The Man Who Knew Infinity: A Life of the Mathematical Genius, Ramanujan. New York: C. Scribner's.
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- Venkatesananda, S. (tr.), 1984. The Concise Yoga Vasis. t.ha. Albany: State University of New York Press.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP-B**

Course: Ancient Indian Political Thought
Code: 24L6.5-HIS-412

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objectives of the paper **Ancient Indian Political Thought** are to provide a comprehensive understanding of the origins and development of political ideas in ancient India.

Unit-I

A brief survey of the geo-political background; Impact of Vedic Values; Salient features of the ancient Indian Political thought.

Unit-II

Political Philosophy; Ramayan, Mahabharata, Bhagavad Gita, Vedanta.

Unit-III

Codification of Laws—Manu-Smriti, Narada-Smriti, Vishnu-Smriti, Sukra-niti.

Unit-IV

Theories about the origin of the king/kingship;
Kautilya— Theory of State, Rajmandala; Manu—Social Laws, Rajdharma, Varnashrama, Statecraft; Benevolent Monarchism— Mauryas and Guptas; Thoughts on Local administration in India.

Course Outcomes (COs):s:

- CO 1: Understanding of Ancient Indian Contributions in mathematics, astronomy, medicine, metallurgy, and engineering.
- CO 2: Knowledge of Key Figures like Aryabhata, Sushruta, and Charaka and their scientific advancements.
- CO 3: Appreciation of Indigenous Knowledge Systems and their relevance to modern science.
- CO 4: Insight into Technological Innovations such as urban planning, irrigation, textile production, and architecture.
- CO 5: Recognition of India's Role in the global history of science and technology.

Mapping of Course No. 24L6.5-HIS-412

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | M | S | S | S | S | S | S | S | S | M |
| CO4 | S | S | S | M | S | S | S | M | S | S | M |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP-B

Course: Cultural Interaction in South and South-East Asia
Code: 24L6.5-HIS-413

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This paper is aimed to explore the historical connections between India and Southeast Asia through trade, religion, and cultural exchange.

Unit-I.

Geographical background of South East Asia and routes from India to South East Asia

Unit-II.

Entry of Buddhism in Burma (Myanmar), Propagation and Important centers Indian colonies in Siam (Thailand)

Unit-III.

Indian cultural evidence form Champa (Vietnam) and Indian Religion and Culture in Kamboj (Cambodia)
Propagation of Indian culture in Swarnadweepa (Indonesia)
Indo-Javanese literature

Unit-IV.

Evidences of Indian Art form the various Provinces of South East Asia

- a) Angkorvat
- b) Borobudur
- c) Ananda Temple of pagan
- d) Ruanveliya Daguva of Anuradhapur

Course Outcomes (CO)s:

- CO 1: Understanding of Historical Links through trade, religion, and diplomacy.
- CO 2: Knowledge of Indian Influence on Southeast Asian art, architecture, language, and scripts.
- CO 3: Insight into the Spread of Hinduism and Buddhism across Southeast Asia.
- CO 4: Recognition of Shared Cultural Heritage in literature, dance, and temple traditions.
- CO 5: Appreciation of Two-Way Exchange between Indian and Southeast Asian civilizations.

Mapping of Course No. 24L6.5-HIS-413

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

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- French, Territories and Kingdoms of South-East Asia, E.A. Wilson, 1968.
- Majumdar, R. C. Hindu Colonies in the Far East, South Asia Series, 1964.
- Majumdar, R. C. Sovereignships: Ancient Indian Colonies in The Far East (Cultural History), Vol. 2, Gyan Publishing House, 1986.
- Majumdar, R. C., Champa: History and Culture of an Indian Colonial Kingdom in the Far East 2nd-16th Century A.D., Gyan Publishing House, 2006.
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- Charterji, B. R., Indian Cultural influence in Cambodia, Pune University, 1928.
- Harbi, G. E., A History of Burma, Gyan Publishing House, 2020.
- Charterji and Chakraborti, India and Java, Franklin Classics, 2018.
- Lal, B. B., The Earliest Civilization of South Asia, Aryan Books International, 1997.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
ANCIENT INDIAN HISTORY GROUP-B**

Course: History of Art and Architecture in Ancient India up to 1000 CE
Code: 24L6.5-HIS-414

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objectives of studying the *History of Art and Architecture in Ancient India up to 1000 CE* are to explore the evolution of Indian art and architecture from prehistoric times to the early medieval period.

Unit-I:

Background

- a) Geography
- b) Sources
- c) Theory and concept of Indian Art and Architecture

Unit-II:

Rise and Growth of Chaitya and Stupa

- a) Buddhist architecture, Stupas, Viharas, Chaityas, Bedsa and Patalkhora
- b) Jain Architecture, Features and Types, Elora, Sittanavasal
- c) Sanchi and Amaravati

Unit-III:

Sculpture and Painting

- a) Un-iconic and Iconic Buddha
- b) Sculpture and Myths (Shiva, Vishnu)
- c) Rock paintings, Cave Paintings, Mural Paintings

Unit-IV:

Rise and Growth of Temple Architecture

- a) Nagar, Vesar and Dravida Temples Architecture
- b) Chola Temple Architecture
- c) Pallava Temple Architecture

Course Outcomes (COs):s

- CO 1: Understanding of Major Art Forms including sculpture, painting, and iconography.
CO 2: Knowledge of Architectural Styles like Buddhist stupas, rock-cut caves, Hindu temples, and Jain monuments.
CO 3: Familiarity with Key Sites and Monuments such as Ajanta, Ellora, Sanchi, and Mahabalipuram.
CO 4: Insight into Religious and Cultural Influences on art and architecture.
CO 5: Appreciation of Aesthetic and Technical Achievements in ancient Indian art and building traditions.

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Mapping of Course No. 24L6.5-HIS-414

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | M | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | S | S | S | S | M | S | M | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: History of Art and Architecture in Ancient India up to 1000 CE

- Ale V.M., Social and Religious Life in Bramhsutra, Ahmadabad, 1939.
- Amita Ray, Villages, Towns and Secular Buildings in Ancient India, Calcutta 1964.
- Barua D.K. Vihars in Ancient India, Calcutta, 1969.
- Birdwood Sir George, Industrial Art in India, London,1975.
- Brown Percy, Indian Artitecture,Buddhist and Hindu,1965.
- Benoy K.Behel, The Ajanta Caves: Ancient Caves of Buddhist India, Singapore, 1998.
- Bhattacharya, V.R., Wisdom of Cultural Heritage of India, Metropolitan Publisher,1989.
- Cunningham Alexander, The Ancient Geography of India, Indological Book House, Varanasi, 1963.
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- Jas Burges, The Ancient Monument, Temples and Sculptures of India, London, 1897.
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- Purthi Raj,Kumar and Devi Rameshwari, Art Archeology and Cultural Heritage of India,Mangal Deep Publications,2004.
- Rama Shankar Tripathi, History of Ancient India, Motilal Banarsidas, New Delhi, 1960.
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- Susan L.Huntington, Ancient Sculpture from India: Buddhist, Hindu,Jain, Weather Hill,New York,1985

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Political History of India (1526-1757)
Code: 24L6.5-HIS-415

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course aims to impart a comprehensive understanding of the political history under Mughal period during medieval India.

Unit-I

- a) Sources of Mughal History
- b) Construction of Imperial Authority
- c) Legitimacy and Kingship

Unit-II

- a) Relations with Rajputs
- b) Zamindari Policy of the Mughals
- c) Mansabdari System

Unit-III

- a) Provincial Government
- b) Central Government
- c) Nature of Mughal

Unit-IV

- a) Decline of Mughal and the Eighteenth Century Debate
- b) Modern Historiography on the Decline

Course Outcome

CO1: Students get basic knowledge about the sources of Mughal History, Construction of Imperial Authority, Legitimacy and Kingship.

CO2: Students understand the relations with Rajputs, Zamindari Policy of the Mughals, Mansabdari System.

CO3: Students understand the provincial government, central government and nature of Mughal.

CO4: Students understand the decline of Mughal and the Eighteenth Century Debate, Modern Historiography on the Decline

Mapping of Course No. 24L6.5-HIS-415

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | S | S |
| CO2 | M | S | S | M | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | M | S | S | S | M | S |
| CO4 | S | S | S | S | S | S | S | S | S | M | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Political History of India (1526-1757)

- Harbans Mukhia, Perspectives on Medieval History, New Delhi, 1993
- I.H. Siddiqui, Medieval India : Essays in intellectual Thought and Culture, New Delhi, 2003
- Satish Chandra, Essays on Medieval Indian History, New Delhi, OUP, 2003
- Satish Chandra, Essays on Medieval Indian Economic History, New Delhi.
- Muzaffar Alam & Sanjay Subramanyum (ed.), The Mughal State 1526-1750, New Delhi, 2002
- Hermann Kulke (ed.), State in India 1000-1700, OUP, New Delhi, 1997
- J.F. Richards, Kingship and Authority in South Asia, University Of Wisconsin- Madison Publication Series, 1978
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- Burton Stein, Eighteenth Century India : Another, View, Studies in History, 5, 1, 1989.
- Richard B, Barnett (ed.), Rethinking Early Modern India, Delhi, 2002
- P.J. Marshall (ed.), The Eighteenth Century in Indian History : Evolution or Revolution? Delhi, 2003.
- Seema Alavi, The Eighteenth Century in India, Delhi, 2002

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C**

**Course: Society and Culture of India (1526-1757)
Code: 24L6.5-HIS-416**

**Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours**

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
The course is designed to make students critically analysis the impact of political upheavals on Society and lture in terms of rise of new social classes, impact on women and rise of new religious trends of India during Sultanate period.

**Unit-I
Babur's description of the social life of India**

1.Social Structure

- a) Ruling class
- b) Middle class
- c) Peasantry

2.Women and Gender Relations

Unit-II

Bhakti Movement

- a) Radical-Dadu Dayal
- b) Traditionalist-Tulsidas
- c) Woman Bhakta-Meerabai
- d) Impact of Bhakti Movement on Indian Society

Unit-III

1.Sufism Silsilahs

- a) Qadri
- b) Naqshbandi
- c) Tawhid-i-Ilahi

2.State and the Ulemas

Unit - IV

1. Evolution of Akbar's Religious Ideas

- a) From Orthodoxy to Liberalism
- b) Sulh-i-Kul

2. Muslim Orthodoxy and the Mughal state in the 16th and 17th Century

Course Outcomes (COs):

CO1: Understand the social hierarchy and gender relations in medieval Indian society through primary accounts Like Babur's descriptions.

CO2: Analyze the ideological diversity within the Bhakti Movement and its influence on Indian social life.

CO3: Examine the role of Sufi orders and their relationship with the state and religious orthodoxy.

CO4: Assess Akbar's religious policies, the concept of Sulh-i-Kul, and the broader religious landscape of the Mughal period.

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Mapping of Course No. 24L6.5-HIS-416

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | M | S | S | S | S | S | S | S | S | W | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Society and Culture of India (1526-1757)

- Alam, Iqtidar. 1975. *The Middle Classes in the Mughal Empire*. Presidential Address, Indian History Congress, Aligarh.
- Altekar, A. S. 1962. *The Position of Women in Indian Civilization*. Delhi: Motilal Banarsidass.
- Arberry, A. J. 1956. *Sufism: An Account of the Mystics of Islam*. London: George Allen & Unwin.
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- Dalal, Urvashi. 2000. "Women's Time in the Havelis of North India." *The Medieval History Journal* 3(2): 219-236.
- Habib, Irfan. 1960. *Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah*. Indian History Congress.
- Jaggi, O. P. (Assumed from earlier list). [If relevant.]
- Madhya Kaleen Bharat. 1981-2003. Vols. 1-8 (in Hindi). New Delhi: Rajkamal Prakashan.
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- Majumdar, A. K. 1965. *Bhakti Renaissance*. Bombay: Bharatiya Vidya Bhavan.
- Mattoo, Bindu. 2003. *New Horizons: A Socio-Economic Study of 16th Century India*. Delhi: Commonwealth Publishers.
- Misra, Rekha. 1967. *Women in Mughal India*. Allahabad: Kitab Mahal.
- Moreland, W. H. 1990. *India at the Death of Akbar* (also available in Hindi). Delhi: Oxford University Press.
- Nizami, K. A. 1978. *Some Aspects of Religion and Politics in India during the Thirteenth Century*. Delhi: Idarah-i Adabiyat-i Delli.
- Rizvi, S. A. A. 1997. *A History of Sufism in India*. 2 vols. Delhi: Munshiram Manoharlal.
- Saxena, R. K. 1996. *Madhya Kaleen Bharat Ke Aarthik Pahloo* (in Hindi). Jaipur: Rajasthan Hindi Granth Academy.
- Sharma, G. D. 1992. *Madhya Kalin Bharat Ki Rajnitik, Samajik Avam Aarthik Sanstheyon* (in Hindi). Jaipur: Rajasthan Hindi Granth Academy.
- Sharma, Krishna. 1987. *Bhakti and the Bhakti Movement: A New Perspective*. Delhi: Munshiram Manoharlal.
- Sobha, Savitri Chandra. 1983. *Samaj aur Sanskriti: Sur, Tulsi wa Dadu ke Sandarbh Mein* (in Hindi). Delhi: Rajkamal Prakashan.
- Tara Chand. 1976. *Influence of Islam on Indian Culture*. Allahabad: Indian Press.

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Economic History of India (1526-1757)
Code: 24L6.5-HIS-417

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The course underlines the different aspect of economic life such as peasant, jagirdari, Mansabdari and Zamindari system, merchant class, technology, growth of trade and industry etc. under Mughal rule.

Unit-I

- a) Land Revenue System : Magnitude : Methods of Assessment, Mode of Payment; Other Rural Taxes and Exaction
b) Categories of Peasants
c) Village Community

Unit-II

- a) Jagir System and its crisis
b) Agrarian Crisis
c) Ijara System
d) Madad-i-Maash Grants

Unit-III

- a) Potentialities of Capitalists Development under the Mughals
b) Usuary
c) Dadni System
d) Role of Cash Nexus

Unit-IV

- a) Industries and Mineral Resources
b) Trade and Commerce : Inland and External Trade
c) Centres of Large Scale Production
d) Euro-Indian Trade : Merchants and Brokers

Course Outcomes (COs):

- CO1: Students get basic knowledge about the Land Revenue System, Categories of Peasants and Village Community.
CO2: Students understand the Jagir System and its crisis, Agrarian Crisis, Ijara System and Madad- i Maash Grants.
CO3 : Students understand the Potentialities of Capitalists Development under the Mughals, Dadni system, Role of Nexus etc.
CO4: Students understand the Industries and Mineral Resources, Trade and Commerce : Inland and External Trade, Centres of Large Scale Production and Euro-Indian Trade : Merchants and Brokers.

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Mapping of Course No. 24L6.5-HIS-417

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | M |
| CO4 | M | S | S | S | S | S | S | S | S | M | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Economic History of India (1526-1757)

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- Habib, Irfan, Akbar and His Age, New Delhi 1997
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- B.R. Grover, Nature of Land rights in Mughal Indian History I.E.S.H.R., Vol. I, 1978
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- Nirmal Kashyap, Lower Carde Employees of Amber During Late Half of the 17th Century PIHC, 1995
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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Trade and Commerce in Medieval India
Code: 24L6.5-HIS-418

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The Course is designed to delineate transformatory nature of Trade and commerce in term of routes, commodity, economy new trading partners, situation of native traders Vis-à-vis foreigner trading partner during Medieval India.

Unit-I

Revival of Long-distance trade – Its impact on the Indian Ocean- Jewish traders linked with the Geniza of Cairo- Chinese Trade- India and the Mercantile and Religious networks of the Rasulids of Yemen- Al-Karimis- Janet Abu Lughod and Perceptions of Pre-Modern world system- Networks of trade in North India

Unit-II

Entry of the Portuguese- Notions of Monopoly trade – Control Systems of cartaz, armada, fortress and cafila- Participation of the Germans and Italians in IndoPortuguese trade-Smuggling and piracy – Nature and composition of Commercial Company of the Portuguese- Nature of the evolving global trade systems

Unit-III

Native Merchants, bankers and credit-givers- Emergence of New –moneyed groups Political economy- Nature of Commodity circulation, Company trade of the Dutch and the English versus the French- Contestations and Political assertions-Formation of Indigenous Commercial companies and role of native mercantile capital - Local mercantile collaborators – From spices to textiles Commodity composition- How Indian trade changed the consumption culture of Europe

Unit-IV

Trade through the movement-channels of Bhakti and Sufis- Evolution of new lines of Transport and communication in north India – Security bolstering Mechanisms Changing character of trade – Commodities - Production centres and terrestrial routes- Orientation towards global markets- Were there potentialities for capitalistic development

Course Outcomes (COs):

- CO1: Understand the changing pattern of trade and commerce during Medieval times in India
- CO2: Comprehend the nature of trading partnership with European countries and emergence of new challenges with this new partnership
- CO3: Reflect on the position of Native Merchants, emergence of new credit groups, composition of commodity of trade
- CO4: Trace the new trade route, transport and communications, security mechanism.

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Mapping of Course No. 24L6.5-HIS-418

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | S | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | M | S | M | S | M | S | S | S | S |
| CO4 | M | S | S | S | S | S | S | S | S | W | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Trade and Commerce in Medieval India

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- Bouchon, Geneviève, *Regent of the Sea: Cannanore's Response to Portuguese Expansion, 1507-1528*, trans. by Louise Shackley, Delhi: Oxford University Press, 1988.
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- Das Gupta, Ashin, *Malabar in Asian Trade, 1740-1800*, Cambridge University Press, 1967.
- Fischel, Walter J., "The Spice Trade in Mamluk Egypt", *Journal of the Economic and Social History of the Orient*, vol. I, Leiden, 1958.
- Galletti, A., *The Dutch in Malabar*, Government Press, Madras, 1912.
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- Jacob, Hugo S., *The Rajas of Cochin, 1663-1720: Kings, Chiefs and the Dutch East India Company*, New Delhi: Manohar, 2000.
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- Malekandathil, Pius, *The Germans, the Portuguese and India*, Lit Verlag, Münster, 1999.
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- Subramanian, Lakshmi, "Capital and Crowd in a Declining Asian Port-City: The Anglo-Bania Order and the Surat Riots of 1795", *Modern Asian Studies*, vol. 19, no. 2, 1985.
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Sabrahmanyam and Kenneth McPherson, vol. II, University of California, Santa Barbara, 1995.
• Wink, André, *Al-Hind: The Making of the Indo-Islamic World*, vol. I, Oxford University Press, New Delhi, 1999.

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Art and Architecture in Mughal India
Code: 24L6.5-HIS-419

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The basic objective of this course is to introduce students the various type of art and architecture during Mughal period.

Unit-I

Early phases of Mughal Architecture; Akbar's buildings at Fatehpur Sikri; Elements of change under Jahangir; Crystallisation of Mughal style under Shah Jahan; Islamization of architecture under Aurangzeb; Building decoration: Pietra Dura, Lattice work (Jali) and Ceramic Art.

Unit-II

Painting in North India before 1540; Establishment of Shahi Qalam; Emergence of new tradition under Jahangir; Response to European techniques and themes.

Unit-III

Growth of local styles: The dominance of Rajput painting; Fort, dance and music. Asiatic and Indian Influence.

Unit-IV

Pahari Paintings: Kangra, Basoli, and Garhwal.

Course Outcomes (COs):

- CO 1: Explain the socio-political and cultural background of the Mughal Empire and how it influenced the development of art and architecture.
- CO 2: Examine the architectural innovations under various Mughal emperors
- CO 3: Identify and analyze key characteristics of Mughal miniature painting, including patronage, themes and styles.
- CO 4: Understand the changes and development in local style of painting.

Mapping of Course No. 24L6.5-HIS-419

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | M | S | S | S | M | S |
| CO2 | S | S | S | S | M | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | W |
| CO4 | S | M | S | M | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

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M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C

Course: Religious Movements in Medieval India
Code: 24L6.5-HIS-420

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The Course aims to develop a comprehensive understanding of students on different aspects of religious developments in Medieval India.

Unit-I

Early Movements: Shaivism and its features;
Principles and Development of Shaiv Sidhanta, Shaktism;
Main features of Sri Vaishnavism; Evolution of Rama Bhakti.

Unit-II

The Cults of Krishna: The Varkaris in Maharashtra;
Emergence of Gaudhiya Vaishnavism in Bengal;
The Vallabhacharya in Rajasthan and Gujrat;
Mirabai- A voice of female protest in bhakti tradition.

Unit-III

Islam in Medieval India:
The religious beliefs and practices of Sunnis;
Beliefs and Practices of the Shias;
Sufis orders: Chishtis, Suhrawardis, Qadaris, Naqashbandis.

Unit-IV

The Saints and the Sikhs:
Kabir, his social outlook, formation and development of Kabir-Panth;
Philosophy of Sant Ravidas; Dadu and Dadu-Panth;
The Sikh Movement- Guru Nanak to Guru Gobind Singh..

Course Outcomes (COs):

CO 1: Examine the developments in different religious systems during the medieval period of Indian history.

CO 2: Analyse the continuity and change within Shaiva, Shakta and Vaishnava systems

CO 3: Discuss Islam in its various forms

CO 4: Comprehend monotheistic movement started by kabir, Ravidas, Dadu and Guru Nanak

Mapping of Course No. 24L6.5-HIS-420

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | M | S | S | S | M | S |
| CO2 | S | S | S | S | M | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | S |
| CO4 | S | M | S | M | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

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Suggested Readings: Religious Movements in Medieval India

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- Burz, Richard, *The Bhakti Sect of Vallabhacharya*, Faridabad: Thomson Press (India), 1976.
- DeBerry, William Theodore et al. (eds.), *Sources of Indian Tradition*, Delhi: Munshiram Manoharlal, 1963.
- Grewal, J.S., *Religious Movements and Institutions in Medieval India*, PHISPC, New Delhi: Oxford University Press, 2006.
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- Rizvi, S.A.A., *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*, New Delhi: Munshiram Manoharlal (reprint), 1993.
- Vandennille, Charlotte, *Myths, Saints, Legends in Medieval India*, Delhi: Oxford University Press, 1999.
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- Grewal, J.S., *The Sikhs of the Punjab*, Cambridge: Cambridge University Press, 1993.
- Nandi, R.N., *Religious Institutions and Cults in the Deccan*, Delhi: Motilal Banarsidas, 1973.
- O'Cannel, Joseph T., *Organisational and Indian Aspects of Indian Religious Movements*, Shimla: Indian Institute of Advanced Study, 1999.
- Schomer, Karine and W.H. McLeod (eds.), *The Saints: Studies in a Devotional Tradition of India*, Delhi: Motilal Banarsidas, 1987.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MEDIEVAL INDIAN HISTORY GROUP-C**

**Course : Vijayanagar and Bahmani Empire
Code: 24L6.5-HIS-421**

**Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours**

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
The course aims to understand the rise of the Vijayanagar and the Bahamani powers and to know the development of administration, society, economy, military and a complete empire.

Unit-I

Political Aspect:

- a) Historiography; Sources-Literary, Architectural, Inscriptional, Numismatics.
- b) Beginning-Origin-Variou Theories; Imperial Line- Sangam Dynasty-Devaraya I & II, Suluva Dynasty, Tuluva Dynasty-Krishna --Deva Raya.
- c) Decline-Battle of Rakshasa Tangdi; Aravindu Dynasty.
- d) Off shoot-Keladi, Mysore, Tanjaur, Madurai.

Unit-II

Socio-Ecoomic-Cultural-External Aspects:

- a) Society-Social Set up, Caste, Village Set up, Position of Women.
- b) Economy-Industries, Agriculture, Land and Other Sources of Revenue.
- c) External Relations- With Bahamani Kingdom; With European Powers.
- d) Culture-Art, Architecture, Literature, Customs & Manners, Festivals.

Unit-III

Political Aspect:

- a) Historiography; Sources-Literary, Archaeological, Inscriptions, Numismatics, Foreign Accounts.
- b) The Foundation, Expansion, Decline, off shoots.
- c) Extent-Bijapur, Golkonda, Ahmednagar.
- d) Role of Chand Biwi in Defence of the Empire

Unit-IV

Socio-Economic-Cultural Aspects:

- a) Administration-Central and Provincial; relation with the Vijaynagar Empire.
- b) Socio-Economic Conditions; Sources of income.
- c) Cultural-Art, Architecture, Literature.
- d) Religious Policy

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Course Outcomes (COs):

- CO1: Understand the historical context and political dynamics that led to the rise of the Vijayanagar and Bahamani Empires.
- CO2: Analyze the political, economic, and cultural contributions of the Vijayanagar and Bahamani empires to medieval Indian history.
- CO3: Evaluate the role of key rulers, such as Krishnadevaraya, Muhammad Shah, and their policies in shaping the history of South India.
- CO4: Examine the administrative systems, military organization, and trade networks that flourished under both empires.
- CO5: Critically assess the causes behind the decline of the Vijayanagar and Bahamani empires.

Mapping of Course code No 24L6.5-HIS-421

| Course outcomes | P01 | P02 | P03 | P04 | P05 | P06 | PO7 | PS01 | PS02 | PS03 | PS04 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | S | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | M | S | S | S | S | M | S | M |
| CO4 | S | M | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S |

S=Strong, M=Medium, W=Weak

Suggested Readings:

- Aiyangar, S. K., *South India and Her Muhammedan Invader*, Madras, 1921.
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- Filliozat, Vasundhara (ed.), *Vijayanagar*, New Delhi, 1977.
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- Karashima, Noboru, *South Indian History and Society: Studies from Inscriptions AD 850-1800*, New Delhi, 1984.
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- Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi, 1980.
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- Vriddhigirisan, *Nayakas of Tanjore*, Annamalainagar, 1942.
- Sewell, R., *Forgotten Empire*, New Delhi, 1980.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

Course- Political History of India (1757-1960)-II
Code: 24L6.5-HIS-422

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
The course aims to deliberate upon basis of colonial regime in terms of Administrative structure, Army, foreign policy and relation with Indian States.

Unit-I

1. Administrative Structure :

- a) District Administration
- b) Provincial Administration
- c) Central Administration

2. Arms of the State :

- a) Army
- b) Law
- c) Police
- d) Civil Services

Unit-II

1. Relations with Indian States :

- a) Policy of Ring Fence
- b) Policy of Subordinate Isolation
- c) Policy of Subordinate union

2. Afghan Policy

- a) First Afghan War
- b) Policy of Masterly Inactivity
- c) IInd Afghan War

Unit-III

1. Foreign Policy of Colonial State :

- a) Compulsions
- b) Evolution

2. Foreign Affairs

- a) N.W. Frontier Policy
- b) Persia and Persian Gulf Policy
- c) Tibet Policy

Unit-IV

1. Indian Union and Princely States:

- a) Problem
- b) Integration with India

2. Independent India:

- a) Visions of New India
 - b) India and the World Non-Alignment Movement
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Course Outcomes (COs):

- CO1: Students will get the basic knowledge about the administrative structure i.e. District, provincial and central administration and to understand the Arms of the state i.e. Army, law, Police and Civil services.
- CO2: Students understand the relation with Indian states, Afghan Policy, Foreign Policy of Colonial State, Foreign Affairs.
- CO3: Students understand the process of formation of India union and merger of Princely States.
- CO4: The students will comprehend the vision of New India and India and significance of World Non-Alignment Movement and role of India in it.

Mapping of Course No. 24L6.5-HIS-422

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | M | S | S | S | S | S | S | S | S | M | S |
| CO2 | S | M | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | M | S | S | S | S | S | M | S | W |
| CO4 | M | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Political History of India (1757-1947)-II

- A.C. Banerji. (2011). *The Conquest of Burma*. Cambridge University Press.
- Balfour, E. (1899). *Lord Lyton's Administration, 1876-80*. Longmans, Green, and Co.
- Bisheshwar Prasad. (1979). *Bondage and Freedom* (Vol. 2). Rajesh Publications.
- Chakarvarty, S. (1976). *From Khyber to Oxus: A Study in Imperial Expansion*. Orient Longman.
- Davies, C. C. (2013). *Problem of North West Frontier*. Cambridge University Press (Reissue edition).
- Dilks, D. (1970). *Curzon in India*. Taplinger Pub. Co.
- Dodwell, H. (Ed.). (1934). *Cambridge History of India* (Vol. VI). Cambridge.
- Edward Thompson & Garrett, G. T. (1934). *The Rise and Fulfilment of British Rule in India*. Ams Pr Inc.
- Gopal, S. (2021). *The Viceroyalty of Lord Ripon 1880-84*. Hassell Street Press.
- Hunter, W. W. (2010). *Earl of Mayo*. Kessinger Publishing (Reprint).
- Lover, F. (2024). *India under Curzon and Afghan*. Canny Press.
- Majumdar, R. C. (2019). *The British Paramountcy and Indian Renaissance*. Bharatiya Vidya Bhavan.
- Moulton, E. D. (1968). *Lord Northbrook's Indian Administration 1872-1876*. Asia Publishing House.
- Ravinder Kumar. (1965). *India and the Persian Gulf Region*. Asia Publishing House.
- Smith, B. (2021). *Life of Lord Lawrence* (Vol. II). Hanserbooks.

Note : In addition, students are advised to consult the current Research Journals of History.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

Course- Indian National Movement (1920-1947)-II
Code: 24L6.5-HIS-423

**Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of the course is to encourage students to develop an indepth understanding of different phases of Indian national Movement.

Unit-I

1. Emergence of Mass Movements :

- a) Rise of Gandhi and Non-Cooperation khilafat Movement
- b) Swarajists- Programmes and Impact

2. Civil Disobedience Movement :

- c) Aims, Social Composition and Impact
- d) British Response - Communal Award, Round table conference
- e) Government of India Act 1935

Unit-II

1. The Last Phase of Revolutionary Movement :

- a) Formation of H.R.A.-H.S.R.A.
- b) Aims and Activities
- c) Impact on National Movement

2. Indian National Congress and Socialist Movement:

- a) Congress Socialist Party
- b) Forward Bloc-I.N.A.

Unit-III

1. Quit Indian Movement :

- a) Background
- b) Activities
- c) Impact

2. States People's Conference :

- a) Emergence
- b) Praja Mandal Movement in Various Indian States

Unit-IV

1. Communalism at its Zenith :

- a) Demand for Pakistan
- b) Growth of Muslim League
- c) Partition of India

2. British Response-Transfer of Power

- a) Cripp's Mission - 1942
- b) Cabinet Mission- 1946
- c) Mount Batten Plan - 1947

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

Course- Society and Culture of India (1757-1947)- II
Code: 24L6.5-HIS-424

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:
The course aims at giving an in depth analysis of different phases of social and cultural transformation in colonial India.

Unit-I

1. New Classes :

- a) Rise of New Classes
- b) Role of Middle Class in Modernization

2. Tradition and Modernity

- a) Concept
- b) Process

Unit-II

1. Indian Cultural Renaissance :

- a) Causes and Nature
- b) Raja Ram Mohan Roy and Brahma Samaj

2. Legacy of Cultural Renaissance :

- a) Ram Krishan Mission
- b) Theosophical

Unit-III

1. Revivalist Movements :

- a) Wahabi Movement
- b) Arya Samaj Movement

2. Aligarh Movement

- a) Sir Syed Ahmed Khan and Aligarh Movement
- b) Role in Education
- c) Impact on Indian Muslims

Unit-IV

1. Depressed Class Movement

- a) Its Rise and Growth
- b) Problem of Untouchability
- c) Factors for its Amelioration

2. British Rule and Indian Society

- a) Impact
 - b) Continuity and change
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Course Outcomes (COs):

- CO1 : Students get basic knowledge about the rise of new classes and role of middle class in Modernization.
- CO2 : Students understand the causes and nature of Indian Cultural Renaissance Raja Ram Mohan Roy and Brahma Samaj and Ram Krishnan Mission.
- CO3 : Students understand the Wahabi Movement and Arya Samaj Movement and Aligarh Movement.
- CO4 : Students understand the Rise and Growth of depressed class movement, untouchability etc.

Mapping of Course No. 24L6.5-HIS-424

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | M | S | S | S | S | S | M | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | M | S | S | S | S | S | S | W |
| CO4 | S | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Society and Culture of India (1757-1947)- II

23. Ahmed, A. F. S. 1976. Social Ideas and Social Change in Bengal, 1818-1835. University of Virginia.
24. Ahmed, Q. 1966. The Wahabi Movement in India. Calcutta.
25. Baird, Robert, ed. 1981. Religion in India. Delhi: Manohar.
26. Das, M. N., P. N. Chopra, and B. N. Puri. 1995. Social and Economic History of India, Vol. III. New Delhi: Macmillan Publishers India Limited.
27. De, Barun. 1988. "Presidential Address to the Indian History Congress." Dharwad Session.
28. Desai, A. R. 2023. Social Background of Indian Nationalism. Mumbai: Popular Prakashan Ltd.
29. Heimsath, Charles. 1964. Indian Nationalism and Hindu Social Reform. Princeton: Princeton University Press.
30. Jain, M. S. 2009. The Aligarh Movement. Cambridge: Cambridge University Press.
31. Jones, Kenneth W. 1994. Socio-Religious Reform Movements in British India. The New Cambridge History of India. New York: Cambridge University Press.
32. Leach, E., and S. N. Mukherjee. 2008. Elites in South Asia. Cambridge: Cambridge University Press.
33. Majumdar, B. B. 1996. History of Indian Social and Political Ideas. Calcutta: Firma KLM.
34. Misra, B. B. 2021. The Indian Middle Class. Delhi: Hassell Street Press.
35. Narain, V. A. 1972. Social History of Modern India. Patna: Meenakshi Prakashan.
36. Niranjana, Tejaswini. 1993. Interrogating Modernity: Culture and Colonialism in India. Calcutta: Seagull Books.
37. O'Malley, L. S. S. 1941. Modern India and the West. London.
38. Rai, Lal Lajpat. 2021. A History of the Arya Samaj. Delhi: Gyan Publishing House.
39. Ranade, M. G. 2010. Religion and Social Reforms: Collection of Essays and Speeches. Kessinger Publishing.
40. Rao, M. S. A., ed. 1987. Social Movements and Transformation. Delhi: Manohar.
41. Smith, W. C. 2006. Modern Islam in India. London: Read Books.
42. Unnithan, T. K. N., Indra Deva, and Yogendra Singh, eds. 1965. Towards a Sociology of Culture in India. New Delhi: Prentice-Hall of India.

Note : In addition, students are advised to consult the current Research Journals of History.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

**Course: History of Education during Colonial India
Code: 24L6.5-HIS-425**

**Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours**

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

This course aims to delineate debates on education during colonial times, dynamics of colonial education, evolution of education policies and Indian response to Colonial Education Agenda.

Unit-I

Debates on Education in Colonial India: Colonial Epistemological Dominance, Nationalist approach towards colonial education, Indigenous Education in Late 18th and early 19th century

Unit-II

Dynamics of Colonial Education: Colonial Citizen as an education ideal, Conflict of Curriculum and Culture, The Paradox of Teacher's Personality

Unit-III

Educational Policy and Demand under Colonial rule:

- a) Macaulay Minute, Downward Filtration Theory, Educational Dispatch of 1854, Hunter Commission 1884, Indian University Commission (1902), Sadler and Hartog Commission
- b) Compulsory Education Debate

Unit-IV

Nationalist Quest for Education:

Jyotiba Phule and Savitri Bai Phule
Aurobindo Ghosh
Gandhi and Nai Talem
Madan Mohan Malviya and The case of Banaras Hindu University

Course Outcomes (CO)s:

- CO1: To comprehend the new Historiographical trends on education under colonial period
- CO2: To Understand the colonial perspective of educational changes brought under British period
- CO3: To discuss the education in pre-colonial times and dynamics of educational structure under colonial period
- CO4: To analyse diverse national response to the colonial system of education

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Mapping of Course No. 24L6.5-HIS-425

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | M | S | S | S | S | S | S | S | S | M | S |
| CO2 | M | S | S | S | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | S | S | S | S | S | S | W |
| CO4 | M | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: History of Education during Colonial India

43. Ajit Mondal. 2017. "Free and Compulsory Primary Education in India under the British Raj: A Tale of an Unfulfilled Dream." *SAGE Open*, July–September: 1–12.
44. Basu, Aparna. 1974. *The Growth of Education and Political Development in India, 1898–1920*. Delhi: Oxford University Press.
45. Bayly, C. A. 1996. "Colonial Rule and the 'Information Order' in South Asia." In *The Transmission of Knowledge in South Asia*, edited by Nigel Crook. Delhi: Oxford University Press.
46. Catriona Ellis. 2008. "Education for All: Reassessing the Historiography of Education in Colonial India." *History Compass* 6 (December).
47. Dharampal. 1983. *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
48. Educational Reconstruction: Mahatma Gandhi's Articles, Wardha Education Conference Proceedings, Zakir Hussain Committee Report, The Proposed Syllabus. 1939. Bombay.
49. Gandhi, M. K. 1977. *The Collected Works of Mahatma Gandhi*. Ahmedabad: Navjivan Publishing House.
50. Kumar, Deepak, Joseph Bara, Nandita Khadria, and Ch. Radha Gayathri, eds. 2013. *Education in Colonial India*. New Delhi: Manohar.
51. Kumar, Krishna. 1990. *Raj, Samaj aur Shiksha*, 2nd ed. New Delhi: Rajkamal. (in Hindi)
52. Kumar, Krishna. 1991. *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Publications.
53. Kumar, Krishna. 2014. *Politics of Education in Colonial India*. New Delhi: Routledge Taylor and Francis Group.
54. Naik, J. P., and S. Narula. 1974. *Student History of Education in India*. Delhi: Macmillan.
55. Nurullah, S., and J. P. Naik. 1974. *A Student's History of Education in India (1800–1973)*, 6th ed. New Delhi: Macmillan India Limited.
56. Omvedt, Gail. 1971. "Jotirao Phule and the Ideology of Social Revolution in India." *Economic and Political Weekly* 6 (37): 1969–78.
57. Sarangapani, Padma M., and Rekha Pappu, eds. 2021. *Handbook of Education Systems in South Asia*. New York: Routledge.
58. Shahidullah, Kazi. 1987. *Pathshalas into Schools: The Development of Indigenous Elementary Education in Bengal, 1854–1905*. Calcutta: Firma KLM.
59. Viswanathan, Gauri. 1989. *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

**Course: History of Contemporary India
Code: 24L6.5-HIS-426**

**Maximum Marks-50
External Examination-35
Internal Assessment-15
Max. Time- 3 hrs.**

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 1 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 07 marks.

Course Objectives:

1. To understand the process of making the Constitution and the Integration and Reorganization of Indian States.
2. To acquaint the students with the political developments in India after Independence.
3. To comprehend the socio-economic changes in India.

Unit -I

- a) Partition legacies; migration and resettlement.
- b) The making of the Constitution and establishment of the Republic.
- c) The integration of the Princely states.

Unit -II

- a) Reorganization of the states.
- b) The issue of National Language.
- c) Political parties and major political developments.

Unit-III

- a) Economic planning and the model of mixed economy.
- b) Industrialization and growth of capitalism.
- c) Land reforms and agrarian class structure; Green Revolution and capitalism in agriculture; rural labour and migration.

Unit-IV

- a) Poverty and illiteracy; demographic trends.
- b) Communalism and religious identities.
- c) Liberalization and globalization.

Course Outcomes (COs):s

- CO 1: Understanding Colonial Impact: Insight into how British rule shaped India's economy, society, and politics.
- CO 2: Freedom Struggle: Knowledge of key movements (Non-Cooperation, Civil Disobedience, Quit India) and leaders (Gandhi, Nehru, Bose).
- CO 3: Partition and Independence: Understanding the causes and consequences of the 1947 partition and India's emergence as an independent nation.
- CO 4: Constitution and Democracy: Awareness of how India became a sovereign, democratic republic with a strong constitution.
- CO 5: Post-Independence Challenges: Recognition of challenges like integration of princely states, socio-economic reforms, and nation-building.

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Mapping of Course Code 24L6.5-HIS-426

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | S | S | M | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | S | M | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: History of Contemporary India

60. Bose, Sugata, and Ayesha Jalal. *Modern South Asia: History, Culture Political Economy*. Oxford University Press, Delhi, 2004 (Chapters 18 and 19).

61. Brass, Paul. *The Politics of India Since Independence* (New Cambridge History of India, Series). 1990.

62. Chandra, Bipan, et al. *India After Independence, 1947-2000*. Penguin, New Delhi, 2000.

63. Frankel, Francine. *India's Political Economy, 1947-1977*. Princeton University Press, Princeton, 1978.

64. Gadgil, Madhav, and Ramachandra Guha. *The Use and Abuse of Nature*. Oxford University Press, Delhi, 2004.

65. Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. Picador, London, 2007.

66. Khilani, Sunil. *The Idea of India*. London: Hasmish Hamilton, 1997.

67. Misra, Maria. *Vishnu's Crowded Temple: India Since the Great Rebellion*. Allen Lane, London, 2007 (Chapters 5, 6, 7 & 8).

68. Rudolph, Lloyd, and Susanne Hober Rudolph. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago University Press, Chicago, 1987.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

Course: History of Constitutional Development
Code: 24L6.5-HIS-427

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time-3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 2 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of this course is to provide students with a comprehensive understanding of the historical evolution of the Indian Constitution.

Unit-I

- a) Regulating Act of 1773.
- b) Pitt's India Act of 1784.
- c) Charter Act of 1793.

Unit-II

- a) Charter Act of 1813.
- b) Charter Act of 1833.
- c) Charter Act of 1853.

Unit-III

- a) The Govt. of India Act 1858.
- b) Queen Victoria's proclamation.
- c) The Indian Council Act, 1861.

Unit-IV

- a) The Govt. of India Act, 1935.
- b) Simon Commission; Cripps Mission; Wavell Plan; Cabinet Mission Plan; Mount Batten plan.
- c) Indian Independent Act, 1947.

Course Outcome:

- CO1: Explain the evolution of constitutionalism in India from ancient to modern times.
- CO2: Analyze the impact of British colonial rule on Indian legal and political institutions.
- CO3: Evaluate key constitutional developments, including major Acts such as the Regulating Act, Pitt's India Act, Government of India Acts (1833, 1858, 1909, 1919, 1935), and the Indian Independence Act of 1947.
- CO4: Discuss the process and significance of the Constituent Assembly debates and the framing of the Indian Constitution.
- CO5: Assess the contributions of important leaders, reformers, and committees in shaping constitutional governance in India.

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Mapping of Course No. 24L6.5-HIS-427

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | M | S | S | S | S | S |
| CO3 | S | S | S | M | M | S | S | S | S | M | S |
| CO4 | S | S | S | M | S | S | S | M | S | S | M |
| CO5 | S | S | S | S | S | S | S | S | S | S | M |

S=Strong, M=Medium, W=Weak

Suggested Readings: History of Constitutional Development

- 69. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1999.
- 70. Basu, D.D. *Introduction to the Constitution of India: A foundational text for understanding constitutional principles and their historical background*. Lexis-Nexis, 2024.
- 71. Chandra, Bipan. *India's Struggle for Independence*. Penguin India, 2000.
- 72. Kashyap, Subhash C. *Our Constitution and Constitutional History of India*. National Book Trust, 2021.
- 73. Noorani, A.G. *Constitutional Questions in India: The President, Parliament and the States*. Oxford University Press, 2000.
- 74. Pylee, M.V. *Constitutional Government in India*. S Chand & Company, 2004.
- 75. Seervai, H.M. *Constitutional Law of India*. Universal Law Publishing, 2015.

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**M.A.-HISTORY SEMESTER-IV
(DISCIPLINE ELECTIVE COURSES)
MODERN INDIAN HISTORY GROUP-D**

Course: Peasant and Labour Movement
Code: 24L6.5-HIS-428

Max Marks- 100
External Marks: 70
Internal Assessment: 30
Max. Time- 3 hours

Note: There shall be nine questions in all. Questions no 1 shall be compulsory, consisting of 07 short answer type questions, carry 02 marks each covering the entire syllabus. Students will have to attempt one question from each unit. Each question shall carry 14 marks.

Course Objective:

The objective of the course is to encourage students to critically analyse emergence, nature and development of peasant and labour movements in Modern India.

Unit-I

- Historiography and Sources of Peasant Resistance.
- Condition of Agriculture & Agriculturist on the eve of British Conquest of India
- Early Tribal Cultivator revolts, Indigo, Pabna, Dacca Peasant Struggles, Mopila revolts and Kuka movement.

Unit-II

- Peasant Struggle under Satyashodhak Samaj, Champaran Satyagraha, Khera Satyagraha, Bardoli Satyagraha.
- Awadh Peasant movement and Baba Ram Chander, Bijolia Kisan Movement, Formation of All India Kisan Sabha, Role of Swami Sahjanand Saraswati and Indu Lal Yagnik, Tebhaga and Telangana movement.

Unit-III

- Industrial development in India and beginning of the Capitalist Class and Working Class.
- Emergence of Industrial Labour force, Growth and Rise of Industrial Labour.
- Rise of Consciousness of Industrial Labour. Impact of World War I on Labour. Movement. Impact of Russian Revolution on Industrial Labour.

Unit-IV

- Formation of AITUC & Labour Movement in 1920. Great Economic Depression & its impact. Meerut Conspiracy Case, 1929; Congress Socialist Party and Labour Movement 1934-39.
- Industrial Labour and the Freedom Struggle: Industrial Labour in Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement, INA Trials and RIN Strike.
- Communist & Congress conflict in trade union movement, Trade Union Movement from 1945-1947.

Course Outcomes (COs):

CO 1: Understand the sources and approaches of Peasant Studies and the roots and nature of the peasant problem.

CO 2: Grasp the nature of the peasant upsurge witnessed during the reform and freedom movements of India.

CO 3: Understand the main historiographical trends in the field of labour history.

CO 4: To grasp the connection between changes in global capitalism and structures of labour relations.

CO 5: Understand the nature and changes of Labour Movement in modern times.

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Mapping of Course No. 24L6.5-HIS-428

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | S | M |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | S | S | M | S | S | S | S | M | S |
| CO4 | S | S | S | S | S | S | M | S | S | S | S |
| CO5 | S | M | S | S | S | S | S | S | S | S | S |

S = Strong, M = Medium, W = Weak

Suggested Readings: Peasant and Labour Movement

- Agarwala, Rina. Informal Labor, Formal Politics, and Dignified Discontent in India. Cambridge: Cambridge University Press, 2013.
- Bhattacharya, Sabyasachi, and Jan Lucassen, eds. Workers in the Informal Sector: Studies in Labour History, 1800–2000. New Delhi: Macmillan India Ltd., 2005.
- Chakrabarty, Dipesh. Rethinking Working-Class History: Bengal 1890–1940. Princeton: Princeton University Press, 1989.
- Choudhary, Sukhbir. Peasants and Workers Movement in India, 1905–1929. New Delhi: People's Publishing House, 1971.
- Dhanagare, D. N. Peasant Movements in India, 1920–1950. Delhi: Oxford University Press, 1983.
- Dutt, R. Palme. India Today and Tomorrow. London: Lawrence & Wishart, 1955.
- Jha, Shiva Chandra. The Indian Trade Union Movement: An Account and an Interpretation. Calcutta: K.L. Mukhopadhyay, 1970.
- Joshi, Chitra. Lost Worlds: Indian Labour and Its Forgotten Histories. London: Anthem Press, 2005.
- Mehta, Shirin. The Peasantry and Nationalism: A Study of the Bardoli Satyagraha. New Delhi: Manohar, 1984.
- Panikkar, K. B. An Outline of the History of the AITUC. New Delhi: All India Trade Union Congress, 1959.
- Sarkar, Sumit. Modern India, 1885–1947. Delhi: Macmillan, 1983.
- Sen, Samita. "Gender and Class: Women in Indian Industry, 1890–1990." Modern Asian Studies 42, no. 1 (2008): 75–116.
- Sen, Samita. Women and Labour in Late Colonial India: The Bengal Jute Industry. Cambridge: Cambridge University Press, 1999.
- Sen, Sukomal. Working Class of India: History of Emergence and Movement, 1830–1970. Calcutta: K.P. Bagchi & Co., 1997.
- Ulyanovsky, Rostislav A. Agrarian India Between the World Wars. New Delhi: Aakar Books, 2017.

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M.A.-HISTORY SEMESTER-IV

(EMPLOYABILITY AND ENTREPRENEURSHIP SKILL COURSES) EEC

Course: Heritage Tourism in India
Code: 24L6.5-HIS-EEC-429

Maximum Marks-50
External Examination-35
Practicle -15
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 1 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 07 marks.

Course Objectives:

The objectives of heritage tourism in India focus on preserving the country's rich cultural and historical legacy while promoting sustainable tourism. It aims to protect and conserve monuments, sites, and traditions that reflect India's diverse heritage.

Unit-I: Concept

- a) Meaning and Definition of Heritage Tourism, Significance of Heritage Tourism
- b) UNESCO- World Heritage and Sustainable Tourism Program

Unit II: Cultural Heritage

- a) Tangible Built Heritage
- b) Natural Heritage
- c) Heritage Cities

Unit III: Art, Craft and Culture

- a) Performing Arts, Paintings
- b) Culinary Heritage, Fairs and Festivals
- c) Handicrafts, Textile Heritage

Unit IV: Promoting Heritage Tourism

- a) Role of Government Agencies
- b) Role of Private Institutions
- c) Role of Museums and Art Galleries

Course Outcomes (COs):

- CO 1: Cultural Preservation: Promotes the conservation of historical monuments and cultural traditions.
- CO 2: Economic Growth: Generates income and employment opportunities for local communities.
- CO 3: Global Recognition: Enhances India's image as a culturally rich tourist destination.
- CO 4: Education and Awareness: Increases awareness about India's history and heritage.
- CO 5: Infrastructure Development: Leads to better roads, hotels, and amenities in heritage areas.

Mapping of Course No. 24L6.5-HIS-429

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | M | S |
| CO2 | S | S | S | M | S | S | S | S | S | S | S |
| CO3 | S | S | S | S | M | S | S | S | S | S | M |
| CO4 | M | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | S | M | S | S | S |

S = Strong, M = Medium, W = Weak

Handwritten signatures and initials: 4/12, 32, Kavya, Ravi, and others.

Suggested Readings: Heritage Tourism in India

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Kaur

V.K.

M.A.-HISTORY SEMESTER-IV
(EMPLOYABILITY AND ENTREPRENEURSHIP SKILL COURSES)

Course : Computer Applications in History
Course Code: 24L6.5-HIS-EEC-430

Maximum Marks-50
External Examination-35
Practicle-15
Max. Time- 3 hrs.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of 07 short answer type questions carry 1 marks each covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry 07 marks.

Objective: The course aims to teach students how computers are used in the study of history and how historical research is impacted by these tools.

Unit-I
Internet basics, Surfing the Internet, Sending Email, Sending and Receiving E-mails, Attachments

Unit-II
Word processing: Introduction and working with MS-Word in MS-Office; How to Type in Word, Editing Document, Formatting the Document, Spell Check, Creating Tables, Saving the Document, Printing and Closing the Document

Unit-III
MS-Excel Basics, Editing Cell contents, Command for Worksheet, Charts in MS Excel, Using Formulas, copy, special paste.

Unit-IV
Usage of Artificial Intelligence in Understanding History, Accessing Primary and Secondary Sources in digital archives.

Course Outcome:

- CO 1: TO develop a basic understanding of the Computer system
- CO 2: Student will be able to work in MS word.
- CO 3: Student will develop an understanding of working in MS excel.
- CO 4: Students will be having an functional understanding of power point and internet usages.

Mapping of Course No. Course Code: 24L6.5-HIS-EEC-430

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | S | S | S | M | S | S | S | S | S | M | S |
| CO2 | S | S | S | S | S | S | S | S | S | S | S |
| CO3 | M | S | S | S | M | S | S | S | S | S | S |
| CO4 | S | S | S | M | S | S | S | M | S | S | S |

S = Strong, M = Medium, W = Weak

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