



# Dr. Bhimrao Ambedkar University, Agra

A State University of Uttar Pradesh (Paliwal Park, Agra -282004)

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A Documentary Support  
for  
*Matric No. – 1.1.1*  
**Programme Outcomes & Course Outcomes**

*under the*  
**Criteria – I**  
**(Curriculum Design and Development)**

*Key Indicator - 1.1*

*in*  
*Matric No. – 1.1.1*

**MASTER OF ARTS (HISTORY)**

1974

Mapping:



Local Need



Regional



National



Global Need

  
Registrar  
Dr. B.R.A. University, Agra

# M.A.HISTORY

(As per Choice Based Credit System w.e.f. the academic year 2016-2018)

## PROGRAMME SPECIFIC OUTCOME

M.A. HISTORY

(As per Choice Based Credit System w.e.f. the academic year 2016-2018)

### PROGRAMME SPECIFIC OUTCOME

**PSO1:** The goal of the M.A. in History program is to produce, conserve, and distribute knowledge in order to increase competitiveness for the overall development of society and humanity.

**PSO2:** This program fosters other crucial characteristics of a civilized human society in addition to helping students learn more about the specialty of their choosing.

**PSO3:** Learners comprehend the many historical streams, including ancient, medieval, modern history and regional history.

**PSO4:** A critical comprehension of the relevance to a student's field of study and the significance of historiographical advances since the discipline's professionalization.

**PSO5:** A thorough comprehension of the methodological and epistemological uniqueness of history as a discipline, as well as the capacity to consider the value of the influence of other disciplines on the History.

**PSO6:** A conceptual knowledge that enables students to conduct knowledgeable source-criticism and assess historical scholarship work critically.

## Examination

- 1- There shall be an examination after the close of each semester.
- 2- The minimum pass marks shall be 40 % in each theory paper.
- 3- In the Forth semester term examination, there shall be a Vivà-Voce examination. Internal and External examiner for the viva-voce examination shall be recommended by the Head of the Department for the approval of the Vice-Chancellor. Mid-term examination will be conducted in each semester which will carry one credit in each paper.
- 4- After examining the answer sheets of the term examination by the teacher concerned the answer sheets shall be shown to the student and there after the answer sheets shall be stored in the department.
- 5- At the beginning of the first semester each student will be given a Research project carrying Eight (08) credits which has to be submitted' for evaluation and

viva-voce in three copies before second semester Examination. The students will not be allowed to appear in second semester Examination if his/has Research project is not submitted to the H.O,D

- 6- The Mid-term examination shall be conducted in each semester after the completion or 50% course/ syllabus in all the four papers.
- 7- ) Marks shall be assigned according to table which is attached as Annexure N0.1
- 8- To pass a candidate will be required to secure at least 40% marks in the term examination theory paper
- 9- The research project of M.A. examination will be evaluated by external expert who shall be paid remuneration as per University erules.
- 10- A candidate who has been declared successful at the M.A, examination shall be awarded M.A. (History) degree.

#### RE-EXAMINATION:-

If a candidate fails in any theory paper(s) or for genuine reasons does not appear in examination or if a candidate desires to improve his/her result, then he/she shall be allowed for re-examination on the basis of the following:

- a) The previous results of the candidate for the semester in which re-examination/re-enrolment is taken will stand cancelled in the examination in which he/she re-appears under this clause.
- b) No candidate shall be entitled to get more than one chance for re-appearing in any in any two Papers of a semester for improvement.
- c) If a candidate fails to clear a semester in accordance with the ordinance mentioned above, he/she shall be given an opportunity to reappear in any two paper concerned.
- d) The opportunity of re-examination for the odd semester shall be provided in the next odd semester and vice versa. Likewise the even semester be provided in the next even semester and vice versa

#### M.A.History (Semester1st&2nd)

PaperCode	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exam. Hrs.	Credits +T+P
			Int.As sess.	Sem. End.Ex am.	Total		
<b>M.A.History(1stSemester)</b>							
HIST-101	Historiography, Concept, Methods and Tools	3+1+0	25	75	100	3Hrs.	5

HIST-102	A- Political History of India from earliest times to the post gupta period B- Political History of India from 1000 AD to 1526 AD C- Political History of India from 1757 AD to 1857 AD	3+1+0	25	75	100	3Hrs.	5
HIST-103	A- Political History of India from from post gupta period to Harshvardhan B- Political History of India from 1526 AD to 1757 AD C- Political History of India from 1858 AD to 1947 AD	3+1+0	25	75	100	3Hrs.	5
HIST-104	Europe since Renaissance to 19 <sup>th</sup> Century	3+1+0	25	75	100	3Hrs.	5
HIST-105	Minor Elective Paper- Computer/Sculpture/Music/ Painting	3+1+0	25	75	100	3Hrs.	4
Credits	C=20 M=4					.	Total Credit=24

M.A.History(2ndSemester)							
HIST-201	A- Economic History of Ancient India B- Economic History of Medieval India C- Economic History of Modern India	3+1+0	25	75	100	3Hrs.	5
HIST-202	A- Social History of Ancient India B- Social History of Medieval India C- Social History of Modern India	3+1+0	25	75	100	3Hrs.	5
HIST-203	Twentieth Century World	3+1+0	25	75	100	3Hrs.	5
HIST-204	Indian Constitution & National Development	3+1+0	25	75	100	3Hrs.	5
HIST-205	Project+ Viva Voce	5+3+0	40	60	100	3Hrs.	8
Credits	C=20 P=8						Total Credit=28

**C =Core**

**P =Project work + Viva Voce**

### M.A.History (Semester3rd&4th)

M.A.History (3rdSemester)							
Paper Code	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exam. Hrs.	Credits L+T+P
			Int.A sssess.	Sem. End.Ex am.	Total		
HIST-301	A- Religion and Culture in Ancient India B- Religion and Culture in Medieval India C- Religion and Culture in Modern India	3+1+0	25	75	100	3 Hrs	5
HIST-302	Indian National Movement	3+1+0	25	75	100	3Hrs.	5
HIST-303	A- Science and Technology in Ancient India B- Science and Technology in Medieval India C- Science and Technology in Modern India	3+1+0	25	75	100	3Hrs.	5
HIST-304	A- History of Sikh B- History of Marathas C- History of Jats	3+1+0	25	75	100	3Hrs.	5
Total Credits							20

### M.A.History(4thSemester)

Paper Code	Nomenclature	Hrs./ Week/ L+T+P	Marks			Exam. Hrs.	Credits L+T+P
			Int.A ssess.	Sem. End.Exa m.	Total		
HIST-401	A- History of Awadh B- History of Braj C- History of Bundelkhand Region	3+1+0	25	75	100	3Hrs.	5
HIST-402	A- Women In Indian History B- Historical Application in Tourism C- Gandhain Philosophy	3+1+0	25	75	100	3Hrs.	5
HIST-403	A- History of Rajput B- Archival Studies C- History of Asia	3+1+0	25	75	100	3Hrs.	5
HIST-404	A- Statecraft of India B- Numismatics C- Epigraphy	3+1+0	25	75	100	3Hrs.	5
HIST-405	Project+ Viva Voce	3+5+0	40	60	100	3Hrs.	8
Total Credit							28
Each studentshavetoearnCreditinallsemestersasC=40 D=65, F=2, O=6 TotalCredits=113							

**C** = CoreCourses                      **D** = DisciplineSpecificElectivecourse  
**F** = FoundationElectivecourse      **O** = OpenElectivecourse

# **SEMESTER-I**

**Hist-101**

**Paper-I**

## **Historiography, Concept, Methods and Tools**

CO1: Students gained proficiency in critically evaluating historical arguments and analyses from both the past and the present.

CO2: Students learned how the academic study of history has evolved globally from the late eighteenth century.

CO3: Students learned about current and recent controversies in the theory and practice of historical writing as well as discussion in history thinkers.

CO4: Students learned about the methods used in historical debates and were introduced to historiographical traditions outside of the West.

CO5: Students were given the chance to reflect critically on the nature of the historical enterprise in society.

Max.Marks:100

Theory: 75

I.A : 25

Time : 3 Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks.

### **Unit- I**

1- Meaning Nature & Scope of History.

2- Collection and Selection of Data,

3- Evidence and its Transmission;

4- Causation

5- Historicism.

### **Unit-II**

#### **History and Co-Relations with Other Disciplines**

1- Archaeology, Geography

2- Anthropology, Linguistics

3- Sociology, Philosophy

4. Political Science, Natural Sciences

5- Applied Sciences, Literature

### **Unit- III**

#### **Ancient Traditions of Historical Writings**

1- Greco Tradition of History writing

2- Chinese Tradition of History writing

3- Roman Tradition of History writing

4- Ancient Tradition of History writing

5- Ancient Indian Historiography

### **UnitIV**

#### **Medieval Tradition of Historical Writing**

- 1- Medieval Indian historians
- 2- Problems features
- 3- Western,
- 4- Arabic
- 5- Persian

## Unit V

### Modern Tradition of Historical Writing

- 1- Positivists,
- 2- Annals
- 3- Cambridge
- 4-Marxist,
- 5- Nationalist

### SUGGESTED READINGS

- Bottomore, Tom : Theories of Modern Capitalism, New Delhi, Universal Book Stall
- Boyd, Kelly (ed.) :  
Encyclopaedia of Historians and Historical Writings, Vols. I and II, London/Chicago, Fitzroy Dearborn Publishers
- Burke, Peter : New Perspectives of Historical Writing, 2nd Ed. Cambridge, Polity Press, 2001
- Chaube, Jharkhande : Itihaas-Darshan, Varanasi, Vishwavidyalaya Prakashan, 1999.
- Clark, Stuart (ed.) : The Annals School: Critical Assessment Volume I Histories and Overviews, London and New York, Routledge
- Guha, Ramchandra : Environmentalism : A Global History, New Delhi, Oxford University Press
- Hilton, Rodney (ed.) : The Transition from Feudalism to Capitalism, (in Hindi) London, Verso
- " : Samantwaad Se Punjiwaad Mein Sankraman, Delhi Granth Shilpi, 2008
- Hobsbawm, Eric J : Itihaskar Ki Chinta, Delhi Granth Shilpi, 2008
- Hughes, J. Donald : What is Environmental History? Cambridge/Malden Polity Press, 2006
- Hutchison, John and Anthony D. Smith : 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 Mukhia, Harbans : 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)
- " : Samajik Itihaas - Lekhan Ki Chunauti, Delhi Granth Shilpi



- 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.

# Hist-102

## Paper-II-A

### History of India from Earliest to the Post-Gupta period Course Outcome:

CO1: Examine critically how human society and other cultures have evolved from the Stone Age to the Iron Age, global phenomena.

CO 2: Evaluate and analyze different sources

CO 3: Formulate logical arguments substantiated with historical aspects.

CO 4: Critically discuss major cultural structures, events and their shaping the Indian History and Polity

CO 5 : To study different corpus of literature on which the Ancient Indian History is based

Max.Marks:100

Theory: 75

I.A : 25

Time : 3Hrs.

**Note: Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks.

### Unit-I

1. Reconstructing Ancient Indian History-sources and interpreting historiography trends.
2. Stone Age Hunters Gatherers-Paleolithic and Mesolithic Culture and rock art.
3. Early Farming Communities-pastoralist and incipient farming, Eolithic and Chalcolithic Village Cultures.
4. Bronze Age. First Urbanization-Early, Mathura, Late and Post-Harappan period.
5. Debate on Harappan chronology and Ethnic identities.

### Unit-II

1. Vedic Literature, Geographical knowledge, Continuity and Change. Vedic Polity-Origin of State, Structure of Government, Kingship, Finance, Army, Judiciary, inter-Frillar relationship, Role of Vedas in History.
2. Janapadas and Mahajanpadas-Monarchical and Republic.
3. Rise of Magadha-Haryanka, Shishunga
4. Nanda Rulers.
5. Second Urbanization.

### Unit-III

1. The Iranian and Macedonian Invasions.
2. Age of Maurya's-Chandragupta, Bindusara, Ashok,
3. Later Maurya,s
4. Downfall if the Mauryan Empire, Shungas and Kanvas.
5. Indo-Greeks and the Shaka-Pallavas-Administration.

## Unit-IV

1. State Formation in Central India and in the Deccan, Satavahanas and Western Kshatrapas.
2. Post Mauryan North-East India, Orissa-Kharvela Administration.
3. Sangam Age-Cher, Chola, Pandya (Polity)
4. Kushanas-Kanishka and his successors.
5. **Contacts with Outside World-Rome, China.**

## Unit-V

1. Guptas-Political Consolidation, Ruler's Extent of Empire
2. Administrative Organization of Guptas, provisions and feudatory states.
3. Huna invasions, Downfall of the Guptas.
4. Vakatas, Nagas and other Dynasties of Peninsular India.
5. Downfall of the Gupta Dynasty.

### **SUGGESTED READINGS**

- Allchin, B&R : *The Rise of Civilization in India and Pakistan*, Cambridge University Press, Cambridge, 1988
- Child, V.G. : *What Happened in History*, Penguin Books, 1964.
- Singh, Purushottam, : *The Neolithic Origins*, Agam Kala Prakashan, Delhi, 1997.
- Spievoegei, Jackson, 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.
- 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.
- Sharma, R.S. : *Indian Feudalism*, Macmillian 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.

# Hist-102

## Paper- II-B

### Political History of India 1000 AD to 1526 AD

- CO1: Students comprehend the causes and effects of Turkish conquests.  
CO2: Students comprehend Ilbaris' conquest, growth, and the consolidation and building of their authority.  
CO3: Students comprehend Muhammad Tughlaq's experiments and the Khalji Revolution.  
CO4: Students comprehend the dissolution of the Sultanate and the Mangol Problem.

Max.Marks:100  
Theory: 75  
I.A : 25  
Time : 3 Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks.

#### Unit-I

1. Sources-Archaeological and Literary and Historical documents and official records.
2. Bhakti and other Malfuz a Literature.
3. Historiography-Different Approaches.
4. North India in the eleventh and twelfth centuries.
5. Ghaznavid Invasion.

#### Unit-II

1. Punjab under Yamini Rulers, Indian reaction towards Islamic supremacy.
2. Ghurid Invasions and Turkish conquest of North India.
3. The early Turk Rulers-Aibak, Iltutmish, Raziya, Balban and his successors.
4. The Khalji Dynasty-Jalaluddin Firoz, Alauddin.
5. Qutbuddin Mubarak. The Mongol Menace.

#### Unit-III

1. The Tughlaqs-Ghiyasuddin Tughlaq, Muhammad Bin Tughlaq, Firoz and his successors.
2. Process of the Disintegration of the sultanate. Invasion of Timur.
3. Sayyids.
4. Lodis.
5. Pressure groups in the sultanate period.

#### Unit-IV

1. Nature of State, Different Theories of Kingship, Problem of Legitimacy.
2. Evolution of Institutional structure and system of Government.
3. Central Provincial and local Administration slaves Khaljis, Tughlaqs, Sayyids and Lodis the Army organization.

4. Evolving composition of the ruling classes, Immigration, local Alliances and conflict.
5. Systemic Collapse and effects.

### Unit-V

1. Paramars of Malwa, Chandellas of Jejakbhukti, senas of Bengal, Kashmir.
2. Chahmanas of Ajmer, Ranthambhor, Nadol, JaloretGuhilas of MewarGuhilots of Jejakabhukta, Senas of Bengal, Kashmir.
3. Yadavas of Deogiri, Hoysalas.
4. Vijaynagar.
5. Bahamani Empires.

### SUGGESTED READINGS

- Habibullah, A.B.M. : A Foundation of Muslim Rule in India (in Hindi also) Allahabad, 1992
- Habib Mohd. & Nizami : Comprehensive History of India Vol . V (in Hindi also), New Delhi, 1982
- Tripathi, R.P. : Some Aspect of Muslim Administration, Allahabad, 1989
- Lal, K.S. : History of Khaljis (in Hindi also) Bombay, 1967
- Prasad, Ishwari : History of Qarauna Turks, Allahabad, 1936
- Hussain, Mahdi : Tughlaq Dynasty, New Delhi, 1976
- Qureshi, I.H. : Administration of the Sultans of Delhi, Lahore, 1942
- Day, U.N. : Some aspects of Medieval Indian History, Delhi, 1993
- " : Government of the Sultanate, New Delhi, 1993
- Gulati. G..D. : India's North-West Frontier (in Pre-Mughal India) New Delhi, 1985
- Habib Irfan (ed.) : Medieval India (Vol.1 Researches in the History of India 1200-1750, Delhi, 1992
- " : Madhyakaleen Bharat Vols. I to 8 (in Hindi Relevant articles), New Delhi, 1981-2003
- Nigam, S.B.P. : Nobility under the Sultans of Delhi, Delhi, 1968
- Kulke Herman and Rothermund Dietmar : A History of India, Delhi, 1991
- Chandra, Satish : State in India (1000-1700), Delhi, 1995
- Chandra, Satish : Medieval India - Vol . I (From Sultanate to the Mughal) New Delhi, 1998
- Nizami , K.A. : Some aspects of Religion and Politics in India during the Thirteenth Century, Delhi, 1978
- Hardy, Peter : Historians of Medieval India (Studies in Indo-Muslim Historic Writing), London, 1960
- Muhibbul Hasan (ed.) : Historians of Medieval India, Meerut, 1968
- Rizvi, S.A.A. : Aadi Turk Kaleen Bharat, Aligarh, 1956
- " : Khalji Kaleen Bharat, Aligarh, 1955
- " : Tughlaq Kaleen Bharat, Vol. I & II, Aligarh, 1956, 1957

## **Hist-102**

### **Paper- II-C**

#### **Political History of India 1757 AD to (1857 A.D)**

CO1: Students comprehend the sources of contemporary Indian history, including oral traditions, archival records, private documents, newspapers, and periodicals.

CO2: Learners comprehend Indian pre-colonial politics.

CO3: Students comprehend the rise of Indian resistance forces and British power.

CO4: Students comprehend the consequences and diplomatic strategies of British expansion and monarchy.

Max.Marks:100  
Theory: 75  
I.A : 25  
Time : 3 Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks.

#### **Unit-I**

1. Sources-Archival Records, Private Papers, News Papers, Periodicals Oral Traditions.
2. Approaches and Interpretation-Different schools of thought.
3. Prominent Historians and their historiography.
4. Late Pre-Colonial Polity.
5. Advent of Europeans in India and East India Company.

#### **Unit-II**

1. Ideology of Expansion and Mercantilism.
2. Policies and Programmes of Expansion.
3. Instruments of Expansion-diplomacy and wars.
4. Governors of Bengal with special reference to Lord Clive.
5. Governor Generals of Bengal-warren Hasting to Cornwallis.

#### **Unit-III**

1. Anglo-Mysore Relations and Carnatic Wars.
2. Paramountcy and Consolidation of British Interest.
3. Anglo Maratha Struggle.
4. William Bentinck and His Policies.
5. North-West Frontier Policy.

#### **Unit-IV**

1. Colonial Administrative apparatus of India-Administrative services Central Provincial, Subordinate.
2. Acts and Codification of Law.

3. Army and Police administration.
4. Dalhousie and his Policies.
5. Rebellions and Uprisings-Peasant, Tribal and Cultural Resistance.

#### **Unit-V**

1. Ideology of the Raj and Racial attitudes.
2. Historiography of the Revolt of 1857.
3. Causes and Nature of the Revolt, Ideology, Programmes, Leadership, Peoples, Participation.
4. Course of the Revolt and Regional variations-some case studies.
5. British Repression and Response, Failure and Impact of the Revolt.

## Hist-103

### Paper-III A

#### Political History of India from the Harshvardhan to 1000 A.D. Course Outcome:

CO1: Learners comprehend the accounts of Fa-hien and the emergence of new powers, such as the Maukharies and the Hunas.

CO2: Pupils comprehend the stories of Huien-Tsang, Harshvardhana, and Pushpabbutis.

CO 3: Students get the basic knowledge about the emergence of political powers i.e. Yashovarman of Kanauj, and Rise and Fall of the Pratiharas, Palas, Rastrakutas and tripartite struggle.

CO4 : Student also get the basic knowledge about the emergence of political powers i.e. Chalukyas of Badami, Chandelas, Parmaras,

CO5 : Students understand the period of Chahamanas of Sakambhari, Gahadavals, Pallavas and Cholas.

Max.Marks:100

Theory: 75

I.A : 25

Time : 3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks.

#### Unit-I

1. Harshvardhan and his times-Extent of empire & Administration.
2. Chalukyas and Pallavas-extent of kingdoms and administration.
3. Changing pattern of Polity-political condition of North India after Harshvardhan.
4. Historiography and recent debates Feudal, segmentary and Integrative approaches.
5. Debate on feudalism.

#### Unit-II

1. Sources-Sanskrit, Tamil and Other Literatures.
2. Archaeology, Epigraphy and Numismatics.
3. Political structure and Forms of legitimation.
4. Regional variation in the polity of North, East and Western Indian.
5. Regional variations in the Polity of Central, Deccan and Southern India

#### Unit-III

1. Kingdom of Kannauj after Harsha, Yashvarman, Ayudhas. Beginnings of the Tripartite struggle to control Kannauj Later Guptas of Magadha.
2. Tripartite Struggle
3. Gauda and Banga, Shashanka. Independent Banga, Khanga, Chandra and Varman rulers.
4. The Rashtrakuta empire.
5. GurjaraPratiharas in Ujjain and Kannauj Vatsaraj, Nagabhatta. II, Mihirbhoja, Mahendrapala



I, Bhoja II, Mahipal I. Decline of the Pratiharas Empire.

#### **Unit-IV**

1. Kashmir-Rajatrangini, Karkota, dynasty, Utpal dynasty,
2. the first and Second Lohara dynasty.
3. Political Conditions of India at the eve of Arab Conquest, Early Hindu Rulers
4. Arab Conquest of Sind
5. Shahi Kingdom of Afghanistan and Punjab.

#### **Unit-V**

1. The Palas of Bengal.
2. Shailodbhava Dynasties of Orissa
3. The Senas-Vijay Sena, Ballasena, LakshamanaSena, Successors.
4. Eastern Gangas
5. Kalchuri of Chedi

### **SUGGESTED READINGS**

- Puri, B.N. : History of Gurjara Pratiharas, Bombay, 1937
- Pathak, V. : Uttari Bharat Ka Rajnitik Itihasa (In Hindi)
- Sharma, Dasrath : Rajasthan through the Ages, Bikaner, 1966
- Sastri, K.A.N. : The Cholas, University of Madras, Madras, 1975
- Ayanger, K. : South Indian History and Culture
- Rai, Udai Narain : Gupta Samrata aur Unka Kala (In Hindi)
- Mitra, S.K. : Early Rules of Khajuraho, Motilal Banarsi Dass, 2nd (edn.) Delhi, 1977.
- Thakur, Upendra : The Hunas in India
- Sharma, Dashrath : Early Chauhan Dynasties, Delhi, 1952
- Yazdani, G. : The Early History of Deccan (also in Hindi), Oriental Book-repr Corporation, New Delhi, 1982
- Goyal, S.R.: The Imperial Guptas, Meerut, 1986
- S.Prakash : Bharata Ka Itihas : Rajput Kal (in Hindi)
- G. H. Ojha : History of Rajputana
- Note: In addition, students are advised to consult the current Research Journals of History

**Hist-103**  
**Paper-III-B**  
**Political History of India 1526 AD to 1750 AD**

**Course Outcome:**

CO1 : Students understand about the Babur, Humayun, Bairam Khan, Akbar, Jahangir, Nurjahan, Shahjahan, Aurangzeb and their administration.

CO2 : Students understand about the war of succession, later mughal and decline of Mughal empire.

CO3 : Students understand about the North-West Frontier Policy, Central Asian Policy and Deccan Policy of the Mughals,

Max.Marks:100  
Theory: 75  
I.A : 25  
Time : 3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks..

**Unit-I**

1. Sources- Archeological, Literary and Historical works and Account of Foreign Travellers.
2. Historiography-Different Approaches.
3. North India-Political scene.
4. Babur-Invasions, Conquest, Personality.
5. Humayun-Struggle, exile, Restoration.

**Unit-II**

1. ShershahSuri and his successors- Civil, Military and revenue Administration.
2. Hemu.
3. Akbar- Conqueest, Rajput Policy, Deccan Policy, Religious Policy,
4. Administration-Central, Provincial Administration, Revenue Administration.
5. Mansabdari System, Relation with Rajputs.

**Unit-III**

1. Jahangir and Nurjahan- Rajput Policy, Deccan policy relation with Persia.
2. Shahajahan- North West frontier Policy, central Asian policy, Deccan policy, War of succession.
3. Aurangzeb- Policy in North India and Deccan, Military exploits, Religious Policy, Administration Revolts and reaction.
4. Rise of Maratha power under Shivaji/Relation with Mugahal.
5. Sambhaji, Rajaram, Tarabai.

**Unit-IV**

1. Later Mughals.
2. Emergence of New States. Hyderabad, Awadh etc.
3. Invasions of Nadir Shah and Ahmad Shah Abdali.

4. Causes of Downfall of Mughal empire.
5. Sahuji Maharaj, Maratha Peshwas-Balaji Viswanath, Baji Rao.

#### **Unit-V**

1. European settlement-Portuguese, Dutch, French and English.
2. The Sikhs, Jats and Bundellas.
3. Mewar, Marwar, Gujarat and Kashmir.
4. Anglo-French Rivalry-Rise of English power in Bengal.
5. Interpreting the 18<sup>th</sup> century.

**SUGGESTED READING:**

- Stein, Burton : A History of India, Cambridge, 1998
- Satish Chandra : Medieval India, Vol.2
- " : Essays on Medieval Indian History, New Delhi, OUP, Vol. 2
- Mehta, J.L. : Medieval Bharat, Vol. 2
- Verma , H.C. (ed.) : Madhyakalin Bharat, Vol. 2
- Gascoin, Bamber : The Great Mughals, London, 1971
- Richars, J.F : The Mughal Empire, Cambridge University Press, Delhi, 1993
- Sarkar, Jadunath : The Fall of the Mughal Empire, 4 Vols., Orient Longman, Delhi, 1988-92 (Fourth edition)
- Sarkar, Jadunath : History of Aurangzeb Based upon original sources 5 Vols. Calcutta, 1912-30
- Satish Chandra : Parties and Politics at the Mughal Court, People's Publishing House, Delhi, 1979, First published, 1959
- Habib, Irfan : The Agrarian System of Mughal India : 1556-1707, Asia Publishing House, New York, 1963
- Mukhia, Harbans : Perspectives on Medieval History, New Delhi, 1993
- IGNOU Booklets

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

**Hist-103**  
**Paper-III-C**  
**Political History of India 1858-1964 A.D.**

**Course Outcome:**

- CO1 : Students 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 : Student understand the Indian Union and Princely States, Vision of New India and India and World Non-Alignment Movement

Max.Marks:100

Theory: 75

I.A : 25

Time : 3 Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks..

**Unit-I**

1. British Government and its Control over Indian administration-Central, Provincial and District.
2. Relations with Princely States.
3. Principles and Policies governing Foreign Relations.
4. India and its neighbours-Afghanistan and Central Asia, Tibet, Nepal, Persia and the Persian Gulf.
5. Policies of Lord Canning to North Brooke, Lytton, Ripon and Curzon.

**Unit-II**

1. The Acts-1858, 1861,1892
2. 1909,1919 and 1935
3. Approaches to Indian Nationalism-conceptual debates Emergence of Organized Nationalism India National Congress-Pre Gandhi Phase.
4. Trends till 1919- Partition of Bengal, Swadeshi Movement.
5. The Revolutionary Movements.

**Unit-III**

1. Gandhian Movement — Programme, Social composition, Limitation and Challenges.
2. States' People's Movements.
3. Working of Provincial Ministries.
4. Pre- Partitions Politics- Simon Commission, August offer, Cripps Mission, Cabinet Plan.
5. Subhash Chandra Bose and INA.

**Unit-IV**

1. Communal Politics and Partitions of India, Mountbatten Plan.
2. Transfer of Power.
3. Integration of Princely States and SardarBallabhbai Patel.

4. The Constitution of India.
5. 1952 General Election and the working of Jawaharlal Nehru as Prime Minister.

#### **Unit-V**

1. Visions of New India.
2. Planned Economy.
3. Land question
4. Industrial Policy.

#### **SUGGESTED READINGS**

- |                                     |   |   |
|-------------------------------------|---|---|
| Smith B.                            | : | Life of Lord Lawrence, Vols.  |
| Hunter W.W.                         | : | Earl of Mayo, 1876  |
| Moulton, E.D.                       | : | Lord North brook's Indian Administration 1872-1876                  |
| Balfaur, E.                         | : | Lord Lyton's Administration, 1876-80, London, 1899                  |
| Davies C.C.                         | : | Problem of North West Frontier                                      |
| Gopal S.                            | : | The viceroyalty of Lord Ripon 1880-84, London, 1899                 |
| Dodwell H. (ed.):                   | : | Cambridge History of India Vol. VI, Cambridge, 1934                 |
| Majumdar, R.C.                      | : | The British Paramounty and Indian Renaissance Vol. IX, X Pt. I Bomb |
| Dilks, David                        | : | Curzon in India 3 Vol.  |
| Lover, Frazer:                      | : | India under Curzon and Afghan                                       |
| S. Chakarvarty                      | : | From Khyber to Oxus   |
| A.C. Banerji                        | : | The Conquest of Burma   |
| Ravinder Kumar                      | : | India and the Perisian Gulf Region                                  |
| Bisheshwar Prasad                   | : | Bondage and Freedom Vol. 2  |
| "                                   | : | The Foundations of India's Foreign Policy, 1860-1882                |
| Edward Thampson and<br>Garrett G.T. | : | The Rise and Fulfilment of British Rule in India, London , 1934     |

# Hist-104

## Paper-IV

### Europe since Renaissance

#### 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 othersocio-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.

Max.Marks:100

Theory: 75

I.A : 25

Time : 3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks..

### Unit-I

1. Renaissance: Meaning, causes and chief characteristics.
2. Impact of Renaissance on Art, Culture, Education and Political Thought
3. Reformation movements: origin and courses and break-up of church
4. Martin Luther and Lutheranism
5. John Calvin and Calvinism.

### Unit-II

1. Enlighten and role of thinkers in the French revolution: Montesquie
2. Counter Reformation
3. French Revolution: causes and Course
4. Voltaire
5. Rousseau

### Unit-III

6. Impact of the French revolution on the contemporary society, politics and culture
7. Causes of Rise of Napoleon Bonaparte, His codes and laws
8. Significance of Napoleonic era
9. Congress of Vienna

### Unit-IV

1. French Revolution of 1830
2. French Revolution of 1848
3. Unification of Italy
4. Bismarck: Home Policy, Foreign Policy



5. Unification of Germany

## **Unit-V**

1. Industrial Revolution : Causes
2. Important Technological Developments, Effects
3. Rise of Socialist Idea: Historical Background, Early Socialist and Socialist Organization
4. First International and Growth of Socialism
5. The New Imperialism, Objective of New Imperialism, Means of Imperialism

## **SUGGESTED READINGS**

- Antheny D. Smith      Theories of nationalism, New York, 1983  
\_\_\_\_\_      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.
- Hobsbawan, E.J.      Nation and Nationalism, Cambridge, 1970.
- Johnson, Chatness, A.      Peasant Nationalism and Communist Power :  
The Emergency of Red China 1937-1947, 1962.
- Joll, Jomes,      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

# **SEMESTER-II**

## **Hist-201 Paper-5-A**

### **Economic History of Ancient India**

#### **Course Outcome:**

CO1 : **Students understand about the Economic History of India (from Earliest times to C. 1200 AD) i.e. from Stone-age, Neolithic Culture and Harappan Culture.**

CO2 : **Students understand the Vedic and Later Vedic Economy.**

CO3 : **Students understand the Emergence and Growth of Industries i.e. Metal, Pot Making, Textile, Guilds in Buddhist Period and Trade and Commerce in Buddhist period.**

CO4 : **Students understand about the Mauryan and Post-Mauryan Economy.**

Max.Marks:100

Theory: 75

I.A : 25

Time : 3 Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks..

#### **Unit-I**

1. Evolution Economy in India.
2. Economy during the Early Harappan period.
3. Mature Harappan period.
4. Late Harappan period.
5. Economy during the Vedic period.

#### **Unit-II**

1. Agrarian Economy,
2. Trade and Commerce Urbanization (Circa 600 B.C. to 300 B.C.)
3. Mauryan Economy-Trade Routes, Currency and coinage.
4. Development of Science and Technology,
- 5- Education and Learning.

#### **Unit-III**

1. Developments in the Post-Mauryan period, Grants Trade,
2. Agricultural expansion, Commerce Trade guilds, Coinage.
3. Economy in the Kushana period, Trade and Trade Routes with special reference to silk route, spice route, Coinage.

4. Sangam Age-economy.
5. Indo-Roman trade.

#### **Unit-IV**

1. Economy during the Gupta Age-land system, social distribution of property, agrarian relations, land grants, trade, coins and currency.
2. Sciences and Technology, Arts and Crafts under the Guptas.
3. Vakataks-Land grants, agriculture, Trade.
4. Agriculture,
5. Trade during Harsha's time.

## **SUGGESTED**

### **READINGS**

- Gregory Possehl (ed.) : Ancient Cities of the Indus the Harappan Civilization : A Contemporary Perspective, Vistaar Publication, New Delhi, 2002
- Sharma, R.S. : Material Culture and Social formations in Ancient India, Macmillan, Delhi, 1983
- Sharma, R.S. : Perspectives in Social & Economic History of Early India, Munshiram Manoharlal Publishers, New Delhi, 1983
- " : Indian Feudalism, Macmillan, (2nd edn.) Delhi, 1980
- Ghoshal, U. N. : Contribution to the History of Hindu Revenue system, Calcutta, 1929
- " : Agrarian System in Ancient India, Calcutta University, (2nd edn.) Calcutta, 1973
- Adhey, G.L : Early Indian Economics, Asia Publishing House, Delhi, 1966
- Jha, D.N. : Revenue system in Post Mauryan and Gupta times, Punthi Pustak Publisher, Calcutta, 1967
- " : Studies in Early Indian Economic History, Delhi, 1980
- Gopal, Lallanji : Economic Life in Northern India, Motilal Banarsidass, (2 nd edn.) Delhi, 1989
- " : Aspects of the History of Agriculture in Ancient India, Bharti Prakashan, Varanasi, 1980
- Majumdar, B.P. : Socio-Economic History of Northern India (1030-1194), Calcutta, 1960
- Sircar , D.C. (ed) : Land System and Feudalism in ancient India (1030-1194), Calcutta, 1960
- Yazdani, G : Early History of Deccan, Oriental Book , New Delhi, 1982
- Niyogi, P. : Economic History of Northern India, Progressive Publisher, Calcutta, 1966
- Kosambi, D.D. : An Introduction to the Study of Indian History, Popular Parkashan, Bombay, 1956

## M.A. (HISTORY)-SECOND SEMESTER

### Hist-201

### Paper-5 -B

#### Economic History of Medieval India

##### Course Outcome:

- CO1 : Students understand about Pre-sultnate economy and Land Revenue system during Early Turks, Khaljis, Tughlaqs and Lodhis.
- CO2 : Students understand the Irrigation and Changes in Crop-Pattern.
- CO3 : Student get the knowledge about the Currency, Industries and Trade and Commerce during that period
- CO4 : Students get basic knowledge about the Land Revenue System, Categories of Peasants and Village Community.
- CO5 : Students understand the Jagir System and its crisis, Agrarian Crisis, Ijara System and Madad-i-Maash Grants.
- CO6 : Students understand the Potentialities for Capitalists Development under the Mughals, Dadni system, Role of Nexus etc.
- CO7 : 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.

Max.Marks:100

Theory: 75

I.A : 25

Time:3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

#### Unit- I

1. Sources of Study
2. Economic condition of Indian States
3. Agriculture in the 11th and 12th centuries
4. Trade and Commerce in the 11th and 12th centuries
5. Effects of Arab and Turk invasions

#### Unit-II

1. Economic Condition of India in the Delhi Sultanate
2. Iqta system and Indian States
4. Famines and Agricultural Revolts
3. Taxation and Revenue System of the Sultanate
5. Destruction and Development of Industries

#### Unit-III

1. Revenue administration in the Vijayanagar empire
2. Agriculture and Industries in the Vijayanagar empire
3. Trade and Commerce in South India
4. Economic condition under the Bahamanis
5. Economic Measures of Delhi Sultans

#### Unit-IV

1. Mughal Taxation and Revenue System

2. Zamindari, Jagirdari and Mansabdari Systems
3. Agriculture and Industry in the Mughal and Independent States
4. Currency, Trade and Commerce in the Mughal and Independent States
5. Urbanization - Causes and Impact

#### **Unit-V**

1. Economic Condition of India under Later Mughals
- 2., Taxation and Revenue Administration of Shivaji
3. Agriculture and Industries in the Maratha empire
4. Trade and Commerce in the Maratha Empire
5. Economic Condition of Awadh, Bengal, Assam; Hyderabad, Mysore, Travancore

**SUGGESTED READINGS:**

- Seema Alvi (Ed.) : The Eighteenth Century in India, OUP, 2008
- Bayly, C.A. : Rulers, Townsmen and Bazaars North Indian Society in the age of British Expansion 1770-1870, OUP, 1992
- Mukhia, Harbans : Perspectives on Medieval History, New Delhi, 1993
- Chandra, Satish : Medieval India-from Sultanate to the Mughals, Vol. 1 and II (English & Hindi), New Delhi, 2007
- Habib Irfan (Ed.) : Medieval India
- Habib Irfan (Ed.) : Researches in the History of India 1200-1750 (Hindi and English), OUP, 1992
- Afzal, Ahmed : Indo-Portuguese Diplomacy during the 16th and 17th Centuries (1500-1663) Originals, Delhi, 2008
- Methew, K.S. : The Portuguese Trade with India in the Sixteenth Century, New Delhi, 1983
- Subramanyam Sanjay Ed. : Merchants, Markets and the State in Early Modern India, Delhi, 1990
- " : Merchants Networks in the Early Modern World, CUP, 1990
- " : The Political Economy of Commerce
- Bagchi Arniya Kumar Ed. : Money and Credit in Indian History, Tulika, 2002
- Panikar K.N. Byres T.T. & Pathnaik : The Making of History-Essays Presented to Irfan Habib & Utsa Pathnaik
- Om Parkash : European Commercial Enterprise in Pre-Colonial India, CUP, 1998
- Chandra Satish (Ed.) : Religion, State and Society in Medieval India, OUP, 2008
- W.H. Moreland : a) Agrarian System of Moslem India, (Reprint) New Delhi, 1968
- " : b) India at the death of Akbar, (Reprint) New Delhi, 1990
- " : c) From Akbar to Aurangzeb : A Study in Indian Economic History (Reprint) New Delhi, 1994
- Chaudhary, Tapan Ray : Cambridge Economic
- Irfan Habib (ed.) : History of India (c.1200-1750 A.D.) Vol. I CUP, 1982
- Hasan, Nurul : Religion, State and Society in Medieval India, OUP, 2008
- Siddiqui N.A. : Land Revenue Administration under the Mughals (1700-1750), APH, Bombay, 1970
- Qaiser, A.J. : Indian Response to European Technology and culture
- Verma, H.C. : Medieval Routes to India
- Chicherov, A.I. : Indian Economic Development in the 16th-18th centuries, Moscow, 1971



**Hist-201**  
**Paper-5 -C**  
**Economic History of Modern India**

**Course Outcome:**

- 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

Max.Marks:100

Theory: 75

I.A : 25

Time:3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

**Unit-I**

1. Sources and Approaches to Indian Economic History.
2. India in the Imperialist World system.
3. Indian Economy in the 18th Century, Late pre-colonial order, nature and structure-rural and urban.
4. Agrarian and Non-agrarian production. Trade and banking in the 18th century.
5. Mercantilism and European interests in India. The East India Company and its rule in Bengal.

**Unit-II**

6. Agrarian conditions in the 19th century-Regional variations.
7. Permanent settlement: objectives, operations, effects and official critiques.
8. Ryotwari and Mahalwari system: consequences of periodic settlements.
9. Commercialization of Agriculture, Export crops, Rural indebtedness, Famines and British policy.
10. Peasant Movement with special reference to U.P. and North India.

**Unit-III**

6. Artisans and Handicrafts.
7. Industrial production: imports.
8. Debate over De-Industrialization: regional variations.
9. Handicrafts Industry in transition under colonialism Capital and Labour in Handicraft Industry.
10. Industrial capitalism and import of English cloth and yarn.

**Unit-IV**

6. Railway and Indian Economy. Economic compulsions.
7. Capital investment in India: indigenous and British effects.
8. Modern Industry in pre-1914 phase. Main large scale Industries, Industry and First World War phase with special reference to Economic depression. Nationalist critique.
9. Rise of Industrial Labour. Different Labour Movements.
10. Most Modern Industries: Post 1914 Period.

**Unit-V**

6. Fiscal system : Direct and Indirect taxation, Tariffs and Excise, Monetary policies and credit

system, Growth of Banking.

7. Main trends in the movement of prices and its impact on State revenues and trade. Impact on rent of Landlords.
8. Drain of Wealth and British overseas trade.
9. National income: assumption and estimates, pre, and post census estimates, trends in demographic changes.
10. Economy in the Nehruvian Age. Planning and development.

## **SUGGESTED READINGS**

- Bhatia, B.M. : Famines in India : A study in Some Aspects of the Economic History of India, Bombay, 1967
- Bhattacharya, Dhires : A Concise History of Indian Economy : From the mid-Eighteen to the Present Century, Calcutta, 1972
- Bhattacharya, Sabyasachi : Adhunik Bharat Ka Arthik Itihaas, New Delhi and Patna, 1990
- Davey, Brian : The Economic Development of India, Nottingham, 1975
- Desai, A.R. : Peasant Struggles in India, Bombay, 1948
- Gadgil, D.R. : The Industrial Evolution of India in Recent Times, London, 1934
- Habib, Irfan : Indian Economy, 1858-1914, New Delhi, 2007
- Kumar, Dharma (ed.) : The Cambridge Economic History of India Vol. 2 : c. 1757-1970, Cambridge, 1982
- Mishra, Girish : Agrarian Problems of Permanent Settlement, Delhi, 1978
- Mishra, Girish : Aadhunik Bharat Ka Arthik Itihas, Delhi, 1977
- Mukherjee, Aditya : "The Return of the Colonial in Indian Economic History : The Last Phase of Colonialism in India", Presidential Address, Modern Section, Indian History Congress, 68th Session, New Delhi.
- Raj, K.N. : Essays on the Commercialization of Indian Agriculture
- Roy, Tithankar : The Economic History of India, 1857-1947, New Delhi, OUP, 2006
- Singh, V.B. : Economic History of India, 1857-1956, Bombay, 1975
- Sivasubramonian, S. : National Income of India in the Twentieth Century, Unpublished Ph.D. Thesis, Delhi University
- Tomlinson, B.R. : The Economy of Modern India, 1860-1970, Cambridge, 1993

**Hist-202**  
**Paper-6-A**  
**Social History of Ancient India**

**Course Outcome:**

- CO1 : Student understand about the society and culture of India from Earliest times to C. 1200 AD i.e. from Harappan, Vedic and Buddha's time.
- CO2 : Student understand the family organization, varna system and Ashrama system.
- CO3 : Student understand the Samskaras and Purusarthas.
- CO4 : Student understand about the Marriage, caste system and slavery.

Max.Marks:100  
Theory: 75  
I.A : 25  
Time:3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

**Unit-I**

- 1- Evolution of Society in India
  - 2- Society in the Harappan phase.
  - 3- Vedic Society.
  - 4- Later Vedic Society
- Study of Sources-Literary, inscriptional

**Unit-II**

- 1- Social Structure and Social Institution varna system
- 2- Samskara system.
- 3- Marriage system.
- 4- Social conditions during the Mahajanapada
- 5- Social conditions during the Mauryan period

**Unit-III**

- 1- Social change in the post Mauryan period.
- 2- Society in the Kushana period.
- 3- Sangam Age-society
- 4- Society under cholas
- 5- Society under pallavas

**Unit-IV**

- 1- Society during the Gupta period.
- 2- Social distribution of property during the Gupta Age
- 3- Varna and Jajmani;
- 4- Food and drink, Jewellery, cosmetics, amusement, festivals, samskaras, marriage, dress
- 5- Development of Literature, Science and Technology, Arts and Crafts under the Guptas

## Unit-V

- 1- Social structure during Harsha's time.
- 2- Social structure during Hārsha's time.
- 3- Social stratification, Proliferation of Castes, Untouchability Migration and settlement,
- 4- Educational ideas and institute in Ancient India.
- 5-Status and Positions of Women in Ancient India.

### 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
- Upadhyaya, G.P. : Brahamanas in Ancient India
- Pandey, R.B. : Hindu Samskara, Delhi, 1976
- Wagle, N.G. : Society at the time of Buddha, Bombay, 1966
- Fick, R. : Social Organisation of North-Eastern Indian in Buddha's time, Trans. S.K. Mitra, Delhi, 1972
- Altekar, A.S. : Position of Women in Hindu Civilization, Motilal Banarsidass, Delhi, 1999
- " : Education in Ancient India, Varanasi, 1975
- Chattopadhyaya, S. : Social Life in Ancient India, Calcutta, 1965
- Prabhu, P.N. : Hindu Social Organisation
- Thapar, Romila : Asoka and Decline of the Mauryas, Oxford University Press, Delhi, 2004
- " : Ancient Indian Social History-Some interpretations from Lineage to Caste Pub. Orient Longman, (Rp.) 2004, New Delhi.
- Chattopadhyay, B. : Kushana State and Indian Society, Punthi Pustak, Calcutta, 1975
- Rapson, E.J. : The Cambridge History of the India, Vol I, Delhi, 1955
- Shastri, K.A.N. : Comprehensive History of India, Vol. II(ed.), reprint, Delhi, 1987
- Bhattacharya, S.C. : Some Aspects of Indian Society from 2nd Century B.C. to 4th Cent A.D., Calcutta, 1978
- Yadav, B.N.S. : Society and Culture of Northern India in the 12th Century, Central Book Depot, Allahabad, 1973
- Majumdar, B.P. : Socio-Economic History of Northern India (1030-1194), Firma K.L.

- Mukhopadhyay Publishers, Calcutta, 1960
- Smith, B.C. : Essays in Gupta Culture
- Krishna, N. : South Indian History and society, Oxford University Press, New Delhi, 1984
- Senagupta, N. : Evolution of Hindu Marriage, Bombay, 1965
- Bary, W.I.D. (ed.) : Sources of Indian Tradition Vol. I, New York, 1958

## Hist-202

### Paper-6-B

#### Social History of Medieval India

##### Course Outcome:

CO1 : Students understand about the main features of social structure and religio-cultural traditions of Turkish invasion,

CO2 : Students understand the establishment of Delhi Sultanate and Challenges to Indian Society,

CO3 : Student get the knowledge about the Religious Classes- Ulema, Sayyads and Sufis and understand the rise, impact of Bhakti Movements.

CO4 : Student understand the rise, impact of Sufism.

Max.Marks:100

Theory: 75

I.A : 25

Time:3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

##### Unit-I

1. Sources of Study
2. Social condition of Indian States: An overview
3. Features of Society in North India in the 11 and 12" centuries
4. Nature of Society in South India
5. Social Effects of Arab and Turk invasions

##### Unit-II

1. Social Condition of India in the Delhi Sultanate
2. Society in The Vijaynagar Empire
3. Social Changes due to the Invasion of Delhi Sultans
4. Social Condition under the Bahamanis
5. Social Condition in the Regional States

##### Unit-III

1. Social Resistance to Conversion
3. Social Effect of Sufism
2. Bhakti Movement in the Social context
4. Society in Rajput states
5. Social Structure in South India

##### Unit-IV

1. Social Condition in the Mughal Rule
2. Society in the Independent Indian States
- 4 Society under the Marathas
3. Social reaction to Political Coercion
5. Social Condition of Sikhs

##### Unit-V

1. Social Condition of India under Later Mughals

2. Development of Education and Literature in Medieval India
3. Development of Art and Architecture in Medieval India
4. Condition of Women in Medieval India
5. Social Condition of Awadh, Bengal, Assam, Hyderabad, Mysore, Travancore

### **Suggested Readings :**

- Yadav B.N.S. : Society and Culture in Northern India in the 12th Century, Allahabad, 1973
- Sharma, R.S. : Social Change in early Medieval India, Delhi, 1969
- Ahmed, Aziz : Studies on Islamic Culture in the Indian Environment, Oxford, 1964
- Arberry, A.J. : Sufism, London, 1956
- Rizvi, S.A.A. : A History of Sufism in India 2 Vols., Delhi, 1997
- Bhandarakar, R.G. : Vaisnavism, Saivism and Minor Religious System, Poona, 1959
- Tara Chand : Influence of Islam on Indian Culture, Allahabad, 1976
- Mcloed, W.M. : Guru Nanak and the Sikh Religion, Delhi, 1968
- Majumdar, A.K. : Bhakti Renaissance, Bhartiya Vidya Bhawan, Bombay, 1965
- Mansura, Haider (ed.) : Sufis, Sultans and Feudal Orders, Delhi, 2004
- Hussain, Yusuf : Glimpses of Medieval Indian Culture, Delhi, 1962 (in Hindi also)
- Shyam, Radhey : Sultanate Kalin Samaj Ka Arthic Itihas, Allahabad, 1987
- Nizami, K.A. : State and Culture in Medieval India, Delhi, 1985
- " : Some Aspects of Religion and Politics in India during the 13th Century, Delhi, 1978
- Verma, H.C. : Madhya Kalin Bharat, Vol. I (750-1540 A.D.) Delhi, 1983 (in Hindi)
- Rashid, A. : Society and Culture in Medieval India (1200-1556), Calcutta, 1969
- Chandra, Satish : Historiography, Religion and State in Medieval India, Delhi, 1997 (in Hindi also)
- " : Medieval India, Vol. I (from Sultanate to the Mughal) New Delhi, 1998 (in Hindi also)
- Habib Irfan (ed.) : Madhya Kaleen Bharat Vols. I to 8 (Relevant Articles), New Delhi, 1981-2003 (in Hindi)
- " : Bhartiya Itihas Mein Madhyakal, Delhi, 2002
- Saxena, R.K. : Madhya Kaleen Bharat Ke Aarthik Pahloo, Jaipur, 1996 (in Hindi)
- Sharma, G.D. : Madhya Kaleen Bharat Ki Rajnitik, Samajik Avam Aarthik Sansthayen (in Hindi) 1992
- Siddiqui, I.H. (ed.) : Medieval India : Essays in Intellectual Thought & Culture Vol. I, Delhi, 2003
- Yasin, Muhammad : Islami Bharat Ka Samajik Itihas, Lucknow, 1958 (in Hindi)

## **Hist-202**



## Paper-6-C

### Social History of Modern India

- 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

Max.Marks:100

Theory: 75

I.A : 25

Time : 3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

#### Unit-I

- 1- Approaches to social history and colonial intervention.
- 2- British understanding of Indian society.
- 3- Orientalists.
- 4- Evangelical.
- 5- Social reforms in the 19th century.

#### Unit-II

- 1- Social compositions: ethnic groups-tribes.
- 2- Social features and movements.
- 3- Social stratification: Proliferations of caste.
- 4- Untouchability
- 5- Lower class movement

#### Unit-III

- 1- Rise of middle class.
- 3- Macaulay's minutes.
- 2- Education: Indigenous and modern
- 4- Wood's despatch to Radha Krishnan.
- 5- Development of press and media in the light of social change.

#### Unit-IV

- 1- Social legislation passed by the British government.
- 2- Background and the necessity.

3- Law of inheritance.

4- Education

5- Emancipation of peasants.

### Unit-V

1- Hindu code bill.

2- Position of women, status, rights, political participations, Movements and there domestic conditions.

3- Development of Art Architecture.

4- Development of Music, Dance, Films, Theatre.

5. Religious Scúlpature.

### Suggested Readings :

- Banga, Indu and Jaidev (eds.) : Cultural Reorientation of Modern India,1996
- Bayly, C.A. : Indian Society and the Making of the English Empire (Cambridge University Press, London, 1987)
- Bhattacharya, Sabyasachi (ed.) : The Contested Terrarium : Perspectives on foundation in India (Hyderabad, 1988)
- " : Education and the Dis-privileged : Nineteenth and Twentieth Century in India
- Forbes, Geraldine : Women in Modern India, (London, 1998)
- Kumar, Ravinder : Essay's in Social History of Modern India (Modern, 1968)
- " : Adhunik Bharat Ka Samajik Itihas
- Mani, Lata : Contentious Traditions : The Debate on Sati in Colonial India (New Jersey, 1990)
- Mukerji , D.P. : Indian Culture : A Sociological Study
- Nair, Janaki : Women and Law in Colonial India : A Social History
- Sangari, Kumkum & Sudesh Vaid (eds.) : Recasting Women : Essay in Colonial History
- Sharma, R.S. (ed.) : Indian Society : Historical Probing in Memory of D.D. Kosambi
- Stokes, E. : English Utilitarians and India (London, 1959)
- Ballhachet, K.A. : Social Policy and Social Change in India
- McCully, B.T. : English Education and the origin of Nationalism (Gloucester, 1966)
- Ahmed A.F.S. : Social Ideas and Social change in Bengal
- Ravinder Kumar : Western India in 19th Century
- Kopf. D. : British Orientalism and the Bengal Renaissance (Berkeley, 1969)
- Majumdar, B.B. : History of India Social and Political Ideas
- Desai, A.R. : Social Background of Indian Nationalism

- Sinha, S. : "Social Change" in N.K. Sinha (ed) History of Bengal
- Mukherjee, S.N. : "The Social Implications of the Political thought of Indian Society",  
Historical Probing (ed.) R.S. Sharma
- Brun De : "Political and Social Trends in 18th Century in India" vide Studies  
in Social and Economic History of India, Vol III
- Das, M.N. Chopra : Social and Economic History of Vol. III
- L.S.S,O' Malley : Modern Indian and the West
- Sumit Sarkar : Modern India (Delhi, 1983)
- Narain V.A. : Social History of Bengali Literature
- Ram Kumar Verma : A History of Hindi Literature
- Bayly, C.A. : Indian Society and the Making of the English (London, 1987)
- Forbes, Geraldine : Women in Modern India

**Hist-203**  
**Paper-7**  
**Twentieth Century World**

**Course Outcomes:**

- 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 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.

Max.Marks:100

Theory: 75

I.A : 25

Time:3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

**Unit-I**

- (1) Rise of Imperialism.
- (2) Rise of Capitalism.
- (3) Growth of Liberalism, Socialism and Nationalism
- (4) Origins and nature of the First World War
- (5) Peace Settlement and its long term consequences

**Unit-II**

- (1). Russian Revolution and establishment of a Socialist state
- (2). Responses and reactions to USSR in the West
- (3). Working of the League of Nations
- (4). Problem of Collective Security
- (5). Crisis in Capitalism and Great Depress

**Unit-III**

- (1) Liberal Ideas and Social Movements
- (2) Ideologies of Nazism and Fascism
- (3) Second World War Causes, Events and Consequences
- (4) Nationalist Movements
- (5) Decolonization

**Unit-IV**

- (1) Communist Revolution in China and its Impact on World Politics
- (2) Ideological and Political basis of Cold War; Pacts and Treaties; Tension and rivalries.
- (3) Non-Aligned Movement and the third World.
- (4) UNO and the concept of World Peace
- (5) Regional tensions-Palestine, Kashmir, Cuba Korea and Vietnam.

**Unit-V**

- 1- Industry; Agriculture; Science and Technology; and Communication and Information.
- 2- Cultural Revolution; Civil Right Movement; Apartheid; and Feminism.
- 3- Genesis and process of disintegration-its impact on society and politics.
- 4- Changes in the political order; from bipolar to unipolar World system.
- 5- Socialism in decline; Globalization and its economic and political impact

## **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.

**Hist-204**  
**Paper-8**  
**History of Indian Constitution & National Development**

**Course Outcomes:**

- CO1 : **Students' enable to understand the historical development of Indian Constitution**  
CO2 : **Critically evaluate how the modern legal and law system has colonial pedigree**  
CO3 : **Critically analyse various acts passed under british government**  
CO4 : **Critically evaluate main features of Indian Constituion .**

Max.Marks:100  
Theory: 75  
I.A : 25  
Time:3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

**Unit-1**

- 1- Regulating Act of 1773
- 2- Fox bill and Dundas Bill
- 3- Pitt's India Act of 1784
- 4- Charter Act of 1793, 1813
- 5- Charter Act of 1833,

**Unit-II**

- 1- Charter Act of 1853
- 2- Queen Victoria proclamation
- 3- The Govt. of India Act 1858, Merits, Demerits, importance
- 4- The Indian Council Act, 1861, Merits, Demerits, importance
- 5- The Indian Council Act, 1832, Merits, Demerits, importance

**Unit-III**

- 1- The council Act, 1909 (Morley-Minto reforms)
- 2- The Govt. of India Act 1919 (The Montague-Chelmsford Reforms), Dyarchy
- 3- Nehru Report
- 4- Simon commission
- 5- Act of 1935 provincial Autonomy

**Unit-IV**

1. Cripps Mission
2. Wavell plan
3. Cabinet Mission plan
4. Mount batten plan
5. India Independence Act. 1947

**Unit-V**

- 1- Durand Line, MCMohan line debate
- 2- Constituent Assembly
- 3- Drafting committee and Framing of the

constitution

4 Preamble of the constitution

5- Main features of the constitution

**SUGGESTED READINGS**

- Bipin Chandra : India Struggle for IndependenceChandra,  
Bipin Chandra : India After Independence  
D.D. Basu : Constitution of India  
M. Lakshmikant : Indian Polity

## Semester III

### Hist-301

### Paper-IX-A

### Religion and Culture in Ancient India

#### Course Outcomes:

- CO1: Students learn the fundamentals of Satavahan, Kusana, and Sangam Age society and culture.  
CO2: Learners comprehend the general characteristics and customs of Gupta and Post-Gupta societies.  
CO3: Students comprehend the social structures, such as labor, education, and untouchability, as well as educational institutions.  
CO4: Students comprehend the position of women in that era.

Max.Marks:100  
Theory: 75  
I.A : 25  
Time : 3Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

#### Unit-I

1. Approaches to the Study of Religion and Culture.
2. Religion and Culture of the Harappa Age.
3. Religion and Culture in the Vedic Age.
4. Disposal of the dead. Megalithic Culture.
5. Religious Ideas and practices in the Ganga valley in the sixth century B.C. (Jainism, Buddhism, Ajivak and other sects).

#### Unit-II

1. Growth of Shaivism.
2. Evolution and the Development of Vaishnavism (Bhagwatism)
3. Division in Jainism and Buddhism, Tantrism.
4. Asokan edicts, Dharma, scripts.
5. Mauryan art and Architecture.

#### Unit-III

1. Architecture, sculpture and cave painting in the post Mauryan period.
2. Religion under the Kushanas.
3. Art, Architecture and sculpture-Gandhara, Mathura, Amaravati.
4. Sangam age-literature and integrations of Cultures.
5. Religion under the Guptas.

#### Unit-IV

1. Fine arts in the Gupta age-painting, sculpture, music, dance and literature.



2. Temple architecture of the Guptas.
3. Sanskrit literature, science and technology during the Gupta Age.
4. Art Architecture painting and sculpture under the Vakataks.
5. Religion under the Vakataks.

### Unit-V

1. Religion and Culture under Harsha, Chalukyas and Pallavas.
2. Major Philosophical schools and thinkers with special reference to Shankaracharya
3. Bhakti movement and popular Religion movements.
4. Languages and Literature - Sanskrit, Prakrit, Tamil, Apabhramsa, Persian, Arab Marathi, Kannada, Telugu and other languages.
5. Regional styles of temple Architecture, sculpture, bronzes, and painting.

### Suggested Readings:

- Kane, P.V. : History of Dharmashastra (Relevant Vols.) Bhandarajkar Orient Research Institute, Pune, 1930
- Sharma, R.S. Surdas in Ancient India, Motilal Banarsidas, (2nd) Delhi, 1980
- " Perspectives in Social and Economic History of Early India, Munshiram, Manohar Lal Publishers, New Delhi, 1983
- " Material culture and Social formations in Ancient India, Macmillan, Delhi, 1983
- " Social change in early Medieval India, Delhi, 1969
- Hutton, J.H. Caste in India, Cambridge University, 1946
- Ghurye, G. S. The Brahminical Institutions Gotra & Carana
- Ghurye, G. S. Caste and Race in India, Bombay, 1969
- Upadhyay, G. P. Brahmanas in Ancient India
- Pandey, R.B. Hindu Samskara, Motilal Banarsidas (2nd), Delhi, 1969
- Wagle, W.G.: Society at the time of Buddha, Bombay, 1969
- Fick, R. Social organization of North-Eastern India in Buddha's Time, S.K. Mitra, Delhi, 1972
- Altekar, A.S. Position of Women in Hindu Civilization, Motilal Banarsidass, Delhi, 1999
- " Education in Ancient India, Varanasi, 1975
- Chattopadhyaya, S. Social Life in Ancient India
- Chakladar, H.C. Social Life in Ancient India, Delhi, 1976
- Prabhu, P.N. Hindu Social Organization, Popular Prakashan, Bombay, 1940
- Thapar, Romila Asoka and Decline of the Mauryas
- " Ancient Indian Social History-Some interpretations
- " From Lineage to Caste, Delhi, 1984
- Chattopadhyaya, B. Kushana State and Indian Society, Punthi Pustak, Calcutta, 1978
- Rapson, E.J. The Cambridge History of India Vol. I (ed.), Delhi, 1955

- Shastri, K.A. N. Comprehensive History of India Vol. II(ed.), Reprint, Delhi, 1987
- Bhattacharya, S.C. Some Aspects of Indian Society from 2nd Century B.C. to 4th Cent. A.D., Calcutta, 1978
- Yadav, B.N.S. Society and Culture of Northern Indian in the 12th Century, Central Book Depot, Allahabad, 1973
- Majumdar, B.P. Socio-Economic History of Northern Indian (1030-1194), Firma K.L. Mukhopadhyay Publisher, Calcutta, 1960
- Smith, B.C. Essays in Gupta Culture
- Krishna, N. South Indian History and Society, Oxford University Press, New Delhi, 1984
- Gupta, N. Sen Evolution of Hindu Marriage, Bombay, 1965
- Bary, W.I.D. (ed.) Sources of Indian Tradition (Vol. I), New York, 1958

## HIST-301

### Paper-IX-B

#### Religion and Culture in Medieval India

CO1: Pupils learn the fundamentals of Babur's depiction of Indian social life, social structure, and women's and gender relations.

CO2: Pupils comprehend Sufism and the Bhakti Movement.

CO3: Students comprehend how the Mughal Empire in the sixteenth and seventeenth centuries, Muslim Orthodoxy, and Akbar's religious ideas evolved.

Max.Marks:100

Theory: 75

I.A : 25

Time : 3Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

#### Unit-I

- 1- Language and literature-Persian,Urdu.
- 2- Hindi, Sanskrit
- 3- Pali, Apabhramsa
- 4- Marathi, Bengali, Tamil
- 5- Kannada, Telugu, Gujrat,

#### Unit-II

- 1- Development Vaishnavism, Shaivism, Islam.
- 2- Formation of Religion Identities-Movement and cults, Jagannath cult in Orissa,
- 3- Vaishnavite Movement in Eastern India
- 4- Warkari movements and Vithoba cult in Maharashtra, Rishi tradition in Kashmir, Vir Shaivism in Karnatak, Acharyas and Madhos in Tamil region, Namboodries in Kerla.
- 5- Religious Policy of the Mughals.

#### Unit-III

- 1- Sufism-origin, concepts and practices, sects, prominent Sufis.
- 2- Sufism relation with other group.
- 3- Bhakti Movement-meaning, signification, growth and impact.
- 4- Nathpanthis, Ramanand , Kabir, sant tradition, Nanak, Dadu, Chaitanya, Tulsidas, Namdev, Guru Arjun, Guru Govind Singh
- 5- Evoluiton of Khalsa, Mirabai, Mahadevi, Appa.

#### Unit-IV

- 1- Architecture-traditional temple style, Nagara style, Dravida style, chalukyan style, Exotics types.
2. Main features of architecture of Khaljis, Tughlaqs, Sayyids, Lodis
3. Early and mature phase of Mughal Architecture.
4. Regional Architecture-Vijaynagar and Bhamani.
5. Sur and Sharqi Architecture

#### Unit-V

1. Painting-Ellora, South India, Eastern and West India.

2. Mughal and Rajput school of painting, Kangara, Nayak, Maratha and Jaunpur schools of painting.
3. Sculpture.
4. Drama Dance and Music
5. Gardening.

### Suggested Readings:

- |                        |   |
|------------------------|---|
| Ather, Ali             | Mughal Nobility under Aurangzeb, Delhi, 1997  |
| Aziz, Ahmed            | Studies in Islamic Culture in the Indian Environment, Oxford, 1964                        |
| Arberry, A.J.          | Sufism, London, 1956  |
| Rizvi, S.A.A.          | A History of Sufism in India 2 Vols., Delhi, 1997   |
| Tara Chand             | Influence of Islam on Indian Culture, Allahabad, 1976                                     |
| Moreland, W.H.         | India at the Death of Akbar (in Hindi also), Delhi, 1990                                  |
| Majumdar, A.K.         | Bhakti Renaissance, Bhartiya Vidya Bhawan, Bombay, 1965                                   |
| Nizami, K.A.           | Society and Culture in Medieval India, Delhi, 1985  |
| "                      | Some Aspects of Religion and Politics in India during the 13th Century, Delhi, 1978       |
| Asharf, K.M.           | Life and Condition of the people of the Hindustan (in Hindi also), Delhi, 1988            |
| Sobha, Savitri Chandra | Samaj Aur Sanskrit-Sur, Tulsi Wa Dadu Ke Sandharbh Mein), Delhi, 1983                     |
| Verma, H.C.            | Madhya Kaleen Bharat Vol. I & II in Hindi) Delhi, 1983,                                   |
| Misra, Rekha           | Women in Mughal India, Allahabad, 1967  |
| Altekar, A.S.          | The position of Women in Indian Civilization, Delhi 1962                                  |
| Chandra, Satish        | Historiography, Religion and State in Medieval India, Delhi, 1997                         |
| "                      | Medieval India Part II Mughal Empire 1526-1748 (in Hindi also), Delhi, 1999               |
| Habib, Irfan           | Agrarian System of Mughal India, Delhi, 1999  |
| "                      | Bhartiya Itihas Mein Madhyakal, Delhi, 2002   |
| "                      | Madhaya Kaleen Bharat Vols. 1 to 8 (in Hindi) (Relevant Articles), New Delhi 1981-2003    |
| Saxena, R.K.           | Madhya Kaleen Bharat Ke Aarthik Pahloo (in Hindi) Jaipur, 1996                            |
| Alam, Iqtidar          | The Middle Classes in the Mughal Empire (Presidential Address) IHC, 1975, Aligarh         |
| Sharma, G.D.           | Madhya Kalin Bharat Ki Rajnitik, Samajik Avam Aarthik Sansthayen (in Hindi), Jaipur, 1992 |
| Sharma, Krishna        | Bhakti and the Bhakti Movement : A New Perspective, Delhi, 1987                           |
| Habib, Irfan           | Political Role of Sheikh Ahmed Sirhindi and Shah Wali Ullah, IHC, 1960                    |
| Dalal, Urvashi         | Women's time in the Havelis of North India, The Medieval History Journal, 2000            |
| Mattoo, Bindu          | New Horizons- A Socio Economic study of the 16th Century India, Delhi, 2003               |
| "                      | Madhya Kaleen Bharat Mei Stri-Purush Sambandh, Shodhak, September, December, 2003         |

**Hist -301**  
**Paper -IX-C**  
**Religion and Culture in Modern India (1757 to 1964)**

CO1: Students learn the fundamentals of the emergence of new classes and the middle class's contribution to modernization.

CO2: Students comprehend the origins and evolution of the Ram Krishnan Mission, Brahma Samaj, and Raja Ram Mohan Roy during the Indian Cultural Renaissance.

CO3: Students comprehend the Aligarh Movement, the Wahabi Movement, and the Arya Samaj Movement.

CO4: Pupils comprehend the emergence and expansion of the oppressed class movement, untouchability, etc.

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

**Unit-I**

1. Approaches to Social History
2. Colonial intervention and social change.
3. British understanding of India society: Orientalists, Evangelical, Utilitarian.
4. Social reforms in the 19th century Brahma samaj, Prarthana Samaj, Ramkrishna Mission, Arya Samaj, Theosophical Society, Radhaomi Faith
5. Other reform movements: Aligarh school, Deoband School, Singh Sabha etc.

**Unit-II**

1. Social composition
2. Central features of tribal societies, movements.
3. Social stratification: Proliferation of castes, untouchability, lower caste movements.
4. Rise of Middle class
5. Ideas of religious universalism and fundamentalism in Modern India.

**Unit-III**

1. Education: indigenous and modern, Macaulay's minutes, Woods dispatch to Radhakrishnan Committee report.
2. Development of Press and media.
3. Social legislations passed by the British government, Law of inheritance, education, emancipation of peasants, women, Hindu code bill.
4. Women status, property right, political participation, movements, family and women, women and culture.
5. Legislative basis of conservation and protection of heritage.

**Unit-IV**

1. Colonial Architecture: The new towns, colonial forts, P.W.D. architecture, Indo-Saracenic style.
2. Development of Architecture in twentieth century: Lutyens, Corbusier.
3. Development of Modern painting: Bengal school of Art, Gurjara school of Art.
4. Development of Music and Dance
5. Films, Theatre, and Media.

#### **Unit-V**

1. Linguistic and Cultural regions
2. Science and technology after 1947
3. Indian response to new scientific knowledge
4. Transition from dependent to independent science.
5. Development of Nationalism and Communalism

#### **Suggested Readings :**

- |  |   |
|--|---|
| Baird, Robert (ed.)                                  | : Religion in India, Delhi, 1981  |
| De, Barun  | : Presidential Address to the Indian History Congress, Dharwad Session, 1988  |
| Jones, Kenneth W.                                    | : Socio-Religious Reform Movements in British India, The New Cambridge History of India, Cambridge University Press, New York, 1994 |
| "  | : Arya Dhaarm, Berkeley, 1976   |
| Niranjana-Tejaswini, P.                              | : Interrogating Modernity : Culture and   |
| Sudhir & Vivek Dhareshwar (eds.)                     | : Colonialism in India  |
| Rao, M.S.A. (ed.)                                    | : Social Movements and Transformation, Delhi, 1979  |
| Stiniwas, M.N.                                       | : Social Change in Modern India   |
| Unnithan, T.K.N, Indra Deva<br>Yogendra Singh (eds.) | : Towards a Sociology of Culture in India   |

**HIST-302**  
**PAPER -X**  
**Indian National Movement**

**Course Outcomes**

CO1: Pupils learn the fundamentals of how mass movements came to be. movements for civil disobedience, etc.

CO2: Students comprehend the Revolutionary Movement's final stage. Socialist Movement and Indian National Congress.

CO3: Students comprehend the Praja Mandal Movement, the Quit Indian Movement, and the Emergence of States People's Conference.

CO4: Students comprehend the pinnacle of communalism. To comprehend the Transfer of Power - British Reaction

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

**Unit-I**

- 1- Historiography of Indian Nationalism
- 2- Approaches to Indian Nationalism.
- 3- Colonialism and Modernization.
- 4- Formation of Indian National Congress
- 5- Achievements and critical Appraisal of Indian National congress.

**Unit-II**

- 1- Elements of Continuity and change in the early nationalist Activity.
- 2- The Rise of New-Nationalism or the Extremism: causes and contribution.
- 3- Partition of Bengal: Scheme and Motives (Official and Actual).
- 4- Swadeshi and Boycott movements and their critical Appraisal.
- 5- The Indian national movement and the Communal problem.

**Unit-III**

- 1- Creation of All India Muslim League (Purpose and its role in partition)
- 2- First Phase of Revolutionary Nationalism/Militant Nationalism (Muzzafar pur conspiracy case, Alipur conspiracy case, Anushilon Samiti, Mitra Mela.
- 3- Revolutionary organisations outside India (Hardayal, Madan Lal Dhingra, V.D. Savarkar etc.).
- 4- Home Rule League Movement.
- 5- Bal Gangadhar Tilak's role in Indian National Movement.

**Unit-IV**

- 1- Background of the Khilafat Movement and the Non-cooperation Movement
- 2- Civil Disobedience Movement.
- 3- Women's participation in Indian National Movement.

- 4- Second phase of the Revolutionary Movement (Sachin Sanyal, Chandra Shekhar Azad, Bhagat Singh Indian Republican Army etc.)
- 5- Lord Dufferin and the character of the Indian nationalist Leadership.

#### **Unit-V**

- 1- Socialist Trends in Indian National Movement.
- 2- Peasantry and national Integration in Contemporary India.
- 3- Quit Indian Movement: Resolution, Movement and Failure.
- 4- Subhash Chandra Bose and the Indian National Army.
- 5- Towards freedom with partition.

#### **Suggested Readings :**

- |                          |   |   |
|--------------------------|---|---|
| Singh, I.P.              | : | The Left Wing in India  |
| Bhuyan, Arun             | : | The Quit India Movement   |
| Pradhan, G.              | : | India's Struggle for Swaraj, Madras, 1924   |
| Gopal, S.                | : | Jawahar Lal Nehru Vol. I-3, Delhi, 1975, 1979   |
| Ravinder Kumar           | : | Essays in Gandhian Politics : The Rowlatt Satyagraha of 1919, London 1971                       |
| Chandra Bipan and others | : | Communalism in Modern India, New Delhi, 1987  |
| Brown, Judith            | : | Gandhi's Rise to Power : Indian Politics 1915-1922, Cambridge, 1972                             |
| Minault, Gail :          | : | Khilafat Movement : The Religious symbolism and Political Mobilization in India, New York, 1982 |
| Dhankhar, Jaiveer S.     | : | A Short History of Hindustan Socialist Republic an Association, Delhi, 2001                     |
| Raghuvanshi, V.P.S.      | : | Indian National Movement and the Constitutional Dev.  |
| Seal, Anil               | : | The Emergence of Indian Nationalism, Cambridge, 1968  |
| Mahrotra, S.R.           | : | The Emergence of Indian National Congress, Delhi, 1971  |
| Tripathi, A.             | : | The Extremist Challenge : India between 1890-1910., Calcutta, 1971                              |
| Argov, Daniel            | : | Moderates and Extremists in the Indian National Movement  |
| Desai, A.R.              | : | Social Background of Indian Nationalism, Bombay, 1949   |
| Tara Chand               | : | History of the Freedom Movement Vol. I, II, III, IV (4 Vols.), Delhi, 1961                      |
| Majumdar, R.C.           | : | History of Freedom Movement Vol. I, II, III, Calcutta, 1962-63                                  |
| Dutt, R.P.               | : | India Today, Bombay, 1949   |
| Mujeeb, M.               | : | Indian Muslims  |
| Sarkar, S.               | : | Swadeshi Movement in Bengal, New Delhi, 1973  |
| "                        | : | Modern India 1885-1947, New Delhi, 1983   |
| Das, M.N.                | : | India under Morley and Minto, London, 1964  |
| Singh, Pardaman          | : | Lord Minto and Indian Nationalism 1905-1910.  |
| Dhankhar, Jaiveer S.     | : | Prelude to Pakistan, Delhi, 2000  |
| Wolpert, Stanley         | : | Tilak and Gokhe, Calcutta, 1962   |



## Hist-303

### Paper-XI-A

#### **History of Science and Technology in Ancient India**

##### Course Outcomes

CO1: Pupils learn the fundamentals of Science and technology- Meaning, scope and importance

CO2: Students comprehend the Interaction of science, technology and society, Universalism of science

CO3: Students comprehend Major Works on Science and Technology in Sanskrit, Physical sciences from the 6<sup>th</sup> century CE to Maurya's, Biological sciences from the 6<sup>th</sup> century CE to Maurya's

CO4: Students comprehend the pinnacle of Development in astronomy with special reference to Aryabhata, Varamihira and Bhaskara

Max. Marks : 100

Theory : 75

I.A : 25

Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five questions. All questions shall carry equal marks

#### **Unit-I**

1. Science and technology- Meaning, scope and importance
2. Interaction of science, technology and society, Universalism of science
3. Sources of ancient Indian history of science and technology
4. Origins and development of technology in pre-historic period
5. Beginnings of agriculture and its impact on the growth of science and technology

#### **Unit-II**

1. Science and technology during Vedic and later Vedic times
2. Major Works on Science and Technology in Sanskrit
3. Physical sciences from the 6<sup>th</sup> century CE to Maurya's
4. Biological sciences from the 6<sup>th</sup> century CE to Maurya's
5. An outline of the development of concepts: doctrine of five elements, theory of atomism and attributes of matter in Ancient India

#### **Unit-III**

1. Major developments in science and technology from post Mauryas to Guptas
2. Development in astronomy with special reference to Aryabhata, Varamihira and Bhaskara
3. Development in medicine and surgery: Charaka and Sushruta Samhitas

4. Development in knowledge of human anatomy, physiology and material medica
5. Development in Physical Sciences

#### Unit-IV

1. Developments in Botanical Knowledge
2. Knowledge of Flora and Fauna
3. Development of Chemistry
4. Development of Metallurgy
5. Development of Mathematics: geometry of the Shulva Sutra, Bakshali Manuscript, mathematics of the classical period

#### Unit-V

1. Development of Industries
2. Development of Textiles
3. Royal patronage and Public works
4. Education of Science and Technology
5. Science and Society

#### Suggested Readings:

- 1) Kunjalal ,Bhishakratna Kaviraj., (1907) ‘ Susruta: An English translation of the susruta samhita, based on the original Sanskrit text, vol-1 ’, Wilkins Press, Culcutta.
- 2) Bhishagratna KK. (1963) ‘The Sushruta Samhita. (English translation based on the original Sanskrit text).’ Chowkhamba Sanskrit Series Office. Varanasi.
- 3) Hoernle AF. (1907), ‘Studies in the medicine of ancient India.’ Clarendon Press: Oxford; London
- 4) Banerjee .Gauranga Nath, (2007), ‘Hellenism in Ancient India’, Butterworth and coporation Ltd., Culcutta.
- 5) Verma ,S.P.,( 2005), ‘ Ancient system of Oriental Medicine’, Anmol Publications Pvt.Ltd, New Delhi.
- 6) Sanyal, PK. (1964), ‘A Story of Medicine and Pharmacy in India’ , Navana Printing works Private Limited, Calcutta.
- 7) Mukhopadhyaya G. (1913), ‘The surgical instruments of the Hindus, with a comparative Study of the surgical instruments of Greek’, Roman, Arab and The modern European surgeons. Calcutta University Press: Calcutta.
- 8) Kutumbiah, P., (1994), ‘Ancient Indian Medicine’, Orient Longman Private Limited, Hyderabad.
- 9) Magner Lois N (1992), ‘A history of Medicine’, Marcel Dekker Publications, New York.
- 10) Chattopadhyaya DP. (1933) ‘Science and Society in Ancient India’. Research India Publications; Calcutta.

**Hist-303**

**Paper-XI-A**

**History of Science and Technology in Medieval India**

**Course Outcomes**

CO1: Pupils learn the fundamentals of Teaching of Arithmetic, Geometry and Astronomy

CO2: Students comprehend the Science in Arab thought, Reception of Persian technology in India, Technology of Central Asia

CO3: Students comprehend developments in Medical knowledge Interaction between unani and Ayurveda, developments in Alchemy

CO4: Students comprehend the pinnacle Technical Developments in Architecture

Max. Marks : 100

Theory : 75

I.A : 25

Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

1. Science in Arab thought
2. Reception of Persian technology in India
3. Technology of Central Asia
4. New developments in technology
5. Royal Patronage

**Unit-II**

1. Education of Science
2. Teaching of Arithmetic, Geometry and Astronomy
3. Development in Agriculture
4. Technical and Vocational Training in Karkhanas
5. Developments in Chemistry and Metallurgy

**Unit-III**

1. Developments in Medical knowledge

2. Interaction between unani and Ayurveda
3. Developments in Alchemy
4. Astronomy in the Arab World
5. Impact on India

#### **Unit-IV**

1. Works in Mathematics – Ganitakaumudi and Bijaganitavatamsa
2. Lilavati Karamdipika, Siddhantadipika , and Lilavati Vyakhya
3. Tantrasamgraha and Buddhivilasini,
4. Navankura on the Bijaganit of Bhaskara-II
5. Tajik and Faizi's translation of Bhaskara's Bijaganit

#### **Unit-V**

1. Knowledge of Fauna - Mrga-pakshi-shastra
2. Production of Paper and Glass Technology
3. Military technology and Gunnery
4. Ship Building
5. Technical Developments in Architecture

#### **Suggested Readings:**

1. Irfan Habib (2020): A People's History of India 20: Technology in Medieval India, c. 650
2. A. Rahman (1982) : Science and Technology in Medieval India-A Bibliography of Source Materials in Sanskrit, Arabic and Persian
3. M.S. KHÂN (1990) : SCIENCE AND TECHNOLOGY IN EARLY MEDIEVAL INDIA
4. M. A. Makhdoomee, "Gunpowder Artillery in the Reign of Sultan Iltutmish of Delhi", in the Journal of Indian History, Vol. XI, pts I and III (1936),
5. "Mechanical Artillery in Medieval India" in loc. cit., pp. 189-195; Abu Zafar Nadvt, "The Use of the Cannon in Medieval India", in IC, Vol. XII, (October 1938),
6. For Kushk Anjir see KAHWS p. 424. 50 See the Delhi Sultanate, History and Culture of the Indian People, (Bharatiyah Vidya Bhaban), Vol. VI,

**Hist-303**  
**Paper-XI-C**  
**History of Science and Technology in Modern India**

**Course Outcomes**

- CO1 : Critically, students to know the evolution and developmetn of science and technology in India from 18th to 20<sup>th</sup> century
- CO2 : Evaluate and analyze the history of various fields of science viz. Physical, Chemical, Mechanical, Astronomy, Mathematics and Medicine etc.
- CO3 : Explain and acquainted with the internal evolution and external influences on science & technology in India.
- CO4 : Formulate logical arguments substantiated with historical aspects and metropolitan and colonial science

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

**1. Science and Empire: Theoretical Perspective**

- 1- Conceptual aspects of Western Science.
- 2- Debates regarding the Nature
- 3- Growth of western Science, technology and medicine (STM)
- 4- The role and places of STM in the colonial process.
- 5- State of science and technology on the eve of British conquest.

**Unit-II**

**2. Science and colonial Explorations**

- 1- East India Company and explorations.
- 2- Early European scientists: surveyors under the Company's service
- 3- European botanist under the Company's service
- 4- European doctor under the Company's service.
- 5- Development of Technology in regional states.

**Unit-III**

**3. Growth of Techno-Scientific Institutions.**

- 1- Scientific and technical education
- 2- Establishment of Engineering Colleges and Institute
- 3- Medical establishment of colleges and Institute.
- 4- Teaching of science in universities.
- 5- Establishment of scientific Institutions

**Unit-IV**

#### 4. Indian Response to Western Science.

- 1- Indian response to new scientific knowledge.
- 2- Geological Survey of India.
- 3- Agricultural experimental farms
- 4- Science and India Nationalism: Emergence of national science and its relations
- 5- Science and Technology infrastructure Mahendra Lal Sarkar, P.C. Ray. J.C. Bose.

#### Unit-V

#### 5. Science and development discourse.

- 1- STM for development-ideas of British government, Mahatma Gandhi and other Indian nationalist.
- 2- Professionalization of science and their new personnel.
- 3- Royal Commissions and their reports.
- 4- Planning for development: National planning Committee, Bombay pain; National planning Advisory board, and central Advisory board of education.
- 5- Transition from dependent to independent science.

#### Suggested Readings:

- Arnold David, Science, Technology and medicine in Colonial India. The New Cambridge History of India Series, OUP, Cambridge, 1999.
- Kumar, Deepak : Science and the Raj, OUP, Delhi, 1995
- Kumar, Deepak, : Disease and Medicine in India: A Historical Overview, Tulika Publications, Delhi. 2000
- Prakash Gyan, :another Reason: Science and the Imagination of Modern, OUP, Delhi, 2000
- Qaiser, A.J., : The Indian Response to European Technology and Culture, OUP, Delhi, 1982.
- Raina, D. and Habib I., (Ed.) : Situating History of Science: Dialogues with Joseph Needham, OUP, Delhi, 1999
- Sangwan, S., Science, Technology and Colonization: Indian Experience, Anamika, Delhi, 1990.

**HIST -304**  
**Paper-XII-A**  
**History of Sikhs**

**Course Outcomes**

CO1 : Critically, students Origin and principals of Sikhism Guru Nanak- Early life, Travels and Contemporary events

CO2 : Evaluate and analyze the Relations of Sikh Gurus with the Mugal emperors

CO3 : Explain and acquainted with the Civil and Military Administration, The Punjab from 1839 to 1845

CO4 : Anglo- Sikh Relations

MM: 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- 1- Origin and principals of Sikhism
- 2- Guru Nanak- Early life.
- 3- Travels.
- 4- Contemporary events
- 5- Teachings

**Unit-II**

1. Consolidation of Guru Nanak's work.
2. Guru Angad.
3. Guru Amar Das.
4. Guru Ram Das
5. Beginning of Sikh theory- Guru Arjun Dev.

**Unit-III**

- 1- Guru Hargovind
- 2- Guru Har Rai
- 3- Guru Harikishan
- 4- Guru Tegh Bahadur
- 5- Guru Govind Singh

**Unit-IV**

1. Relations of Sikh Gurus with the Mugal emperors
2. Career and exploits of Banda Bahadur.
3. Presentation of Sikhs.
  - 1- The Sikh Misls
  - 2- Rise of Ranjit Singh.

### Unit-V

- 1- Conquests of Ranjit Singh
- 2- Civil and Military Administration
- 3- The Punjab from 1839 to 1845
- 4- Anglo- Sikh Relations
- 5- Annexation of the Punjab

### Suggested Readings:

- Bakshi, S.R. : Encyclopaedia of Gurus. New Delhi: Rima Publishing House, 1994
- Ahluwalia, M.L. : Select documents relating to Maharaja Ranjit Singh's negotiations with British envoy
- Charles T. Metcalf. : Ashoka International Publishers, 1982, New Delhi
- Deora, Man Singh : 'Guru Nanak: A select bibliography' appeared in Journal of Sikh Studies (Feb–Aug 1981);  
: 'Guru Tegh Bahadur—A select bibliography 1965– 1982' was published in Studies in
- Shan, Harnam Singh : Sayings of Guru Nanak: A dictionary of the thoughts of the founder of Sikhism. Amritsar (2002)



**HIST -304**  
**Paper-XII-B**  
**History of Marathas**

**Course Outcomes**

CO1 : Critically, students to know the sources for Maratha history – literary and archaeological sources

CO2 : Evaluate and analyze the Shivaji conquests and Relation with Aurangzeb, Shivaji - Administrative system (Asthaprodtan) Military & Hindu Pad- Pad Sahi

CO3 : Explain and acquainted with the Brief History of Maratha Forts & Maratha Navy

CO4 : Formulate Anglo-Maratha Relations

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- 1 –sources for Maratha history – literary and archaeological sources
- 2- Shahji Bhosle and early life of Shivaji
- 3 – Rise of Maratha power under Shivaji
- 4 – Shivaji conquests and Relation with Aurangzeb
- 4 –Shivaji - Administrative system (Asthaprodtan) Military & Hindu Pad- Pad Sahi

**Unit-II**

- 1 –Maratha state under Sambhaji
- 2- The Maratha resistance under Rajaram and Tarabai
- 3 – Emperor shahu (1707 to 1749)
- 4 – Peshwa Balaji vishwanath – Achievements
- 5 – Peshwa Bajirao i

**Unit-III**

- 1 –Peshwa Balaji Bajirao, third battle of panipat

- 2 –Maratha Administration under peshwa , chaesthi and Sar desh mukhi
- 3 – Maratha confederacy: Gaekwads of Baroda, Holkars of Indore
- 4 – Scindias of Gwalior, Bhonsle of Nagpur
- 5 – Maratha Navy under Kanhoji Arigre

#### **UNIT –IV**

- 1 – Maratha – Mysore wars: Battle of Rutehallr , Madgiri , Chinkruli , Sarinshi
- 2 – First Anglo – Maratha war
- 3 – Second Anglo – Maratha war
- 4 – Third Anglo – Maratha war
- 5 – Causes for the Decline of Maratha Power

#### **UNIT – V**

- 1 –Brief History of Maratha Forts & Maratha Navy
- 2 – Maratha – Jat Relations
- 3 – Revolts against Marathas – Kolis revolt
- 4 – Maratha culture – Attire, Food, Languages ,Folk Dance and Music , Festivals
- 5 – Maratha – Art, Craft and Architecture

#### **Suggested Readings:**

- Bhave , V.K : Peshwakalin Maharashtra.
- Kulkarni,A.R. : Maharashtra in the Age of Shivaji.
- Gokhale, B. G : Poona in the Eighteenth Century
- RC Mazumdar : The Maratha Supremacy
- Uday S Kulkarni : The Maratha Century
- Grant Duff : The History of Marthas

**HIST -304**  
**Paper-XII-C**  
**History of Jats**

**Course Outcomes**

CO1 : Critically, students to know the Origin and and Early History of the Jats

CO2 : Evaluate and analyze the Early History of Raja Suraj Mal

CO3 : Explain and acquainted with Development of Litrature in Bharatpur state- Sudan, Raja Pratap Singh etc

CO4 : Formulate Jat-Britan Relations

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- 1- Origin and and Early History of the Jats
- 2- Jat History in Aurangzeb's reign- Gokula, Rajaram, Churaman
- 3- Founder of the Ruling House of Bharatpur- Thakur Badan Singh
- 4- Early History of Raja Suraj Mal
- 5- Raja Suraj Mal- Conquests, Administration, Death

**Unit-II**

- 1- Jat relations with kachchwah rules
- 2- Jat relations with Maratha
- 3- Jats and Ahmed Shah Abdali, Battle of Bharatpur (1757)
- 4- Maharaja Jawahar Singh
- 5- Maharaja Ratan Singh, Maharaja Kehri Singh, Maharaja Nawal Singh

**Unit-III**

- 1- Maharaja Ratan Singh and Siege of Bharatpur
- 2- Later Jat rules and Their relations with Britain
- 3- Jat Forts- Bharatpur, Kumber, Deeg, Thur
- 4- Decline of the House of Bharatpur
- 5- Jat Phulkian States of Patiala, Nabha and Jind

**Unit-IV**

- 1- Socio- Cultural Life in Phulkian state
- 2- Jat State of Ballabgarh- origin, rise of power
- 3- Role of Raja Nahar Singh in the revolt of 1857

- 4- Jat Princely states of Gahad and pichor
- 5- Monuments of Bharatpur state

#### **Unit-V**

- 1- Development of Literature in Bharatpur state- Sudan, Raja Pratap Singh etc
- 2- Life and Times of Raja Mahendra Pratap
- 3- Economic ideas of Ch. Charan Singh
- 4- Role and contribution of Jats to the Social Life of North west India
- 5- Jat Peasantry and Zamindars in western Rajasthan

#### **Suggested Readings:**

Qalika Ranjan Knungo	: History of Jats
Pradhan MC	: Political system of the jats of Northern India
Shastri Yogendra Pal	: Jat Kshatriya Itihas
Sarkar JN	: Fall of the Mughal Empire
Satish Chandra	: Parties and politics at the Mughal Court
Ram Pande	: The Jats

**Semester IV**  
**Hist-401**  
**Paper-XIII-A**  
**History of Awadh (1722-1856)**

**Course Outcomes**

CO1 : Critically, students to know the Sources Area, Extent, Geographical features, Decline of Mughal Power,

CO2 : Evaluate and analyze the Emergence of Sadat Khan 1722-1732

CO3 : Explain and acquainted with Cause for the Annexation of the State by the Britishers-different theories

CO4 : Formulate Awadh British Relations

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- 1- Sources Area, Extent,
- 2- Geographical features
- 3- Decline of Mughal Power,
- 4- Rise of Marathas,
- 5- Policies of Maratha regarding emerging New States

**Unit-II**

- 1- Emergence of Sadat Khan 1722-1732
- 2- Nawab Safdar Jag 1739-1753
- 3- Nawab Sa'dat Khan 1732-39
- 4- Nawab Safdar Jung 1739-53
- 5- Nawab Shuja ud-Doulah 1753-1775

**Unit-III**

- 1- Nawab Asaf ud Doulah 1775-1798

- 2- Wazir Ali 1798
- 3- Sadat Ali Khan 17989-1814
- 4- Ghazi-ud Din Haider 1814-1827
- 5- Nasir Ud-Din Haider 1827-1837

#### **Unir-IV**

- 1- Muhammad Ali Shah 1837-1842
- 2- Amjad Ali Shah 1842-1847
- 3- Wajid Ali Shah 1847-1856
- 4- Policies of Lord Dalhoji
- 5- Cause for the Annexation of the State by the Britishers-different theories.

#### **Unit-V**

- 1- Awadh Society-main characteristic,
- 2- Culture, food,
- 3- Dress, Music & Dance
- 4- Monuments,
- 5- Economy-main Characteristics.

#### **Suggested Readings:**

Government of UP	:The Gazetter of Awadh
FISHER, M.H	: A Clash of Cultures: Awadh, the British, and the Mughals. New Delhi 1987
ALAM, M	: The Crisis of Empire in Mughal North India. Awadh and the Punjab, Delhi 1986
Rudrangshu Mukherji	: Awadh in Revolt
B.D. Shukla	: Awadh ka itihās, 2010, Delhi
B.D. Shukla	: Adhunik Bharat ka Itihās, 2023, Delhi

**Hist-401**  
**PAPER –XIII-B**  
**History of Braj Region**

**Course Outcomes**

CO1 : Critically, students to know the Literary Sources of the History of Braj

Archeological Sources of the History of Braj

CO2: Evaluate and analyze the Social Structure of Braj Region in History, Dress, Cuisine, Traditions and Customs of Braj

CO3: Explain and acquainted with Braj in modern India and national movement

CO4: Formulate and analyse Religions and Sects of Braj Region, Temples and other Religious Places of Braj

Max. Marks : 100

Theory : 75

I.A : 25

Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

1. Literary Sources of the History of Braj
2. Archeological Sources of the History of Braj
3. Meaning and Extent of Braj
4. Physical Features and Landscape of Braj Region
5. Characteristic Socio-Cultural Features of Braj

**Unit -II**

1. Region of Braj in Ancient Times
2. History of Braj in Medieval Times
3. Braj in Modern India and the National Movement
4. Prominent Freedom Fighters
5. Politics in Independent India in the Braj Region

**Unit-III**

1. Social Structure of Braj Region in History
2. Dress, Cuisine, Traditions and Customs of Braj
3. Folk Music of Braj
4. Arts of the Braj Region
5. Development of Braj Language and Literature

#### Unit-IV

1. Economy of Braj in Ancient India
2. Agriculture and Industry of Braj in Medieval India
3. Trade and Commerce of Braj in Modern India
4. Traditional and Modern Crafts of Braj
5. Economic Impact of Religious Activities in Braj

#### Unit- V

1. Religions and Sects of Braj Region
2. Temples and other Religious Places of Braj
3. Pilgrimage Circuits of Braj
4. Natural Heritage of Braj
5. Man-made Heritage of Braj

#### Suggested Readings:

- Krishna Dutta Vajpayee : Brij ka Iithass, Mathura, 1955
- Grows, F.S : Mathura District Memoir, Mathura, 1880
- Satyendra : Brijlok Sanskriti, Mathura, 1995
- Kumar Maharaj : Mughalkaleen Braj Pradesh
- Prabhudayal Mittal : Brij ki kalaon ka itihass Mathura, 1976



**Hist-401**  
**PAPER –XIII-C**  
**POLITICAL AND CULTURAL HISTORY OF BUNDELKHAND**

**Course Outcomes**

CO1: Critically, students to know the Sources and Geographical Background

CO2: Evaluate and analyze the Bundellas of Jejakabhukte –Origin and Rise to Power

CO3: Explain and acquainted with Chandella Resistance against Mahmud Ghazni

CO4: Formulate and analyse the British revenue policy in Bundelkhand

Max. Marks : 100

Theory : 75

I.A : 25

Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- 1- Sources And Geographical Background
- 2- Bundellas Of Jejakabhukte –Origin And Rise To Power
- 3- Dhanga And Ganda
- 4- Vidhyadhar
- 5- Parmardi Or Parmal

**Unit-II**

- 1– Chandellas Resistance Against Mahmud Gazni
- 2- Chandella Art And Architecture
- 3 – Orchha State –Rudrapratap Singh And Rise Of State
- 4- Bir Singh Deo Bundella
- 5 – Jhujher Singh
- 5 – Bundella – Mughal Relations

**Unit -III**

- 1 - Anglo – Bundella Relations, Treaty Of 1812
- 2 – Rani Laxmi Bai Of Jhansi – Early History , Achievements
- 4 – Art And Architecture Of Bundellas
- 5 – Datia And Samthar State

**Unit- IV** 1- 2 – Non Cooperation Movement And Bundellkhand

- 3 - Disobediencemovement And Bundellkhand
- 4 – Quit India Movement And Bundellkhand
- 5 – Freedom Fighter Of Bundelkhand

Unit-V1 – British Revenue Policy In Bundelkhand

- 2 – Trade And Industry
- 3 – Agricultural And Economy
- 4 - Impact Of The British Rule And Natural Calamities
- 5 – Gandhian Revolutionary Movement

**Suggested Readings:**

- V.K. Srivastav : Bundelkhand ka Itihas (1531-1857)
- Vijay Sharma : Bundelkhand ke Qile
- Kashi Prasad Tripathi : Bundelkhand ka Samajik evam arthik Itihas
- ML Nigam : Bundelkhand ka Sanskrit Itihaas
- Rameshwar Prasad Pandey : Bundelkhand ki Sanskriti aur Sahitya

**Hist-402**  
**PAPER –XIV-A**  
**Women in Indian History**

**Course Outcomes**

CO1: Critically, students to know the Archival Sources and Sacred Texts, Archaeological and Oral Sources

CO2: Evaluate and analyze the Women in Sanatan Dharm, Women in Jainism and Buddhism, Women in Islam, Women in the Bhakti Movement, Women in Sikhism and Christianity

CO3: Explain and acquainted with Prominent Women of India

CO4: Women in National Movement

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

1. Traditional and Liberal Approach
2. Marxist and Socialist Approach
3. Post Modern Approach
4. Archival Sources and Sacred Texts
5. Archaeological and Oral Sources

**Unit-II**

1. Women in Sanatan Dharm
2. Women in Jainism and Buddhism
3. Women in Islam
4. Women in the Bhakti Movement
5. Women in Sikhism and Christianity

**Unit-III**

1. Women in Brahmo Samaj
2. Women in Arya Samaj
3. Women and Muslim Reform Movement
4. Women in Radhasoami Faith
5. Women in Theosophy and other reform movements

**Unit-IV**

1. Legal Status of Women in Vedic and Post Vedic Age
2. Status of Women from Mauryas to Guptas

3. Rajput Women
4. Women during the Sultanate Period
5. Women during Mughal Period

#### **Unit-V**

1. Legal Status of Women in Colonial India
2. Legal Status of Tribal Women
3. Rights of Women in Independent India
4. Efforts of Women Empowerment
5. Prominent Women of India

#### **Suggested Readings:**

RANGACHARI (Santha) : Tradition and change: Women in modern India.

AHUJA (Ram) : Female education in India

Altekar, Anant Sadashiv : The position of women in Hindu civilization, from prehistoric times to the present day. Motilal Banarsidass, (1956).

Bader, Clarisse : Women in Ancient India, (2001)

Basu, Aparna : "Women's History in India: An Historiographical Survey, 1991

**PAPER –XVI-B**  
**Hist-402**

**Historical Application of Tourism**

**Course Outcomes**

CO1: Critically, students to know the Role of History in Tourism

CO2: Evaluate and analyze the History, Architecture and Importance of Monuments of Ancient India e.g. Ashok Pillars, Rock Cut Caves, Temples, Stupas and Viharas, Mahabalipuram, Khajuraho and other regions

CO3: Guiding – Definition and Examples, Types of Guiding

CO4: Role of Tourism in Economic Development

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

1. Characteristics of Tourism
2. Characteristics and Designing of Tourism Product
3. Role of History in Tourism
4. History as a Tourism Product
5. Heritage Conservation for Tourism

**Unit-II**

1. History, Architecture and Importance of Monuments of Ancient India e.g. Ashok Pillars, Rock Cut Caves, Temples, Stupas and Viharas, Mahabalipuram, Khajuraho and other regions
2. History, Architecture and Importance of Monuments of Medieval India viz. Sultanate and Mughal Monuments, Regional architecture
3. History, Architecture and Importance of Monuments of Modern India viz. administrative buildings, religious buildings, gateways, memorials, railway stations, centres of education etc.
4. Natural Heritage Sites – Forests, National Parks, Wild Life Sanctuaries
5. Sites of Historical Events

**Unit-III**

1. Festivals of India
2. Fairs of India
3. Folk Cultures of India
4. Arts of India
5. Music and Dances of India

**Unit-IV**

1. Traditional Handicrafts

2. Textiles
3. Prominent Industries
4. Natural resources and Mines
5. Role of Tourism in Economic Development

#### **Unit-V**

1. Guiding – Definition and Examples
2. Types of Guiding
3. Qualities of a guide
4. Guiding skills
5. Communication and awareness of current events

#### **Suggested Readings:**

S.L Barrey : Application of History in Tourism

Shiv Chandra Singh Rawat : Historical Tourism

EB Havell : Indian Architecture

Chiranjib Kumar : A Training Manual & Professional Approach in Tourism

GD Wanhill : Tourism- Principles and practice

**Hist-402**  
**Paper-XIV-C**  
**Gandhian Philosophy**

**Course Outcomes**

CO1: Critically, students to know the Gandhi's Early Life , Gandhi's works in South Africa, Gandhi's View of Human Life

CO2: Evaluate and analyze the Gandhi's Concept of Panchayat Raj, Gandhi's view on Politics, Political Movements of Gandhi

CO3: Tribal Welfare, Meaning and Aims of education, Eradication of Social evils with special reference to Gandhi's drive against alcoholism/drug addiction

CO4: Nonviolent ways to world peace

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

1. Gandhi's Early Life
2. Gandhi's works in South Africa
3. Gandhi's View of Human Life
4. Gandhi's Quest for Truth
5. Ends and Means for Gandhi

**Unit-II**

1. Meaning and Power of Nonviolence
2. Emergence of Gandhi on Indian Political Scene
3. Gandhi in Indian National Congress
4. Gandhi's concept of Swaraj
5. Gandhi's Ram Rajya

**Unit-III**

- 1- Gandhi's Concept of Panchayat Raj
- 2- Gandhi's view on Politics
- 3- Political Movements of Gandhi
- 4- Early Political Experiments
- 5- Non-Cooperation, Civil Disobedience and Quit India Movement

**Unit-IV**

1. Economic thoughts of Gandhi on Wealth Distribution, Ownership, Trusteeship
2. Gandhi's Concept of Swadeshi, Khadi, Village industries
3. Bhoodan and Kisan movement
4. Sarvodaya
5. Untouchability and the method of Struggle against it

#### **Unit-V**

1. Tribal Welfare
2. Meaning and Aims of education
3. Eradication of Social evils with special reference to Gandhi's drive against alcoholism/drug addiction
4. Negative and positive peace
5. Nonviolent ways to world peace

#### **Suggested Readings:**

- Mahatma Gandhi : Hind Swaraj
- Mahatma Gandhi : My Experiments with Truth
- H Eric Ericson : Gandhi's Truth – On the origin of Militant Non Violence
- Green Martin : Gandhi- Voice of new age revolution
- Judith Brown : Gandhi: Prisoner of Hope



**Hist-403**  
**Paper-XV-A**  
**History of Rajput (800 to 1200 A.D.)**

**Course Outcomes**

CO1: Critically, students to know the Source of the History of Rajputs- Archaeological and Literary

CO2: Evaluate and analyze the Origin and the rise of Rajputs as Rulers

CO3: To Know in detail the history of Rajput kingdoms from 800-1200

CO4: Society and Culture of Rajputs

Max. Marks : 100

Theory : 75

I.A : 25

Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

1. Source of the History of Rajputs- Archaeological and Literary
2. Origin and the rise of Rajputs as Rulers
3. Evolution of Political Structure
4. Administration
5. Economic Resources

**Unit-II**

1. Rashtrakuta Rulers
2. Pratihara Kings
3. Palas of Bengal
4. The Tripartite Struggle
5. Consequences and Impact

**Unit -III**

1. Chauhans of Delhi and Ajmer
2. Gahadwals of Kannauj
3. Guhilas of Mewar
4. Chandellas of Bundelkhand

5. Parmaras of Malwa

**Unit- IV**

1. Senas of Bengal
2. Chalukays of Gujarat
3. Chedis of Tripuri
4. Tomars of Dhillika
5. Others Minor states

**Unit- V**

1. Society and Culture
2. Religious Condition
3. Art and Architecture
4. Literary works
5. Resistance to Foreign Invasions

**Suggested Readings :**

- Puri, B.N. : History of Gurjara Pratiharas, Bombay, 1937
- Pathak, V. : Uttari Bharat Ka Rajnitik Itihasa (In Hindi)
- Sharma, Dasrath : Rajasthan through the Ages, Bikaner, 1966
- Sastri, K.A.N. : The Cholas, University of Madras, Madras, 1975
- Ayanger, K. : South Indian History and Culture
- Rai, Udai Narain : Gupta Samrata aur Unka Kala (In Hindi)
- Mitra, S.K. : Early Rules of Khajuraho, Motilal Banarsi Dass, 2nd (edn.) Delhi, 1977.
- Thakur, Upendra : The Hunas in India
- Sharma, Dashrath : Early Chauhan Dynasties, Delhi, 1952
- Yazdani, G. : The Early History of Deccan (also in Hindi), Oriental Book-repr Corporation, New Delhi, 1982
- Goyal, S.R: : The Imperial Guptas, Meerut, 1986
- S.Prakash : Bharata Ka Itihas : Rajput Kal (in Hindi)
- G. H. Ojha : History of Rajputana

**Hist-403**  
**Paper-XV-B**  
**Archival Studies**

**Course Outcomes**

- CO1: Critically, students to know the scope of archival material  
CO2: Evaluate and analyze the access and arrangement of archives  
CO3: To know in detail the field visit of museums and National Archive  
CO4: To Know different types of archives

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- (1) Definitions of Archives
- (2) Scope of archival materials
  - (i) Manuscripts (ii) Documents (iii) Records (iv) Private papers
- (3) History of Archives
  - (i) France (ii) Great Britain (iii) U.S.A (iv) Right and development of Archives in India
- (4) Different types of Archives in India
  - (i) National archives (ii) State Archives (iii) Regional archives
- (5) Other types of Archives in India
  - (i) Archives of industrial Houses (ii) Archives of Trusts and Banks

**Unit-II**

**Archives and allied Institutions and their function**

- (1) Archives and Museums
- (2) Archives and Libraries
- (3) Archives and Art Galleries
- (4) Archives and Public Record Offices
- (5) Archives and other similar institutions

**Unit-III**

**Physical forms of Archives.**

- 1- Palm leaves, Bhoj Patra, Paper records
- 2- Clay tablets, stone inscriptions, metal plates
- 3- photographs, cartographic records, films, video-tapes
- 4- Sound records, machine readable 5-

5- Electronic records

#### **Unit-IV**

##### **Arrangements of Archives**

- 1- Classifications of records groups.
- 2- Records of Govt. Deptts
- 3- Records Trust and public.
- 4- Different type of Archives groups.
- 5- Internal arrangements within archives

#### **Unit-V**

##### **Access to Archives**

- 1- Access of records and related policies
- 2- Ethical and scholarly considerations
- 3- Govt. policy and guideline about public records.
- 4- Public Record Act
- 5- Archival Law principal of privacy and right to information

##### **Suggested Readings:**

- T R Sareen. : Studies on archives and history
- Dr Mrinal Sarmah : Archives and Museums
- Sushil Kumar : Principles and Practice
- Karen : Emerging Trend in archival science
- Lousie Craven : What are Archives

**Hist-403**  
**Paper-XV-C**  
**HISTORY OF ASIA**

**Course Outcomes**

CO1: Critically, students to know the Historical Sources in Asian History

CO2: Evaluate and analyze the history of Japan and China

CO3: To know in detail the Early History of India Cambodia and Ceylon

CO4: To Know Second World War and Asia

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit-I**

- 1- Introduction to Asia: Geography, religion and culture
- 2- Historical Sources in Asian History
- 3- Early History of Jawa and sion
- 4- Early History of India Cambodia and Ceylon
- 5- India relation with Jawa, sion, Cambodia, Ceylon

**Unit-II**

- 1- Early and Medieval Japan
- 2- Meiji Restoration, Meiji constitution
- 3- Boxer rebellion- causes, events and aftermath
- 4- The revolution of 1911- causes nature and significance
- 5- Sun-Yat Sen and the nationalist monument

**Unit-III**

- 1- Chiang Kai Sheik and Kuomintang
- 2- First sino Japanese War 1894-1895
- 3- Modernisation of Japan
- 4- Russo- Japanese War 1904-05 causes and result
- 5- Second World War and Asia

#### **Unit-IV**

- 1- Indo- Sino relations
- 2- Indo- Japan relation
- 3- Indo- Srilanka relation
- 4- Indo- Bangladesh relation
- 5- Indo- Pakistan relation

#### **Unit-V**

- 1- Mesopotamia Civilization
- 2- Persian Civilization
- 3- Indus Valley Civilization
- 4- Chinese Civilization
- 5- S.A.A.R.C and A.S.E.A.N

#### **SUGGESTED READINGS**

Fairbank, John, K. :East Asia : Modern Transformation.

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.

BV Rao : A History of Asia

**Hist-404**  
**Paper-XVI-A**  
**State Craft of India**

**Course Outcomes**

- 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.

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit -I**

- 1- Origin and Features of State
- 2- Chiefdoms of Later Vedic times
- 3- Territorial States in the Age of Buddha
- 4- Dharma , Dhamma and Danda
- 5- Nyay, Niti

**Unit -II**

- 1- Saptang theory and Key Elements of State
- 2- Socio-economic Basis of State
- 3- Nature and Function of State
- 4- Rajya and Rashtra
- 5- Maurayan State

**Unit -III**

- 1- Gupta Polity - Administrative organization
- 2- Tributary system
- 3- Socio-economics basis of Gupta State
- 4- Development of State in South India

5- Chola State

**Unit -IV**

- 1- Islamic theory of state
- 2- Nature and functions of Dehli sultanate
- 3- Structure, features and nature of Vijayanagar State
- 4- The Mughal state - Administrative institutions
- 5- Mansabdari system

**Unit -V**

- 1- Political economy of the Colonial states
- 2- British administrative apparatus in India
- 3- Development of Nation State in India
- 4- State in Independent India
- 5- Elements of Continuity and change in modern India

**SUGGESTED READINGS**

- Altekar, A.S. : *State and Government in Ancient India*, Motilal Banarsidass, Delhi,
- Chandra, Bipan : *Nationalism and Colonialism in India*, 1996
- Bhandarakar, D.R. : *Some Aspects of Hindu Polity*, B.R. Publishing Corporation, New Delhi, 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 (4<sup>th</sup> 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.



**Hist-404**  
**Paper-XVI-B**  
**Numismatic**

**Course Outcomes**

- CO1 : Critically analyze the coins as a source of Indian History and Numismatic studies in India  
CO2 : Students will be able to understand the Origin, evolution and antiquity of coin in India.  
CO3 : Students will obtain the interpretation of the numismatic iconography as an important source for historical and artistic studies.  
CO4 : Students will learn how identify coins of several periods and understand the decipherment and transliteration of Greek script.

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**Unit- I:**

1. Importance of the study of Coins
2. Origin and Evolution of Coinage
3. Early Indian Coins – Punch Marked Coins
4. Coins of Indo-Greeks
5. Minting technique, metal, weight standards, denominations, symbols, inter-regional usage of the coins

**Unit-II**

1. Shunga and Kanva Coinage
2. Sangam Age Coinage
3. Coins of the Mauryas
4. Coins of Kushanas
5. Coins of Satavahanas

**Unit-III**

1. Coins of Guptas
2. Coins of Shakas and Hunas
3. Coins of Kadambas
4. Coins of Pallavas

5. Rashtrakut, Pratihara and Pala coinage

**Unit-IV**

1. Coins of Chalukyas
2. Coins of Cholas
3. Coins of Regional Rulers
4. Coinage of the Vijayanagara
5. Coins of the Sultanates of Delhi

**Unit-V**

1. Coins of the Mughal Emperors
2. Coins of North East Rulers
3. Maratha Coinage
4. Coins and Currency system under British
5. Post Independence Coinage

**Suggested Readings :**

- Bhandarkar, D.R. : Carmichael Lectures, Ancient Indian Numismatics (Reprint Patna, 1984)
- Chakraborti, Swati : Socio- Religious and Cultural Study of Ancient Indian Coins
- Cunningham, A. : Coins of Ancient India, Varanasi, 1971
- Dasgupta, K.K. : Tribal History of Ancient India : A Numismatic Approach, Calcutta, 1974
- Gardner, P. : The Coins of the Greek and Scythic Kings of Bactria and India in the British Museum, Reprint New Delhi, 1971
- Gupta, P.L. : Coins (4th Edition 1996, New Delhi)
- Lahri, A.N. : Corpus of Indo-Greek Coins, Calcutta, 1965
- Lahiri, Bela : Indigenous States of North India, Calcutta, 1964
- Macdonald, G. : Evolution of Coinage, Cambridge, 1916
- Mehta, V.D.M. : Indo-Greek Coins, Ludhiana, 1967
- Mukharjee, B.N. : Technology of Indian Coins, Calcutta  
and Lee, P.K.D.
- Sharan, M.K. : Tribal Coins : A Study, New Delhi, 1972
- Singh, J.P. and Ahmed Nisar : Seminar Papers on the Tribal Coins of Ancient India (c. 300 B.C. to 400 A.D.) Varanasi, 1977
- Thakur, Upendra : Mints and Minting in India, Varanasi, 1972
- Upadhyaya, V : Prachin Bhartiya Sikke (in Hindi), Allahabad, 1986
- Bajpai, K.D. : Indian Numismatics Studies, New Delhi, 1976
- Rao, Rajvant & Rao P.K. : Prachin Bhartiya Mudrayan (in Hindi), Delhi, 1998

**Hist-404**  
**Paper-XVI-C**  
**Epigraphy**

**Course Outcomes**

- CO1 : Critically analyze the Inscriptions as a source of Indian History
- CO2 : Students will be able to understand the Origin and antiquity of art of writing in India as well as origin of Brahmi Script and Kharoshthi Script.
- CO3 : Critically analyze the various aspect of inscriptions and their importance as a source of Indian History.
- CO4 : Students understand the decipherment and transliteration of Brahmi and Kharoshthi script.

Max. Marks : 100  
Theory : 75  
I.A : 25  
Time : 3 Hrs.

Note: Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

**UNIT -I**

1. Importance of Epigraphy to the knowledge of Indian History
2. Study of Inscription of Asoka No.13
3. Besnagar Garuda Pillar Inscription and Hatigumpha Inscription of Kharavela
4. Mathura Stone Inscription of Huvishka (A.D.106) and Saranath Buddhist Inscription of the time of Kanishka-I
5. Nasik Cave Inscription of the time of Nahapana and of the time of Pulumavi

**UNIT -II**

1. Junagadh Inscription of Rudradaman
2. Samudragupta's Allahabad Pillar Inscription
3. Mathura Pillar Inscription of Chandragupta-II
4. Maharauli Pillar Inscription of Chandra
5. Banakahera Copper-Plate Inscription of Harsha of Harsha Samrat

**UNIT -III**

1. Brahmagiri and Maski Edicts of Asoka
2. Banavasi Naga Inscription
3. Halmidi Inscription
4. Talagunda Inscription
5. Bhattiprolu Inscription

**UNIT -IV**

1. Badami Cliff Inscription of Pulakesi-I and Aihole Inscription of Pulakesi-II
2. British Museum Plates of Govinda-III
3. Jura Prasasti of Krishna-III
4. Penugonda Plates of Madhava
5. Nagai Inscription of Vikramaditya-VI.

#### UNIT –V

1. Arjunawada Inscription of Sevuna Krishna.
2. Sravabelagola Inscription of Bukka-I.
3. Belur Inscription of Vishnuvardhana
4. Inscription of Kuvaralakshma
5. Uttaramerur Inscription of Parantaka

#### **Suggested Readings :**

- Agarwal, Jagannath : Researches in Indian Epigraphy and Numismatics, New Delhi, 1986
- Bajpai, K.D. : Aitihāsik Bharatiya Abhilekh (in Hindi), Publication Scheme, Jaipur, 1992
- Barua, B.M. : Ashoka and his Inscriptions, Calcutta, 1946
- Bhandarkar, D.R. : Ashoka (in Hindi also), Calcutta, 1946
- Buhler, G. : Indian Palaeography, New Delhi., 1973
- Dani, A.H. : Indian Palaeography, Oxford, 1963
- Goyal, S.R. : Prachin, Bhartiya Abhilekh Sangraha (in Hindi), Jaipur, 1982
- Gupta, P.L. : Prachin Bharat Ke Pramukh Abhilekh (in Hindi), Varanasi, 1979
- Hultzsch, E. (ed.) : Corpus Inscriptionum Indicarum, Vol. I, New Delhi, 1991 (Reprint)
- Ojha, G.H. : Prachin Bhartiya Lipimala (in Hindi), Delhi, 1959
- Pandey, R.B. : Historical and Literary Inscriptions, Varanasi, 1962
- Sircar, D.C. : Select Inscriptions, Calcutta, 1965
- Sircar, D.C. : Indian Epigraphy, Delhi, 1965 (translated in Hindi by K.D. Bajpai)

# ELECTIVE

## Photography

### Course Outcomes

CO1 : Critically analyze the Meaning and definition of Photography, Principles of Design

CO2 : Students will be able to understand the Experiments of Leonardo da Vinci, Experiments of Geber

CO3 : Critically analyze the various aspect of History of camera, Types of camera, Reflex camera's basic functions

CO4 : Students understand the Process of Photography, Utility of Photography in medical science

Max.Marks: 100

Time :3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

### UNIT -I

Meaning and definition of Photography, Principles of Design, Balance, Proportion, Contrast,

Eye movement, Unity

Basics of Photography

### UNIT-II

Preliminary Experiment of Photography, History of Photography, History of Early Photography,

Experiments of Leonardo da Vinci, Experiments of Geber, Joseph Nicephore's Experiments

### UNIT-III

#### PHOTOGRAPHY

Process of Photography, Utility of Photography in medical science and all human life

Role in Photography in self-business

### UNIT-IV

History of camera, Types of camera, Reflex camera's basic functions, Lens of

Camera, Diaphragms, Aperture, Depth of field, Angles of view, focusing devices, Shutter &

Shutter speed, View finder, Dark room, apparatus & its use, Light of camera.

### UNIT-V

Practical

## Indian Music (Vocal)

### Course Outcomes

- CO1 : Critically analyze the Meaning and definition of Photography, Principles of Design  
CO2 : Students will be able to understand the Experiments of Leonardo da Vinci, Experiments of Geber  
CO3 : Critically analyze the various aspect of History of camera, Types of camera, Reflex camera's basic functions  
CO4 : Students understand the Process of Photography, Utility of Photography in medical science

Max.Marks: 100

Time :3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

### UNIT –I General Theoretical Study

Origin of Indian Music

Definition of music

Methods of Indian Music

Musical Terms Shruti, Swar, Saptak, Thaata, Raga

### UNIT- II Applied Theory

Description of 6 selected prescribed Ragas and Talas

### UNIT- III Eminent Musicologist

Swami Haridas

Miyan Taansen

Pt. V.N.Bhatkhade

Pt. V.D. Paluskar

### UNIT- IV Taal and Layakari

Reading and writing of notation, composition, Alap, Taan etc., Reading and writing of

Laykaries of prescribed Talas: Dadra

Kaharwa

Teentaal

Jhaptaal

### UNIT- V Practical based on Raga-

Yaman Rag

Bhupali

Kamaj

Bhairav

Kafi

## Introduction to Sculpture

### Course Outcomes

CO1 : Critically analyze the Study of various media like clay ceramics, wood, cement, plaster of paris (POP).

CO2 : Students will be able to understand the Introduction to Sculpture

CO3 : Critically analyze the Technique of Fiber Glass casting

CO4 : Students understand the Introduction to Drawing and Maquettes in clay

Max.Marks: 100

Time :3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

### Unit-I

Study of various media like clay ceramics, wood, cement, plaster of paris (POP). Techniques

Employed in creative sculpture (including modeling and casting) out of these media.

### Unit-II

Introduction to Sculpture

Coloring and finishing of plaster, cement and wood sculpture.

Making of terracotta clay and Firing of terracotta sculpture and pottery.

### Unit-III

Technique of Fiber Glass casting (finishing and polishing)

Techniques of carving and tools, used for carving and finishing polishing

### Unit-IV

Introduction to Drawing and Maquettes in clay

### Unit-V

One work with any one of POP carving/ Terracotta/ peppier mache

# Computer Fundamentals

## Course Outcomes

CO1 : Critically analyze the introduction, types of Computer, digital & analog Computer, Capabilities & limitations of computer

CO2 : Students will be able to understand the Input and Output devices

CO3 : Critically analyze the Types of Memory

CO4 : Students understand the Booting Process of Computer, batch file, exe files

Max.Marks: 100

Time :3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

## Unit-I

What is Computer- An introduction, types of Computer, digital & analog Computer, Capabilities & limitations of computer arithmetic addition and subtraction, number system, binary, decimal, Octal, hexadecimal, character sets, ASCII and EBCDIC code.

## Unit-II

Components of Computer, control unit, ALU, basic block diagram of computers, hardware.

Input Device: Keyboard, Mouse, Digitizing tablets, Scanner, Bar-code reader.

Computer Fundamentals

Output Device: Monitors, Types of monitors, Dot-matrix printers, Laser printers, Ink-jet printers.

## UNIT-III

Memory: Types of memory, Main memory (RAM, ROM, EPROM, EEPROM), Secondary memory, backup memory, Cache memory, Virtual memory.

Auxiliary Storage Device: Hard disk, Pen-drive, Compact disk, DVD, magnetic disk

## Unit-IV

Generation of Computer : First Generation , Second Generation, Third Generation, Fourth Generation , Fifth Generation computers , Introduction to software , Compiler , Interpreter Assembler.

## Unit-V

Booting Process of Computer, batch file, exe files and com files, Introduction to GUI, Introduction to viruses, Introduction to Multi-media. Introduction to MS - Word & MS - Excel



## Application of Indian Painting

### Course Outcomes

CO1 : Critically analyze the Prehistoric Periods- Bhimbetka Rock Shelters 30,000 BC To 50 BC

CO2 : Students will be able to understand the Cave Painting Ajanta, Bagh, Badami

CO3 : Critically analyze the various aspect of Pastels wax crayons on transparent papers

CO4 : Students understand the Experience of colour through experiment in various media

Max.Marks: 100

Time :3Hrs.

**Note:** Ten questions are to be based on five units. Each of the five units shall contain two questions from each unit of the syllabus which will be compulsory. The Candidates shall be asked to attempt five

### UNIT-I

Principles of Composition- Balance, Rhythm, Harmony, Proportion, Emphasis, unity

Prehistoric Periods- Bhimbetka Rock Shelters 30,000 BC To 50 BC

### UNIT II

Cave Painting Jogimara and Litreture on Art (Chitra Lakshna, Kamsutra etc)

Cave Painting Ajanta, Bagh, Badami, Sittanvasal, Sigariya

### UNIT -III

#### APPRICIATION OF INDIAN PAINTING

Experience of colour through experiment in various media

Transparent colours (Water colour, Water proof Ink etc.)

Opaque colours (Poster colour)

### UNIT -IV

Pastels wax crayons on transparent papers

Primary (Pigment & light theory), secondary, Tertiary, Quaternary, Achromatic,

Monochromatic, polychromatic, High, Average and Lower tones.

Complimentary split, Double split complimentary, Analogous, Warm and cool colours,

Optical Illusion advancing and receding colours simultaneous and successive contrast, Visual

Mixing

### UNIT -V

Creative Practical project (4 Work)

