

Chaudhary Bansi Lal University, Bhiwani

(A State University established under Haryana Act No. 25 of 2014)



Scheme & Syllabi of Examination for MA. History

In accordance with NEP-2020
w.e.f. 2025-2026

DEPARTMENT OF HISTORY
Ch. Bansi Lal University, Prem Nagar-127031
Bhiwani
HARYANA (INDIA)

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16/7/2025

Course Overview

The master's programme in History trains students to specialize in a particular sub-field of history. In the course of the programme, students are trained to become academics who can answer research questions arising from the latest developments in academic thinking in a critical, creative and innovative way. Moreover, after completing this programme, students will have the knowledge and competence required for positions outside the university that require an academic level of thinking.

Aims and Objectives

This programme enables students to develop critical and analytical skills. It trains them in ways of evaluating evidence and encourages them to reflect on different modes of presenting information in print and electronic formats. The taught programme aims to increase students' awareness of the nature of historical change and to deepen their understanding of the mentalities of other historical periods. In doing so, they develop a critical awareness of the relationship between current events and political, social, economic and cultural processes in the past. Students are introduced to a wide range of historical sources and taught to appreciate and understand many different kinds of source from estate rolls and depositions to newspapers, memoirs and oral evidence. Lecturers on the programme include historians working in ancient, medieval, and modern history across a range of geographical areas and using a variety of historical approaches. Students are encouraged to develop comparative perspectives across Indian, European, American, Chinese and world history. Students will take courses that explore the movement of peoples, ideas and goods across national borders.

Specializations

The master's programme in History is founded on the fields of research. The research programme of the Department of History consists of several specializations, each representing a specific approach to the study of History and has its specific historiographical traditions and methodological problem and possibilities. Students can choose a specialization or sub specializations from the list of specializations, mentioned in the Prospectus.

Eligibility Criteria

There is a common entry for all four branches of the programme: students will choose the branch they wish to pursue by the end of the first week of term. Successful applicants will normally hold an UG degree with 50% marks. Selection will be based on applicants' academic record and academic references testifying to their academic ability and enthusiasm for history.

Special Note: -

The MA programme at the Department of History is spread over two years divided into four semesters. This programme is governed by the Calendar of the CBLU and various rules and regulations put in place by the University from time to time.

A candidate has to earn a minimum of 84 credits and upto 90 credits, through courses offered in the Department of History.

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➤ Program Learning Outcomes for Post Graduate Program in the subject of History

PLO1	To develop capacity to explain how and why important events happen.
PLO2	Develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives.
PLO3	To compare, contrast, and explain differences between historical accounts.
PLO4	Understanding of the historical method of study and learn a variety of sound historical research practices, formulate appropriate research questions, critically analyze appropriate primary and secondary sources.
PLO5	Take into account the complexity and ambiguity of primary sources and reflect on the limitations of their sources and on silences in the historical record.
PLO6	To demonstrate the ability to acquired clear understanding of evidence collected from historical sources and current historical debates and Understand the skills that historians use in research and field work.
PLO7	Knowledge of the history of the India and 20th Century Modern World and Archaeology, multiple cultures and diversity.

➤ Program Specific Outcomes for Post Graduate Program in the subject of History

After successful completion of the program, a student will be able to:

PSO1	Identify and define the basic concepts of history and different patterns of historical developments and Classify and understand the historical periods in a chronological order.
PSO2	Identify geography and territory A as vital forces for determination of historical processes.
PSO3	Comprehend historical knowledge arrived at through different historical methods and make comparisons between them.
PSO4	Analyze historically the forces behind creation of different layers in the society and also comprehend dimensions of human mobilization.
PSO5	Arrive at historical conclusions applying diverse sources ranging from archaeological, archival, visual and textual sources and also Analyze the processes of societal change across historical periods.
PSO6	To critically recognize the Social, Political, Economic and Cultural aspects of History with demonstrate skill in historical writings and research applying rigorous methods of historical writing.
PSO7	Understand the history of countries other than India with comparative approach.




Scheme & Syllabus of M.A. History CBLU as per NEP 2020

(w. e. f. 2025-26)

Second Year (Semester III & IV) of 2 Year PG Programme (For UTD and affiliated colleges)

Group- A : (Archaeology)

CH. BANSILAL UNIVERSITY, BHIVANI
Scheme of Examination for M.A.-HISTORY

(Option-1)

Semester: III Credits: 22 Marks: 550

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301 GA	Prehistory of India	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GA	Protohistory of India	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course: (DEC 3 & 4)

1	25HIS-303GA	Ancient Indian Epigraphy & Palaeography-I	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GA	Ancient Indian Numismatics-I	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GA	Indian Sculpture	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GA	Conservation & Preservation	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GA	Metallurgy in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, **DEC:** - Discipline Elective Course, **EEC:** - Employability & Entrepreneurship Skill Course, **VAC:** Value Added Course

*Paper Code **25HIS-301** (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.

Paper Code **25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group - B : (Ancient India)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: III Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GB	Society and Culture of India-I (From E.T. to c. 1200 AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GB	Economic History of India-I (From E.T. to c.1200 AD)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GB	Political History of India (From E.T. - c. 320 AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GB	Art and Architecture in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GB	Women in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GB	History of Political Ideas and Institutions in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GB	Buddhism in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

* Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

Group- C : (Medieval India)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: III Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301 *	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GC	Society and Culture of India (c.1200AD-1526AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GC	Economic History of India (c.1200AD-1526AD)	CC-11	4	--	4	4	--	4	70	30	--	100
Select any two of the following Discipline Elective Course:- (DEC 3 & 4)													
1	25HIS-303GC	Political History of India (c.1200AD-1757AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GC	Art and Architecture in Delhi Sultanate	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GC	Vijaynagar and Bahamani Empire	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GC	Religious Developments in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GC	Gender and Women in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	100
Total				22		22	22		22	385	165		550

CC: - Core Course, **DEC:** - Discipline Elective Course, **EEC:** - Employability & Entrepreneurship Skill Course, **VAC:** Value Added Course

*Paper Code **25HIS-301** (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.

Paper Code **25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

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Group- D : Modern India

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: III Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301 *	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GD	Social History of British India-I	CC-10	4	--	4	4	--	4	70	30	--	100
	25HIS-302GD	Economic History of British India (1750-1857)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GD	Indian National Movement (1885-1919)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GD	India in Eighteenth Century	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GD	Gender Studies in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GD	History of Caste and Caste Politics in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GD	History of Indian Cinema	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2		2	2		2	35	15		50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

Group- A : (Archaeology)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: IV Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit		Examination Scheme			Total	
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment		Practical /Seminar
1	25HIS-401 GA	Principles and Methods of Archaeology	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GA	Historical Archaeology of India	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GA	Ancient Indian Epigraphy & Palaeography-II	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GA	Ancient Indian Numismatics-II	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GA	Indian Heritage & Archaeological Legislations	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GA	Ethno Archaeology	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GA	Laboratory Methods in Scientific Archaeology	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GA	Environmental Archaeology (Geoarchaeology)	DEC	4	--	4	4	--	4	70	30	--	100
7.	25HIS-409GA	Practical (Based on 25HIS-401GA) **		--	4	4	--	4	2	--	--	50	50
Total				20	4	24	20	2	22	350	150	50	550

CC: - Core Course, DEC: - Discipline Elective Course

** Paper code 25HIS-409GA is a Practical (Based on 25HIS-401GA) paper i.e. compulsory for the Archaeology Students.

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Group- B : (Ancient India)

(Option-I)

CH. BANSI LAL UNIVERSITY, BHUWANI
Scheme of Examination for M.A. HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401GB	Society and Culture of India-II (From E.T. to 1200 AD)	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GB	Economic History of India-II (From E.T. to 1200 AD)	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GB	Political History of India (c.320AD - 1200AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GB	Problems and Debates in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GB	Science and Technology in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GB	Historical Geography of Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GB	Religion and Society in Early India (up to 1200 AD)	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GB	History of South India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	350	150		500

CC: - Core Course, DEC: - Discipline Elective Course

Group- C : (Medieval India)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: IV Credits: 20 Marks: 500

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401GC	Society & Culture of India (1526-1757 AD)	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GC	Economic History of India (1526-1757 AD)	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GC	Political History of India (c. 1200-1757AD): Political Institutions	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GC	Art and Architecture in Mughal Period	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GC	Science and Technology in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GC	The Eighteenth Century in Indian History	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GC	Epigraphic, Numismatic and Archival Records of Medieval Indian History	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GC	Medieval Painting (12th to Early 16th Century)	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	350	150		500

CC: - Core Course, DEC: - Discipline Elective Course

Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

Group- D : (Modern India)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

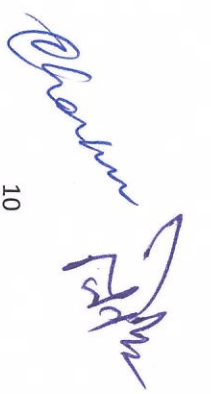
(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401GD	Social History of British India-II	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GD	Economic History of British India (1858-1947)	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GD	Political History of Independent India	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GD	Indian National Movement (1920-1947)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GD	Constitutional Development in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GD	Diaspora in Colonial India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GD	Peasant Movement in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GD	History of Health and Medicine in Colonial India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	350	150		500

CC: - Core Course, DEC: - Discipline Elective Course




Option-II: When a student opts for Dissertation/ Project Work/ Internship/ Research Work/ Apprenticeship/ Field Work etc.

Group-A : (Archaeology)

CH. BANSI LAL UNIVERSITY, BHIWANI

(Option-II)

Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GA	Prehistory of India	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GA	Protohistory of India	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC. 3 & 4)

1	25HIS-303GA	Ancient Indian Epigraphy & Palaeography-I	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GA	Ancient Indian Numismatics-I	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GA	Indian Sculpture	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GA	Conservation & Preservation	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GA	Metallurgy in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group-B : (Ancient India)

CH. BANSILAL UNIVERSITY, BHIWANI

(Option-II)

Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GB	Society and Culture of India-I (From E.T. to c. 1200 AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GB	Economic History of India-I (From E.T. to c.1200 AD)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GB	Political History of India (From E.T. - c. 320 AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GB	Art and Architecture in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GB	Women in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GB	History of Political Ideas and Institutions in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GB	Buddhism in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

* Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group - C : (Medieval India)

CH. BANSI LAL UNIVERSITY, BHIVANI
Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

(Option-II)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	/Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GC	Society and Culture of India (c.1200AD-1526AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GC	Economic History of India (c.1200AD-1526AD)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GC	Political History of India (c.1200AD-1757AD): Political Events	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GC	Art and Architecture in Delhi Sultanate	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GC	Vijaynagar and Bahamani Empire	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GC	Religious Developments in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GC	Gender and Women in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	100
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group- D : (Modern India)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

(Option-II)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301 *	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301 GD	Social History of British India-I	CC-10	4	--	4	4	--	4	70	30	--	100
	25HIS-302GD	Economic History of British India (1750-1857)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GD	Indian National Movement (1885-1919)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GD	India in Eighteenth Century	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GD	Gender Studies in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GD	History of Caste and Caste Politics Modern India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GD	History of Indian Cinema	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2		2	2		2	35	15		50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group-A : (Archaeology)

(Option-II)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit		Examination Scheme			Total	
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment		Practical /Seminar
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300
Select any two of the following Discipline Elective Course: -(DEC 5 & 6)													
1	25HIS-401 GA	Historical Archaeology of India	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GA	Ancient Indian Epigraphy & Palaeography-II	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GA	Ancient Indian Numismatics-II	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GA	Indian Heritage & Archaeological Legislations	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GA	Ethno Archaeology	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Group- B : (Ancient India)

(Option-II)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401GB	Political History of India (c.320AD -1200AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GB	Society and Culture of India-II (From E.T. to 1200 AD)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GB	Economic History of India-II (From E.T. to 1200 AD)	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GB	Problems and Debates in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GB	History of South India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Group- C : (Medieval India)

(Option-II)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401GC	Political History of India (c. 1200-1757AD) Political Institutions	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GC	Society & Culture of India (1526-1757 AD)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GC	Economic History of India (1526-1757 AD)	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GC	Art and Architecture in Mughal Period	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GC	Science and Technology in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Alam *for* *16/11/2025*

Group- D : (Modern India)

(Option-II)

CH. BANSILAL UNIVERSITY, BHUWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit		Examination Scheme			Total	
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment		Practical /Seminar
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401 GD	Social History of British India-II	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GD	Economic History of British India (1858-1947)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GD	Indian National Movement (1920-1947)	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GD	Constitutional Development in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GD	Diaspora in Colonial India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Pranab Kumar
16/11/2025

Common Papers for the Students of 3rd Semester of Both Option-I & II

M.A. History (SEM-III)

Historiography and Research Methodology
25HIS- 301
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- The main objective of this course to become the students familiar with the historiography writing of ancient, medieval and modern with research methodology which helps in research writing

Course Outcome: After completing this course, the students will be able to

- CO1: Students will have developed their ability to assess critically historical analysis and argument past and present with relationship of history with other discipline.
- CO2: Students will have developed their ability in research and research writing with the importance of the objectivity in history.
- CO3: Students get basic knowledge about the research process such as selection of topic, hypothesis, aims and objective, data collection, bibliography, footnotes.
- CO4: Students will have gained on awareness about the various historical writing and approaches.

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

Unit-I

Research Methodology – objectivity, causation, generalization.

Historical Investigation of Sources: archaeological and archival sources, primary sources and secondary sources. Critical analysis of sources, how to read a historical book.

Unit-II

Making of Research Proposal

Selection of theme, review of literature, hypothesis, methods of data collection, arrangement of bibliography, footnotes/references, glossary & appendix.

Book Reviews: Book Reviews: Archaeology from the Earth: Wheeler, R.E.M.

Urban Decay in India by R.S. Sharma

The Agrarian System of Mughal India: 1556-1707 by Irfan Habib

From Plassey to Partition and after: Shekhar Bandyopadhyay

Unit-III

Historiography: Definition, nature and scope; historical facts; history and relationship with allied disciplines: Anthropology, Archaeology, Geography, Literature, Psychology, Sociology, Economics, Political Science.

Trends in History: Ancient Greeco-Roman, Ancient Indian.

Medieval, Indian, Western-church historiography, Arab historiography

Unit-IV

Modern Approach: Nationalist approach: Rousseau, Jefferson, Herder, Renan, Idealistic approach of Hegel; Positivist approach of Augustus Comte & Ranke; materialistic approach of Karl Marx
Post-modernism; the idea of total history- Annals school, Colonial, Subaltern studies

Suggested Readings:

- Marc Bloch, The Historian's Craft (1940)
Burke, Peter. History and Social Theory, Polity Press, Oxford, 1992
David Cannadine (editor), What is History Now, Palgrave Macmillan, 2002
Bentley, Michael, Modern Historiography: An Introduction, 1999.
R. G. Collingwood, The Idea of History, 1936,
Doran, Robert. ed. Philosophy of History After Hayden White. London: Bloomsbury, 2013.
Geoffrey Elton, The Practice of History, 1969
Richard J. Evans In Defence of History, 1997
Fischer, David Hackett. Historians' Fallacies: Towards a Logic of Historical Thought, Harper & Row, 1970
Gardiner, Juliet (ed) What is History Today...? London: MacMillan Education Ltd., 1988.
Harlaftis, Gelina, ed. The New Ways of History: Developments in Historiography (I.B. Tauris, 2010)
260 pp; trends in historiography since 1990
Hewitson, Mark, History and Causality, Palgrave Macmillan, 2014
Jenkins, Keith ed. The Postmodern History Reader (2006), Rethinking History, 1991,
Arthur Marwick, The New Nature of History: knowledge, evidence, language, Basingstoke: Palgrave, 2001,
Bentley, Michael, Companion to Historiography, 1997.
Bloch, Marc, Itihaskar Ka Shilp, 2000,
Boyd, Kelly (ed.), Encyclopedia of Historians and Historical Writing, Vol. 1 & 2, 1999.
Canon, John (ed.), The Historians at Work London, 1980.
Carr, E.H., What is History, Macmillan, London, 1964.
Collingwood, R.G., The Idea of History, Oxford University Press, 2004.
Gardiner, Patrick (ed.), Theories of History, New York, 1969.
Hobsbawm, Eric J., Itihaskar Ki Chinta, 2003.
Hughes-Warrington-Marine, Fifty Great Thinkers on History, 2004.
Marwick, Arthur, Itihaskar Ka Swarup, 2008, The Nature of History, Macmillan, London, 1970.
Sheikh Ali, B., History: Its Theory and Method, Macmillan, Madras, 1978.
Sharma, Ramakant & Shivesh: Itihaskar Chintan, Sad Publications, New Delhi 2019.
Sreedharan, E., A Textbook of Historiography 500 BC to AD 2000, Orient Longman, Delhi, 2000.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	√
CO2	√	×	√	√	×	√	√
CO3	√	×	√	√	√	√	×
CO4	×	√	×	√	√	√	√

MA. History {SEM-III}

Archive and History
25HIS-302
Credit: 2
EEC/VAC

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

Course Objectives: To enable the students to

- Familiarize the students with the concept of archives and the importance of archives to the discipline of history. Acquaint the student with the latest research technology development in the field of archival records and the way they have altered to our understanding of the history. Examines the way in which the past is narrated, recorded and remembered. Explore how societies produce authoritative historical narratives about their past. How does power operate in the making and recording of history.

Course Outcomes: After completing this course, the students will be able to

- CO1. Will have fair understanding about the archival records and enhances their knowledge on the development of archive in India.
- CO2. Also learn the new technology development in the field of archival record, forms of archives and enhances their knowledge in their field of research.
- CO3. Will acquire knowledge on the role of archives as an institution in documenting the social memory and producing history.
- CO4. Will acquire knowledge on the Identify the specific challenges of managing electronic records

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

Unit- I

Defining Archives, Characteristics of Archives

History of the setting up of archives: origin and development of archives in India

The archive as an institution of social memory, history and experience, Narrative and history

The colonial archive, Describe the functions of archives

Unit- II

Explore significance of records to individuals and organizations, Analyze the changing definitions of records as information or evidence

Identify the basic concepts and theories influencing archives and records management

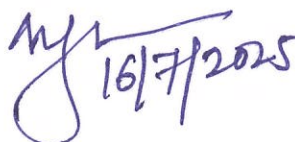
Unit- III

Writing and documentation Law, evidence and the archive

Collecting, Taxonomy, Objectification

Unit- IV

Identify the specific challenges of managing electronic records; articulate the role of archivists and records managers in society



Suggested Readings:

- Ann Stoler, *Along the Archival Grain, Epistemic Anxieties and Colonial Common Sense*, 2009.
 Bernard Cohn, *An Anthropologist among Historians and other Essays* Oxford University Press, 2010
 Ranajit Guha, *The Small Voice of History Permanent Black*, 2010
 B.N. Goswami, "The Records kept by Priests at Centres of Pilgrimage as a Source of Social and Economic History". IESHR Vol. III No. 2, pp. 174-84
 Carlo Ginzburg, *Clues, Myths and the Historical Method*, John Hopkins University Press, 1992. 1986.
 Jacques Le Goff, *History and Memory*, Columbia University Press, 1986.
 Caroline Steedman, *Dust, The Archive and Cultural History* Manchester University Press, Jan 2002
 John Seyller, "The Inspection and Valuation of Manuscripts in the Imperial Mughal Library", *ArtibusAsiae*, Vol. 57, No. 3/4 (1997), pp. 243-349
 Michel Rolph Trouillot, *Silencing the Past, Power and Production of History*, Beacon Press 1995.
 Natalie Zemon Davis, *Fiction in the Archives, Pardon Tales and their Tellers in Sixteenth Century France*, Stanford University Press, 1987.
 L.J. Bellardo and L. Carlin, *Glossary for Archivists, Manuscript Curators and Records Managers* (Chicago: Society of American Archivists, 1992)
 John Seely Brown and Paul Duguid, *The Social Life of Information* (Cambridge: HBS Press, 2002)
 Randall Jimerson, (ed.), *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 2000).
 James O'Toole, *Understanding Archives and Manuscripts*, (Chicago: Society of American Archivists, 1990).

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	√
CO2	√	×	√	√	×	√	√
CO3	√	√	√	×	√	×	√
CO4	√	√	×	√	√	√	×

GROUP- A (ARCHAEOLOGY)

M.A. History {SEM-III}

Prehistory of India
25HIS-301GA
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- Get the over all knowledge such as nature and scope of Prehistory, tools and environmental changes that took place during Pre-Historic India.

Course Outcomes: After completing this course, the students will be able to

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

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

Unit-I

Prehistory: Its aim, scope and method; Climatic fluctuations during the Pleistocene period, General background of World Prehistory, Stone Age Tools, techniques & probable uses

Unit-II

Lower Palaeolithic Culture in India: Potwar region, Beas and Banganga Valley, Narbada Valley, South India

Unit-III

Middle Palaeolithic Culture in India, Upper Palaeolithic Culture, Mesolithic Culture: Eastern India, Western India, Southern India, Rajasthan and Uttar Pradesh

Unit-IV

Neolithic Cultures: North India, Eastern India, North Eastern India, South India

Suggested Readings:

- Agrawal, D.P., The Archaeology of India, New Delhi, 1984
Chakrabarti, D.K. (ed.), Essays in Indian Proto-history, Delhi, 1979
Agrawal, D.P. & Ghosh A. (ed.), Radiocarbon and Indian Archaeology, Bombay, 1973
Allchin, B & R., The Rise of Civilization in India and Pakistan, New Delhi, 1989
Allchin, F.R., Origins of a Civilization, Delhi, 1997
Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1979
Jayaswal, Vidula, Palaeo-History of India, Delhi, 1977
Sankalia, H.D., Stone Age Tools: their Techniques, Name and Probable Function, Pune, 1964
Prehistory and Proto-history of Indian and Pakistan, Pune, 1974
Subbarao, B., The Personality of India, Baroda, 1958
Verma, Radhakant, Bharatiya Pragaitihasik Sanskritiyan (in Hindi) Allahabad, 1977

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	√	×	√	×	√	√
CO3	√	√	√	√	√	×	×
CO4	√	√	√	√	√	√	√



M.A. History {SEM-III}

Protohistory of India

25HIS-302GA

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The course will cover aspects of the archaeology of the India from the Harappan to appearance of iron in the late second, to early first millennium BC. It tracks the development and spread of agriculture from the rise of Harappan urbanism in the third to second millennium BC. The focus then shifts to the Western India, Gangetic valley, Central India, and the South, with an examination of the PGW cultures and the development that led to the emergence of the 'second urbanization' during the first millennium BC.

Course Outcomes: After completing this course, the students will be able to

- CO1: Understand the Pre and Early Harappan village cultures of Indian sub-continent and familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- CO2: Get the knowledge and study of current senerio of the various Chalcolithic Cultures - Ahar, Kayatha, Malwa and Jorwe.
- CO3: Gain knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Gujrat And Gangetic plain.
- CO4: Critically analyze the Copper Hoards - OCP, antiquity of Iron in India, PGW and South Indian Megalithic Culture

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

Unit-I

Harappan Civilization: Early Phase of Harappan Civilization; Mature Phase of Harappan Civilization: extent, chronology, characteristics; Urban Decline and Cultural transformations: Late Harappan horizons

Unit-II

Chalcolithic Cultures: Central India- Kaytha, Ahar and Malwa Cultures; Rajasthan - Ahar (Banas) Culture; Deccan – Jorwe Culture

Unit-III

Ochre Coloured Pottery; Gangetic Valley Copper Hoards; Problem of Black- and –Red Ware

Unit-IV

Iron Age Cultures: Antiquity of Iron in India, Painted Grey Ware; South Indian Megalithic Culture- Burial types and salient features



Suggested Readings:

- Agrawal, D.P., The Archaeology of India, New Delhi, 1984
 Chakrabarti, D.K.(ed.), Essays in Indian Protohistory, Delhi, 1979
 Allchin, F.R., Origins of a Civilization, Delhi, 1997
 Deo, S.B., Problem of South Indian Megaliths, Karnataka University Press, Dharwar, 1973
 Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1997
 Lal, B.B., The Earliest Civilization of South Asia, New Delhi, 1977
 Moorti, U.S., Megalithic Cultures of South India, Varanasi, 1994
 Sankalia, H.D., Prehistory and Protohistory of India and Pakistan, Pune, 1974.
 Tripathi, V., The Painted Grey Ware: An Iron Age Culture of Northern India, New Delhi, 1976
 Allchins, B. and R., The Rise of Civilization in India and Pakistan, New Delhi, 1989
 Lal, B.B. & Gupta, S.P. (ed.), Frontiers of the Indus Civilization, Delhi, 1984
 Possehl, G., Ancient Cities of the Indus, New Delhi, 1979
 ----- (ed.), Harappan Civilization: A Contemporary Perspectives, Delhi, 1982
 Ratnagar, S., Understanding Harappa, New Delhi, 2001
 -----The End of the Great Harappan Tradition, New Delhi, 2000
 Paddayya, K. (ed.), Recent Studies in Indian Archaeology, Munshiram Manoharlal Publishers, New Delhi, 2002
 Gaur, R.C. (ed.), The Painted Grey Ware: Proceedings of the Seminar, Jaipur, 1994
 Roy, T.N., The Gangas Civilization, New Delhi, 1982
 Gururaja Rao, B.K. The Megalithic Culture in South India, Mysore, 1981

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	×
CO2	√	×	√	×	√	√	√
CO3	×	√	√	√	√	×	×
CO4	√	√	√	√	√	√	√

M.A. History {SEM-III}

Ancient Indian Epigraphy and Palaeography-I
25HIS-303GA

Credit: 4

Discipline Elective Course

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

Course Objectives: To enable the students to

Learn Brahmi and Kharoshthi scripts.

Introduce prevalent language system.

Establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. The students will be successfully able to decipher and read scripts; and date inscriptions with the help of palaeographic features of the script.

Course Outcomes: After completing this course, the students will be able to

CO1: Critically analyze the Inscriptions as a source of Indian History and understand the Origin, antiquity of art of writing and origin of Brahmi and Kharoshthi Scripts.

CO2: Analyze the historical and cultural study based on Asokan Inscriptions.

CO3: Critically analyze the various aspects of inscriptions and their importance as a source of Indian History.

CO4: Understand the decipherment and transliteration of Brahmi and Kharoshthi script.

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

Unit-I

Inscriptions as a source of Indian History; Origin and antiquity of the art of writing in India; Origin of Brahmi and Kharoshthi scripts

Unit-II

Historical and Cultural study of the following inscriptions: Asokan Rock Edict - II(Girnar), Asokan Rock Edict - XII(Girnar), Asokan Rock Edict - XIII(Shahbazgarhi), Asokan Pillar Edict - II (Delhi - Topra: North Face)

Unit-III

Historical and Cultural study of the following inscriptions: Besnagar Garuda Pillar Inscription of Heliodorus, Ayodhya Stone Inscription of Dhanadeva, Shinkot Relic Casket Inscription of the time of Menander, Hathigumpha Inscription of Kharavela

Unit-IV

Note: Inscriptions for decipherment into Devanagari/Roman script and transliteration into original script (in part or full): Asokan Rock Edict-II(Girnar), Rummindei Pillar inscription of Asoka, Sarnath Minor Pillar Edict of Asoka, Ayodhya Stone Inscription of Dhanadeva

Suggested Readings:

- Agarwal, Jagannath, Researches in Indian Epigraphy and Numismatics, New Delhi, 1986
Bajpai, K.D., Aitihasik 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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	×	√	×	√	√	√	√
CO3	√	√	√	√	×	√	×
CO4	√	√	√	√	√	√	√



M.A. History {SEM-III}

Ancient Indian Numismatics-I

25HIS-304GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the currency system of ancient India and acquaint with the development of coinage. The students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accurs through the coinage of that time; thus getting holistic picture of that economic system prevalent in ancient India.

Course Outcomes: After completing this course, the students will be able to

CO1: Critically analyze the coins as a source of Indian History and Numismatic studies in India

CO2: Understand the Origin, evolution and antiquity of coinage in India.

CO3: To interpret the numismatic iconography as an important source for historical and artistic studies.

CO4: Learn how to identify coins of several tribal coins and understand the decipherment and transliteration of Greek script.

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

Unit-I

Numismatics: Aim, Method and Scope, Numismatic Terminology, Coins as a source of History, History of Numismatic studies in India

Unit-II

Origin and evolution of coinage in India, Antiquity of coinage in India, Techniques of manufacturing coins

Unit-III

Punch Marked Coins; Uninscribed and inscribed cast coins; City Coins

Unit-IV

Indo-Greek coins; Tribal Coins: Audumbara, Kuninda, Yaudheya Coins for Decipherment
Indo-Greek Coins; Tribal Coins: Kuninda and Yaudheya

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

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- 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. and Lee, P.K.D., Technology of Indian Coins, Calcutta
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 Mudrayen (in Hindi), Delhi, 1998
Santosh Bajpai, Aitihasik Bharatiya Sikke, Delhi, 1997
Note: In addition, students are advised to consult the current Research Journals of History

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	×
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	×	√
CO4	×	√	√	√	×	√	√



M.A. History {SEM-III}

Indian Sculpture
25HIS-305GA
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Acquaint with the basic knowledge regarding evolution and developments of sculptural art in Ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1: Understand the distinct features of ancient Indian art and examine the beginning of sculptural art in India.
CO2: Analyze the details of Mathura and Gandharan schools of art in India.
CO3: Critically examine the sculptural art of India during the period of Imperial Guptas.
CO4: Examine the development of sculptural art at its climax under the Pallavas and Cholas
CO5: Evaluate the richness of Indian culture through its expression in art.
CO6: Inculcate and awareness as well as sense of belongingness and responsibility regarding sculptural heritage of India

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

Unit-I

Harappan Civilization Sculptures: Metal, Stone and Terracotta,
Features of Buddhist, Jain and Brahmanical Sculptures.

Unit-II

Mauryan Art and Sculptures, Gandhara School, Mathura School, Dravidian School

Unit-III

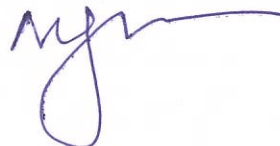
Gupta Sculptures: Main Features of Metal, Stone and Terracotta Sculptures, Important Centers of Gupta Sculptural Art.

Unit-IV

Pallava and Chola Sculptures: Main Centers of Sculptural Art, Features of Stone and Metal Sculptures, Sculptural art as a reflection of Indian Culture.

Suggested Readings:

Agrawala, V. S. 1948. Gupta Art. Lucknow: Uttar Pradesh Historical Society.
Agrawala, V. S. 1964. Heritage of Indian Art, Delhi: Publications Division.
Agrawala, V. S. 1965. Indian Art, Varanasi: Prithivi Prakashan.



Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- Agrawala, P. K. 1966. Mathura Railing Pillars. Varanasi: Prithivi Prakashan.
- Bajpai, K. D. 1991. Five Phases of Indian Art, Rajasthan. Jodhpur: Vidya Prakashan.
- Banerji, A. 1993. Indian Terracotta Art. Delhi: South Asia Books.
- Chandra, M. 1964. Indian Art. Bombay: Prince of Wales Museum of Western India.
- Dehejia, V. 2006. Chola: Sacred Bronzes of Southern India. London: Royal Academy of arts.
- Harle, J. C. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal.
- Havell, E. B. 2003. Indian Sculpture and Painting. New Delhi: Cosmo Publication.
- Deva, K. 1990. Temple of Khajuraho. New Delhi: ASI. Govt. of India.
- Gangoly O. C. 1984. South Indian Bronze: A Historical Survey of South Indian Sculpture with Iconographical notes bases on original sources, Michigan: University of Michigan Library
- Havell, E. B. 2010. Indian Sculpture and Painting. California: University of California Libraries.
- Handa, D. and J. C. Harle. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal.
- Kramrisch, S. 1981. Indian Sculpture, 2 Vols. Delhi: Motilal Banarsidass.
- Kramrisch, S. 2013. Indian Sculpture: Ancient, Classical, Medieval. New Delhi: Motilal Banarasidas
- Parimoo R. 2000. Studies in Indian Sculpture: Regional Genes and Interpretations. New Delhi: Book and Books.
- Ray, N. 1965. Maurya and Sunga Art. Calcutta: Indian Studies.
- Ray, N. 1975. Maurya and Post-Maurya Art. Delhi: Indian Council of Historical Research.
- Rosenfield, J. M. 1967. The Dynastic Art of the Kushanas. Berkeley: University of California Press.
- Rowland, B. 1960. Gandhara Sculpture from Pakistan Museums. New York: Asia Society.
- Saraswati, S. K. 1975. Survey of Indian Sculpture, 2nd ed. New Delhi: Munshiram Manoharlal.
- Sharma, R. C. 1994. The Splendour of Mathura Art and Museum. New Delhi: D.K. Printworld.
- Sivaramamurti, C. 1977. The Art of India. New York: Harry N. Abrams.
- Williams, J. G. 1983. The Art of Gupta. New Delhi: Heritage Publishers.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	x	√	√	√
CO2	√	x	√	√	√	√	x
CO3	√	√	x	√	√	x	√
CO4	x	√	√	√	x	√	√

M.A. History {SEM-III}

Conservation & Preservation

25HIS-306GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Provide comprehensive understanding of conservation and preservation principles, practices, and challenges, equipping them with the knowledge and skills necessary to contribute meaningfully to the field.

Course Outcomes: After completing this course, the students will be able to understand

CO1: The basic knowledge of scope of Conservation & Preservation and different geographical zones.

CO2: Students analyze material classification, treatment and techniques of Conservation & Preservation.

CO3: Students get knowledge about Conservation & Preservation, its preliminaries, staff and equipment's, various foundations etc.

CO4: Students get knowledge about Preservation of metallic, Organic, siliceous and argillaceous antiquities.

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

Unit-1

History and Principles of Conservation & Preservation

History of archaeological conservation and preservation in India

General principles and guidelines for conservation and preservation of monuments / sites and excavated remains in India

Distribution of monuments in different geographical zones and their conservation problem

Unit-II

Conservation: Materials and Techniques

Stone: classification, quarries, selection, specifications, defects, types of masonry, techniques of jointing and pointing

Brick: types, kilns, material composition, techniques of manufacturing, characteristics, specifications, bonding and laying,

Wood: structure of timber, seasoning, defects and treatment, use in buildings, causes of decay and remedies

Unit-III

Foundation, Scaffolding and Constructional Members

Foundation: types of foundation, typical failures of foundation, Consolidating and strengthening of foundations.



Scaffolding: types of scaffolding, temporary supports, propping and strutting, centering, shoring, timbering of deep trenches, providing of chutes, safety measures
Constructional Members: pointing, underpinning, inlay work, stucco work and tilework

Unit-IV

Preservation of Antiquities

Metallic Antiquities: Gold, Silver, Copper, Bronze and Iron

Organic Antiquities: Ivory, Bone, Wood and Textile

Siliceous and Argillaceous Antiquities: Stone, Semi-precious stone, Terracotta and Pottery

Suggested readings:

- Agrawal O. P., Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property, 1977.
Allchin B., F. R. Allchin and B. K. Thapar, Conservation of the Indian Heritage, New Delhi, Cosmo Publications, 1989.
Batra N. L., A Plea for New Technology in Conservation. Proceedings of World Archaeological Congress 3, New Delhi, 1994.
Batra N. L., Heritage Conservation Preservation and Restoration of Monuments. New Delhi, Aryan Books International, 1996.
Bhowmik, S. K., Heritage Management: Care, Understanding and Appreciation of Cultural Heritage, Jaipur Publication Scheme, 2004
Biswas, Sachindra Sekhara, Protecting the Cultural Heritage (National Legislation and International Conservation), New Delhi, Aryan Books International, 1999.
Deshpande, M. N., Care of Cultural Heritage, New Delhi, National Museum Institute, 1994.
Dhawan, Shashi, Recent Trends in Conservation of Art Heritage. Delhi, 1996.
Marshall, J., Conservation Manual. Calcutta: Superintendent Government Printing, 1923.
Plenderlith, H. J., The Conservations of Antiquities and Works of Art, OUP, London, 1965.
Plenderlith H. J., Conservation of Antiquities and Works of Arts in India, Delhi, Sandeep Prakashan, 1971.
Thapar, B. K., Conservation of the Indian Heritage. New Delhi, Cosmo Publication, 1989

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	√
CO2	×	×	√	×	√	√	√
CO3	√	√	√	√	×	√	×
CO4	√	√	√	√	√	√	√

M.A.-History {SEM-III}

Metallurgy in Ancient India
25HIS-307GA
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Acquaint the objectives with a comprehensive understanding of the historical, technological, socio-economic, and cultural aspects of metallurgy in ancient India, fostering critical thinking, research skills, and interdisciplinary perspectives.

Course Outcomes: After completing this course, the students will be able to understand

- CO1: The technological advancements and innovations in metallurgy achieved by ancient Indian civilizations.
- CO2: Exploring the cultural, economic, and social significance of metallurgy in ancient Indian society.
- CO3: Analyzing the materials and techniques used in ancient Indian metallurgy, including mining, smelting, alloying, and metalworking of Copper and Bronze.
- CO4: The cultural exchange and transmission of metallurgical knowledge between ancient Indian civilizations and neighboring regions.

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

Unit-I

Ores in Ancient India: Copper, Tin, Gold, Silver, Lead, Iron, Zinc

Unit-II

Copper and Bronze: Literary and Archaeological Evidence, Mining and Melting technology, Types of Copper and Bronze Tools, Tools Implements and their impacts on ancient society

Unit-III

Tin, Gold, Silver, Lead and Zinc: Literary and Archaeological Evidences, Mining and Technology, Various Gold and Silver ornaments in Ancient India, Use of Lead and Zinc

Unit-IV

Iron: Literary and Archeological Evidence, Type of Iron, Mining and Technology of Iron, Types of Iron Tools and state formation in Early India

Suggested Readings:

- Banerjee, N.R., The Iron Age in India, Munshi Ram Manoharlal Publishers, New Delhi, 1965.
 Camp, John M., Ancient Greece: From Prehistoric to Hellenistic Times, Yale University Press, 1996.
 Goyal, Shriram, Vishva ki Prachin Sabhyatayen, Vishwavidyalaya Prakashan, Varanasi, 1994.
 Gupta, P.L., The Imperial Guptas: Cultural History, Varanasi Vishwavidyalaya Prakashan, 1979.
 Jha, D.N., Studies in Early Indian Economic History, Anupma Publication, 1980.
 Korovkin, F., (Tr. by Bhatt, B.P.) Prachin Vishva Itihas ka Paricheya, Peoples Publishing House, New Delhi, 1982.
 Kosambi, D.D., An Introduction to the Study of Indian History, Popular Prakashan Pvt.Ltd., New Delhi, 2009 (reprint)
 Majumdar, R.C., The Vedic Age of History and Culture of the Indian People, Bhartiya Vidya Bhawan, 1996.
 Mortimer, C., The Fall of Rome: Can it be Explained? Holt, Rinehart and Winston, 1963.
 Pathak, S.M., Vishva Ki Prachin Sabhyataon ka Itihas, Bihar Hindi Granth Academy, Patna, 1986.
 Ray, U., Vishva Sabhyataon ka Itihas, Lok Bharti, Allahabad, 1922.
 Runnels, Curtis and M. Priscila, Greece Before History, An Archaeological Companion and Guide, Stanford University Press, 2001.
 Sharma, R.S., Indian Feudalism, Macmillian India Ltd., New Delhi, 2005
 Sharma, R.S., Urban Decay in India, Munshiram Manoharlal Publishers, New Delhi, 1987.
 Sirear, D.C., Land System and Feudalism in Ancient India, India Centre of Advance Study in Ancient Indian History and Culture, 1966.
 Swain, James E., A History of World Civilization, Eurasia Publishing House, New Delhi, 1984
 Thakur, V.K., Urbanization in Ancient India, Abhinav Publications, New Delhi, 1981.
 Thapar, Romila, History of India, Vol. I, Penguin Press, 1990.
 Rhys, T.S., Buddhism: Its History and Literature, New York, 1989.
 Rhys, T.S., Gupta Samrajya, Varanasi Vishwavidyalaya Prakashan, 1979.
 Tripathi, Vibha, The Painted Grey Ware: An Iron Age Culture of Northern India, Concept Publishing Company, Delhi, 1976.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	√	√
CO2	√	√	√	√	√	×	√
CO3	√	√	√	√	√	√	×
CO4	√	√	×	×	√	√	√

M.A. History {SEM-IV}

Principles and Methods of Archaeology

25HIS-401GA

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objective:

- Introduction to Archaeology is a lecture series that introduces third semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological investigation, excavation, record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development.

Course Outcomes: After completing this course, the students will be able to understand

CO1: The scope of Archaeology and relation of Archaeology with social sciences & Pure sciences.

CO2: The pottery, metals and various cultural settlements.

CO3: The techniques of excavation & exploration, photography, drawing, dating methods, recording of excavated findings, its preliminaries, staff and equipments, etc.

CO4: About Chemical treatment and preservation of Archaeological finds and study of various cultural sites.

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

Unit-I

Archaeology: meaning, definition, aim and scope; history of Indian archaeology upto 1947; relationship of archaeology with natural and social sciences; the role of science in Archaeological research

Unit-II

Significance of pottery in archaeology; paintings, flora and fauna; early occurrence of Iron in India with special reference to PGW and NBPW sites.

Unit-III

Relative and absolute dating methods, recording of excavated finds, three dimensional measurements; preparation of section drawing and stratigraphy and photography, excavation and exploration techniques

Metallurgy with special reference to Iron and Copper

Unit-IV

Chemical treatment and preservation of Archaeological finds conservation of monuments, Threats to Archaeological sites, Archaeology and public awareness

Suggested Readings:

- Agrawal, D.P. and Yadav, M.D., Dating the Human Past, Indian Society for Prehistoric Studies, Pune.
- Agrawal, D.P., The Archeology of India, New Delhi, 1984.
- Allchin, F.R., Origins of a Civilization, Delhi, 1997.
- Allchins, B. and F. R., The Rise of Civilization in India and Pakistan, New Delhi, 1989.
- Chakrabarti, D.K. (ed.), Essays in Indian Protohistory, Delhi, 1979.
- A History of Indian Archaeology, Munshiram Manoharlal, Delhi, 1988.
- Child, V.G., Piecing together the Past, Routledge and Kegan Paul, London, 1966.
- Choubey, Ramesh, Puratatvik Manav Vigyan, Madhya Pradesh Hindi Granth Academy, Bhopal.
- Crawford, O.G.S., Archaeology in the Field, New York, 1960.
- Daniel, Glyn, The Origins and Growth of Archaeology, Penguin Books, 1967.
- Deo, S.B., Problem of South Indian Megaliths, Karnataka University Press, Dharwar, 1973.
- Drewet, Peter L., Field Archaeology: An Introduction, London, UCL Press, 1999.
- Gaur, R.C. (ed.), The Painted Grey Ware: Proceedings of the Seminar, Jaipur, 1994.
- Gururaja Rao, B.K., The Megalithic Culture in South India, Mysore, 1981.
- Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1997.
- Kenyon, K.M., Beginnings in Archaeology, London, 1961.
- Krishnamurthy, K., Introducing Archaeology, Ajanta Publications, Delhi, 1995.
- Lal, B.B., Frontiers of the Indus Civilization, Delhi, 1984.
- Lal, B.B., The Earliest Civilization of South Asia, New Delhi, 1977.
- Moorti, U.S., Megalithic Cultures of South India, Varanasi, 1994.
- Paddayya, K. (ed.), Recent Studies in Indian Archaeology, 2002.
- Pandey, J.N., Puratatva Vimarsha, Prachya Vidya Sansthan, Allahabad, 2002.
- Plenderleith, H.J., The Conservation of Antiquities and Works of Art, London, 1974.
- Raman, K.V., Principles and Methods of Archaeology, Parthajan Publications, Madras, 1986.
- Ratnagar, S., Understanding Harappa, New Delhi, 2001.
- Roy, T.N., The Gangas Civilization, New Delhi, 1982.
- Sankalia, H.D., Prehistory and Protohistory of India and Pakistan, Pune, 1974.
- Singh, Madanmohan, Puratatva ki Ruparekha, Janki Prakashan, Delhi, 1981.
- Srivastava, K.M., New Era of Indian Archaeology, Delhi, 1982.
- Thapalyal, K.K. and Shukla, S.P., Puratatva Praveshika, Bharat Book Centre, Lucknow, 1999.
- Tripathi, V., The Painted Grey Ware: An Iron Age Culture of Northern India, New Delhi, 1976.
- Wheeler, R.E.M., Archaeology from the Earth, Penguin Books, London, 1963

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	×
CO4	√	×	×	√	√	√	√

M.A. History {SEM-IV}

Historical Archaeology of India

25HIS-402GA

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time- 3 hrs.

Course Objectives: To enable the students to

- These objectives aim to provide students with a comprehensive understanding of the historical archaeology of India, fostering critical thinking, research skills, and interdisciplinary perspectives to analyze and interpret India's rich archaeological heritage.

Course Outcomes: After completing this course, the students will be able to

CO1: Get the basic knowledge about the relationship of Archaeology with History and Historical urbanisation.

CO2: Know the cultural study of excavated sites i.e. Taxila, Rupar, Thanesar, Hastinapur, Atranjikhara, Kausambi, Vaishali, Nagarajunikonda, Arikamedu

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

Unit-I

Relationship of Archaeology with History; Northern Black Polished Ware Culture: extent, chronology and Characteristics; Historical Urbanization; Significance of Pottery

Unit-II

Detailed study of the following excavated sites:-Taxila, Rupar, Thanesar

Unit-III

Detailed study of the following excavated sites:-Hastinapur, Atranjikhara, Kausambi

Unit-IV

Detailed study of the following excavated sites:-Vaishali, Nagarajunikonda, Arikamedu

Suggested Readings:

Ramachandran, T.N., Nagarjunikonda

Subramanyam, E. (ed.), Nagarjunikonda (1954-60), Memoirs of the Archaeological Survey of India, No.75

Ojha, Shrikrishan, Bharatiya Puratattva (in Hindi), Research Publications, Delhi, 1985

Banerjee, N.R., The Iron Age in India, New Delhi, 1965

Ghosh, A., The City in Early Historical India, Shimla, 1973

Sinha, B.P. (ed.), Potteries in Ancient India, Patna, 1969

Gaur, R.C., Excavations at Atranjikhara, Motilal Banarsi Dass, Delhi, 1983

Sharma, G.R., Excavations at Kausambi, Allahabad

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Marhsall, J., Taxila (Three Vols.), 1951

Dhavalikar, M.K., Historical Archaeology of India, Books and Books, Delhi, 1999

Man and Environment, Journal of Indian Society for Prehistoric and Quaternary Studies,
Ahmedabad

Indian Archaeology: A Review (Rel.Vols.)

Puratattva, Bulletin of The Indian Archaeological Society (Rel. Vols.)

Ancient India, Bulletin of the Archaeological Survey of India (Rel.Vols.)

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	√
CO2	√	√	√	√	×	√	√
CO3	×	√	√	×	×	√	×
CO4	√	×	×	√	√	√	√



M.A. History {SEM-IV}

Ancient Indian Epigraphy and Palaeography-II

25HIS-403GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

Decipher the Brahmi and Kharoshthi scripts and introduce prevalent language system. Know the epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. The students will be successfully able to decipher and read scripts; and date the inscriptions with the help of paleographic features of the script.

Course Outcomes: After completing this course, the students will be able to

- CO1: Get the basic knowledge about the importance of various historical and cultural inscriptions i.e. Sarnath Buddhist Image inscriptions of Kanishka-I, Nasik Cave Inscriptions of Vasishthiputra Pulumavi, Girnar (Junagarh) Rock inscription of Rudramana-I, and Mathura Stone Inscriptions of Huvishka etc.
- CO2: Know the basic knowledge about the importance of various historical and cultural inscriptions i.e. Allahabad Pillar Inscription of Samudragupta, Mehrauli Iron Pillar Inscription of Chandragupta, Bhitari Stone Pillar Inscription of Skandagupta, Mandor Pillar Inscription of Yasodharman Vishnuvardhana etc.
- CO3: Understand the importance of others various historical and cultural inscriptions.
- CO4: Understand the decipherment and transliteration of Devanagari/Roman script.

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

Unit-I

Historical and Cultural importance of the following inscriptions:

Sarnath Buddhist Image inscription of the time of Kanishka I (Regnal year 3)

Nasik cave inscription of Vasishthiputra Pulumavi (Regnal Year 19)

Girnar (Junagadh) Rock inscription of Rudradaman I

Mathura Stone inscription of Huvishka

Unit-II

Historical and cultural importance of the following inscriptions:

Allahabad Pillar Inscription of Samudragupta

Mehrauli Iron Pillar Inscription of Chandragupta

Bhitari Stone Pillar Inscription of Skandagupta

Mandor Pillar Inscription of Yasodharman Vishnuvardhana (M.S.589)

Unit-III

Historical and cultural importance of the following inscriptions:

Haraha Inscription of Isanavarman

Banskhera Copper-Plate Inscription of Harsha

Aihole Inscription of Pulakesin-II

Gwalior Inscription of Mihirabhoja

Unit-IV

Note: Inscriptions for decipherment into Devanagari/Roman script and Transliteration into original script (in part or full):

Sarnath Buddhist Image inscription of Kanishka (Regnal Year 3)

Mathura Stone Inscription of Huvishka (Year 28)

Nasik Cave Inscription of Yajna Satakarni (Year 7)

Mehrauli Iron Pillar Inscription of Chandra

Suggested Readings:

Agrawal, Jagannath, Researches in Indian Epigraphy and Numismatics, New Delhi, 1986

Bajpai, K.D., Aitihasic Bhartiya Abhilekh (in Hindi), Jaipur, 1992

Goyal S.R., Maukhari-Pushyabhuti-Chalukyayugin Abhilekh, Vol. I, II, III, Meerut, 1987

----- Guptakalin Abhilekh, Meerut, 1984

-----Prachin Bhartiya Abhilekh Sangraha (in Hindi), Part-I, Jaipur, 1982

Gupta, P.L., Prachin Bharat Ke Pramukh Abhilekh (in Hindi), Part-I, 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, Vol. I, Calcutta, 1965, (Reprint)

-----Indian Epigraphy (trans. in Hindi by K.D. Bajpai), Motilal Banarsidass, Delhi, 1965

Thaplyal, K.K., Inscriptions of Maukhari, Later Guptas, Pushyabhutis and Yashoverma of Kanauj, Delhi, 1985

Upadhyaya, V., Prachin Bhartiya Abhilekhon Ka Adhyayana (in Hindi), Delhi, 1961

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	×	√	√
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	×	√
CO4	×	√	×	√	√	√	√

M.A. History {SEM-IV}

Ancient Indian Numismatics-II

25HIS-404GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the currency system of ancient India and acquaint with the development of the coinage. The students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accurs through the coinage of that time; thus getting holistic picture of economic system prevalent in ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1: Know the basic knowledge of the Kushana Numismatics, Kidara, Kota and Puri coins.
- CO2: Critically analyze the early coins of south and western India.
- CO3: Understand the Gupta Coins.
- CO4: Understand the Early medieval coins and learn the Decipher, coins only)

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

Unit-I

Kushana Numismatics:- Early Kushana Coins:Kujula Kadphises, Sotermaus and Wima Kadphises, Kushana Sassanid Coins, Kidara Kushana, Kota, Puri Kushana Coins

Unit-II

Early Coins of South and Western India:-Satavahana Coins, Western Kshatrapa Coins
Roman and Byzantine Coins in South India

Unit-III

Gupta Coins:-Coins of Chandragupta- I and Kacha Gupta, Coins of Samudragupta; Coins of Chandragupta-II, Coins of Kumaragupta, Coins of Skandagupta

Unit-IV

Early Medieval Coins:-Huna Coins, Gurjara Pratihara Coins, Shahi Coins,Coins for Decipherment
Kushana Coins, Gupta Coins

Suggested Readings:

Altekar, A.S., The Coinage of the Gupta Empire, Varanasi,1954

Bhandarkar, D.R., Carmichael Lectures, Ancient Indian Numismatics, Patna,1984

Chakraborti, Swati, Socio-religious and Cultural Study of Ancient Indian Coins, Delhi,1986

Chattopadhyaya, B., The Age of the Kushans: A Numismatic Study, Calcutta,1964

Cunningham A., Coins of Ancient India, Varanasi,1971

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Dutta, M., A Study of the Satavahana Coinage, New Delhi, 1996
 Gopal, L., Early Medieval Coin types of Northern India, Varanasi, 1966
 Gopal, P.L., Coins, New Delhi, 1996
 Mukharjee, B.N. and Lee, P.K.D., Technology of Indian Coins, Calcutta
 Sharma, I.K., Coinage of the Satavahana Empire, New Delhi, 1980
 Thakur, Upendra, Mints and Minting in India, Varanasi, 1972
 Upadhyaya, V., Prachina Bhartiya Sikke (in Hindi), Allahabad, 1986
 Bajpai, K.D., Indian Numismatic Studies, New Delhi, 1976
 Rao, Rajwant&Rao, P.K., Prachin Bhartiya Mudrayen, Motilal Banarsidass, Delhi, 1998
 Satya Shreva, The Kushana Numismatics, Delhi, 1985
 Santosh Bajpai, Aitihasik Bhartiya Sikke, Delhi, 1997

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	×
CO2	√	×	√	√	×	√	√
CO3	×	√	√	√	√	√	√
CO4	√	√	×	√	√	√	√

M.A. History {SEM-IV}

Indian Heritage & Archaeological Legislation

25HIS-405GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objective: To enable the students to

- Acquaint to archaeology and the role of archaeology in heritage management is also discussed in this course.

Course Outcomes: After completing this course, the students will be able to

CO1: Know the basic knowledge about the antiquity of laws in India.

CO2: know about the various Ancient monuments and Archaeological sites and remains in India.

CO3: Students understand the various treasure acts.

CO4: Students understand the land acquisition act.

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

Unit-I

History of antiquarian laws in India - Problems and implementation.

Unit- II

The Ancient Monuments and Archaeological Sites and Remains Act, 1958 - The Ancient Monuments and Archaeological Sites and Remains Rules, 1959 - The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 1958.

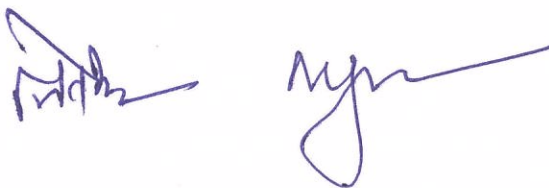
Unit-III

The Indian Treasure Trove Act, 1878 - The Ancient Monuments Preservation Act, 1904.

The Antiquities and Art Treasures Act, 1972 - The Antiquities and Art Treasures Rules, 1973.

Unit-IV

Land Acquisition Act, 1894 - Public Premises (Eviction of unauthorized occupants) Act, 1971 - Public Premises (Eviction of unauthorized occupants) Rule



Suggested Readings:

Prakash, Ravi, Archaeological Survey of India; Curzon to Independence, Sahitya Bharti Publishing House, Patna, 2013

Prakash, Ravi, The Enactment of Archaeological Legislation, Journal of Meerut University Historical Alumni (JOMUHA) Vol.XIX, ISSN-0973-5577, 2012

Sarkar, H., Museums and Protection of Monuments and Antiquities in India, Sundeep Prakashan, for Indian Heritage Legislations, Universal Law Publishing Company Pvt.Ltd, 1981

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	√	√	√	×	√	√	√
CO3	×	√	√	√	×	√	×
CO4	√	√	×	√	√	√	√



M.A. History {SEM-IV}

Ethnoarchaeology
25HIS-406GA
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The familiar with the ethnologies of different communities in India and their relevance for understanding archaeological data.

Course Outcomes: After completing this course, the students will be able to

- CO1: Get the basic knowledge about the concepts in Ethnoarchaeology.
- CO2: Understand the various Ancient Indian Tribes and Caste.
- CO3: Uunderstand the various Stone Age and culture.
- CO4: Uunderstand science in archaeology.

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

Unit-I

Concepts in Ethnoarchaeology:-Nature and interrelationship of archaeological and ethnographic records: Role of Analogy.

Definition, scope and methods of ethnoarchaeology;

Brief review of the Ethnoarchaeological researches in India.

Ethnoarchaeology and reconstruction of past material culture; e.g. Settlement pattern,

Technology, ceramics, food processing,

Unit -II

Tribe and Caste:- The composition of Indian society, Castes and tribes. Origin and evolution of the caste system in India and its archaeological Significance.

Unit -III

Ethnoarchaeological Studies in Indian Settings

Present day shifting cultivation practices and their relevance to the study of Mesolithic, Neolithic and Chalcolithic cultures of India.

Ethnoarchaeology of the South Indian Neolithic culture

Living Megalithic tradition in India.

Ethnoarcheology of fishing (inland and coastal) economies

Ethnoarcheology of marginal resource utilization (shell fishing)

Unit-IV

Ethnoarchaeological Applications for Sciences in Archaeology

Role of analogy in problems pertaining to the application of sciences in archaeology; biological anthropology, ethnobotany and archaeo-zoology.

Suggested Readings:

- Ajay Pratap, Shifting Cultivation in the Rajmahal Hills of India, in Archaeology as Long-term History, (Ed) Ian Hodder, pp. 68-83. Cambridge: Cambridge University Press, 1987.
- The Hoe and the Axe: Ethnohistory of Shifting Cultivation in Eastern India, New Delhi, Oxford University Press, 2000.
- Allchin, B., Ethnoarchaeology in South Asia, in South Asian Archaeology 1983, (J. Schotsmans and M. Taddei Eds.), pp 21-33 Napels: Instituto Universitario Orientale, 1985.
- Allchin, B., Living Traditions: South Asian Ethnoarchaeology. New Delhi: Oxford & IBH Co Pvt Ltd, 1994.
- Allchin, F. R., Poor Men's Thalys : A Deccan Potter's Technique, Bulletin of the School of Oriental and African Studies, 22(2): 250-7, 1959.
- Ansari, S., Small game hunting Musahars: An Ethnoarchaeological Approach, Puratattva, 30: 141-150, 2000.
- Ansari, S., Fishing Practices Among the Mallahs of Allahabad District, Uttar Pradesh, Man and Environment, 26 (1): 39-55, 2001.
- Ansari, S., Ethnoarchaeology of Prehistoric Settlement Pattern of South-Central Ganga Valley, Indian Society for Prehistoric and Quaternary Studies Monograph Series No. 4, Pune: Indian Society for Prehistoric and Quaternary Studies, 2005.
- Prehistoric Settlement Pattern of South-Central Ganga Valley: An Ethnoarchaeological Perspective in Gurudakshina: Facets of Indian Archaeology, (Ed.) Alok Kumar Kanungo, pp. 287-328, Oxford: BAR International Series.
- Ansari, S., Ethnoarchaeological Perspectives of Prehistoric settlement Patterns of South- Central Ganga Valley Oxford: BAR International Series, 2011.
- Arati Deshpande-Mukherjee, An Ethnographic Account of Contemporary Shellfish Gathering on the Konkan Coast, Maharashtra, Man and Environment 25 (2): 79-92, 2000.
- Reconstructing the Past: Ethnographic Observation on Shell working at Bishnupur, in Past and Present Ethnoarchaeology in India, (Gautam Sengupta, Suchira Roychoudhury and Sujit Som Eds.), pp.383-409. Pragati Publications (New Delhi), 2006 in collaboration with Centre for Archaeological Studies and Training Eastern India (Kolkata).
- Axel Steensberg, New Guinea Gardens: Study of Husbandry with Parellel in Prehistoric Europe, Cambridge University Press, Cambridge, 1980.
- Man the Manipulator. An Ethnoarchaeological Basis for Reconstructing the Past, National Museum, Kopenhagen, 1986.
- Fire Clearance Husbandry: Traditional Techniques throughout the World, Poul Kristensen, Hernig, 1993.
- Bettinger, R.L., Archaeological Approaches to Hunter-Gatherer, Annual Review of Anthropology 16: 121-142, 1987.
- Bhan Kuldeep K., Review of Ethnoarchaeological Research in Western India and Future Directions, in Anthropology for Archaeology Proceedings of the Prof. Irawati Karve Birth Centenary Seminar (Walimbe, S.R. P.P. Joglekar and K.K. Basa Eds.), pp. 63-76. Pune: Deccan College, 2007
- Bichieri, M.G., Hunters and Gatherers Today. New York: Holt, Rinehart and Winston, 1972.
- Binford, L. R., In Pursuit of the Past. New York: Thames and Hudson, 1988.
- Nunamiut Ethnoarchaeology. New York: Academic Press.
- Coles, J., Archaeology by Experiment. London: Hutchinson, 1978.

Cooper, Z., The Relevance of the Forger/Collector Model to Island Communities in the Bay of Bengal, *Man and Environment* 17(2): 111-122, 1992.

Cooper, Z., Prehistory of the Chitrakot Falls Central India. Pune: Ravish Publishers, 1997.

-----Archaeology and History: Early Settlement in the Andaman Islands. New Delhi, Oxford University Press, 2002.

Dhavalikar, M.K., Ethnoarchaeology in India, *Bulletin of the Deccan College Research Institute* 42: 49-68, 1983.

Dhavalikar, M.K., Chalcolithic Architecture at Inamgaon and Walki: An Ethno archaeological Study, in *Living Traditions* (Ed.) B. Allchin, pp 35-52. New Delhi, Oxford-IBH, 1994.

David N. And C. Kramer, *Ethnoarchaeology in Action*. Cambridge University Press, 2001.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	√
CO2	√	√	√	√	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√

M.A. History {SEM-IV}

Laboratory Methods in Scientific Archaeology

25HIS-407GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objective: To enable the students to

- Know the various scientific disciplines used in archaeological research. They complete a number of practical in various laboratories in the Archaeology Department.

Course Outcomes: After completing this course, the students will be able to

- CO1: Know the basic knowledge about the study of stone tools and pottery.
- CO2: Understand the various fossils and palaeobotanical remains.
- CO3: Understand the various animals skeletal and osteology of domestic animals remains.
- CO4: Understand the Human Osteology.

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

Unit-I

Role of Science in Archaeological Research, Identification and Study of Stone Tools ,
Identification and Study of Pottery

Unit -II

Archaeobotany and Palynology:-

Different types of plant fossils found in archaeological contexts

Identifying charred grains

Use of microscope for palaeobotanical studies

Unit -III

Archaeozoology and Palaeontology:-

Brief introduction to the scope and objectives of animal skeletal studies in Archaeology,

Animal classification, Mammalian osteology,

Identification and Study of Osteology of domestic animals (Cattle, Sheep, Goat, Horse, Donkey, Dog and Pig), Fossil Preparation, Identification and Systematic Palaeontology of Fossil Vertebrates.

Unit-IV

Human Osteology:-

Identification, Methods of Cleaning and Reconstruction, Sex Determination, Age Estimation, Demography And Pathology,

Minerals and Rocks, Soils and Sediments, Geological Sections, Toposheet Reading

Suggested Readings:

- Badam, G.L., Pleistocene Fauna of India, Pune: Deccan College, 1979.
- Baker, J. and D. Brothwell, Animal Diseases and Archaeology, Academic Press, London
- Bass, W.M., Human Osteology: A laboratory and field manual of the Human skeleton, 2nd edition, Columbia: Missouri Archaeological Society, 1981.
- Biswas, A. K., Science in Archaeology and Archaeological materials. New Delhi, 2005.
- D.K. PrintWorld (P) Ltd. Bone, J.F., Animal Anatomy and Physiology, Reston, Reston Publishing Co., 1979.
- Black, C.A., Evans, D.D., White, J.L., Ensminger, L.E. and F.E. Clark (Eds.), Methods of Soil Analysis, part I Physical and Mineralogical properties and part II Chemical and Microbiological properties, American Society of Agronomy, Inc. Madison, Wisconsin, USA, 1965.
- Brothwell, D. and E. Higgs (Eds.), Science in Archaeology, London, Thames and Hudson, 1969.
- Brothwell, D. and A.M. Pollard, Handbook of Archaeological Sciences, New York, John Wiley and Sons, 2001.
- Cornwall, I.W., Bones for Archaeologists, (revised edition), London, L.M. Dent and Sons, 1974
- Deo, S.G., Computer Applications in Archaeology: A review of work done at Deccan College, Bulletin of Deccan College Postgraduate and Research Institute, Vol. 6061: 137 142.
- Deotare, B.C., Pollen recovery from minerogenic sediments: A methodological approach. Man and Environment, XX (2):101 105, 1995.
- Erdtman, G., Hand book of Palynology, New York: Hafner. Greig, James 1989, Handbook for Archaeologists No.4: Archaeobotany, European Science Foundation, Strasbourg.
- Joshi, R.V. and B.C. Deotare, Chemical Analysis of Archaeological Deposits from India, Pune, Deccan College, 1983.
- Kajale, M.D., Current status of Indian Palaeoethnobotany: Introduced and indigenous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in New Light on Early Farming, Jane Renfrew (Ed.), Edinburgh: Edinburge University press, pp.155 190, 1991.
- Leiggi, Patrick and Peter May (Eds.), Vertebrate Palaeontological Techniques, Vol.1, Cambridge University Press, 1994.
- Moore, P.D., Webb, J. A. and M.E. Collinson, Pollen Analysis, Oxford: Blackwell, 1992.
- Pearsall, D., Palaeoethnobotany Handbook of Procedures. London: Academic press, 1989
- Plenderlith, H.J., The Conservations of Antiquities and Works of Art, London, Oxford University press, Renfrew, J. 1973, Palaeoethnobotany, London, 1965.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	√
CO2	√	×	√	×	√	×	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	×	√	√

M.A.-History {SEM-IV}

Environmental Archaeology (Geoarchaeology)

25HIS-408GA

Credit: 4

Discipline Elective course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the objective and the scope and methods of Geoarchaeology. Students will be equipped with the knowledge, skills, and analytical tools necessary to conduct geoarchaeological research, interpret archaeological landscapes, and contribute to the understanding of human history and environmental change.

Course Outcomes: After completing this course, the students will be able to understand

CO1: The interdisciplinary nature of geoarchaeology, which combines principles from geology, archaeology, geography, and related fields.

CO2: The impact of past human activities on landscapes and land-use patterns, including agriculture, urbanization, deforestation, and soil degradation.

CO3: The various methodologies and techniques used in geoarchaeological research, including sediment analysis, stratigraphy, micromorphology, remote sensing GIS and geophysical surveys.

CO4: The different sedimentary environments and their significance in archaeological contexts, including river valleys, coastal plains, deserts, and caves.

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

Unit-I

Definition, concepts, Scope and development of Geoarchaeology

Unit-II

Landform Evolution:- 1. Identifying the natural Processes- Slope, Fluvial, Glacial, Aeolian, Lacustral

2. Post depositional features:- Soils and sediments, Calcrete formation, Ferricretes, Weathering

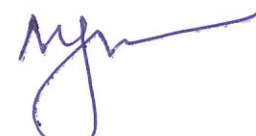
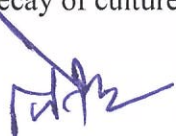
Unit-III

Methods:- 1. (a) Field techniques (Physical and Chemical), Regional scale, GIS and Remote sensing, Map studies; (b) Site specific, Resistivity, Magnometry, Section description, Sampling. 2. Laboratory techniques, Grain size analysis, Soil characterization, Mineralogy, Phosphate analysis, Stable Isotope studies

Unit-IV

Cultural Ecology:-1. Human responses to changing environment- Palaeolandscape, Palaeoclimate, Sea level changes

2. Origin, growth and decay of cultures, 3. Human Impact on landscape



Suggested Readings:

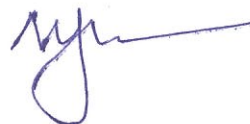
- Goldberg, P., and R. I. Macphail, Practical and Theoretical Geoarchaeology, Oxford, Blackwell, 2006.
- Holliday, Vance T., Soils in Archaeological Research. Oxford: Oxford University Press, Additional Readings, 2004.
- Abeyratne, M., N. A. Spooner, R. Grun, and J. M. Head, Multidating studies of Batadomba Cave, Sri Lanka, Quaternary Science Reviews 16:243-255, 1997.
- Ajitprasad, P., Holocene Adaptations of the Neolithic and Chalcolithic settlements in North Gujarat in Yasuda and Shinde edited Monsoon and Civilization, pp- 115-132, 2004.
- Bettis, E. A. I., D. W. Benn, and E. R. Hajic, Landscape evolution, alluvial, environmental history, and the archaeological record of the Upper Mississippi River Valley, Geomorphology 101:362-377, 2008.
- Boyd, W. E., Social change in late Holocene mainland SE Asia: A response to gradual climate change or a critical climatic event? Quaternary International, 2008.
- Bridgland, D. R., and R. Westaway, Climatically controlled river terrace staircases: A worldwide Quaternary phenomenon. Geomorphology 98:285-315, 2008.
- Brooks, N., "Beyond collapse: the role of climatic desiccation in the emergence of complex societies in the middle Holocene," in Environmental Catastrophes in Mauritania, the Desert and the Coast. Abstract Volume and Field Guide. Mauritania, 4-18 January 2004 First Joint Meeting of ICSU Dark Nature and IGCP 490. Edited by S. Leroy and P. Costa, pp. 26-30.
- Butzer, K. W., Challenges for a cross-disciplinary geoarchaeology: The intersection between environmental history and geomorphology. Geomorphology 101: 402-411, 2008.
- Cornelissen, Els., Human Responses to Changing Environments in Central Africa Between 40,000 and 12,000 B.P in Journal of World Prehistory, Vol. 16, No. 3 pp. 197-235, 2002
- Cullen, H. M., P. B. de Menocal, S. Hemming, G. Hemming, F. H. Brown, T. Guilderson, and F. Sirocko, Climate change and the collapse of the Akkadian empire. Geology 28:379-382, 2000
- Kealhofer, L., P. Grave, H. Genz, and B. Marsh, Post-Collapse: the re-emergence of polity in Iron age Bogazkoy, Central Anatolia. Oxford Journal of Archaeology 28:275-300, 2009.
- Lape, Peter V. and Chao Chin-yunga, Fortification as a Human Response to Late Holocene Climate Change in East Timor in Archaeology in Oceania, Vol. 43, No. 1, Climate Change and Archaeology in the Pacific - Part II, 2008.
- Maloney, B. K., Late Holocene Climatic Change in Southeast Asia: The Palynological Evidence and Its Implications for Archaeology in World Archaeology, Vol. 24, No. 1, pp. 25-34, 1999.
- Marriner, N., and C. Morhange, Geoscience of ancient Mediterranean harbours. Earth-Science Reviews 80:137-194, 2007
- O'Sullivan, P. B, The 'collapse' of civilizations: what palaeoenvironmental reconstruction cannot tell us, but anthropology can. The Holocene 18, 2008.
- Pappu, R. S., The Contribution of Earth Science to the Development of Indian Archaeology, in Quaternary Environments and Geoarchaeology of India, Edited by S. Wadia, R. Korisetar, and V. S. Kale, pp. 414-434, Bangalore, Memoirs of the geological Society of India 32, 1995.
- Panin, A. V. and M. A. Bronnikova, Human dimensions of palaeoenvironmental change:

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- Pollard, A. M., Geoarchaeology: an introduction. Geological Society, London, Special Publications 165:7-14, 1999
- Redman, Charles L., Human Impact on Ancient Environment. The University of Arizona Press, Tuscon, 1999.
- Rosen Arlene M. and Isabel Rivera-Collazo, Climate change, adaptive cycles, and the persistence of foraging economies during the late Pleistocene/Holocene transition in the Levant in Proceedings of the National Academy of Sciences of the United States of America, Vol. 109, No. 10, pp. 3640-3645, 2012.
- Tainter, J. A., The Collapse of Complex Societies. Cambridge: Cambridge University Press, 1988.
- Wilson, L., The role of geoarchaeology in extending our perspective. Geological Society, London, Special Publications 352(1): 1-9, (2011).
- Weiss, H., and R. S. Bradley, What Drives Societal Collapse? Science 291:609-61, 2001

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	×
CO2	√	√	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√



M.A.-History {SEM-IV}

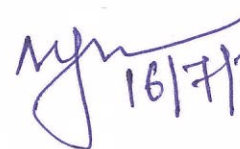
25HIS-409GA (Practical)
Based on 25HIS-401GA

Maximum Marks-50

COURSE OUTCOMES

CO1: Students get the basic archaeological field training i.e. Exploration and Excavation.

Note: Students have compulsory to attend archaeological field training Exploration and Excavation and they have to submit a project report which must be examined by external examiner. The marks are divided e.g. 25 marks for writing report and 25 marks for viva - voice. The funds for the field training would be sanctioned as per University rules for the students as well as teaching faculty for imparting training to them. It is the essential part of this paper (25HIS-401GA)

  16/7/2025

Group- B (ANCIENT INDIA)

MA. History {SEM-III}

Society and Culture of India - I (From Earliest Times to c.1200 AD.)

25HIS-301GB

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The familiar with the social structure, social institutions, cultural Influence in society and others main features of society during ancient India.

Course Outcomes: After completing this course, the students will be able to understand:

- CO1. About the society and culture of India from Earliest times to C. 1200 AD
i.e. from Harappan, Vedic and Buddha's time, etc.
- CO2. The Family Organization, Varna System and Ashrama System during Ancient Period.
- CO3. The Samskaras and Purusarthas Institutions.
- CO4. About the Marriage, Caste system and Slavery Institutions.

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

Unit-I

Socio-Cultural Aspects of Societies:- Enquiries into Socio-Cultural life of Harappan People; Vedic Society; Society in Buddha's Time; Mauryan Society

Unit-II

Social Institutions:- Family Organisation, Varna System, Asrama System

Unit-III

Social Institutions:- Samskaras, Purusarthas, Marriage

Unit-IV

Social Institutions:- Caste system, Slavery, Proliferation of Caste

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, New Delhi, 1983

-----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 & Charana, Popular Parkashan, 1972

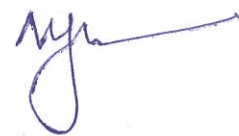
-----Caste and Race in India, Bombay, 1969

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- Upadhyaya, G.P., Brahamanas in Ancient India, Munshiram Manoharlal Publishers, Delhi
- 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 India 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, Bombay, 1940
- 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.), New Delhi, 2004
- Chattopadhyay, B., Kushana State and Indian Society, Punthi Pustak, Calcutta, 1975
- Kumar, Vijay, Ancient Indian Society, Continuity and Change, Delhi, 2002
- Pande, G.C., Foundation of Indian Culture, Vol.I, Delhi, 1984
- 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 BookDepot, 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, South Asia Books, 1983
- Pande, S., Revisiting Bhakti, B.R. Publishing Corporation, 2015
- 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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	×	√
CO2	×	√	√	√	×	√	√
CO3	√	×	×	√	√	×	×
CO4	√	√	√	√	√	√	√

MA. History {SEM-III}

Economic History of India- I (From earliest times to c.1200 A.D.)
25HIS-302GB

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max.Time-3 hrs

Course Objectives: To enable the students to

- Understand the overall economic activities from earliest time to 4th century AD such as developments in agriculture, trade and commerce, emergence of industries, etc.

Course Outcomes: After completing this course, the students will be able to understand

- CO1. About the Economic History of India (from Earliest times to C. 1200 AD)
i.e. from Stone-age, Neolithic Culture and Harappan Culture.
- CO2. The developments of economic activities during the Vedic and Later Vedic period
- CO3. The Emergence and Growth of Industries i.e. Metal, Pot Making, Textile, Guilds in Buddhist Period and Trade and Commerce in Buddhist Period.
- CO4. The developments of economic activities during the Mauryan and Post-Mauryan Period.

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

Unit-I

Survey of Sources and Early Cultures:- Stone Age-Food Gathering Economy, Advent of food Production, Neolithic Culture, Urban Experiment-Harappan Culture

Unit-II

Vedic and Post Vedic Economy:- Rig-Vedic Economy, Later Vedic Economy, Economic activities During 6th Century BC, The Second Urbanization

Unit-III

Emergence and Growth of Industries:- Metal, Pot Making, Textile, Guilds in Buddhist Period, Trade and Commerce in Buddhist period

Unit-IV

Mauryan and Post Mauryan Economy: Nature and Features, Land System and Land Revenue System, Ownership of Land, Irrigation

Trade and Commerce:- Internal Trade, Foreign Trade : Trade Relations with Roman and South - Asian World, Mechanism of Trade : Trade Route, Forms of Exchange, Currency and Coinage

Suggested Readings :

Gregory Possehl (ed.), Ancient Cities of the Indus: The Harappan Civilization : A Contemporary Perspective, Vistar Publication, New Delhi, 2002

Sharma, R.S., Material Culture and Social Formations in Ancient India, Macmillan, Delhi, 1983

-----Perspectives in Social & Economic History of Early India, Munshiram Manoharlal Publishers, New Delhi, 1983

-----Indian Feudalism, Macmillan, (2nd edn.) Delhi, 1980

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- 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
 Chattopadhyay, B.D., Coins and Currency System in South India, Munshiram Manoharilal, New Delhi, 1977
 Pandey, B.K., Temple Economy under Cholas, C.A.D. 850-1070, 1984
 Thapar, Romila, Asoka and Decline of the Mauryas, Oxford, 1973
 Rai, Jaimal, The Rural-Urban Economy and Social Changes in Ancient India, Delhi, 1974
 Shastri, K.A.N., A History of South India, Oxford, New York, 2003
 Kher, M.N., Agrarian and Fiscal Economy in Mauryan and Post Mauryan Age, Delhi, 1973
 Ghosh, A., The City in Early Historical India, Shimla, 1973
 Thakur, V.K., Urbanisation in Ancient India, Abhinav Publication, New Delhi, 1981
 Thakur, V.K., Historiography of Indian Feudalism, Janaki Parkashan, Patna, 1989

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	√
CO2	√	√	×	√	×	√	×
CO3	√	√	√	√	√	×	√
CO4	√	√	√	√	√	√	√




MA. History {SEM-III}

Political History of India (From Earliest Times to c. 320 CE.)
25HIS-303GB

Credit: 4

Discipline Elective Course

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

Course Objectives: To enable the students to

- Get the knowledge about the sources of ancient India and overall political scenario from earlier times to 320 CE.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. Understand the sources of Indian history and critically evaluate the knowledge of Stone Age in India.
- CO2. Critically analyzed the Indus Civilization, Vedic and Post-Vedic Civilization.
- CO3. Critically analyzed the rise of Magadha Empire and Political condition of India on the eve of Alexander's Invasion
- CO4. Know the political and administrative developments during Mauryan, Post- Mauryan and Gupta Period.

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

Unit-I

Sources of Ancient India: Literary and Archaeology

Main features of Stone Age (Paleolithic, Mesolithic and Neolithic Age)

Indus Civilization: Origin, Extent, Town Planning and Drainage System, Political System, Decline

Unit-II

Vedic Age: Development of Political System

Emergence of Mahajanapadas and political condition of the sixth century BC; Buddhism and Jainism, Rise of Magadhan Empire (Haryanka Dynasty, Sisunag Dynasty and Nanda Dynasty)

Persian invasion and its impact; Political condition of India on the eve of Alexander's Invasion

Macedonian invasion and its impact

Unit-III

Mauryan Empire: Chandragupta Maurya and his achievements, Bindusara, Asoka and his Dhamma, Mauryan Administration, Downfall of the Empire, Theory of Kingship

New Political Developments: The Sungas, Satavahanas and the Indo-Greeks

Unit-IV

Rise of New Power: The Saka-Kshatrapas, The Pahlavas, The Kusanas, The Yaudheyas, The Kunindas, The Audumbras, Political Condition of India before the rise of Guptas,

Political History of South India: Sangam Age

Suggested Readings :

Sankalia, H.D., Prehistory and Protohistory of India and Pakistan, Pune, 1974

Jain, K.C., Prehistory and Protohistory of India, Agam Kala Prakashan, New Delhi, 1979

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- Allchin, B & R., The Rise of Civilization in India and Pakistan, New Delhi, 1989
Wheeler, R.E.M., Early India & Pakistan, New York, 1959
Thpalyal, K.K. & Shukla, S.P., Sindhu Sabhyata, Uttar Pradesh Hindi Sansthan, Lucknow, 1976
Sharma, R.S., Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers, Delhi, 1959.
Majumdar, R.C. & Pusalkar, A.D., The Vedic Age, Vidya Bhavan, 2nd (ed.), 1970
Raychaudhary, H.C., Political History of Ancient India, University of Calcutta, 1972
Mookerji, R.K., Chandragupta Maurya and His Times, Motilal Banarsidas, Delhi, 1966
Bhandarkar, D.R., Ashoka (English and Hindi edition), University of Calcutta, 1969
Thapar, Romila, Ashoka and the Decline of the Mauryas, Oxford University Press, Delhi, 2004
Sastri, K.A.N., The Age of Nandas and Mauryas, Motilal Banarsidass (2nd ed.) Delhi, 1967
Sastri, K.A.N. (ed.), Comprehensive History of India, Vol. II, Delhi, 1987
Chattopadhyaya, S., Early History of North India, Calcutta, 1958
-----Sakas in India, Visva-Bharti Prakashan, Calcutta, 1955
Pargitar, F.E., Ancient Indian Historical Tradition, Motilal Banarsidass, Delhi, 1962
Narain, A.K., The Indo-Greeks, Oxford University Press, New Delhi, 1980
Agrawala, V.S., India as known to Panini, Lucknow, 1957
Puri, B.N., India in the 'Times of Patanjali', Bombay, 1957
-----India under the Kusanas, Calcutta, 1963
Lahiri, Bela, Indigenous Republics of Ancient India
Mc Crindle, The Invasion of India by Alexander the Great, Today and tomorrow, Printers and Publishers, New Delhi, 1982.
Yazdani, G., The Early History of Deccan, Munshiram Manoharlal Publishers, 1982
-----Deccan Ka Prachina Itihas, Motilal Banarsidass, Delhi, 1995
Mishra, S.N., Ancient Indian Republics, Upper India Publishing House, Lucknow, 1976.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	√	×	√	×	√	√
CO3	√	√	√	√	√	×	×
CO4	√	√	√	√	√	√	√

MA. History {SEM-III}

Art and Architecture in Ancient India

25HIS-304GB

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Familiar with the sources of ancient Indian art and architecture and developments of rock art, temples architecture, sculpture and paintings during this period.

Course Outcomes: After completing this course, the students will be able to understand

- CO1. Critically evaluate the development of human society with special reference of Ancient Indian Art & Architecture.
- CO2. The evaluate and analyze Shilpa and Kala in Ancient Indian Society with Mauryan art & architecture.
- CO3. About the evaluation of temple architecture in Ancient India wit devalays, Chaityas, Ajanta and Bagh architecture.
- CO4. About the developments of Rock- Cut architecture Art & Architecture in India specially in the context of Khajuraho.

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

Unit-I

Sources for the study of Art and Architecture: Excavation, Silpa Sastra, Numismatics, Monuments, Agamas and Inscriptions.

Early Indian Art and Architecture:-Pre-Historic Rock-Art, Developments of art and architecture in Indus-Saraswati Civilization: Town planning and Architecture of main cities, Sculptures (stone, terracotta metal figures) and seal.

Mauryan art and architecture:-Palaces, Stupas, Caves, Pillars; Folk sculptures (Yakshas)

Unit-II

Origin and Evolution of the Stupa architecture: A study of Stupas at Bharhut, Sanchi and Amravati and Nagarjunakonda.with reference to their architecture and sculpture.

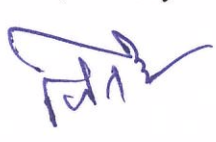
Origin and Developments of Rock- Cut architecture:- Bhaja, Karle, Udaygiri, Khandgiri Barabar and Nagarjuni, etc. Cave temples. Ajanta, Alora, Elephanta, Jain caves, Viharas and Chaityagriha

Unit-III

Developments of arts, architecture, sculpture and paintings in various Dynasties:- Shung, Satavahanas and Kushana and Gupta; Rashtrakutas art-Ellora and Elephanta, Chalukya arts- Badami, Pattadakal and Aihole, Developments of Gandhara and Mathura school of Arts- location, specimen and features. Amaravati and Ajanta paintings.

Unit-IV

Origin and Evolution of the temple Architecture; Temple Styles - Nagara, Dravida and Vesara, Temple Architecture in North India- Temples of Orissa, Khajuraho; Temple Architecture in South India:- Temples of Pallava, Chalukya and Chola

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Suggested Readings:

- Agarwal, V.S., Bhartiya Kala, Varanasi, 1966
 Chandra, Pramod, On the Study of Indian Art, Cambridge, London, 1983.
 Coomaraswamy, A.K., The Transformation of Nature in Art, New York, 1956.
 Dehejia, Vidya (ed.), Representing the Body: Gender Issues in Indian Art, New Delhi, 1993.
 Dhar, Parul Pandya (ed.), Indian Art Historiography: Issues, Methods and Trends, New Delhi, 2011.
 Gupte, R.S., Iconography of the Hindus, Buddhists and Jains, Bombay, 1972.
 Huntington, Susan L., The Art of Ancient India: Buddhist, Hindu, Jain, New York, 1985.
 Meister, Michael W. (ed.), Essays in Architectural Theory, Delhi, Indira Gandhi National Centre for the Arts and Oxford University Press, 1975.
 Miller, Barbara Staler (ed.), The Powers of Art: Patronage in Indian Culture, Oxford University, 1992.
 Misra, R.N., Ancient Indian Artists and Art Activity, Shimla Indian Institute of Advanced Study, 1975.
 -----Silpa in Indian Tradition: Concept and Instrumentalities, Delhi, 2008
 Mitter, Partha, Much Maligned Monsters: A History of European Reactions to Indian Art, OUP, 2004.
 Ray, Himanshu Prabha and Carla M. Sinopoli, (ed.), Archaeology as History in Early South Asia, 2004.
 Ray, Niharranjan, An Approach to Indian Art, Panjab University Publication Bureau, Chandigarh, 1974.
 Sengupta, Gautam and Kaushik Gangopadhyay, (ed.), Archaeology in India: Individuals, Ideas and Institutions, Munshiram Manoharlal, New Delhi, 2009.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	√
CO2	√	×	√	√	√	×	√
CO3	√	√	×	√	√	√	×
CO4	×	√	√	√	√	√	√

MA. History {SEM-III}

Women in Ancient India
25HIS-305GB
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Acquired the basic knowledge regarding position of women from earlier times to 12th century AD.

Course Outcomes: After completing this course, the students will be able to

- CO1. Understand about historiography on women, sources and evaluate the position of women in Harappan and Vedic Age.
- CO2. Critically evaluate the position of women as depicted in various religious traditions and literatures such as smritis and law books and also evaluate the position of women in various dynasties records..
- CO3. Know the position of women as a part of family
- CO4. Critically analyze the evolution of various traditional institutions which degrade the position of women

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

Unit 1

Sources of Women History: Literary and Archaeological; Historiography-Colonial, Nationalist, Marxist and Others; Women in Harappan Civilization and Vedic Age

Unit-II

Women in various religious Traditions-Brahamanical, Buddhist, Jaina, Bhakti, Tantrik
Status of Women in Mauryan, Post Mauryan and Gupta period

Unit-III

Status of Women in Early Medieval period
Position of Women as depicted in Ancient Indian Literature, Smritis, Law books, etc.
Position of Women: Sati System, Parda System, Devdasi Partha and Prostitution

Unit-IV

Women and Family, Childhood and Education, Marriage, Divorce, Sanskars, Legal status, Political status, Women and Property-The Issue of Stridhana

Suggested readings:

Agarwal, Bina, A Field of One's Own: Gender and Land Rights in South Asia, CUP, 1994.
Altekar, A.S., The Position of Women in Hindu Civilisation, Delhi, 1983
Aparna Basu and A. Taneja (eds), Breaking Out of Invisibility; Women in Indian History, 2002
Atre, Shubhangana, The Archetypal Mother: A Systematic Approach to Harappan Religion, 1987.

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- Barai, Kumudini, Role of Women in the History of Orissa; From the earliest times to 1568 AD, 1994
- Bhattacharji, Sukumari, Women and Society in Ancient India, 1994
- Carroll, B.A. (eds), Liberating Women's History: Theoretical and Critical Essays, 1976.
- Chakravarty, Uma and Kumkum Roy, "In search of our past: A review of the limitations and possibilities of the historiography of women in early India", EPW, 23(18), April 30, 1988.
- Chakravarty, Uma, "Beyond the Altekarian Paradigm: Towards the new understanding of gender relations in early Indian history", Social Scientist, 16(8), August 1988.
- Chakravarty, Uma, Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India, 2006
- Chakravarty, Uma 'Whatever Happened to the Vedic Dasi? Orientalism, Nationalism and Script from the Past' in Sangari and Vaid [eds] Recasting Women, 1989
- Dehejia, Vidya (ed.), Representing the Body: Gender Issues in Indian Art, New Delhi, 1997
- Elamkulam P.N. Kunjan Pillai, 'Matriliney in Kerala' in Studies in Kerala History, 1969
- Gender Studies, 15(1), Jan-Apr 2008.
- Godelier, Maurice, "The Origin of Male Domination", New Left Review, 127, May-June 1981.
- Hiltebeitel, A. and K. M. Erndl (eds), Is the Goddess a Feminist: The Politics of South Asian Goddesses, New York, 2001
- Hirschon, Renee, Women and Property: Women as Property, 1984
- Jaini, Padmanabh, Gender and Salvation, 1992.
- Jaiswal, Suvira, "Women in early India: Problems and Perspectives", Proceedings of the Indian History Congress, 1981, pp. 54-60.
- Joan Wallach Scott, Gender and Politics of History, 1986.
- Kapadia, K.M., Marriage and Family in India, third revised edition, 1967.
- Karve, Irawati, Kinship Organization in India, second revised edition, 1965.
- Kosambi, D.D., Myth and Reality, 1962.
- Moore, Henrietta, Feminism and Anthropology, 1988.
- Nath, Vijay, The Puranic World: Environment, Gender, Ritual and Myth, 2008.
- Orr, Leslie, Donors, Devotees and Daughters of the God, 2000
- Pintchman, Tracy, The Rise of the Goddess in the Hindu Tradition, Delhi, 1997.
- Ramaswamy, Vijaya, Divinity and Deviance: Women in Virashaivism, OUP, Delhi, 1996.
- Walking Naked: Women, Society, and Spirituality in South India, 1997.
- Rangachari, Devika, Invisible Women, Visible Histories: Society, Gender and Polity in North India, 2009
- Rosaldo and Lamphere (eds), Women, Culture and Society, 1974.
- Roy, Kumkum (ed), Women in Early Indian Societies, Manohar, 1999.
- 'The King's household: Structures and Spaces in the Shastric Tradition' EPW 17(43)1992
- Sanday, Female Power and Male Dominance: On the Origins of Sexual Inequality, CUP, 1981
- Shah, Kirit K., Problem of Identity: Women in Early Indian Inscriptions, OUP, 2001
- Shah, Shalini, Love, Eroticism and Female Sexuality in the Classical Sanskrit Literature 7- 13th Century.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	√
CO2	√	√	×	×	√	√	√
CO3	√	√	√	√	√	×	×
CO4	√	×	√	√	√	√	√

MA. History {SEM-III}

History of Political Ideas and Institutions in Ancient India
25HIS-306GB

Credit: 4

Discipline Elective Course

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

Course Objectives: To enable the students to

- Critically analyze the evolution of different political Idea and Institutions and to know the beginning of state formation during ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1. Understand the origin and growth of institution of kingship in Ancient India
- CO2. Understand the evolution of state, emergence and decline of republics and Oligarchies.
- CO3. Acquiring the knowledge of the polity and administration of the Mauryas and Guptas times.
- CO4. Acquainting on the history of the Post Gupta administrative System.

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

Unit-I

The Origin and Growth of Institution of Kingship, Different theories of the formation of State, The Early Vedic Age, The Later Vedic Age and The Post-Vedic Age; Composition, powers and functions of Sabha, Samiti, Vidatha and Parishad;
Historiography:- Colonial, Nationalist and Marxist; Sources, Concept of Oriental Despotism

Unit-II

The Emergence of the State/ Origin of the State, The Saptanga theory of State, Mandala theory of State and Inter-State Relation Republics and Oligarchies, Decline and Disappearance of Republics, Types, Aims, ideals and functions of state

Unit-III

Mauryan, Post Mauryan and Gupta Polity and Administration: Nature, Kingship, The Mantrines, Other functionaries and Different Administrative Units and their functions; Revenue System; Socio-Economic Basis of Mauryan State.

Unit-IV

Post Gupta -Polity and Administration, Polity during Harshavardhan, Post Harsha Polity and the Rise of the Regional Kingdoms-Pala, Pratihara, Rashtrakuta, Cholas and others.

Suggested readings:

A.S. Altekar, State and Government in Ancient India, Delhi, 1977
R. S. Sharma, Political Ideas and Institutions in Ancient India, Delhi, 1968
Romila Thaper, From Lineage to State, Oxford University Press, 1984
J. M. Clackson and P. Skalkin (ed.), The Early State, 1978

- J. P. Sharma, Republics in Ancient India, 1968
 N. Jha, The Licchavis, Chowkhamba Sanskrit Series, 1970
 Romila Thapar, Ashoka and Decline of Mauryas, Oxpord University Press, 2004
 Sharma, G. R., Kushan Studies, Allahabad, 1968
 Bhattacharya, Sibesh "Brahamana-Kshatriya Relationship in Northern India – Aspect of Power-elite configuration" IHR, vol. 10, 1984.
 Chattopadhyaya, Brajadulal, The Making of Early Medieval India, OUP, Delhi, 1994.
 Claessen, H.J.M. and P. Skalnik, The Early State, The Hague, 1978.
 Claessen, Henri J.M. and Pieter van de Velde, ed., Early State Dynamics, Brill, Leiden, 1987.
 Drekmeier, Charles, Kingship and Community in Early India, OUP, 1962.
 Gonda, Jan, Ancient Indian Kingship from the Religious Point of View, Brill, Leiden, 1966.
 Gurukkal, Rajan, Social Formations of Early South India, OUP, 2010.
 Inden, R., Imagining India, (London, 1990).
 Karashima, Noboru, ed., Kingship in Indian History: Japanese Studies in South Asia, No.2, Manohar, New Delhi, 1999.
 Kosambi, D.D., An Introduction to the Study of Indian History (Bombay, 1956).
 Krader, L., The Formation of the State, London, 1968
 Mabbet, I.W., Truth, Myth and Politics in Ancient India, OUP, New Delhi, 1980.
 Flaherty, W. The Concept of Duty in South Asia, Delhi, 1978.
 Olivelle, Patrick, ed., Dharma: Studies in its Semantics, Cultural and Religious History, First enlarged Indian edition, Motilal Banarsidass, Delhi, 2009.
 Roy, Kumkum, Emergence of Monarchy in North India, Oxford University Press, New Delhi
 Sharma, R.S., Material Culture and Social Formations in Ancient India, Mac Millan, New Delhi, rpt. 1990
 -----The State and Varna Formation in the Mid-Ganga Plains, Manohar Publications, New Delhi, 1996
 Smith, Bardwell, Essays in Gupta Culture, Delhi, 1986.
 Thapar, Romila, From Lineage to State, Oxfor University Press, 1984
 Veluthat, Kesavan, The Early Medieval in South India, New Delhi, 2009
 -----The Political Structure of Early Medieval South India, Delhi, 1993.
 Yoffee, Norman, Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations, CUP, 2005.
 U N Ghoshal, A History of Indian Political Ideas, Bombay, 1953
 -----A History of Hindu Political Theories, Oxford University Press, Calcutta, 1923
 G.P. Singh, Politcial Thought in Ancient India, Delhi, 1993
 S.N. Mista, Ancient Indian Republics, Lucknow, 1926
 J.P. Sharma, Republics in Ancient India, London, 1963
 J.P. Spellman, Political Theory of Ancient India: A study of Kingship from the Earliest Times to 300 AD, London, 1964

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	√√
CO2	√	√	√	√	√	√	√
CO3	√	×	√	×	√	√	√
CO4	√	√	√	√	√	√	×

MA. History {SEM-III}

Buddhism in Ancient India
25HIS-307GB
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Trace the origins and evolution of Buddhism in India since ancient times.

Course Outcomes: After completing this course, the students will be able to

- CO1. Know the development of Theravada, its major school and Buddhist Councils
- CO2. Learn about the major schools of Buddhism such as Hinayana and Mahayan
- CO3. Know the evolution and doctrine of Vajrayana and Tantrayana and with his Siddhacarya
- CO4. Learn about the art and architecture related to Buddhism

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

Unit-I

Theravada-Its major schools; Origin and growth; Organization and Doctrine; Buddhist notion of Ahimsa; The Agendas and significance of Buddhist Councils

Unit-II

Hinayana and Mahayana- their major schools; Growth and Organization; Doctrines of Hinayana and Mahayana; Socio-economic foundations of early Buddhism; Women in early Buddhism

Unit-III

Emergence of Vajrayana and Tantrayana; Different aspects of Tantrayana; Doctrines of Vajrayana; Prominent Siddhacarya such as Nagarjuna, Vajraghanta, Padamasambhave and Social Role of Tantrayana

Unit IV

Origin and Growth of Buddhist Arts; architectural features of Stupas and the Chatayas; development of Sculpture arts of Gandhara. Ajanta Paintings- Its stylistic features; The Buddhist Religion with reference to Dhayani Buddhas

Suggested Readings:

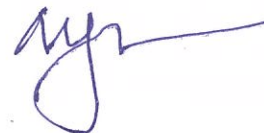
- Bapat, P.V. (ed.), 2500 years of Buddhism, Leh-Ladakh, 1996.
Chakravarti, Uma, The Social Dimensions of Early Buddhism, Delhi, Oxford University Press, 1987
Dutt, R.C, Buddhism & Buddhist Civilization in India, Seema Publication, Delhi, 1983
Goyal, S.R., A History of Indian Buddhism, Kusumanjali Prakashan, Meerut, 1987.
Horner, I.B., Women under Primitive Buddhism, Delhi: Motilal Banarsidas, 1995.

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- Joshi, L.M, Studies in the Buddhist Culutre of India, Motilal Banarsidas, Second Revised Edition, Delhi, 1977
- Moharana, S.K, Tantric Buddhism, Aryan Book International , Delhi, 2001
- Narain, A.K, Studies in History of Buddhism, B.R Publisher, Delhi, 1980
- Sarao, K.T.S., Origin and Nature of Ancient Indian Buddhism, Taiwan, Buddha Educational Foundation (4th ed.), 2004.
- Suzuki, B.L, Mahayana Buddhism, George Allen & Unwin Ltd., London, 1967
- Conze, E., Buddhist Thought in India, George Allen & Unwin Ltd., London, 1967
- Dube, S.N., Cross Current in Early Buddhism, Manohar Pub., 1980.
- Duerlinger, Indian Buddhist Theories of Persons, Routledge Curzon, London, 2005.
- Dutt, N., The Spread of Buddhism and Buddhist Schools, Rajesh Publication, Delhi, 1980.
- Lee-Kwangsue, Buddhist Ideas and Rituals in Early India and Korea, Manohar, Delhi, 1998.
- Murti, T.R.V., Buddhism, Harper Coelins, Noida, 1998.
- Pande, G.C., Studies in the Origin of Buddhism, Univ. of Allahabad, 1957.
- Buddhist Studies in India, Motilal Banarsidas, Delhi, 1975.
- Paul, Gronen, A History of Indian Buddhism, Motilal Banarsidas, Delhi, 1993.
- Pathak, R.K., Historical Survey of Indian Buddhism, Ramanand Vidhya Bhawan, Delhi, 1989.
- Sengupta, Sudha, Buddhism in the Classical Age (400-750 AD), Sandeep Prakashan, Delhi, 1985

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	√	×	√	×	√	√
CO3	√	√	√	√	√	×	×
CO4	√	√	√	√	√	√	√

M.A.-History {SEM-IV}

Society and Culture of India-II (From Earliest Times to c.1200 AD)

25HIS-401GB

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The familiar with the social structure, social institutions, cultural Influence in society and others main features of society during ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1. Get the basic knowledge about the Society and Culture of Kusanas, Satavahans and Sangam Age
- CO2. Understand the general features and culture of Gupta and Post-Gupta Society.
- CO3. Know the social institutions i.e. Untouchability, Labour, Education and Educational Institutions.
- CO4. Get the basic knowledge about the position of women during this period

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

Unit-I

Socio-Cultural Aspects of Society:- Kusanas, Satavahanas, Sangam Age : Society and Culture, Syncretic elements of Indian Society , Cultural contributions of Kushana

Unit-II

Gupta and Post Gupta Society:- General features of Society and Culture during Gupta Period, Early Medieval Society, Communication and Social Cohesion

Unit-III

Social Institutions:- Untouchability, Labour, Education and Educational Institutions

Unit-IV

Status of Women:- Family, Marriage, Education, Property rights

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 & Charana, Popular Parkashan, 1972.

-----Caste and Race in India, Bombay, 1969

Upadhyay, G. P., Brahmanas in Ancient India, Munshiram Manohar Lal, New Delhi, 1979

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- 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, 1920
 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, 1965
 Chakladar, H.C., Social Life in Ancient India, Delhi, 1976
 Prabhu, P.N., Hindu Social Organizations, Popular Prakashan, Bombay, 1940
 Thapar, Romila, Asoka and Decline of the Mauryas, Oxford, 1973
 -----Ancient Indian Social History-Some interpretations, Orient Longman, 1978
 -----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, 955
 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
 Kumar, Vijay, Ancient Indian Society, Continuity and Change, Delhi, 2002
 Majumdar, B.P., Socio-Economic History of Northern India (1030-1194), Firma K.L. Mukhopadhyay Publisher, Calcutta, 1960
 Smith, L., Essays on Gupta Culture, South Asia Books, 1983
 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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	×	×
CO2	×	√	×	√	√	√	√
CO3	√	√	√	×	√	√	√
CO4	√	√	√	√	×	√	√

M.A.-History {SEM-IV}

Economic History of India-II (From Earliest Times to c.1200 AD) Maximum Marks-100
25HIS-402GB

Credit: 4

Core Course

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the overall economic activities from 4th century AD to early medieval period such as developments in agriculture, trade and commerce, emergence of industries, etc.

Course Outcomes: After completing this course, the students will be able to

- CO1. Get basic knowledge about the main features of Gupta and Post-Gupta Economy.
- CO2. Understand about the main features of Agrarian Economy such as Land System- Land Revenue and Taxation System, Ownership of Land, Irrigation, etc.
- CO3. Know the developments in trade & commerce, Inland Trade, Foreign Trade with special reference to Western and South East Asia, trade routes, etc.
- CO4. Analyse the economic developments in Deccan and South India, temple economy, etc.

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

Unit-I

Imperial system:- Gupta and Post Gupta Economy-Salient features, Feudal Economy, Peasantry

Unit-II

Agrarian Economy:- Land System, Land Revenue and Taxation System, Ownership of Land, Irrigation System

Unit-III

Trade & Commerce:- Inland Trade; Foreign Trade with special reference to Western and South East Asia, Foreign Trade:-Land Route and Sea Route, Trading Centers:- Towns ,Cities and Ports, Decline of Trade and Commerce

Unit-IV

Deccan:- Patterns of economic developments in Deccan and South India (As outline), Agrarian economy, temples economy, trade and guilds.

Guilds, Usuary and Currency and Exchange System in Ancient India

Suggested Readings :

Sharma, R.S., Material Culture and Social Formations in Ancient Indian Macmillan, Delhi, 1983

-----Perspective in Social & Economic History of Early India, 2nd (edn.), Munshiram Manoharlal, New Delhi, 1995

- Indian Feudalism, Macmillan, 2nd (ed.) Delhi, 1980
 Ghoshal, U.N., Contribution to the History of Hindu Revenue System, Calcutta, 1929
 -----Agrarian System in Ancient India, Calcutta University, 2nd (ed.) 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, Calcutta, 1967
 -----Studies in Early Indian Economic History, Anupma Publishers, Delhi, 1980
 Gopal, Lallanji, Economic Life in Northern India, Motilal Banarsidas, 2nd (ed.) Delhi, 1989
 -----Aspects of the History of Agriculture in Ancient India, Bhakti Parkashan Varanasi, 1980
 Maity, S.K., Economic Life of Northern India in the Gupta Period, World Press, Calcutta, 1957
 Spengler (ed.), Indian Economic Thought, Duke University Press, 1971
 Srivastava, B., Trade & Commerce in Ancient India, Varanasi, 1968
 Dass, D.R., Economic History of the Deccan, Delhi, 1969
 Majumdar, B.P., Socio-economic History of Northern India, Calcutta, 1960
 Sircar, D.C. (ed.), Land System and Feudalism in Ancient India, Calcutta University Press, Calcutta, 1966
 -----Land Lordism and Tendency in Ancient & Medieval India, Lucknow, 1969
 Yazdani, G., Early History of Deccan, Oriental Book reprint, New Delhi, 1982
 Niyogi, P., Economic History of Northern India, Progressive Publisher, Calcutta, 1962
 Kosambi, D.D., An Introduction to the Study of Indian History, Popular Parkashan, Bombay, 1956
 Stein, Burton, Peasant State & Society, Delhi, 1980
 Chattopadhyay, B.D., Coins and Currency System in South India, New Delhi, 1977
 Pandey, B.K., Temple Economy under Cholas C.A.D 850-1070, Bahri, 1984
 Rai, G. N., Involuntary Labour in Ancient India, Chaitanya, Publishing House, Allahabad, 1981
 Rai, Jaimal, The Rural Urban Economy and Social Changes in Ancient India, Delhi, 1974

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	√	×	√	×	√	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	×	√	×	√	√

M.A.-History {SEM-IV}

Political History of India (c. 320 AD to 1200 AD)

25HIS-403GB

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Know the knowledge about the overall political scenario such as polity, administration etc. from 320 AD to 1200AD.

Course Outcomes: After completing this course, the students will be able to

- CO1. Get basic knowledge about the Imperial Gupta's i.e. early kings, Samundergupta's achievements, Ramgupta, Chandergupta-II, Skandagupta, Vakatakas Dynasty and growth of Indian Feudalism.
- CO2. Understand the emergence of new powers i.e. The Hunas and The Maukharis with Pushyabhutis, Gurjara-Partihars, Rastruktas and Palas.
- CO3. Get basic knowledge about the emergence of new political powers and Polity and Administration of Chalukyas, Chandelas, Parmaras, Chahamans and Gahadvals.
- CO4. Know the polity and administration of Cholas and Pallavas with the invasions of Arab and Turkis.

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

Unit-I

Imprial Guptas: Early Kings, Samunder Gupta and his achievements, Historicity of Ramgupta, Chandragupta-II and his achievements with his Mehrauli Iron Pillar inscription, Sakand Gupta, later Gupta kings, Gupta Administration, Downfall of empire, Relationship between Gupta and Vakatakas Dynasty, Origin and Growth of Indian Feudalism, Account of Fa-hian

Unit-II

Later Gupta: Maukharis, Hunas; Pushpabhutis:-Early King, Harshvardhan and his achievements, administration, Account of Huiyen Tsang, Rise and fall of Gurjara-Partihars, Rastruktas and Palas, Tripartite struggle for Kanauj, Yashovarman of Kanauj

Unit-III

Rise of new political powers:-Polity and Administration of Chalukyas, Chandelas, Parmaras, Chahamans and Gahadvals

Unit-IV

Polity and Administration of Cholas and Pallavas, Local self-government of Cholas rulers, Arab and Turkish Invasions and their impact

Suggested Readings:

- Chatterjee, G., HarshaVardhana, Allahabad, 1950.
 Chattopadhyaya, S., Early History of North India, Progressive Pub., Delhi, 1958
 Chauhan, G.C., Origin and Growth of Feudalism in Early India (from Mauryas to 650 A.D.),
 Munshiram Manoharlal Publishers, New Delhi, 2004
 -----What Happened in Ancient India, Vol. II, Gyan Kosh Publication, Chandigarh, 2013.
 Devahuti, D., Harsha: A Political Study, OUP, 1970.
 Goyal, S.R., The Imperial Guptas, Meerut, 1986.
 Majumdar, R.C., Age of Imperial Kanauj, Bhartiya Vidya Bhavan, Bombay, 1970.
 -----The Classical Age, Bombay, 1990.
 -----The Vakataka-Gupta Age: c.200-500 AD, Motilal Banarsidass, 2006
 Mitra, S.K., Early Rules of Khajuraho, Motilal Banarsidass, Delhi, 1977.
 Ojha, G.H., History of Rajputana, Ajmer, 1937
 Puri, B.N., History of Gurajara Partiharas, Bombay, 1937.
 Sastri, K.A.N., The Chola, University of Madras, Madras, 1975.
 Sharma, D., Early Chauhan Dynasties, Delhi, 1952.
 Sharma, R.S., Indian Feudalism, Macmillan, Delhi, 1983.
 Tripathi, R.S., History of Kanauj, Banaras, 1937.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	×
CO2	√	×	√	√	√	√	√
CO3	√	√	×	√	×	×	×
CO4	√	√	√	√	√	√	√

MA. History {SEM-IV}

Problems and Debates in Ancient India

25HIS-404GB

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Get the knowledge about the unresolved areas of ancient past and to create keen interest into students.

Course Outcomes: After completing this course, the students will be able to

- CO1. Get basic knowledge about problems and debates on periodization in history, decline of Harappan Culture and the Aryan problem
- CO2. Understand about the problems and debates on Mauryan state, Arthashastra, Second urbanization, etc.
- CO3. Know the problems and debates on Golden age, Ramgupta, Meharauli Pillar, etc.
- CO4. Analyse the problems and debates on Kali Age and Feudalization

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

Unit-I

Problems on the Periodization in History

Problems and Debates on the Origin and Decline of Harappan Culture

The Aryan problem – Debates – Invasion hypothesis – Migration Hypothesis

R.S.Sharma, Romila Thapar.

Unit-II

From Tribe to State – Janapada Polity – Mauryan political apparatus – Debates on Arthashastra.

Debates on Second Urbanization.

Debates on the downfall of Mauryan Empire

Unit-III

Did India have a Golden Age during the Guptas?

Historicity of the king of Ramgupta

Problems and Identification of Chandra of Meharauli Pillar Inscription

Unit-IV

Concept of crisis – Kali Age – Transition from ancient to Medieval- the Feudalism debate.

Problems and Debates on the Urbanization during Early Medieval India

Problems and Debates on the Coinage system during Early Medieval India

Suggested Reading:

Adams.R.H, The Evolution of Urban Society, Chicago 1960

Adhya. G. L., Early Indian Economics, Bombay, 1966.

- Altekar.A.S, State and Government in Ancient India, (Reprint, Delhi 1972)
 Anderson Perry, Lineages of the Absolutist State, Verso, London 1974.
 Balambal.V, Feudatories of South India, (Allahabad, 1978)
 Bandopadhyaya.N.C, Development of Hindu Polity and Political Theories
 (Ed.By N.N.Bhattacharya), New Delhi 1980
 Basham.A.L, Studies in Indian History and Culture (Calcutta, 1964)
 Braudel Fernand, The Structure of Every Day Life, (London, 1981)
 Chatto Padhyaya.B.D, The Making of Early Medieval India, (OUP, New Delhi, 2006)
 Fox, Richard, Realms and Region in Traditional India, (Delhi 1977)
 -----Kin, Clan, Raja and Rule State – Hinterland Relations in Pre-Industrial India
 Karashima. N, South Indian History and Society from Inscriptions, OVP, 1984.
 Stein, Burton, Peasant State and Society in Medieval South India, Oxford, 1995
 D.D. Kosambi, An Introduction to the Study of Indian History, (Bombay 1956)
 Roy Chandhari, Political History of Ancient India, 6th Edition, University of Calcutta, 1953
 Sharma.R.S, Indian Feudalism, 1965
 -----Aspect of Political ideas and institutions in Ancient India, Delhi, 1991
 -----Sudra in Ancient India, Delhi, 1980
 -----Material Culture and Social Formations in Ancient India, Macmillan, 2007
 Sircar.D. C, Land System and Feudalism in Ancient India, (University of Calcutta, 1966)
 -----Landurdisim and Tenancy in Ancient and Medieval India as Reveled by–
 Epigraphical Records (Lucknow, 1969)
 V. K., Thakur, Historiography of Indian Feudalism
 Romila Thaper, Cultural Pasts: Essays in Early Indian History, Oxford, 2003
 ----- From Lineage to state, Oxford, 1984
 ----- Interpreting Earley India, OUP, 1993
 Yadava, B.N.S, Society and Culture in Northern India in the Twelfth Century AD, (Allahabad, 1973)

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	√	×	√	×	√	√
CO3	√	√	√	√	√	×	√
CO4	√	√	√	√	√	√	√

MA. History {SEM-IV}

Science and Technology in Ancient India

25HIS-405GB

Credit: 4

Discipline Elective Course

Maximum Marks-100

Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Get the basic knowledge regarding evolution and developments of science and technology in various fields through the ages in Ancient India.

Course Outcomes: After completing this course, the students will be able to

- CO1. Critically evaluate the sources, evolution and development of different branches of Science, Prehistoric Tools and Techniques in Ancient India.
- CO2. Evaluate and analyze the history of development of Science & Technology in Harappan and historical period
- CO3. Know the development of Science & Technological in Mauryan period, Kushanas, Satvahanas and Southern India with Military technology, Paper making, technology, etc.
- CO4. Know the development of Science & Technological in post Gupta period with the developments in field of medicine and Surgery.

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

Unit-I

Sources and approaches

Science and technology: meaning, definition, scope and its importance

Prehistoric Tools and Techniques: Paleolithic tools, Mesolithic tools, Neolithic tools

Development of different branches of Science: Astronomy, Mathematics, Alchemy

Unit-II

Development in metallurgy:- Use of Copper, Bronze and Iron in Ancient India

Science & Technology during Harappan Period:- pottery, bricks and bead making technology, etc.

Science & Technology in Vedic and Later Vedic Period

Textile technology (cotton, silk, wool)

Unit-III

Development of Science & Technology in Mauryan and Gupta Period

Development of Science & Technology:- Mining and metallurgy, Building and construction industry, Military technology, Paper making technology (palm leaf, tula paat, sanchi paat), Transport and communication

Prominent Scientists of India since beginning and their achievements:- Aryabhata, Brahmagupta, Asvaghosa, Nagarjuna, Varahamihira, Susruta, Charaka, Bhaskar-I, Bhaskar-II, etc,

Unit-IV

Development of Arab science and technology during early medieval India:- Textile Industry, Irrigation Technology, Paper Industry, Military Technology, Architectural Technology- Bridge and Building,

Magnetic Compass, Ship Building, Time Indicator tool and Technique, etc.
 Developments in field of medicine and Surgery (Charaka, Sushruta, Jivaka)
 The development of medical knowledge of Greek (Yunani theory) and Ayurveda (Indian theory)

Suggested Readings:

- D. P. Agrawal, The Copper Bronze Age in India, Munshiram Manoharlal, New Delhi, 1969.
 D. K. Chakrabarti and Nayanjot Lahiri, Copper and Its Alloy in Ancient India, Munshiram Manoharlal, New Delhi, 1996.
 A. Rahman, (ed), "History of Indian Science, Technology and Culture" AD 1000-1800 (vol iii Part I)
 A.K. Bag, Science and Civilization in India, Vol. I., Navarang Publishers, New Delhi, 1985.
 A.K. Bag, History of Mathematics in Ancient and Medieval India, Chaukhamba, Varanasi, 1979.
 G Kuppuramand K Kumudamani, History of Science and Technology in India (12 Vols), Sundeepr Prakashan, Delhi, 1996.
 A.K. Bag, History of Technology in India, 4 Vols., Indian National Science Academy, New Delhi
 A.K. Bag, India and Central Asia: Science and Technology, 2 vols. Indian National Science Academy, New Delhi.
 Rahman, A., History of Indian Science Technology and Culture, OUP, Delhi, 1998.
 D.P. Singhal, India and World Civilization, London: Sidgwick and Jackson, 1972.
 D.P. Chattopadhyaya, History of Science and Technology in Ancient India: The Beginnings, 1987
 -----The Ways of Understanding the Human Past: History of Science, Philosophy and Culture in Indian Civilization, 2001
 -----Interdisciplinary Studies in Science, Technology, Philosophy and Culture, 1996
 -----Mathematics, Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries, 1999
 S.N. Sen & K.S. Shukla (ed.), History of Astronomy in India, Indian National Science Academy, New Delhi, 1985
 Edward Sachan, (ed), Al Beruni's India, Oriental Books Reprint Corporation, New Delhi
 James Eliot, Indian Industries, W.H. Allen & Co. London, 1880
 Dharampal, Indian Science and Technology in the 18th century, Biblia Impose Pvt. Ltd, New Delhi & Academy of Gandhian Studies, Hyderabad, 1983
 Syed Jafas Mahmud, Metal Technology in Medieval India, Daya Publishing House, New Delhi
 Irfan Habib, Medieval Technological Exchanges between India and the Islamic World, Viveka Publication, Aligarh, 1985
 A.L. Basham, The Wonder That was India, New Delhi, 1981
 Upinder Singh, A History of Ancient and Early Medieval India,
 Kaushik Roy (ed.), Warfare, State and Society in South Asia: 500 BCE-2005 CE, 2010
 Shrimali, Krishna Mohan, The Age of Iron and the Religious Revolution (c.700 – c.350 BC)

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	×	√	×
CO2	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	√
CO4	√	×	√	√	√	×	√

MA. History {SEM-IV}

Historical Geography of Ancient India
25HIS-406GB
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Get the basic knowledge regarding geographical knowledge during ancient period.

Course Outcomes: After completing this course, the students will be able to

- CO1. Know the sources and relevant concept of historical geography in Ancient India
- CO2. Get the basic knowledge of the geographical divisions of India
- CO3. Gathering the knowledge of the geographical extend at the times of the Mahajanapads, the Mauryas, the Guptas, the Post Gupta Dynasties.
- CO4. Know the villages, towns, cities, mountains and rivers in Ancient India

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

Unit-I

Sources of ancient Indian historical geography and their importance: Archaeological and Literary; Relevant Concepts—Bharat Varsha, Caturdwipa, Saptadwipa, Chakraborty Kshetra, Pracya Udicya, Madhya Desha, Aryavart and Dakshinavarta, etc. Study of the distribution areas of proto-historic culture – Rigvedic Cultural Groups.

Unit-II

The main geographical divisions of India: Himalyas, Eastern India, South India, Central India

Unit-III

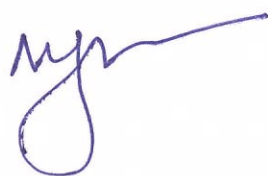
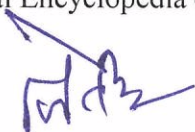
Mahajanapads, Extent of the Mauryan Empire, Expansion of the Gupta Empire, Post Gupta Dynasties – Extension and Expansion

Unit-IV

Villages, towns and cities in Ancient Indian Historical period, their spread in different Regions, Mountains and rivers

Suggested reading:

- Agrawala, V.S., India as known to Panini, Varanasi, 1963
Ali, S.M., Geography of the Puranas, Delhi, 1973
Awasthy, A. B.L., Prachin Bharata Ka Bhaugolika Svarupa, Lucknow, 1964.
Bharadwaj, O.P., Studies in the Historical Geography of Ancient India, New Delhi, 1986
Bhargava, P.L. India in the Vedic Age, Lucknow, 1956
Cunningham, A, Ancient Geography of India, Calcutta, 1924
Dey, N.L. Geographical Dictionary of Ancient and Medieval India, rpt., Delhi, 1971(Reprint)
Watters, T., Geographical Encyclopedia of Ancient and Medieval India, Varanasi, 1967.

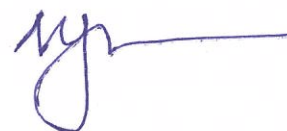


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Borooah, A., Ancient Geography of India, Gauhati, 1971
Bhattacharya, N., The Geographical Dictionary, Ancient and Medieval India, Delhi, 1999.
Majumdar, R.C., The Classical Accounts of India, Calcutta, 1960
McCrindle, J.W., Ancient India as described by Ptolemy, Calcutta, 1977
Moti Chandra, Trade and Trade Routes in Ancient India, New Delhi, 1977.
Pandey, G.C., Foundations of Indian Culture, Vol. II, Delhi, 1990
D.C., Sarkar, Cosmography and Geography in Early Indian Literature, Calcutta, 1967.
Watters T., On Yuang Chwang's Travels in India, London, 1904-05
A. Ghosh, The City in Historical India, 1973
D C Sircar, Studies in the Geography of Ancient and Medieval India, Delhi, 1971
M.R. Singh, A Critical Study of the Geographical Data in the Early Puranas, Punthi Pustak, Calcutta, 1972

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	×	×
CO2	√	√	×	×	√	√	√
CO3	√	√	√	√	×	√	×
CO4	×	√	√	√	√	√	√



MA. History {SEM-IV}

Religion and Society in Early India (up to 1200 AD)

25HIS-407GB

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Introduce the multiple religious traditions in India and their process of evolution throughout the ancient and early medieval period.

Course Outcomes: After completing this course, the students will be able to

- CO1. Identify multiple religious traditions and philosophies in early India
- CO2. Find out the socio-economic context of evolution
- CO3. Discover the process of transformation of different religious traditions through interaction
- CO4. Know the development of bhakti movement in Ancient India

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

Unit-I

Sources and Approaches to study of early Indian religious traditions

Religion, prayers and rituals in the Indus Valley Civilization and Vedic Age

Unit-II

Ritualistic religion and Upanishadic philosophies, Religious movements in the 6th Century B.C, Ajivikas, Materialistic philosophy and Carvakas, Socio-economic backgrounds of Buddhism and Jainism, Buddhism and its impact on Indian Culture, Jainism and its impact on Indian Culture

Unit-III

Development of Puranic religions and sectarian identities: Vishnavism, Shaivism and Shaktism, Shaktipithas

Features of Puranic religion, Tantricism: Origin, Spread and Its Impact on Hinduism, Buddhism and others

Unit-IV

Growth of Bhakti and Social Context: Alvars, Nayanars, Srivaishnavas, Virasaivism, Kapalika, Kalamukha, Natha and Siddhas, Sankaracharya, Madhavacharya and Ramanuja

Suggested Readings :

Banerjee J.N., Pauranic and Tantrik Religion, 1966

Basham, A.L., History and Doctrines of the Ajivikas, 1951.

-----The Wonder that was India, 1954

-----The Origin and Development of Classical Hinduism, 1991

Bhattacharji, Sukumari, The Indian Theogony, 1970.

Bhattacharya Benoytosh, An Introduction to Buddhist Esoterism, 1932.

- Bhattacharyya N.N., History of the Tantrik Religion, 1982.
 -----History of Shakta Religion, 1974.
 -----The Indian Mother Goddess, 1977
 -----Ancient Indian Rituals and Their Social Contents, 2nd Ed., 1996
 Chakrabarti Kunal, Religious Process: The Puranas and the Making of a Regional Tradition of Bengal, 2001.
 Chakravarti, Uma, The Social Dimensions of Early Buddhism, 1987
 Champakalakshmi, R. & S.Gopal, Tradition, Dissent and Ideology, 2000
 Chattopadhyaya, Debiprasad, Indian Atheism, 1969, Lokayata, 1959
 Dasgupta Shashibhushan, Obscure Religious Cults, 1962
 Davie, Grace, The Sociology of Religion, 2007
 Doniger, Wendy ed., Purana Perennis : Reciprocity and Transformation in Hindu and Jain Texts.
 Eck, Diana L., India: A Sacred Geography, 2011
 Eschmann, A., Kulke, H & G.C.Tripath, The Cult of Jagannatha and Regional Tradition of Orissa.
 Jaini, P.S., Gender and Salvation, 1992.
 Jaiswal Suvira, The Origin and Development of Vaishnavism, 2nd., 1981.
 Kosambi, D.D., Myth and Reality, 1962
 Kulke, H., Kings and Cults: State Formation and Legitimation in India and South-East Asia, 2001
 Lorenzen, David N., The Kapalikas and Kalamukhas: Two Lost Shaivite Sects, 1972
 Lorenzen, David N. (ed.), Religious Movements in South Asia, 600-1800, 2004
 Nandi, R.N., Religious Institutions and Cults in the Deccan, 1973
 -----Social Roots of Religion in Ancient India, 1986
 Nath, Vijay, Puranas and Acculturation : A Historico-Anthropological Perspective, 2001
 -----"Tirthas and Acculturation : An Anthropological Study", Social Scientist, 2001
 -----The Puranic World : Environment, Gender, Ritual and Myth, 2009
 -----From 'Brahmanism' to 'Hinduism': Negotiating the Myth of Great Tradition, Social Scientist.
 Ray, H.P., Sacred Landscapes in Asia: Shared Traditions, Multiple Histories, 2007
 Ramanujam, A.K., Hymns for the Drowning : Poems for Vishnu by Nammalvar, 1981
 Ramaswamy, Vijaya, Divinity and Deviance : Women in Virashaivism, 1996
 Seshadri, K., Shrivaisnavism and Social Change, Calcutta, 1998.
 Sharma, R.S., Material Culture and Social Formations in Ancient India, 1983.
 Sharma, A. (ed.), Goddess and Women in the Indic Religious Traditions, 2004
 Shrimali, Krishna Mohan, The Age of Iron and the Religious Revolution (c.700 – c.350 BC),
 Sircar, D.C. ed. , Shakti Cult and Tara, 1967
 Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th Century, 2008
 -----Rethinking Early Medieval India: A Reader, 2011
 Tyagi J. Contestations and Compliance, Retriving Women's Agency from Puranic Traditions, 2014
 Thapar Romila (ed), Recent Perspectives of Early Indian History, 1995
 Varadachari, K.C., Alvars of South India, 1966
 Weber, Max, The Religion of India, 1968

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	√	×	√	√	√	√
CO3	√	√	√	√	√	×	√
CO4	√	√	√	×	×	√	√

MA. History {SEM-III}

History of South India
25HIS-408GB
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Familiar with the socio-economic and political developments in south India during ancient period.

Course Outcomes: After completing this course, the students will be able to

- CO1. Interpret the sources of South Indian history in right perspective to construct the balanced approach towards the understanding of ancient India.
- CO2. Examine the socio-economic and political forces that shaped the ancient age in South Indian history.
- CO3. Develop the analytic skill to analyze and compare the earliest empires in South India with the contemporary empires in the world.
- CO4. Evaluate the development of human society and polity with the passage of time across the world generally and in Indian context particularly.

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

Unit-I

Sources of South Indian History (Literature; Archaeology, Numismatic, Epigraphy); The Cholas: Political Structure and Economic Developments; Administration with Special Reference to the Local Self Government.

Unit-II

The Pandyas: Political Developments; The Sangam Age; Economic Structures (Agriculture, Craft and Industry, Internal and External Trade); Structure of the Society.

Unit-III

The Pallavas; The Chalukyas of Kalyani and The Eastern Chalukyas: Political Structure; Social and Economic Developments (Agriculture, Craft and Industry, Internal and External Trade)

Unit-IV

The Rashtrakutas: Political Developments under the Rashtrakutas; Progress in Economy (Agrarian structure, craft and industry, inland and overseas trade); Structure of the Society.

Suggested Readings:

Altekar, A.S., Rashtrakutas and Their Times, Poona, Oriental Book Agency, 1967
Balambal, V., Feudatories of South India 800-1070, Allahabad, Chug Publications, 1978
Champakalakshmi, R., Trade, Ideology and Urbanization: South India, 300 BC to AD 1300, New Delhi, 2006

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- Religion, Tradition and Ideology: Pre-Colonial South India , Oxford University Press, 2011
 Gopal, B. R., The Rashtrakutas of Malkhed: Studies in Their History and Culture, Mysore, Geeta Book House, 1994
 Gopalan, R., Pallavas of Kanchi, Madras, University of Madras, 1928
 Gurukkal, R., Social Formations in Early South India, Oxford University Press, 2010
 Dube, H.N., Dakshin Bharat ka Brahat Itihas, Allahabad, 2001
 Karashima, N., South Indian Society in Transition Ancient to Medieval, Oxford University Press, 2009
 Karashima, N., A Concise History of South India: Issues and Interpretations, Oxford University Press, 2014
 Lockwood, M., Mamallapuram and the Pallavas, Christian Literature Society, 1990
 Madan, A. P., The History of the Rashtrakutas. Harman Publishing House, 1982
 Mahalingam, T. V., Kanchipuram in Early South Indian History. Madras: Asia Publishing House, 1969
 Majumdar, R. C., History and Culture of Indian People, Vols. IV, V. Bombay: Bhartiya Vidya Bhavan, 1955
 Minakshi, C., Administration and Social Life under the Pallavas. Madras, University of Madras, 1977
 Mishra, J., Social and Economic Conditions under the Imperial Rashtrakutas, South Asia Books, New Delhi, 1992
 Rao, M. S. Nagaraja, (ed.) The Chalukyas of Badami, (Seminar Papers). Bangalore, Mythic Societ, 1978
 Sastri, K. A. N., A History of South India: From Prehistoric Times to the Fall of Vijayanagar, 7th ed. Oxford University Press, 1997
 Sastri, K. A. N., The Colas, University of Madras, 1955
 -----The Pandyan Kingdom, 2nd. Ed., London, 1974
 Subrahmanian, T. N., The Pallavas of Kanchi in South East Asia, Swadesamitran, Madras 1967
 Subbarayalu, Y., South India Under the Cholas, New Delhi, 2012
 Veluthat, K., The Early Medieval in South India, New Delhi, 2009
 Venkataramanayya, N., The Eastern Chalukyas of Vengi, Vedam Venkataraya Sastry and Bros, Madras, 1950

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	×
CO2	√	√	√	√	√	√	√
CO3	√	×	√	√	√	√	√
CO4	×	√	√	√	×	√	√

Group- C (MEDIEVAL INDIA)

MA. History {SEM-III}

Society and Culture of India (c. 1200 -1526 A.D.)

25HIS-301GC

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The main objectives of this course to become the students familiar with the socio-cultural aspects of this time period such as social structure, religious developments, etc.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. To understand the main features of Social Structure in the Turkish Invasion
- CO2. Critically evaluate the social structure in the ruling, religious, and service classes.
- CO3. To know about the Bhakti movement and role of radicals in this movement.
- CO4. To understand Sufism or Silsilahs with the importance of Chisti or Suhrawardi.

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

Unit-I

Society on the eve of Turkish Invasion

Main features of Social Structure Religio-Cultural Traditions

Establishment of Delhi Sultanate and Challenges to Indian Society

Unit-II

Social Structure: - Ruling Class, Religious Classes- Ulema, Sayyads and Sufis, Service class Artisans, Peasantry

Unit-III

Development of Indian Islam, Bhakti Movement: - Rise, Growth and Impact
Radicals - Kabir, Nanak

Unit-IV

Sufism: - Rise, Growth and Impact; Silsilahs – Chisti, Suhrawardi

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., History of Sufism in India 2 Vols. Delhi, 1997

Bhandarakar, R.G., Vaisnavism, Saivism and Minor Religious System, Poona, 1959

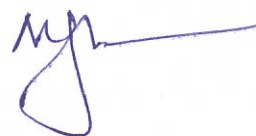
16/7/2025

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- 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
 Pande, Susmita, Medieval Bhakti Movement, Its History and Philosophy, Jodhpur, 1989
 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
 Habib Irfan (ed.), Madhya Kaleen Bharat Vols. I to 8 (Relevant Articles), New Delhi, 1981- 2003
 -----Bhartiya Itihas Mein Madhyakal, Delhi, 2002
 Saxena, R.K., Madhya Kaleen Bharat KeAarthikPahloo, Jaipur, 1996 (in Hindi)
 Sharma, G.D., Madhya Kaleen Bharat Ki Rajnitik, SamajikAvamAarthikSansthayen (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)

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	×	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	×	√	√	√	√

MA. History {SEM-III}

Economic History of India (c. 1200-1526 A.D.)

25HIS-302GC

Examination-70

Credit: 4

30

Core Course

Maximum Marks-100

External

Internal Assessment-

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The main objective of this course to enable the students to get the basic knowledge of economic activities of Delhi Sultanate such as land revenue system, crop-pattern, technological changes and economy, etc.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. To know about the pre-sultanate economy, land revenue system, change in crop-pattern.
- CO2. Critically evaluate the village organization under the sultanate.
- CO3. Students understand the currency system under the sultanate.
- CO4. To know about the reason for urbanization, and the growth of towns.

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

Unit-I

Pre-Sultanate Economy:- Land revenue System: Early Turks, Khaljis, Tughlaqs and Lodhis Peasantry, Famine; Irrigation and Changes in Crop-pattern

Unit-II

Iqta System, Market Control Policy and Prices of Commodities, Village Organisation Khuts, Muqaddams and Chaudharies

Unit-III

Technological changes and Economy, Merchants Class, Usury, Currency System

Unit-IV

Industries, Trade and Commerce: Inland and External Trade, Growth of Towns, Urbanization

Suggested Readings:

Mukhia, Harbans, Perspectives on Medieval History, Vikas Publishing House, Delhi, 1993
Chandra, Satish, Medieval India (from Sultanate to Mughals), Vol. I & II (English & Hindi), New Delhi, 2004

Methew, K.S., The Portuguese Trade with India in the Sixteenth Century, New Delhi, 1983
Subramanyam, Sanjay, ed., Merchants, Market and State in Early Modern India, Delhi, 1990
Bagchi, Amiya Kumar Ed., Money and Credit in Indian History, Tulika, 2002

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

Panikar K.N. Ed., The Making of History-Essays Presented to Irfan Habib, Tulika, NewDelhi, 20
 Satish Chander Ed., Religion, State and Society in Medieval India, O.U.P., 2008
 Habib, Irfan, Madhyakaleen Bharat Vol. I - VIII (in Hindi also) Raj Kamal Prakashan, New
 Delhi,

1951, 1972, 1991, 1992, 1994, 1992, 2000, 2003

Kosambi, D.D., An Introduction to the Study of Indian History IX & X, New Delhi, 1972

Sharma, R.S., Indian Feudalism (revised edition) Macmillan, 1990

Moreland, W.H., Agrarian System of Moslem India, Delhi, 2nd Edition, 1968

Ashraf, K.M., Life and Condition of the People of Hindustan, New Delhi, 1998

Chaudhary, Tapan Ray, Cambridge Economic History of India, 1984

Habib, Irfan (ed.), History of India (c. 1200-1750 A.D.) Vol. I, CUP, 1982

Vernia, H.C., Madhyakaleen Bharat (740-1540) A.D. Vol I and II, Delhi University.

Frekenberg (Ed.), Land Control and Social Structures in Indian History, London, 1969

Gupta, N.S., Industrial Structure of India during the Medieval Period.

Habib, Irfan, Essays in India History: Towards a Marxist Approach, New Delhi, 1995

Cipolla, C.W., Between History and Economic History, New Delhi, 1991

Thakur, Vijay Kumar (Ed.), Peasant in Indian History, Patna, 1996

Anshuman & Ashok (ed.), Theoretical Issues and structural Enquiries

Habib, Irfan, Bhartiya Itihas Mein Madhyakal, Granth Shilpi, 2002

Ray, Anirudha & Bagchi, S.K. (Ed.), Technology in Ancient and Medieval India, Delhi, 1986

Chattopadhyaya, D.P. (Ed.), Studies in the History of Science in India, New Delhi, 1982

History of Humanity, Vol. V, Paris/ London, 1999

S. Gopal & Thapar Romila (Ed.), Problems of Historical Writings in India, Delhi, 1963

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	×
CO2	√	×	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	×	√	√	√	√

MA. History {SEM-III}

Political History of India (c.1200 AD. to 1757AD.) Political Events 25HIS-303GC Examination-70 Credit: 4 30 Discipline Elective Course	Maximum Marks-100 External Internal Assessment- Max. Time-3 hrs.
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Course Objectives: To enable the students to

- To understand and examine the process of the establishment and expansion of the Delhi sultanate and Mughal Empire.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. Critically analyze the sources of medieval Indian history with the Turkish conquest and the establishment of the Delhi Sultanate.
- CO2. To know the Khalji revolution and Tughlaq's power with the developments of regional states such as Jaunpur, Malwa and Gujrat.
- CO3. To get the knowledge about the Afghans dynasties and rise of Mughal Power under Babur, Humayun, Akbar, Jahangir, Shahjahan, Aurangzeb and Latter Mughals
- CO4. Critically analyze the various theories on the downfall of Mughal Empire or understand the 18th debate.

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

Unit-I

Sources of Medieval Indian History:- Literary and Archaeological Sources, Monuments and Coins, Accounts of Foreign Travellers, etc.

Foundation of Delhi Sultanate:- Advent of Turks, Ilbaris - Conquest and Expansion, Sultan and Nobility

Unit-II

Khaljis and Tughlaqs:- Consolidation and Construction of Powers, Experiments of Tughlaqs, Distinction of Sultnate - Mangol Problem; Regional States:- Jaunpur, Malwa, Gujarat

Unit-III

Afghans:- Lodhi Dynasty, Sher Shah Suri; Rise of Mughals:-Babar, Humayun, Akbar

Unit-IV

Zenith of Mughals:- Jahangir, Shahjahan, Aurangzeb

Distinction of the Mughal Empire:-War of Succession, Theories of Decline

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, State in India (1000-1700), Delhi, 1995

Kulke, Herman and Rothermund Dietmar, A History of India, Delhi, 1991

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

-----The Wonder that was India, Vol. II, London, 1987

Verma, H.C., Madhyakaleen Bharat Vol. 170 -1540 A.D. (in Hindi) Delhi, 1983

Sharma, G.D., Madhyakaleen Bharat Ki Rajnitik, Samajik Evam Aarthik Sansthayen (in Hindi) Jaipur, 1992

Ashraf, K.M., Life and Condition of the people of Hindustan (in Hindi) Delhi, 1990

Hussain, Mahdi, A Critical Study of the sources of Medieval India (1320-1526) Islamic Culture, 1957.

Rosenthal, F., History of Muslim Historiography, Brill Academic Pub., 1997.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	×	×
CO2	√	√	√	×	×	√	√
CO3	×	√	√	√	√	×	×
CO4	√	√	×	√	√	√	√

MA. History {SEM-III}

Art and Architecture in Delhi Sultanate
25HIS-304GC

70

Credit: 4

Discipline Elective Course

Maximum Marks-100
External Examination-

Internal Assessment-30
Max. Time-3 hrs.

Course Objectives: To enable the students to

- The broad aim is to make students familiar with the development of art and architecture of Delhi Sultanate with regional identity.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. To create differences in the building of the sultanate period through this course.
- CO2. Students discuss the provincial style of Architecture during the sultanate.
- CO3. Describe the developments in the Art and Architecture of Vijay Nagar or Bahmani.
- CO4. Enable the students to examine the developments in the Art and Architecture of Rajputana.

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

Unit-I

Main features of important buildings of the Sultanate period; detailed study of Qutb Complex; the Tughlaq Monuments; Sayyid, Lodhi and Sur Architecture.

Unit-II

Provincial Style of Architecture: Gujarat (Ahmedabad); Bengal; Malwa;

Unit-III

Jaunpur; Vijaynagar; The Deccan: The Bahmani Dyansty.

Unit-IV

Rajputana Art and Architecture: Fort, Temple, Masque, Paintings

Suggested Readings:

Ahmed, Aziz, Studies in Islamic Culture in the Indian Environment, OUP, New Delhi, 1963
Chandra, Satish, Medieval India from Sultanate to the Mughals, Delhi Sultanate (1206-1526), Part One, New Delhi, Har Anand Publications, Pvt. Ltd., 1997.
Goswamy, B.N. & B. Fisher, Wonders of a Golden Age, Zurich, Museum Rietberg, 1987.
Hussain Yusuf, Glimpses of Medieval Indian Culture, Bombay, Asia Publishing House, 1973

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Koch, Ebba, Mughal Art and Imperial Ideology Collected Essays, OUP, New Delhi, 2001.
Majumdar, R.C. (ed.), The History and Culture of the Indian People, Vol.VII, Bombay, Bhartiya Vidya Bhavan, 1980.

Qaisar, Ahsan Jan and Verma, Som Parkash (eds.), Art and Culture: Endeavours in Interpretation,

New Delhi, Abinav Publications, 1996.

Sharma, Sunil, Painting the Mughal Experience, New Delhi: Oxford University Press, 2005.

Verma, Som Parkash, Mughal Painters and Their Work: A Biographical Survey and Comprehensive

Catalogue, New Delhi: Oxford University Press/Centre of Advanced Study in History, Aligarh Muslim University, 1994.

Rizvi, S.A.A., The Wonder That Was India, Vol.II, Picador India, 2005.

A.L.Srivastava, Sultanate of Delhi, Agra, 1981

John Marshall, Monuments of Muslim India, Cambridge History of India, Vol. III, 1928

James Fergusson, History of Indian and Eastern Architecture (Revised by James Burgess and Phene Spiers, Vol. II, 19104.

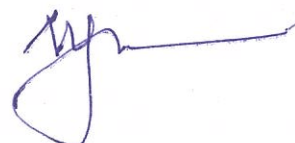
R. Nath Studies in Medieval Indian Architecture, 1995

R. Nath Medieval Indian History and Architecture. APH Publishing Corporation, 1995

Brown, Percy, Indian Architecture (Islamic Period), Bombay, 1942

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	√	√	×	×	×	√	√
CO3	√	×	√	√	√	×	×
CO4	×	√	√	×	√	√	√



MA. History {SEM-III}

Vijaynagar and Bahamani Empire
25HIS-305GC
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The broad aim is to make the students familiar with evolution of Vijayanagar and the Bahamani States of South India.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. To understand the rise of the Vijayanagar and the Bahamani powers.
- CO2. To know the development of administration, society, economy, military and a complete empire.
- CO3. To know the factors for their decline and their impact on Indian polity.
- CO4. Enable the students to examine the nature of states of Vijayanagar and the Bahamani.

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

Unit-I

Political Aspect of Vijaynagar Empire:-

Historiography; Sources-Literary, Architectural, Inscriptional, Numismatics.

Beginning-Origin-Various Theories; Imperial Line- Sangam Dynasty, Suluva Dynasty, Tuluva Dynasty

Decline-Battle of Rakshasa Tangdi; Aravindu Dynasty

Unit-II

Socio-Economic-Cultural-External Aspects:-

Society-Social Set up, Caste, Village Set up, Position of Women, Cultural Aspects Art, Architecture, Literature, Customs & Manners, Festivals.

Economy-Industries, Agriculture, Land and Other Sources of Revenue.

External Relations-With Bahamani Kingdom; With European Powers,

Unit-III

Political Aspect: Bahamani Empire:-

Historiography; Sources-Literary, Archaeological, Inscriptions, Numismatics, Foreign Accounts.

The Foundation, Expansion, Decline, off shoots.

Extent-Bijapur, Golkonda, Ahmednagar, Role of Chand Biwi

Unit-IV

Socio-Economic-Cultural Aspects:-



Administration-Central and Provincial; relation with the Vijaynagar Empire.
Socio-Economic Conditions; Sources of income.
Cultural-Art, Architecture, Literature, Religious Policy.

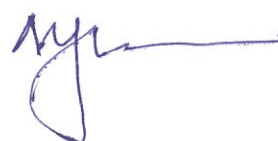
Suggested readings:

- R. Sewell, Forgotten Empire, New Delhi, 1980
Heras, H., The Aravindu Dynasty of Vijaynagar, Madras, 1927.
Ramsharma M. H., The History of the Vijaynagar Empire, Vol. I and II, Bombay, 1978.
Nilkanta Sastry, K. A., A History of South India, 4th Edition, Delhi, 1976.
Venkataramanayyas, Early Muslim Expansion in South India, Madras, 1942.
Major (ed.), India in the Fifteenth Century.
Aiyangar, S. K., South India and her Muhammeden Invader, Madras, 1921.
Heras, H., Beginnings of Vijaynagar, Bombay, 1934.
Aijangar, S. K., Sources of Vijaynagar, Madras, 1927.
Krishnaswami Aiyangar, S., Sources of Vijaynagar History; Delhi, re-print, 1986.
Nilkantha Sastri, K. A. and Ramanayya, Venkata, Further Sources of Vijaynagar History, Madras, 1946.
Satyanata Ayyar, R., History of the Nayakas of Madura, 1924.
Vridhigirisan, Nayakas of Tanjore; Annamalaiagar, 1942.
Appadorai, A., Economic Conditions of Southern India, 1000-1500 A.D., Madras, 1936 (2 vols).
Dallapiccola, A.L., Vijayanagara: City and Empire, (Stuttgart, 1992).
Filliozat, Vasundhara, ed., Vijayanagar, New Delhi, 1977.
Karashima, Noboru, South Indian History and Society: Studies from Inscriptions AD 850- 1800, New Delhi, 1984.
Karashima, Noboru, South Indian Society in Transition: Ancient to Medieval, New Delhi, 2009.
-----Towards a New Formation: South Indian Society under Vijayanagar Rule, New Delhi, 1992.
Mahalingam, T.V., Administration and Social Life under Vijayanagar, Madras, 1940.
----- South Indian Polity, Madras, 1955.
Narayana Rao, Velcheru, David Shulaman and Sanjay Subrahmanyam, Symbols of Substance: Court and State in Nayaka Period Tamilnadu, New Delhi, 1992.
Narayana Rao, Velcheru, David Shulaman and Sanjay Subrahmanyam, Textures of Time: Writing History in South India 1600-1800, Delhi, 2001.
Rubies, Joan-Pau, Travel and Ethnography in the Age of the Renaissance, Cambridge, 1995.
Stein, Burton, Peasant State and Society in medieval South India New Delhi, 1980.
-----Vijayanagara, Cambridge, 1990.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	√	×
CO2	×	√	√	√	×	√	√
CO3	√	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√





MA. History {SEM-III}

Religious Developments in Medieval India
25HIS-306GC
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The aim of this paper is to examine the developments in different religious systems during the medieval period of Indian history. It focuses on the continuity and change within Shaiva, Shakta and Vaishnava systems. It also deals with Krishna bhakti and its regional manifestations in Maharashtra, Bengla, Assam, Rajasthan and Gujarat. The objective of this paper is also to discuss Islam in its various forms and monotheistic movement started by kabir, Ravidas, Dadu and Guru Nanak.

Course Outcomes: Upon completion of this Course, the students would be able to

- CO1. Understand the concepts of Shaivism, Shaktism, Vaishnavism and Evolution of Rama Bhakti.
- CO2. Evaluate the cult of Krishna during this time.
- CO3. Critically examine the developments of Islam in India with the Sufis orders.
- CO4. To get the knowledge about the Saints of Bhakti movement and the evolution of Sikh movement.

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

Unit-I

Early Movements: Shaivism and its features: Principles and Development of Shaiv Sidhanta; Origin and evolutions of Shaktism; Main features of Sri Vaishnavism; Evolution of Rama Bhakti.

Unit-II

The Cults of Krishna: The Varkaris in Maharashtra; Emergence of Gaudhiya Vaishnavism in Bengal; The Vallabhacharya in Rajasthan and Gujrat; Mirabai- A voice of female protest in bhakti tradition.

Unit-III

Islam in Medieval India: The religious beliefs and practices of Sunnis; Beliefs and Practices of the Shias; Sufis orders: Chishtis, Suhrawardis, Qadaris, Naqashbandis.

Unit-IV

The Saints and the Sikhs: Kabir, his social outlook, formation and development of Kabir-Panth; Philosophy of Sant Ravidas; Dadu and Dadu-Panth; The Sikh Movement- Guru Nanak to Guru Gobind Singh.

Suggested readings:

Bhandarkar, R.G., Vaishnavism, Shaivism and minor Religious Systems, New York, 2016
Burz Richard, The Bhakti Sect of Vallabhacharya, Faridabad: Thomson Press (India), 1976.
Deberry, William Theodore et.al. (ed), Sources of Indian Tradition, Delhi, 1963.

- Grewal, J.S., Religious Movements and Institutions in Medieval India, PHISPC, New Delhi, Oxford University Press, 2006.
- Mishra, Neeru, Sufis and Sufism: Some Reflections, New Delhi, Manohar, 2004.
- Rizvi, S.A.A., Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries, New Delhi, Munshiram Manoharlal, (rep.), 1993.
- Vandenille Charlotte, Myths, Saints legends in Medieval India; Delhi: OUP, 1999.
- A Weaver named Kabir, Oxford: India Paperbacks, 1997.
- Ahmad Tarique, Religio-Political Forment in the North-West Frontier during the Mughal Period (The Raushanya Movement), Delhi: Idarah-I-Adabiyat-Dilli, 1982.
- Grewal, J.S., The Sikhs of the Punjab, Cambridge, Cambridge University Press, 1993.
- Nandi, R.N., Religious Institutions and Cults in the Deccan, Delhi, Motilal Banarsidas, 1973.
- O'Cannel, Joseph T., Organisational and Indian Aspects of Indian Religious Movements, Shimla, Indian Institute of Advanced Study, 1999.
- Schomer Karine and W.H. Mcleod, eds., The Saints: Studies in a Devotional Tradition of India, Delhi, Motilal Banarsidas, 1987.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	√	√
CO2	×	√	√	×	√	√	×
CO3	√	√	√	√	√	√	×
CO4	√	√	×	√	√	×	√

MA. History {SEM-III}

Gender and Women in Medieval India
25HIS-307GC
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The broad aim is to acquaint students with the basic understanding of the history of women in Mughal India.

Course Outcomes: Upon completion of this course, the students would be able to

- CO1. To understand position of women in different aspects.
- CO2. To develop a critical reading of the subject.
- CO3. Interpret the role of royal women in royal palace and society.
- CO4. Describe the position of women under various dynasties.

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

Unit-I

Historiography, Imperial Women-Petticoat Government, Matrimonial Relations with the Rajputs, NurjahanJunta, Jahanara's trading activities.
Sovereignty and the 'domestic' domain: women's ascendancy in Turk-o-Mongol tradition; imperial women and the establishment of Mughal rule; Harem and sovereignty.

Unit-II

Common Women-Everyday Life, Household Life, Space within House, Legal Rights, Rights over property,
Divorce, Education, Economic Activities, Labourer, Prostitutes, Entertainer

Unit-III

Literature and Women, Socio-Religious Reform Movement and Women, Health, Medicines and Women,
Urbanization and Growing Trading Activities and its Impact on women

Unit-III

Women in Early Medieval and Sultanat Period, Women in Vijayanagar and Behmani Kingdom,
Women in Mughal Period, Women in Maratha Period

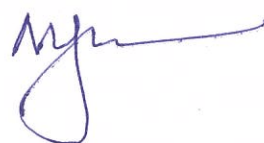
Suggested readings:

Ruby Lal, Domesticity and Power in the Early Mughal World, (Cambridge, 2005)
Harbans Mukhia, The Mughals, Delhi, 2009
Farhat Hasan, State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730, (Cambridge, 2005)
Leila Ahmed, Women and Gender in Islam: Historical Roots of a Modern Debate, (Yale

- University Press, 1992)
- Leslie P. Pierce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire* (New York, 1993)
- Gavin Hambly (ed.), *Women, Patronage and Self-representation in Islamic Societies*, Albany, 2000
- Afsaneh Najmabadi, *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*, (Berkeley, 2005)
- Rosalind 'Hanlon ' in *dom Household and Body: History Gender and Imperial service under bar* MAS, 41, 5 (2007), 887-922
- Farhat Hasan 'Norms and motions in the Ardhakathanaka' in Vijaya Ramaswamy, ed. *Biography as History*, Delhi, 2009

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	×	√
CO2	×	√	√	√	√	√	√
CO3	√	√	×	√	√	√	×
CO4	√	×	√	√	√	√	√

MA. History {SEM-IV}

Society & Culture of India (1526-1757 AD)
25HIS-401GC
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- To understand the society, its composition and the role played by religion in determining the nature of a given society. The students also understand the historical background of the growth and development of major religious trends in Mughal India.

Course Outcomes: After completing this course, the students will be able to

- CO1. To know the importance of Babur's description and social life of Mughal India.
- CO2. To evaluate the impact of the Bhakti movement on Indian society during the Mughal.
- CO3. Students know the nature of state and Ulemas, Quadri or Naqsbandi Silsilahs.
- CO4. Describe the development of Akbar's religious ideas like Sulh-i Kul and Twahid-i Ilahi.

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

Unit-I

Babur's description of the social life of India

Social Structure:- Ruling class, Middle class, Peasantry, Women and Gender Relations

Unit-II

Bhakti Movement:- Radical-Dadu Dayal, Traditionalist-Tulsidas; Woman Bhakta-Meerabai

Impact of Bhakti Movement on Indian Society

Unit-III

Sufism Silsilahs:- Qadri and Naqshbandi; State and the Ulemas

Unit-IV

Evolution of Akbar's Religious Ideas:- From Orthodoxy to Liberalism, Sulh-i-Kul, Tawhid-i-Ilahi, Muslim Orthodoxy and the Mughal state in the 16th and 17th Century

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

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- 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
 Altekhar, 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 Pahlloo, (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 (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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	×	√	√	×	√
CO2	×	√	√	√	×	√	√
CO3	√	√	√	×	√	√	√
CO4	√	√	√	√	√	√	×

M.A.-History {SEM-IV}

Economic History of India (1526-1757 A.D.)

25HIS-402GC

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- To understand economic processes and their impact upon the socio-political developments. The paper also seeks to critically understand the debate regarding various modes of production in the context of medieval India. The paper also focuses on maritime history of India and tries to understand Indian history in a global perspective.

Course Outcomes: After completing this course, the students will be able to

- CO1. Students know about categories of peasant village communities under the Mughals.
- CO2. Students evaluate the Agrarian crisis, Jagir crisis or grants land like Madad-I-Maash.
- CO3. Student Understand the potentialities of capitalist development under the Mughals.
- CO4. Students understand the difference between inland trade and external trade.

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

Unit-I

Land Revenue System: Magnitude: Methods of Assessment, Mode of Payment; Other Rural Taxes and Exaction; Categories of Peasants; Village Community

Unit-II

Jagir System and its crisis, Agrarian Crisis, Ijara System, Madad-i-Maash Grants

Unit-III

Potentialities of Capitalists Development under the Mughals:-Usuary, Dadni System
Role of Cash Nexus

Unit-IV

Industries and Mineral Resources, Trade and Commerce: Inland and External Trade
Centres of Large Scale Production, Euro-Indian Trade: Merchants and Brokers

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

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
 Bagchi Arniya Kumar (Ed.), Money and Credit in Indian History, Tulika, 2002
 Chandra Satish (Ed.), Religion, State and Society in Medieval India, OUP, 2008
 W.H. Moreland, Agrarian System of Moslem India, (Reprint) New Delhi, 1968, New Delhi, 1994
 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
 Naqvi, H.K., Urbans Centres and Industries in Upper India (1556-1808), Bombay, 1968
 Naqvi, H.K., Urbanisation & Urban Centres under the Great Mughals, IAS Shimla, 1972
 Richards, J.F. (ed.), The Imperial Monetary System of Mughal India, Delhi-1987
 Chaudhary, K.N., The Trading World of Asia & the East India company (1660-1761), Cambridge, 1975
 Frekenberge P.K. (ed.), Land Control and Social Structures in Indian History, London, 1969
 Chaudhary, Sushil, Trade and Commercial Organization in Bengal (1650-1720) Relevant Chapters, Calcutta, 1975
 Chaudhary, Sushil, Medieval India - A Miscellan Vol. I to IV, Aligarh Muslim University, Aligarh
 Gupta, N.S., Industrial Structure of India during the Medieval Period
 Chakrawarty. Phanindar, Anglo-Mughal Commercial Relation (1083-1717)
 Chandra, Satish, Medieval India-Society, The Jagirdari Crisis and the Village
 Gupta, S.P., Agrarian system of Eastern Rajasthan C. 1650-1750 A.D., Manohar, Delhi, 1986
 Richards, John F., The Mughal Empire (The New Cambridge History of India) CUP, 1993
 Siddiqui, I. Hussain, Perso-Arabic Sources of Information on the life and Condition in the Sultanate of Delhi, 1992
 Habib, Irfan, Essays in Indian History: Towards a Marxist, Perception, New Delhi, 1995
 -----Akbar and His Age, New Delhi 1997
 Mathew, K.S., Studies in Maritime History, Pondicherry, 1990
 Thakur, Vijay Kumar, Peasants in Indian History, Patna, 1996
 Anshuman & Ashok (ed.), Theoretical Issues and structural Enquiries
 B.R. Grover, Nature of Land rights in Mughal Indian History I.E.S.H.R., Vol. I, 1978
 Irfan Habib, Technology and Society in Mughal India, Dev Raj Channa Lectures, Delhi, 1970
 -----Bhartiya Itihas Mein Madhyakal, Granth Shilpi, 2002
 Moosvi, Shireen, The Economy of the Mughal Empire C. 1995: A Statistical Study, Delhi, 1987

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	√
CO2	×	×	√	√	√	√	×
CO3	√	√	√	×	√	×	√
CO4	√	√	×	√	√	√	√

M.A.-History {SEM-IV}

Political History of India (c.1200-1757 A.D.) Political Institutions
25HIS-403GC

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The broad aim is to make students familiar with the nature of state, administrative units, nobility and kingship during Sultanate and Mughal India.

Course Outcomes: After completing this course, the students will be able to

- CO1: Students get basic knowledge about the Islamic theory of Sovereignty and theory of Kingship during the Sultanate and Mughal India.
- CO2: Students understand the evolution of administrative institutions, central administration and provincial Administration during the Sultanate and Mughal India.
- CO3: To know the composition and role of Nobility, Karkhanas and Military Organization during the Sultanate and Mughal India.
- CO4: Evaluate the administrative institutions such as Iqtadari, Jagirdari and Mansabdari System during medieval India.

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

Unit-I

Theory of Sovereignty:- Sultanate and Mughals; Theory of Kingship:- Sultanate and Mughals

Unit-II

Nature of State:- Sultanate and Mughals

Administration: Central & Provincial- Sultanate and Mughals Period

Unit-III

Nobility: Composition and Rule:- Under Sultanate Period and Mughal Period

Military Organization:- Under Sultans and Mughal

Unit-IV

Administrative Ranks:-Iqtadar, Jagirdar and Mansabdar

Suggested Readings :

- Ali M. Athar, Recent Theories of Eighteenth Centuries India', The Indian Historical Review, 1989
-----The Mughal Polity-A Critique of Revisionist Approaches, Modern Asian Studies, 27, 4, 1993
-----'The Passing of Empire: The Mughal Case', Modern Asian Studies, 9, 3, 1975.
-----Towards an Interpretation of the Mughal Empire, Journal of Royal Asiatic Society, 1, 1978.
-----The Mughal Nobility under Aurangzeb, Asia Publishing House, Bombay, 1966.
Ashraf, K.M., Life and Condition of the people of Hindustan, (in Hindi), Delhi, 1990
Burton Stein, A Decade of Historical Efflorescence', South Asia Research, 10, 2, 1990

- Clive Dewey, The Historical Dimension, Manohar Publications, Delhi, 1988
 -----Eighteenth Century India: Another, View, Studies in History, 5, 1, 1989.
 Chandra, Satish, Medieval India - Vol . I (From Sultanate to the Mughal), New Delhi, 1998
 Habibullah, A.B.M., A Foundation of Muslim rule in India (in Hindi also), Allahabad, 1992
 Tripathi, I.R.P., Some Aspect of Muslim Administration, Allahabad, 1989
 Hitti, P.K., History of the Arabs, London, 1970
 Qureshi, I.H., Administration of the Sultans of Delhi, Lahore, 1942
 Day, U.N., Some aspects of Medieval Indian History
 -----Government of Sultanate, New Delhi, 1993
 Habib Irfan (ed.), Medieval India Vol. I
 -----Researches in the History of India 1200-1750, Delhi, 1992
 -----Madhya Kaleen 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, State in India 1000-1700 A.D., Delhi, 1968
 Siddiqui, I.H., Some Aspects of Afghan Despotism in India, Aligarh, 1969
 -----Authority and Kingship under the sultans of Delhi (13th-14th Centuries), Delhi, 2004
 Rizvi, S.A.A., The Wonder that was India, Vol. II, London, 1987
 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
 Muhibbul Hasan, Historians of Medieval India, Meerut, 1968
 Rizvi, S.A.A., Aadi Turk Kaleen Bharat Aligarh, 1956
 -----Khalji Kaleen Bharat, Aligarh, 1995
 -----Tughlaq Kaleen Bharat, Vol, I & II, Aligarh, 1956, 1957
 Verma, H.C., Madhya Kaleen Bharat Vol. I 750- 1540 A.D. (in Hindi)
 Sharma, G.D., Madhya kaleen Bharat Ki Rajnitik, Samajik Avam Aarthik Sansthayen
 (inHindi), Delhi, 1983
 Ashraf, K.M., Life and Condition of the people of Hindustan (in Hindi), Delhi, 1990
 Lal, K.S., Historical Essays (Relevant Articles), Vol.II, Delhi, 2000

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	×
CO2	√	√	×	×	×	√	√
CO3	×	×	√	√	√	√	×
CO4	√	√	√	√	√	√	√

M.A.-History {SEM-IV}

Art and Architecture in Mughal Period

25HIS-404GC

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The broad aim is to make students familiar with the development of art and architecture of Mughal India with regional identity.

Course Outcomes: After completing this course, the students will be able to

- CO1. Students evaluate the style of architecture under the Mughals like pietra dura, latticework
- CO2. To understand the Shahi clan and new traditions under Jahangir.
- CO3. Through this course student understand the growth of local styles like fort, dance music
- CO4. To make difference in many style of painting like Kangra, basii, Garhwal

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

Unit-I

Early phases of Mughal Architecture; Akbar's buildings at Fatehpur Sikri; elements of change under Jahangir; crystallization of Mughal style under Shah Jahan; Islamization of architecture under Aurangzeb; building decoration: Pietra dura, lattice work (Jali) and Ceramic Art.

Unit-II

Painting in North India before 1540; establishment of Shahi Qalam; emergence of new tradition under Jahangir; response to European techniques and themes;

Unit-III

Growth of local styles: The dominance of Rajput painting; Fort, dance and music. Asiatic and Indian Influence

Unit-IV

Pahari Paintings: Kangra, Basoli, and Garhwal

Suggested Readings:

Ahmed, Aziz, Studies in Islamic Culture in the Indian Environment, New Delhi, Oxford University Press, 2000 (first pub.1963).

Chandra, Satish, Medieval India from Sultanate to the Mughals, Delhi Sultanate (1206-1526), Part One, New Delhi, Har Anand Publications Pvt. Ltd., 1997.

Goswamy, B.N. & B. Fisher, Wonders of a Golden Age, Zurich, Museum Rietberg, 1987.

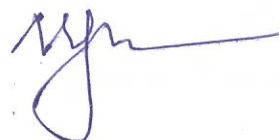
Hussain Yusuf, Glimpses of Medieval Indian Culture, Bombay, Asia Publishing House, 1973

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- Koch, Ebba, Mughal Art and Imperial Ideology Collected Essays, OUP, New Delhi, 2001.
Majumdar, R.C. (ed.), The History and Culture of the Indian People, Vol.VII, Bombay, Bhartiya Vidya Bhavan, 1980.
Qaisar, Ahsan Jan and Verma, Som Parkash (eds.), Art and Culture: Endeavours in Interpretation, New Delhi, Abinav Publications, 1996.
Sharma, Sunil, Painting the Mughal Experience, New Delhi, Oxford University Press, 2005.
Verma, Som Parkash, Mughal Painters and Their Work: A Biographical Survey and Comprehensive Catalogue, New Delhi: Oxford University Press/Centre of Advanced Study in History, Aligarh Muslim University, 1994.
Rizvi, S.A.A., The Wonder That Was India, Vo.III, 2000
A.L.Srivastava, Sultanate of Delhi, Agra, 1981
John Marshall, Monuments of Muslim India, Cambridge History of India, Vol. III, 1928
James Fergusson, History of Indian and Eastern Architecture (Revised by James Burgess and Phene Spiers, Vol. II, 19104.
R. Nath Studies in Medieval Indian Architecture, 1995
R. Nath Medieval Indian History and Architecture. APH Publishing Corporation, 1995
Brown, Percy, Indian Architecture (Islamic Period), Bombay, 1942

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	√
CO2	√	√	√	×		√	√
CO3	√	×	√	√	√	√	√
CO4	√	√	√	√	√	√	×



M.A.-History {SEM-IV}

Science and Technology in Medieval India
25HIS-405GC
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The broad aim of this course is to make students familiar with science and technology of medieval India to develop in various fields and its impacts on society.

Course Outcomes: After completing this course, the students will be able to

- CO1. To understand the history of science and technology, historiography and traditions during Mughal India.
- CO2. To able to describe the development in science and technology in various fields such as agriculture, industries, military, everyday life, etc.
- CO3. Analyze the development in science and technology in various fields such as health and medicine and Interaction with the Arab World and with Other South Asian Countries.
- CO4. Critically examine the progress in science and technology in literatures during medieval India.

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

Unit-I

Introduction:- Historiography, Introduction to the History of Science and Technology, Traditions, Changes and Continuity, Mughal Emperors and Science and Technology

Unit-II

Development in Various Fields:- Technology in Agriculture, Technology in Industry, Military Technology, Technology and every Day Life

Unit-III

Health and Medicine; Beliefs and Practices; Concept of Pure, Impure, Sanitation and hygiene
Inventions and Innovations; Centres; Impact of Technological Development
Dissemination of Knowledge; Agencies of Dissemination; Centres of Exchange; Indian Science and Interaction with the Arab World and with Other South Asian Countries

Unit-IV

Medieval Science and Tehcnology and Literature:- Sanskrit, Arabic and Persian, Vernacular Literature

Suggested readings:

Debiprasad Chattopadhyaya, History of Science and Technology in Ancient India, Vol. III, Calcutta, 1996
Rahman, (ed), History of Indian Science, Technology and Culture, A.D.1000-1800, OUP, New

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Delhi, 1999

David Gosling, Science and Religion in India, Madras, 1976

Bruce T Moran, (ed), Patronage and Institutions; Science Technology and Medicine at The European Court, 1500-1750, Rochester, New York, 1991

I A Khan, Gunpowder and Firearms: Warfare in Medieval India, OUP, New Delhi, 2004

S. Subramaniam (ed), Merchants, Markets and State in Early Modern India, New Delhi, 1990

Mattison Mines, The Warrior Merchants, Textiles, Trade, and Territory in South India, CUP, 1984

Ashoke K Bagchi, Medicine in Medieval India: 11th to 18th Centuries, Konark Publishers, Delhi, 1997

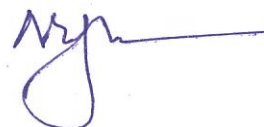
Michel Foucault, The Birth of the Clinic, An Archaeology of Medial Perception, Vintage Books, New York, 1973,

Beni Gupta, Medical Beliefs and Superstitions, Sundeep Prakashan, Delhi, 1979

Seema Alavi, Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	×	√	√	×
CO2	×	√	√	√	√	√	√
CO3	√	√	×	√	√	√	√
CO4	√	√	√	√	√	×	√



M.A.-History {SEM-IV}

The Eighteenth Century in Indian History
25HIS-406GC
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The main objectives of this course to get the overall knowledge about the 18th century in India such as historiography, nature of state, continuity and change, disintegration of the Mughal Empire with the rise of the English Company as a political entity in North India and the beginning of Colonial rule.

Course Outcomes: After completing this course, the students will be able to

- CO1. The late 17th century crisis of the Mughal Empire and the ensuing transition: economy, Society and polity
- CO2. The various historiographical interventions on 18th century India
- CO3. To understand regional aspirations and politics of assertion. The perspectives of the local, regional and individual histories on the transition to colonialism
- CO4. Rise of the English Company as a political entity in North India and the beginning of Colonial rule

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

Unit-I

Historiography:-

The 'Dark Age' and 'Twilight' perspectives – contemporary perceptions, colonial and nationalist interpretations.

Marxist perspective – Eighteenth century as a period of crisis and decline, the Jagirdari and agrarian crises.

The Revisionist' challenge- Interrogating the centralized nature of Mughal State, Mughal decline as a factor in economic and societal progress, continuity and change thesis, the idea of portfolio capitalists', the thesis of indigenous origins of early colonial state and transition' to colonialism.

Unit-II

Disintegration of the Mughal Empire:-

Mughal Empire in the post- Aurangzeb period

The institutional and administrative crisis, Jagirdari crisis, agrarian crisis

The emergence of new social groups and their relationship with the Mughal center.

Unit-III

The Phase of Transition in the early 18th Century:-

The rise of regional political orders: Awadh, Punjab, Bengal, Hyderabad and the Marathas.

The question of continuity or change with the Mughal regime?

The rise of other conquest States: Afghans, Rohillas and Jats

Unit-IV

Foreign invasion and their impact:-

The coming of British power in India and its encounter with the Mughals

The regional political orders

Economic impact of colonial conquest

Suggested Readings:

- Ali, M. Athar, The Eighteenth Century – An Interpretation, Indian Historical Review, vol. V. vols. 1-2, pp. 175-86, 1978
- Ali, M. Athar, Recent Theories of Eighteenth Century India, Indian Historical Review, vol. XIII, vol. 1-2, pp. 102-110, (1986-87)
- Ali, M. Athar, The Mughal Polity: A Critique of Revisionist Approaches, Modern Asian Studies, vol. 27, no. 4, pp. 699-710, (1993).
- Barnett, Richard, ed., Rethinking Early Modern India, Delhi: Manohar, (2002).
- Alavi, Seema, The Eighteenth Century in India, Delhi, Oxford University Press, (2002).
- Marshall, P.J., Ed., The Eighteenth Century, Oxford, Oxford University Press, (2005).
- Alam, Muzaffar, Crisis of the Empire in Mughal India: Awadh and Punjab, 1707 –1730, Oxford University Press, (1993).
- Singh, Chetan, Region and Empire: Punjab in the 17th Century, New Delhi, Oxford University Press.
- Alam, Muzaffar and Subrahmanyam Sanjay, eds., The Mughal State, 1526 -1750, New Delhi, Oxford University Press, (1998)
- Bayly, Chris, Indian Society and the making of the British Empire: New Cambridge History of India, Cambridge, Cambridge University Press, Vol. 2., (1998).
- Alavi, Seema, The Eighteenth Century in India, Delhi, Oxford University Press, (2002).
- Bayly, C.A., Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, New York, Cambridge University Press, (1983).
- Bhargava, Meena, Ed., Exploring Medieval India Sixteenth to Eighteenth Centuries: Politics, Economy, Religion, Hyderabad: Orient Blackswan. Vol. 1, (2010).
- Singha, Radhika, A Despotism of Law: Crime and Justice in Early Colonial India, New Delhi, Oxford University Press, (1998).
- Kolff, Dirk. H.A., Naukar, Rajput, Sepoy: The Ethnohistory of the Military Labour Market in Hindustan 1450- 1850, Cambridge, Cambridge University Press, (1995).
- Alavi, Seema, Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830, New Delhi, Oxford University Press, (1995).
- Habib, Irfan, Class, Caste and Colony: India from Mughal Period to British Raj, London, Verso Book.
- Hasan, Farhat, State and Locality in Mughal India: Power Relations in Western India, 1572-1730. Cambridge, Cambridge University Press, (2004).
- Pearson, M.N., Merchants and States, in James Tracey ed. Merchants and Empire.
- Leonard, Karan, The Great Firm: Theory of the Decline of the Mughal Empire in Comparative studies in society and history, Vol. 21: no. 2, pp.151-167, (1979).

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	×	√	×	√
CO2	×	√	√	√	×	√	√
CO3	√	√	×	√	√	√	√
CO4	√	√	√	×	√	×	√

M.A.-History {SEM-IV}

Epigraphic, Numismatic and Archival Records of Medieval Indian History

25HIS-407GC

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: To enable the students to

- The aim of the course is to acquaint the students (some familiarity with the script/language would be an advantage) with the latest research in the field of epigraphic, archival and numismatic evidence and the way they have altered (added) to our understanding of the history of the period. It will offer them an opportunity to undertake/understand the relationship the state had with professional scribes, secretaries, artisans and other experts specializing in the respective fields. Similarly, students would learn about the contexts and transitions in the social standing of these groups in response (or not) to the changes in the nature and composition of the ruling elite. With the opportunity to explore for themselves, students will access numerous (unreported) collections/coin hoards and inscriptional data in the religious/secular structures, some in the museum of the Department of History.

Course Outcomes: After completing this course, the students will be able to

- CO1. Familiar with the major repositories and collections of the archival records from pre- colonial times and also able to cull the data from some of the major catalogues, private collections and the religious institutions who have maintained these records.
- CO2. Learn about the inscriptional data in Arabic, Persian and Sanskrit spread throughout the subcontinent and the way this data has been compiled by the Archeological Survey of India, other government and research agencies, and independent bodies.
- CO3. The perspectives of the local, regional and individual histories on the transition to Colonialism
- CO4. Rise of the English Company as a political entity in North India and the beginning of Colonial rule

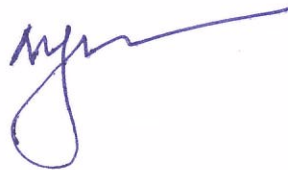
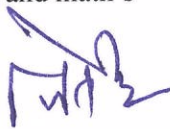
Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Archives, Inscriptions and coins as repository of evidence for Historical studies; Arabic and Persian inscriptions of the Sultanate period

Unit-II

Sanskrit inscriptions from Delhi and North West India Department of History, University of Delhi Documents in the temples and math's



Unit-III

Imperial orders and edicts by princes and nobles – farmans, nishans and parwanas
Edicts from the imperial harem, Local documents and papers in the establishments of the qazis,
Documents in the khanqahs and Sufi hospices

Unit-IV

Coin hoards, catalogues and numismatic studies; Coins, mints, and metallurgy during the Delhi Sultanate and the Mughals
Inscriptional data from ruined/abandoned cities and the possibilities of urban histories

Suggested Readings:

- Selected Volumes of Epigraphica Indo-Moslemica now Epigraphica Indica Arabic and Persian supplement Selected Volumes of the Memoirs of Archaeological Survey of India.
Prasad, Pushpa, Sanskrit Inscriptions of Delhi Sultanate, Delhi, Oxford University Press, 1996
Tirmizi, S.A.A.I., Ajmer Through Inscriptions, Delhi, Indian Institute of Islamic Studies, 1976.
Modi. J.J., The Parsis at the Court of Akbar, Bombay, Bombay Education Society Press, Department of History, University of Delhi, 420, 1903.
Goswami, B.N. & Grewal, J.S., Mughals and the Jogis of Jhakbar, Shimla: Indian Institute of Advanced Study, 1967.
Hodivala, S.H., Studies in Parsi History, Bombay, Shahpurshah Hormasji Hodivala, 1929.
Husain, Iqbal, Studies in Polity, Economy and Society of the Trans-Gangetic Valley Fifteenth-Nineteenth Centuries, Delhi, Primus, 2013.
Deyell, John, Living Without Silver: The Monetary History of Early Medieval North India, New Delhi, OUP, 1999
Husain, Syed Ejaz, The Bengal Sultanate: Politics, Economy and Coins (AD 1205- 1576), Delhi
Habib, Irfan, 'The Currency System of the Mughal Empire [1556-1707]', Medieval India Quarterly, IV, Aligarh. 1960.
Raza, S. Jabir, 'Coinage and Metallurgy under the Ghaznavid Sultan Mahmud', in Proceedings of Indian History Congress, Vol 75, Platinum Jubilee, pp. 224-231
Jha, Amiteshwar, (ed.), 2001. Medieval Indian Coinages: A Historical and Economic Perspective, India Institute of Research in Numismatic Studies.
Gupta, Parmeshwari Lal, Coins, South Asia Books, 1996.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	√
CO2	×	√	√	√		√	×
CO3	√	×	×	√	√	√	√
CO4	√	√	√	×	√	×	√

M.A.-History {SEM-IV}

Medieval Painting (12th to Early 16th Century)

25HIS-408GC

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The main objectives of this course to get the overall knowledge about the Sultanate and Mughal Painting with the Influence of Europeans.

Course Outcomes: At the end of the course students will be able to

- CO1. To know the late 16th century Persian Paintings and Pre-Mughal Painting
- CO2. Evaluate the various historiographical evolution of Secular Painting
- CO3. To know the Mughal school of Paintings, Influence of Europe in the beginning and regional aspirations and politics of assertion
- CO4. To understand the perspectives of the local, regional and individual School of Painting, And activities and Influence of Europeans School of Painting

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

Unit- I

Pre-Mughal Painting:- Sultanate Painting, Evolution of Secular Painting: 15th Century North India, Eastern Indian School of Painting, Early Deccan Painting, Western Indian School of Painting

Unit- II

Activity of the Early Mughals: - Persian Paintings and Mughals, Babur and Babur Nama on painting

Early Mughal activity of Humayun and Kamran at Herat Safavid paintings and Mughals

Unit- III

Formation of Mughal School: Hamza Nama: The First manuscript, Activities at Agra, Activities at Fatehpur, Influence of Europe in the beginning

Unit- IV

Mughal School of Painting post 1584 (up to 1605):- Activities at Lahore, Beginning of Portrait Culture Technique and about painting

Information regarding painting from Primary sources, Technique of Mughal painting

Material, Role of Library, Early painters, Influence of Europeans

Suggested Reading:

Barrett, Douglas and Basil Gray, Painting of India, Geneva, 1963.

Beach, Milo Cleve land, The Grand Mogul: Imperial Painting in India 1600-1660, Williamstown, 1978.

-----Mughal and Rajput painting, Cambridge, 1992.

-----The Imperial Image: Painting for the Mughal Court, Washington DC, 1981.

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- Brand Michael and Glenn D. Lowry, Akbar's India: Art From the Mughal City of Victory, New York, 1985.
- Brown, Percy, Indian painting under the Mughals, Oxford, 1924.
- Das, Asok Kumar, Splendour of Mughal Painting, Bombay, 1986.
- Ettinghausen, Richard, Paintings of Sultans and Emperors of India in American Collections, New Delhi, 1961.
- Gascoigne, Bamber, The Great Moguls, London, 1971.
- Gray, Basil ed., The Arts of India, Oxford, 1981.
- Jones, Dalu ed., A Mirror for Princes: The Mughals and the Medici, Bombay, 1987.
- Losty, J. P, The Art of the Book in India, British Library, 1982.
- Martin, F. R, The Miniature painting and Painters of Persia, India and Turkey, I-II, 1912; 1971.
- Okada, Amina, Imperial Mughal painters: Indian Miniatures, Paris 1992.
- Pal, Pratapaditya ed., Master artists of the Imperial Mughal Court, Bombay, 1991.
- Pinder, R. H, Paintings from the Muslim courts of India, exhibition catalogue, London, 1976.
- Skelton, Robert, The Indian Heritage: Court life and arts under Mughal rule, London, 1982.
- Titley, Norah M, Persian miniature painting and its influence on the art of Turkey and India, 1983.
- Welch, Stuart cary, Imperial Mughal Painting, New York, 1977

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	×	√	√	√	×	√
CO2	√	√	√	√	×	√	√
CO3	√	√	×	√	√	√	√
CO4	√	√	√	√	√	×	√



Group- D (MODERN INDIA)

M.A. History (SEM-III)

Social History of British India-I
25HIS- 301GD
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- To understand the society, its composition and the role played by religion in determining the nature of a given society. The students also understand the historical background of the growth of major religious trends in modern India.

Course Outcome: After completing this course, the students will be able to

- 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 analyse the growth of new education system and role of press in socio-political consciousness.
- CO3 : Critically analyse the Indian literature and role in Indian cultural renaissance.
- CO4 : Students understand about social reforms of 19th century in India and women's emancipation.

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

Unit-I

Pre-British Indian Society: General Feature; Rural Society; Urban Society.

Unit-II

British and Indian Society: Christian Missionaries b. British Social Policy; Approaches-Evangelicalist and Orientalist. Growth of New Education: Wood's Dispatch and Aftermath: Its Role in Socio-Political Consciousness.

Unit-III

Press: Rise and Growth of Press; Its Role in Socio-Political Consciousness; Literature; Hindi Literature; Bengali Literature; Role in Indian Cultural Renaissance.

Unit-IV

Social Reforms: Sati b. Infanticide; Window Remarriage Movement; Age of Consent Bill Agitation. Women's Emancipation; Status; Property Rights; Socio-Political Participation.

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)

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- 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)
- Ram Kumar Verma : A History of Hindi Literature
- Bayly, C.A. : Indian Society and the Making of the English (London,1987)

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	√
CO2	√	×	√	√	×	√	×
CO3	×	√	√	√	√	√	√
CO4	√	√	×	√	√	√	√

M.A. History (SEM-III)

Economic History of British India (1750-1857)

25HIS- 302GD

Credit: 4

Core Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- The main objective of this course to enable the students to get the basic knowledge of economic activities of British India from 1750 to 1857 such land revenue, capitalism and mercantilism and other economic changes.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the issues and problems of Indian economy in first phase of British India.
- CO2. Critically analyze the Indian economy during mid-eighteenth century.
- CO3. Students understand the mercantilism phase of Indian economy.
- CO4. Students uanalyze the emergence of commercialization of agriculture and its effects during British rule in India.

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

Unit I

Introduction Issues and problems of Indian Economic History – Different approaches and their limitations- Sources of Economic History of British India.

Unit II

Indian Economy in the Mid-Eighteenth Century Nature and structure of economy – rural and urban- Agrarian and non-agrarian production – Technology and methods of Production-Trade and indigenous banking.

Unit III

Early Phase of Colonial Economy Mercantilism and European economic interests in India – The East India Company and its rule in Bengal-The Early Drain of Wealth and its mechanism, magnitude and effects.

Unit IV

Agrarian Settlements and Agrarian Production the Permanent Settlement – objectives, operations, effects and official critiques-Ryotwari Settlements and Mahalwari System-Commercialization of Agriculture and its impact.

Traditional Handicraft Industry and the question of De-Industrialization Artisans and Handicraft Product-Background-De-Industrialization-Capital and labour in handicraft industry.

Suggested Readings:

- Dutt, R C, Economic History of India, Publications Division, Govt. of India, 1968.
 Kumar, Dharma, Cambridge Economic History of India, Delhi Orient Longman
 Desai, A.R., Social Background of Indian Nationalism,
 Dutt, R.P., India Today, Arnold, David, Famine: Social Crisis & Historical Change, Oxford, 1988.
 Chandra, Bipan, Rise and Growth of Economic Nationalism in India, Delhi, People's Publishing House.
 R.E Frykenberg & B.S. Cohn, Land Control and Social Structure in Indian History, Delhi.
 Roy, Tirthankar. Traditional Industry in the Economy of colonial India, Cambridge University Press, 1999.
 Bagchi, A.K, Private Investment in India, 1900-1939, New Delhi, 1980.
 Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
 Gerschenkron, A., Economic Backwardness in Historical Perspective, Harward University Press, 1976.
 Ray, Rajat, K., Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-47, Delhi, 1985. Entrepreneurship and Industry in India, 1800-1947, Delhi, 1994.
 Tripathi, Dwijendra., Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation, New Delhi, 1997.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	×
CO2	√	×	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√

M.A. History (SEM-III)

Indian National Movement (1885-1919)

25HIS- 303GD

Credit: 4

Discipline Elective Course

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

Course Objectives: To enable the students to

- This paper aims to examine the emergence of nationalism in India. Further this paper will investigate the emergence of Indian national movement from emergence of Indian National Congress up to 1919.

Course Outcome: After completing this course, the students will be able to

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

CO2: Students understand the emergence of Communal Politics and Era-Communal Coordination India and the first world war

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

CO4: Students understand constitutional development - British reaction

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

Unit-I

Indian Nationalism: Emergence; Causes; Approaches. **Indian National Congress:** Pre-Congress Political Associations; Genesis; Theories

Unit-II

Nationalist Agitation: 1885-1905: Moderates - Programmes and Ideology; Revolutionary Movement - The First Phase. **Nationalist Agitation: 1905-1919:** Extremists- Programmes and Ideology; Anti-Partition of Bengal agitation-Swadesh Movement.

Unit-III

Emergence of Communal Politics: Establishment of All India Muslim League – 1906; Hindu Mahasabha; **Era of Communal Co-ordination:** Lucknow Pact-aims and impact; Home Rule Movement-aims, Programmes and impact

Unit-IV

India and the First World War: Impact of Indian National Movement; Rise of Left in Indian Politics. **Constitutional Development – A British Reaction:** Indian Council Acts; Morley Minto Reforms-1909; Montague-Chelmsford Reforms-1919

Suggested Readings:

Seal, Anil, the Emergence of Indian Nationalism, Cambridge, 1968
 Mehrotra, S.R. The Emergence of Indian National Congress, Delhi, 1971
 Tripathi, A. The Extremist Challenge: India between 1890-1910, Calcutta, 1967
 Argov, Daniel Moderates and Extremists in the Indian National Movement
 Desai, A.R. Social Background of Indian Nationalism, Bombay, 1959 (ed.)
 Tara Chand History of the Freedom Movement Vol. I, II, III, IV., 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, London 1967
 Sarkar, S. Swadeshi Movement in Bengal-1903-1908, New Delhi, 1973
 Das, M.N. India under Morley and Minto, London, 1964
 Singh, Parduman Lord Minto and Indian Nationalism 1905-1910, Delhi, 2001
 Dhankar, Jaiveer Singh Prelude to Pakistan, Delhi, 2000
 Wolpert Stanley A. Tilak and Gokhale, California, 1962
 Yadav, B.D Allan Octavian Hume-Father of the Congress, Delhi, 1992
 Madame Bhikhaiji Cama, A True Nationalist, Delhi, 1952.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	×	√	×	×	√	√
CO3	√	√	√	√	√	√	×
CO4	√	√	×	√	√	×	√

M.A. History (SEM-III)

India in Eighteenth Century

25HIS- 304GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This paper aims to introduce students to important issues related to the historical debate of eighteenth century by giving broad overview of significant historiographical trends. This course will include the process of state regional state formation decline of Mughal empire.

Course Outcome: After completing this course, the students will be able to

CO1. The late 17th century crisis of the Mughal Empire and the ensuing transition: economy, Society and polity

CO2. The various historiographical interventions on 18th century India

CO3. To understand regional aspirations and politics of assertion. The perspectives of the local, regional and individual histories on the transition to colonialism

CO4. Rise of the English Company as a political entity in North India and the beginning of Colonial rule

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

UNIT-I

The Mughal Empire in the late 17th and early 18th centuries: a historiographical and thematic overview: historiography of the decline of the Empire. the legacy and the crisis; centralization question; emerging fissures in the imperial system.

UNIT-II

The politics of reorganization of the old regime: the centre, local society and the countryside; the urban and the urbane in the new milieu; consolidation of religious gentries: inam, madad i-ma'ash and la-kharaj; the 'new' social groups and their political participation; landed magnates and control over local societies; the regional political orders within the Mughal political ambit and without: some regional case studies.

UNIT-III

Economic implications of regionalization: 'military fiscalism' and zones of military resource consumption in the regions; local resource controllers and regional economies; bankers, local business and regional state finance; money and agrarian financing: the ijaradari; landed and religious gentries; production and market networks; merchants and the profile of intra-regional trade.

UNIT-IV

The coming of the East India Company: the emergence of new political equations: some regional case studies; changing notions of authority and jurisdiction; state and landed property; new revenue experiments in Bengal; the Permanent Settlement; economic intervention: monopoly trading and the spread of private trading interests; impact on indigenous capital and business; state and market; the

nature of agrarian commercialism; the drain of wealth: quantities and implications. Tradition and Transition in the 18th century: Ideological, social and cultural constituents of the new regimes.

Suggested Readings:

Please note: Journal Articles will be referred to separately.

- Alam, Muzaffar, The Crisis of the Empire in Mughal North India: Awadh and the Punjab, 1707-1748, Delhi, 1986.
- Barnett, Richard, North India Between Empires: Awadh, the Mughals and the British, 1720-1801, Berkeley, 1980.
- Bayly, C.A., Indian Society and the Making of the British Empire, Cambridge, 1988.
- Chandra, Satish, Parties and Politics at the Mughal Court, 1707-1740, 3rd edition, Delhi, 1979.
- Datta, Rajat, Economy, Society and Market: Commercialization in Rural Bengal, c.1760-1800, Delhi, 2000.
- Eaton, Richard, The Rise of Islam and the Bengal Frontier, 1204-1760, Delhi, 1994. o Fisher, Michael, Clash of Cultures: Awadh, the British and the Mughals, Delhi, 1987.
- Fukazawa, Hiroshi, The Medieval Deccan: Peasants, Social Systems and States, Sixteenth to Eighteenth Centuries, Delhi, 1991.
- Furber, Holden, John Company at Work, A study of European Expansion in India in the Late Eighteenth Century, Cambridge, Mass. 1951.
- Gordon, Stewart, Marathas, Marauders and State Formation in Eighteenth-Century India, Delhi, 1998.
- Kumar, Dharma with Meghnad Desai (ed.), The Cambridge Economic History of India, Vol.II, c.1750-c.1970 (Indian edition) Delhi, 1984.
- Marshall, P.J., East Indian Fortunes: The British in Bengal in the Eighteenth Century, Oxford, 1977.
- Marshall, P.J. (ed.), The Eighteenth Century in Indian History, New Delhi, 2003. o Marshall, P.J., The Making and Unmaking of Empires: Britain, India and America, c.1750-1783, Oxford, 2005.
- Mukherjee, Tilottama, Political Culture and Economy in Eighteenth-Century Bengal. Networks of Exchange, Consumption and Communication. New Delhi, 2013.
- Stein, Burton, 'Eighteenth Century India: Another View', Studies in History, new series, vol.5, no.1, 1989.
- Subrahmanyam, Sanjay (ed.), Merchants, Markets and the State in Early Modern India, Delhi, 1990 (selected articles).
- Travers, Robert, Ideology and Empire in Eighteenth Century India: The British in Bengal, Cambridge, 2007.
- Trivedi, Madhu, The Making of the Awadh Culture, New Delhi, 2010.
- Wilson, Jon, The Domination of Strangers: Modern Governance in Eastern India, 1780-1835, Hampshire and New York, 2008.
- Wink, Andre, Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Swarajya, Cambridge, 1986 Further Readings: (selected chapters or portions of text)
- Alavi, Seema, Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830, Delhi, 1995.
- Banga, Indu, Agrarian System of the Sikhs, Delhi, 1978.
- Bayly, C.A., Empire and Information: Intelligence Gathering and Social Communication in India, 178-1870, Cambridge, 1996.
- Chatterjee, Kumkum, Merchants, Politics and Society in Early Modern India, Bihar: 1733-1820, Leiden, 1996.
- Chandra, Satish, The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats,

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- the Sikhs and the Afghans, Delhi, 1986.
- Chaudhury, Susil, From Prosperity to Decline: Eighteenth Century Bengal, Delhi, 1995.
- Datta, Rajat (ed.), Rethinking a Millennium. Perspectives on Indian History from the Eighth to the Eighteenth Century, New Delhi, 2008.
- Fisher, Michael, (ed.), The Politics of the British Annexation of India, 1757-1857, Delhi, 1991.
- Frykenberg, Robert E. (ed.), Land Control and Social Structure in Indian History, Delhi, 1979.
- Furber, Holden, John Company at Work, Cambridge, Mass, 1948.
- Guha, Ranajit, A Rule of Property for Bengal: An Essay on the Idea of the Permanent Settlement, Delhi, 1982 (first published, 1963).
- Habib, Irfan (ed.), Resistance and Modernization under Haidar Alai & Tipu Sultan, Delhi, 1999.
- Prakash, Om and Lombard, Denys (ed.), Commerce and Culture in the Bay of Bengal, 1500-1800, Delhi, 1999.
- Robb, Peter (ed.), Meanings of Agriculture: Essays in South Asian History and Economics, Delhi, 1996.
- Husain, Iqbal, The Rise and Decline of the Ruhela Chieftaincies in 18th Century India, Delhi, 1994.
- Jafri, Saiyid Zaheer Hussain, Studies in the Anatomy of a Transformation, Awadh: From Mughal to Colonial Rule, Delhi, 1998.
- Islam, Sirajul, The Permanent Settlement in Bengal: A Study of its Operation, 1793-1819, Dhaka, 1979.
- Karim, Abdul, Murshid Quli Khan and His Times, Dhaka, 1963.
- Khan, Abdul Majed, The Transition in Bengal, 1765-1775: A Study of Saiyid Muhammad Reza Khan, Cambridge, 1969.
- Kolff, Dirk H.A., Naukar, Rajput and Sepoy: The Ethno-history of the Military Labour Market of Hindustan, 1450-1850, Cambridge, 1990.
- Leonard, Karen, Social History of an Indian Caste: the Kayasths of Hyderabad, Berkeley, 1978.
- Ludden, David, Peasant History in South India, Delhi, 1989 (esp., chapters 4 and 5). o Marshall, P.J., Bengal. The British Bridgehead.
- Singha, Radhika, A Despotism of Law: Crime and Justice in Early Colonial India, Delhi, 1998.
- Trivedi, Madhu, The Emergence of Hindustani Tradition. Music, Dance and Drama in North India, 13th to 19th Centuries, New Delhi, 2012.
- Webster, Anthony, The Twilight of the East India Company. The Evolution of Anglo-Asian Commerce and Politics, 1790-1860, Woodbridge, Boydell Press, 2009.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	√
CO2	×	√	√	×	×	√	√
CO3	√	×	√	√	√	√	×
CO4	√	√	×	√	√	√	√

M.A. History (SEM-III)

Gender Studies in Modern India
25HIS- 305GD
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Gender in modern Indian history is a critical understanding of Social reality from the Gender perspective. The crucial insight that while sex is biologically given, gender is socially constructed is the basic premise on which the paper is based. In virtually every area of social change, gender has become a category of analysis, which is to say that political, economic and development issues are thought of in terms of women's participation and their consequences for society.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the historiography of gender.
- CO2. Critically analyze the women social struggle in India.
- CO3. Students understand the post-independence initiatives for women.
- CO4. Students analyze the post-colonial status of women.

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

Unit-I

Introduction: Historiography of Gender Relations; Research Methodology; different perspective of women in Ancient India; Socio-Cultural practices in Medieval India; Women in major religious traditions; structures of patriarchy.

Unit-II

Colonial Period: Impact of Social Reforms; Personal and Customary law; Impact of education; Economic position; Formation of Women's Organizations; Women's struggle and participation in the National Movement.

Unit-III

Post-Independence Initiatives: Role of the state in Empowering Women; Political Participation; Legal provisions; Development of Women's Movement; Women's struggles for rights; Peasant and Dalit Women's Movements.

Unit-IV

Post-Colonial Status: Education and change; Role of Women in Economy; Social Position; Violence against Women; Images of Women in the Media; Continuity and change.



Suggested Readings:

- Hanana, Karuna, Socialisation, Education & Women, Exploration in Gender Identity, Orient Longman, New Delhi, 1988.
Dietrich, Gabriel, Women's Movement in India: Conceptual and Religious Reflections, Bangalore, 1988.
Haksar, Nandita, Demystification of Law for Women, New Delhi, 1986.
Jacobson and Wadley S., Women in India: Two Perspectives, New Delhi, Manohar, 1986.
Mathur, Kanchan, Countering Gender Violence, Sage, New Delhi, 2004.
Vina Mazumdar (ed.), Symbols of Power: Studies on the Political Status of Women in India, Bombay, 1979.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	×
CO2	√	×	√	×	×	√	√
CO3	×	√	√	√	√	×	×
CO4	√	√	×	√	√	√	√



M.A. History (SEM-III)

History of Caste and Caste Politics in Modern India

25HIS- 306GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- To trace the evolution of caste and caste politics in modern India. Further students will get to know the circumstance in which the caste politics emerge modern India.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the concept of casts in India.
- CO2. Critically analyze the caste history of anti-colonial movement.
- CO3. Students understand the background of infrastructure for social inclusion.
- CO4. Students understand the process of democratization of India's polity.

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

Unit-I

Scope, concepts and method an introduction to the debates about caste; its historiography and the nature of power in society; The debate on the nature of hierarchies in society in India and the west; the caste-class conundrum; Presence of caste in the historiography of the national movement.

Unit-II

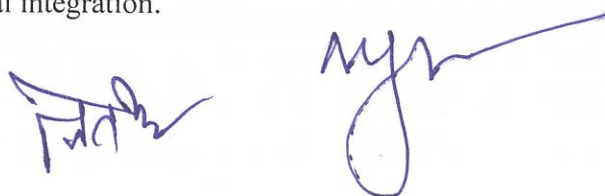
The period of the anti-colonial movements The "Indian renaissance" of the nineteenth century and the issue of caste; Manifestations of caste based exclusion; and protest against caste discrimination in the 19th and early 20th century; Efforts and inclusions based on caste during the national movement.

Unit-III

Creation of a formal infrastructure for social inclusion and its working Caste and the constitution of 1950; Antinomies in operationalising the constitutional provisions; and State sponsored social and economic welfare schemes for the upliftment of the people in a plural society; The Mandal Commission of 1979, an analysis of its recommendations; and the social and political impact on politics in modern India.

Unit-IV

The democratisation of India's polity since the 1960s Politicisation of caste in the electoral arena, 1950-1967; the rise to power of regional parties; and their caste based successes; The politics of inclusion and its impact on national integration.



Suggested Readings:

Jaffrelot, Christophe, India's Silent Revolution, Columbia University Press, New York, 2003.

Khilnani, Sunil, The Idea of India, Farrar, Straus and Giroux, London 1999.

Report of the National Commission to Review the Working of the Constitution (Venkatachaliah report),

"Pace of social change" available at <http://lawmin.nic.in/ncrwc/finalreport/v1ch10.htm> , 2002.

Satyanarayana, A., Dalits and Upper Caste: Essays in Social History, Kanishka, New Delhi, 2005.

Srinivas, M.N., "The Social System of a Mysore Village", in McKim Marriot, (ed.), Village India, Chicago University Press, Chicago, 1955.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	×	×
CO2	√	×	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	×	√	√	√	√



M.A. History (SEM-III)

History of Indian Cinema
25HIS- 307GD
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The objective of this paper is to provide students with a firm grasp on the emergence of cinema in India. The course will taught the different aspects of cinema in modern India.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the begning of cinema in India.
- CO2. Critically understand the Indian cinema during imperial rule.
- CO3. Students understand the post independent development of Indian cinema.
- CO4. Students analyze the development of regional film industries in India.

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

Unit I

Beginning of Cinema in India:

Historiography; Sources.

Theorizing Films.

Beginning-Tool, Technique and Idea in the Ist Decade of Indian Cinema.

Maker of Indian Cinema-Dada Saheb Phalke.

Unit II

Indian Cinema during Imperial Rule:

Thematic Development-Mythology, Patriotism, Romance and Violence.

British Policy on Indian Cinema-Laws, Censorship and Freedom of Expression.

Talking Film, Changing Technique and Growing Impact.

Unit-III

Post Independent Development:

The Troika of Bollywood-Dilip Kumar, Raj Kapur and Devanand.

History of Parallel Cinema-Theme, Directors, Budget, Response and Impact.

Women in Indian Cinema.

Stardom, Glamour, Industries and the Popular Psyche.

Mughal-e-Azam, Mother India, Sholay, Lagaan and Satya.

Unit-IV

Development of Regional Film Industries:

South Indian Film Industry-Malyalam, Tamil, Telgu and Kannada.

Bengal Film Industry.

Marathi Film Industry.

Other Regional Film Industries-Oriya, Assamese and Bhojpuri.

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- Mukhopadhyaya, Urvi, The Medieval in Film: Representing a Contested Time on the Indian Screen (1920s 1960s), Pub by Orient Blackswan
- Aswin Punathambekar, From Bombay to Bollywood: The Making of a Global Media Industry, New York University Press, 2013
- Patrick Colm Hogan, Understanding Indian Movies: Culture, Cognition, and Cinematic Imagination, University of Texas Press, 2008
- Tejaswini Ganti, Bollywood: A Guidebook to Popular Hindi Cinema, Routledge, 2004
- Anustup Basu, Bollywood in the Age of New Media: The Geo-Televisual Aesthetic, Edinburgh University Press, 2010
- Jigna Desai, Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film, Routledge, 2004
- Jyotika Viridi, The Cinematic Imagination: Indian Popular Films as Social History, Rutgers University Press, 2003
- Bapu Vatve, the father of Indian Cinema: Dada Saheb Phalke, Trnlted by S a Warkar, Pub by National Book Trust.
- D P Mishra, Great Masters of Indian Cinema: Winners of Dada Saheb Phalke Award, Pub by Publication Division.
- Ed by Ramindar Kaur and Ajay Sinha, Bollyworld: Popular Indian Cinema through a Transnational Lens, Pub by Sage Publication, 2005.
- Chowksey, Jaiprakash: Mahatma Gandhi and Cinema, Pub by Morya Arts, 2012.
- Garga, B D, From Raj to Swaraj: The Non Fiction Film in India, Pub by Penguin, 2007.
- Aruna Vasudeva, Series Editor: The Legends of Indian Cinema Series Books-All books, Pub by Wisdom Tree, Darya Ganj, New Delhi.
- Bhavna Somayya, Jigna Kothari, Supriya Madangarli: Mother, Maiden, Mistress: Women in Indian Cinema-1950-2010, Pub by Harper Collins.
- Ed. Souwmya Decchamma CC, E S Prakash: Cinemas of South India, pub by Oxford India, 2010.
- Edi Suresh Chabria, Light of Asia: Indian Silent Cinema-1912-1934, Pub by Niyogi Books, 2013.
- S Manjula, Indian Cinema through the Cnetury, Pub by Publication Division

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	×	√	×	×	√	√
CO3	√	√	√	√	√	√	×
CO4	√	√	×	√	√	√	√

M.A. History (SEM-IV)

Social History of British India-II
25HIS- 401GD
Crdeit: 4
Core Course

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

Course Objectives: To enable the students to

- To understand the society, its composition and the role played by religion in determining the nature of a given society. The students also understand the historical background of the growth of major religious trends in modern India.

Course Outcome: After completing this course, the students will be able to

- CO1 : Students get basic knowledge about the rise of new classes and role of middle class in Modernization.
- CO2 : Students understand the causes and nature of Indian Cultural Renaissance Raja Ram Mohan Roy and Brahmo Samaj and Ram Krishnan Mission.
- CO3 : Students understand the Wahabi Movement and Arya Samaj Movement and Aligarh Movement.
- CO4 : Students understand the Rise and Growth of depressed class movement, untouchability, etc.

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

Unit-I

New Class: Rise of New Classes; Role of Middle Class in Modernization. Tradition and Modernity: Concept; Process

Unit-II

Indian Cultural Renaissance: Causes and Nature; Raja Ram Mohan Roy and; Brahmo Samaj. Legacy of Cultural Renaissance; Ram Krishan Mission; Theosophical.

Unit-III

Revivalist Movements: Wahabi Movement; Arya Samaj Movement; Aligarh; Movement: Sir Syed Ahmed Khan and Aligarh Movemen; Role in Education. Impact on Indian Muslims

Unit-IV

Depressed Class Movement; Its Rise and Growth; Problem of Untouchability; Factors for its Amelioration; British Rule and Indian Society; Impact; Continuity and change

Suggested Readings :

Baird, Robert (ed.) : Religion in India, Delhi, 1981

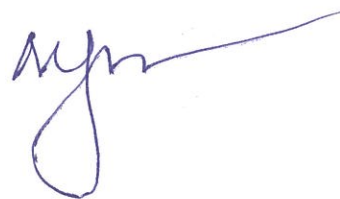
De, Barun : Presidential Address to the Indian History Congress, Dharwad Session, 1988

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- Jones, Kenneth W. : Socio-Religious Reform Movements in British India, The New Cambridge History of India, Cambridge University Press, New York, 1994
- 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 Yogendra Singh (eds.): Towards a Sociology of Culture in India
- Ranade, M.G., Religion and Social Reforms, Collection of Essays and Speeches
- Misra, B.B., The Indian Middle Class, Delhi, 1978
- Heimsath, Charles, Indian Nationalism and Hindu Social Reform, Princeton, 1964
- Leach and Mukherjee, Elites in South Asia
- Ahmed, A.F.S., Social Ideas and Social Change in Bengal, 1818-1835, Leiden, 1965
- Jain, M.S. , The Aligarh Movement, Agra, 1965
- Ahmed, Q., The Wahabi Movement in India, Calcutta, 1966
- Rai, Lal Lajpat , A History of the Arya Samaj.
- Majumdar, B.B. : History of Indian Social and Political Ideas
- Desai, A.R. : Social Background of Indian Nationalism, Bombay, 1981
- Sinha, P. : Social Change in NK Singh (ed.) History of Bengal
- Sarkar, S. : Ram Mohan Roy and the Break with the Past(ed) V.C. Joshi
- Pavloy, V.L. : Indian Middle Class : Its Origin and Development
- Smith, W.C. : Modern Islam in India, London
- Srinivas, M.N. : "A note on Sanskritisation and Westernisation" Caste in Modern India and other Essays.
- Narain, V.A. : Social History of Modern India, Patna, 1968
- O' Malley, L.S.S. : Modern Indian and the West, London, 1941
- Das, M.N., Chopra, P.N. and Puri, B.N.: Social and Economic History of India, Vol. III
- Note : In addition, students are advised to consult the current Research Journals of History

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	×	√	×	×	√	√
CO3	√	√	√	√	√	×	√
CO4	√	√	×	√	√	×	√



M.A. History (SEM-IV)

Economic History of British India (1885-1947)
25HIS- 402GD
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- The main objective of this course to enable the students to get the basic knowledge of economic activities of British India from 1858 to 1947 such land revenue, capitalism and mercantilism and other economic changes.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the emergence and consolidation of Railways in India.
- CO2. Critically analyze introduction and background modern industry in India.
- CO3. Students understand the background of foreign trade.
- CO4. Students analyze the background of taxation system in India.

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

Unit I

Railways and Indian Economy Economic and political Compulsions-Effects on agrarian production and export of raw material – commercialization of Agriculture-Famines and British policy.

Unit II

Large Scale Industry Modern industry in pre-1914 phase and post 1914 phase – its nature – main industries: cotton, jute, iron and Steel-Rise of industrial labour – labour force in large scale industry.

Unit III

Foreign Trade and Balance of Payments Changing nature of external Trade-Mercantilism, industrial capital and finance Capital-Drain of Wealth and British overseas trade.

Unit-IV

The Fiscal System Shift from direct to indirect Taxation-Tariff and Excise-Monetary policies and credit system.

National Income and Population Movements of national income after 1858- 'De-Urbanization' Controversy-Population growth – Pre and Post-Census estimates.

Suggested Readings

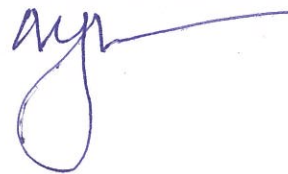
Dutt, R C, Economic History of India: Publications Division, Govt. of India, 1968.
Desai, A.R., Social Background of Indian Nationalism, Dutt, R.P., India Today,
Ifran Habib, Indian Economy, 1858-1914, Tulika Books, 2006
Kumar, Dharma Sharma, Cambridge Economic History of India, Delhi Orient Longman

Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

- Chandra, Bipan, Rise and Growth of Economic Nationalism in India, Delhi.
E.N Kherr, Railways in India Delhi, Oxford University Press.
Arnold, David Famine: Social Crisis & Historical Change. Oxford: Blackwell. 1988.
Bagchi, A.K, Private Investment in India, 1900-1939, New Delhi, 1980.
Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
Gerschenkron, A., Economic Backwardness in Historical Perspective, Harward University Press, 1976.
Roy, Tirthankar. Traditional Industry in the Economy of colonial India, Cambridge University Press, 1999.
Ray, Rajat, K., Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914- 47, Delhi, 1985.
Entrepreneurship and Industry in India, 1800-1947, Delhi, 1994.
Tripathi, Dwijendra., Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation, New Delhi, 1997.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	×	√	×	×	×	√
CO3	×	√	√	√	√	√	×
CO4	√	√	×	√	√	√	√



M.A. History (SEM-IV)

Political History of Independent India

25HIS- 403GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This paper aims to see examine the major political developments after independence in India. This course aims at an in depth analysis of Indian constitution and the nation building. The constitutional institutions will discuss in details in this paper.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the emergence of contemporary India and the process of nation building.
- CO2. Critically analyze introduction and background of political parties.
- CO3. Students understand the post-modern polity of India.
- CO4. Students analyze the emergence modern Indian economy.

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

Unit- I

Emergence of Contemporary India: Adoption of the Constitution-salient features; Provisional Parliament, First General Elections and the Formation of Central and Provincial Governments, Structure of Democratic Institutions.

The Process of Nation-Building: Unity in Diversity and Diversity in Unity, Secularism, The Problem of Linguistic identity and the issue of official Language; The Reorganization of States; concerns for Tribal and Scheduled castes; Regionalism versus National integration; Development for Education, science and Technology; Panchayati Raj and Community Development Projects.

Foreign Policy: The Initial years.

Unit-II

Political Parties: The Congress, the Left; Communal and Regional Parties; The Naxalites. The Era of Lal Bahadur Shastri and Indira Gandhi, 1964-1977: Conflicts with Pakistan, 1965 and 1971; Origin of coalition politics and Governments; Politics in the States; Congress split 1969. The J. P. Movement and the Emergency.

The Janata Experiment and the Re-emergence of Indira Gandhi: Crisis in Janata Party; Revival of the Congress; The Punjab Crisis.

Unit -III

The Rajiv Gandhi Years: The vision of New millennium; Bofors and its Political implication; The issue of Babri Masjid and Ram Janam Bhumi.

V.P. Singh and the National Front Government; Growth of caste politics and revival of communalism.

Unit-IV

Indian Economy: Five Year Plans; Zamindari Abolition; Ceiling and Bhoodan Movement; Mixed Economy, Grow More Food Campaign; Green Revolution; Agrarian unrest after independence; Economy since 1991.

Experiment with Coalition Government at the Centre.

Suggested Readings:

AchinVinaik, Communalism Contested: Religion, Modernity and Secularization, New Delhi, 1997.

Bimal Jalan, India's Economy in the New Millennium, New Delhi, 2002.

Bipan Chandra, Essays on Contemporary India, New Delhi, 1999.

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, New Delhi, 2008.

Christopher Jaffrelot, The Hindu Nationalist Movement and Indian Politics, 1925 to the 1990s, London, 1996.

Francis R. Frankel, India's Political Economy 1947-1977, Delhi, 1978.

Mushirul Hasan, In Search of Identity: Indian Muslims Since Independence, New Delhi, 1999.

Partha Chatterjee, ed., Wages of Freedom: Fifty Years of the Indian-State, Delhi 1998.

Paul R. Brass, The Politics of India since Independence, New Delhi 1992.

Rastogi, M. and Prakash, R., The Constitutional and Parliamentary History of India, N. Delhi, 2025.

Shashi Tharoor, India from Midnight to the Millennium, New Delhi, 1997.

Sunil Khilnani, The Idea of India, London, 1997.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	×	√	√	×
CO2	√	×	√	√	√	×	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√

M.A. History (SEM-IV)

Indian National Movement (1920-1947)

25HIS- 404GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This paper aims to examine the emergence of nationalism in India. Further this paper will investigate the emergence of mass movement and the role of Mahatma Gandhi. Further this paper will investigate the role of Indian National Congress and other newly emerged political parties up to 1947 in Indian freedom movement.

Course Outcome: After completing this course, the students will be able to

- CO1: Students get basic knowledge about the emergence of the mass movements, civil disobedience movement etc.
- CO2: Students understand the last phase of Revolutionary Movement, Indian National Congress and Socialist Movement.
- CO3: Students understand the Quit Indian Movement, Emergence of States People's Conference, Praja Mandal Movement.
- CO4: Students understand the Communalism at its Zenith. To understand the British Response Transfer of Power

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

Unit-I

Emergence of Mass Movements: Rise of Gandhi and Non-Cooperation khilafat Movement; Swarajists-Programmes and Impact.

Civil Disobedience Movement: Aims, Social Composition and Impact; British Response -Communal Award, Round table conference; Government of India Act 1935

Unit-II

The Last Phase of Revolutionary Movement: Formation of H.R.A.-H.S.R.A.; Aims and Activities; Impact on National Movement.

Indian National Congress and Socialist Movement: Congress Socialist Party; Forward Bloc-I.N.A.

Unit-III

Quit Indian Movement: Background; Activities; Impact. **States People's Conference:** Emergence; Praja Mandal Movement in Various Indian States

Unit-IV

Communalism at its Zenith: Demand for Pakistan; Growth of Muslim League; Partition of India. **British Response-Transfer of Power;** Cripp's Mission – 1942; Cabinet Mission- 1946; Mount Batten Plan – 1947.

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 Satyagrah of 1919, London 1971.
 Chandra Bipan and others: Communalism in Modern India, New Delhi, 1987.
 Brown, Judith: Ganhi'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
 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 890-1910., 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 (4Vols.), Delhi, 1961
 Majumdar, R.C.: History of Freedom Movement Vol. I, II, III, Calcutta, 1962-63
 Dutt, R.P.: India Today, Bombay, 1949
 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

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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	√	×
CO2	√	×	√	×	×	√	√
CO3	√	√	√	√	√	√	√
CO4	×	√	√	√	√	×	√

M.A. History (SEM-IV)

Constitutional Development in Modern India

25HIS- 405GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This course will include the process of the emergence of constitution in Modern India. This paper will also examine the various aspects of constitutional aspects and features of contemporary India.

Course Outcome: After completing this course, the students will be able to

CO1 : Students get basic knowledge about the constitution during East India Company rule in India.

CO2 : Students understand the modern constitution foundation in beginning of 20th century.

CO3 : Students understand the Act of 1835 and provincial autonomy.

CO4 : Students understand the Act of Independence and the emergence of modern constitution.

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

Unit I

Constitutional Development during East India Company's rule; Government of India Act 1858, Significance of Queen Victoria's Declaration; Indian Councils Act.

Unit II

A new constitutional experiment: Act of 1909 (Morley-Minto Act); Significance of Montague-Chelmsford Report; The Act of 1919 and Dyarchy System in provinces.

Unit III

Nehru Committee Report; Simon Commission Proposals; the Act of 1935; Provincial Autonomy in operation.

Unit IV

Political Movements and Reform Proposals- Cripps Proposals and Indian reaction; the Wavell Plan; the Cabinet Mission; the Constituent Assembly; the Indian Independence Act; The Constitution of 1949.

Suggested Readings:

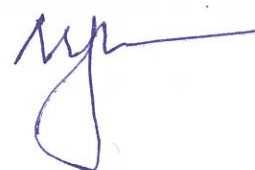
- Austin, Granville, The Indian Constitution: Cornerstone of a Nation, OUP, New Delhi, 1999.
Banerjee, A.C., The Constitutional History of India, Vol.II. 1858-1919, Macmillan, Delhi, 1978.
Chakrabarty, Bidyut, Indian Constitution: Text, Context and Interpretation, Sage, New Delhi, 2017.
Chaturvedi, Archana, A Constitutional History of India, Commonwealth Publishers, New Delhi, 2006.
Coupland, R. The Constitutional Problem in India, Part I, London, 1944.
Dube, Ishita Banerjee, A History of Modern India, Cambridge University Press, New Delhi, 2015.

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- Kashyap, Subhash G., Constitutional History of India: Polity, Governance and the Constitution, Centre for Studies in Civilizations, New Delhi, 2015.
- Keith, A.B., Constitutional History of India, Central Book Depot, Allahabad, 1961.
- Khosla, Madhav, The Indian Constitution, OUP, New Delhi, 2012.
- Mehrotra, S.R., India and Commonwealth, London, 1965.
- Mukherjee, Mithi, India in the Shadow of Empire: A Legal and Political History (1774-1950), Oxford India Paperbacks, New Delhi, 2011.
- Menon, V.P., The Transfer of Power in India, Orient Blackswan, New Delhi, 2017
- Pylee, M.V., Constitutional Government in India, Asia Publishing House, Bombay, 1965
- Rastogi, M. and Prakash, R., The Constitutional and Parliamentary History of India, N. Delhi, 2025.
- Sharma, Sri Ram, A Constitutional History of India, Macmillan, Bombay, 1955.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	×	×	×	×	√	√
CO3	×	√	√	√	√	×	×
CO4	√	√	×	√	√	√	√



M.A. History (SEM-IV)

Diaspora in Colonial India
25HIS- 406GD
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The course aims to familiarize the students to the concept of 'Diaspora' and trace the different categories of Indian Diaspora. The different stages of colonial migrations to British plantation colonies are discussed with reference to the nineteenth and twentieth centuries. The course highlights the social and economic position vis-à-vis other ethnic communities and India's policy towards her diaspora.

Course Outcome: After completing this course, the students will be able to

- CO1. Students evaluate diaspora its concept, origin, categories, and caste division.
- CO2. Students understand the different stages of colonial migration in a different continent.
- CO3. Critically evaluate about the migration in the 20th century in different nation.
- CO4. Students understand about the Indians policy her diaspora.

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

Unit-I

Diaspora: The concept; origin; evolution and contemporary usage; Diasporic identities and their nature; categories of Indian Diaspora; People of Indian Origin and NRIs; Regional, linguistic, religious and caste divisions.

Unit-II

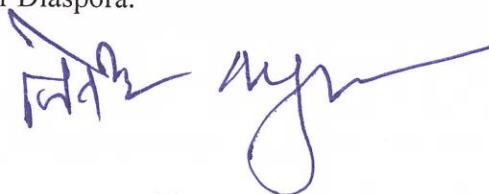
Different Stages of Colonial Migrations: Emigration to British Plantation colonies Fiji; Surinam; Guyana; Mauritius; Malaysia; Trinidad & South Africa; their economic position and social status.

Unit-III

Migrations in the 20th Century: Indian Diaspora in Western Countries (USA, UK and Canada); Migration to Canada & the USA in late 19th and 20th centuries; Migration between 1920s to 1947; Migrations of professionals to USA, Canada, Australia and other developed nations; Migrations to Gulf Countries.

Unit-IV

Indian Diaspora, Social and Economic Position: Indian Diaspora with reference to their social status (Race and Ethnicity); Economic position vis-à-vis other ethnic communities; participation and cultural activities; India's policy towards her Diaspora.



Suggested Readings:

- Arasaratnam, Sinnappah; Indians in Malaysia and Singapore, 1970, Reprint, Bombay: Oxford University Press, 1979.
- Aurora, Gurdip Singh, The New Frontiersmen: A Sociological Study of Indian Immigrants in the United Kingdom, Bombay: Popular, 1967.
- Barrier, N. Gerald, and Verne A. Dusenbery, ed; The Sikh Diaspora: Migration and Experience Beyond Punjab, Columbia: Modern South Asian Books, 1989.
- Bachu, P.K., Twice Emigrants, East African Sikh Settlers in Britain, New York: Tavistock Publications, 1985.
- Buchinai Norman, Immigration and Adaptation and the Management of Ethnic Identity: An Examination of Fijian East Indians in British Columbia, Ph.D. thesis, Simon Fraser University, 1977.
- Buchinai Norman and Doreen M. Indra; Continuous Journey: A Social History of South Asian in Canada: Toronto, McClelland and Stewart, 1985.
- Desai, Rashmi, Indian Immigrants in Britain, London: Oxford University Press, 1963.
- Gillion, K.L., Fiji Indian Migrants: A History of the End of Indenture in 1920, Melbourne: Oxford University Press, 1962.
- Hardwick, Francis C. (ed.), From Beyond the Western Horizon: Canadians from the Sub- Continent of India, Vancouver: Tantalus Research, 1974.
- Helweg, A.W., The Sikhs in England: The Development of a Migrant Community, 1979 (ed.), Delhi: Oxford University Press, 1986.
- Hirabyashi, Gordon and K. Victor Ujimoto, Visible Minorities and Multiculturalism: Asians in Canada, Toronto: Butterworth, 1980.
- Jain, Sushil K., East Indians in Canada, Windsor Canadian Bibliographic Centre, 1970.
- Jane Singh et al. eds., South Asians in North America, Berkeley: Centre for South and Southeast Asia Studies, University of California, 1988.
- Jensen, Joan M., Passage from India: Asian Indian Immigrants in North America, Yale University Press, 1988.
- McLeod, W.H., Punjabis in New Zealand, Amritsar: GNDU Press, 1986.
- Prakash, R., Diaspora in Colonial India, N. Delhi, 2024
- Robinson, Vaughn, Transients, Settlers and Refugees, Oxford: Clarendon Press, 1986.
- Sandhu, K.S., Indians in Malaya, Cambridge University Press, 1969.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	√	√	×	×	×	×	√
CO3	√	√	√	√	√	√	×
CO4	√	×		√	√	√	√

M.A. History (SEM-IV)

Peasant Movement in Modern India

25HIS- 407GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This course introduces the students to the complex issue of peasant movements in India after advent of Britishers. Different regional and mass peasant movements will be discussed in this paper.

Course Outcome: After completing this course, the students will be able to

CO1. Students understand about the emergence of peasant movement in India.

CO2. Students understand the Peasant socially and economically.

CO3. Students evaluate the different important peasant movements in nineteenth century India.

CO4. Students evaluate the different important peasant movements in twentieth century India.

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

Unit-I

Historiography of the Peasant Movements in India; Definition of Peasants; Class Consciousness; Family and kinship ties, Caste and Peasantry in India

Unit-II

Classification of peasants, Growth of modern landlordism - Commercialisation of agriculture & its impact on land relations.

Unit-III

Agrarian Conditions (1900-1947): Movements of prices, rent & revenue, British policies towards the landlords; Impact of First World War on Peasantry, Great Depression & Peasantry, the intensification after struggle for rent, relief & land; Peasant Movements - Champaran Satyagraha, Kheda Movement, Kisan Sabha, Moplah uprising.

Unit-IV

Peasant Movements (1928-1947): Bardoli agitation (1928), Peasant movements during the Civil Disobedience Movement (1930-1934), Formation of the first All India Kisan Sabha (1938), Peasant investment (1946-47), Telangana uprising, The National Movement and the Indian Peasantry.

Suggested Readings:

Chandra, Bipan, The Rise and Growth of Economic Nationalism, Bombay, 1976.

Chaudhury, B.B., History of Peasant Movements in British India: Some New Perspectives, Indian Historical Review, July 1983-84, New Delhi.

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Desai, A.R., Social Background of Indian Nationalism, Bombay, 1976.

Dhanagare, D.N., Peasant Movements in India 1920-1950, New Delhi, 1989.

Guha, Ranjit, Elementary Aspects of Peasant Insurgency in Colonial India, Oxford, 1983.

Hardiman, David, Peasant Resistance in India, 1858-1914, New Delhi: 1992.

Henringham, Stephen, Peasant Movements in Colonial India: North Bihar 1917-1942, Canberra, 1982.

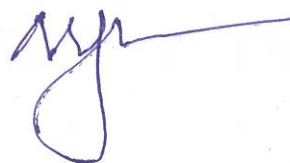
Mukherjee, Mridula, Colonializing Agriculture: The Myth of Punjab Exceptionalism, New Delhi: Sage Publications, 2005.

Mukherjee, Mridula, Peasant in India's Non-violent Revolution: Practice and Theory, New Delhi, 2003.

Ray Chaudhary and Dharma Kumar (eds.), The Cambridge Economic History of India, 1757- 1970, Vol.II, Hyderabad, 1984.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	×	√	√	×	√
CO2	√	×	√	×	×	√	√
CO3	×	√	√	√	√	√	×
CO4	√	√	√	√	√	√	√



M.A. History (SEM-IV)

History of Health and Medicine in Colonial India

25HIS- 408GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This course examines a new theme in Indian History of health and medicine in colonial India. The emergence of modern health facilities and the related issues will be discussed in this course.

Course Outcome: After completing this course, the students will be able to

- CO1. Students understand the emergence of public health in British India.
- CO2. Critically analyze the dialogue between western and indigenous medicines.
- CO3. Students understand the emergence of politics in health.
- CO4. Students analyze the emergence of commercialization of health in India.

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

Unit- I

Towards Evolving a Policy of Public Health

Pre-colonial systems of preventive medicine and therapies, Early concerns about health, Potential sources of disease and epidemics and colonial medical intervention, Popular perceptions of and response to colonial medical intervention

Unit -II

Divergence and convergence

Colonial discourse on topical disease, Dialogue between western and indigenous medicines, Dialogue within indigenous systems, Resolving the issue of gender

Unit – III

Politicization of Health

Political economy of health, Public debate over health, Nationalist perspective, Political mobilization against western medicine

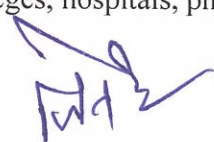
Unit-IV

The Ayurveda tradition

Yunani healing and its practitioners

Vaids, hakims, homoeopaths and doctors

Medical institutions: colleges, hospitals, pharmacies A visit to a healing/medical institution is part of this course.



Suggested Readings:

- Alavi, S., Attewell, G. N. A. Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition, 1600-1900. Basingstoke: Palgrave Macmillan, 2008. Refiguring Unani Tibb: Plural Healing in Late Colonial India,
- Ghosh, AK. A Short History of the Development of Homeopathy in India. LAP Lambert: Academic Publishing, 2012. New Delhi: Orient Longman, 2007.
- Mukharji P.B. Nationalizing the Body: The Medical Market, Print and Dakatari Medicine London and New York: Anthem Press, 2009.
- Pati, Biswamoy and Mark Harrison. The Social History of Health and Medicine in Colonial India. London and New York: Routledge, 2011
- Wujastyk, D. The Roots of Ayurveda, New Delhi: Penguin, 1999.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	√	√	√	√	√	√	×
CO2	×	√	√	√	×	√	√
CO3	√	√	×	√	√	√	×
CO4	√	×	√	√	√	√	√

