

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

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

(w. e. f. 2025-26)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: II 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-201	Ancient India: An Overview	CC-5	4	--	4	4	--	4	70	30	--	100
2	25HIS-202	Medieval India: An Overview	CC-6	4	--	4	4	--	4	70	30	--	100
3	25HIS-203	Modern India: An Overview	CC-7	4	--	4	4	--	4	70	30	--	100
4	25HIS-204	History of Haryana (1526-1947CE)	CC-8	4	--	4	4	--	4	70	30	--	100
5	24HIS-205	Science and Technology in Pre-Colonial India	DEC-2	4	--	4	4	--	4	70	30	--	100
	24HIS-206	History of China and Japan (1840-1950)											
	24HIS-207	Environmental History											
6	25HIS-208*	History of Education System in India	IKS/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, IKS: - Indian Knowledge System, VAC: Value Added Course

*Paper Code 25HIS-208 (History of Education System in India) will be offered by the department of History for common pool of university course as IKS/VAC (Indian Knowledge System/Value Added Course)

For details visit University website cblu.ac.in and see the Curriculum and Credit Framework for Postgraduate Programme (CCFPGP) in accordance with NEP-2020

***The Discipline Elective Course (DEC) papers can be offered depending upon the availability of the resources and faculties. Students may select one out of three papers mentioned against these papers code such as 25HIS-205, 25HIS-206 and 25HIS-207.

MVA
16/11/2025

M.A.-History-{SEM-II}

Ancient India: An Overview

25HIS-201

Credit: 4

Core Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

- Building upon a prior basic knowledge of the history of ancient India, this course introduces the student to the major currents in the study of that history. It focuses on the political processes that underlay the structures of the state and society but also takes the student into the details of social and cultural history.

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

- CO1. Interpret the sources of ancient Indian history in the right perspective to construct a balanced approach towards the understanding of ancient India.
- CO2. Examine the socio-economic and political forces that shaped the ancient age in Indian history.
- CO3. Develop the analytic skill to analyze and compare the earliest empires in 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 the 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

From Stone Age to Vedic Age:- Palaeolithic and Neolithic Ages; The Indus Valley Civilization (Urban Centres, Economy and Decline- various Debates); Vedic Age (Aryan Homeland debate, Polity, Society and Economy)

Unit-II

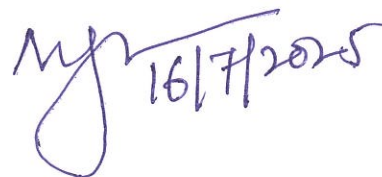
Age of Mahajanapadas: Emergence of the State Systems (Sixteen Mahajanapadas); Society (Buddhism and Jainism) and Economy (Urbanization, Trade, Crafts and Agriculture).

Unit-III

The Maurya and Post Mauryan Period: The Mauryan Empire (Rulers, Administration and Ashoka's Dhamma); Post Mauryan Polities (Kushanas, Satavahanas and Sangam Chiefdoms); Economy (Indo-Roman Trade).

Unit-IV

The Gupta and Post-Gupta Period: Political Developments (Guptas, Pushyabhutis and Pallavas); Social Developments (Caste Proliferation and Untouchability); Indian Feudalism Debate.

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

Suggested Reading:

- Chakravarti, Ranabir, Exploring Early India up to c. AD 1300, New Delhi, Primus Books, 2016
- Habib, Irfan, A People's History of India 6- Post Mauryan India, 200 BC- AD 300: A Political and Economic History, New Delhi: Tulika Books, 2012.
- Sharma, R. S., Early Medieval Indian Society: A Study in Feudalization, New Delhi, Orient Blackswan, 2014, reprint.
- Sharma, Rimjhim and Kumar, Ashish, Early India, up to c. 300 AD, Delhi, 2019.
- Singh, Upinder, A History of Ancient and Early Medieval India: From Stone Age to the 12th Century, Delhi, Pearson Longman, 2009.
- Chattopadhyaya, B. D., Making of Early Medieval India, New Delhi, Oxford University Press, 2012 second revised edition.
- Chakrabarti, Kunal and Sinha, Kanad, State, Power and Legitimacy: The Gupta Kingdom, New Delhi, Primus Books, 2018.
- Chauhan, G. C., Early Indian Feudal Society and Its Culture, Delhi, 2015.
- Chakravarti, Ranabir, 'The Mauryas' and 'The Kushanas,' in History of Ancient India, Vol. IV, Political History and Administration (c. 200 BC- 750 AD), (From the end of the Mauryan Rule to the Beginning of the Dominance of Regional Dynasties), (ed.), Dilip K. Chakrabarti and M. Lal, New Delhi, Aryan Books International, 2014.
- Habib, Irfan and Jha, Vivekanand, A People's History of India: 5- Mauryan India, New Delhi: Tulika Books, 2011.
- Kulke, Hermann, History of Pre-colonial India: Issues and Debates (English edition revised and edited by B. P. Sahu), New Delhi: Oxford University Press, 2018.
- Sahu, B. P. and Kulke, Hermann, Interrogating Political Systems: Integrative Processes and States in Pre Modern India, Delhi, Manohar, 2015.
- Sharma, R.S., Aspects of Political Ideas & Institutions in Ancient India, New Delhi, Motilal Banarsidass, 2015.
- Shrimali, K. M., A People's History of India . The Age of Iron and the Religious Revolution, c.700-c.350 BC, New Delhi: Tulika Books, 2011 reprint

Mapping of COs with POs

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

M.A.-History-{SEM-II}

Medieval India: An Overview
25HIS-202
Credit: 4
Core Course

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

Course Objectives: The course will help the students

- This paper seeks to examine the major political developments in the Indian subcontinent during a span of nearly five centuries i.e. from the thirteenth to the seventeenth century. It aims at an in-depth analysis of the processes of state formation in the Delhi Sultanate and Mughal Empire. It lays emphasis on the long-term strategies that enabled these two states to establish political control and to explore the functioning of political institutions and the articulation of political ideologies. It pays equal attention to the changing composition of the ruling class as well as the response of the powerful local elements.

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

- CO1. Analyze the developments of state and administration during Slave and Khilji dynasty.
- CO2. To examine the evolution of state and administration, administrative reforms during Tughluqs and Afghan dynasty
- CO3. Delineate the complete character of Mughal state, concept of monarchy, land revenue and Rajput and Mughal relation.
- CO4. To describe the crises in Mughal empire and expansion of Mughal empire into South 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

Ilbaris and Khalji: Consequences of the Ghorian invasions; political consolidation under Iltutmish; problems and policies of Balban; nobility during the thirteenth century; agrarian reforms of Alauddin Khalji; mechanism of his market regulations and their impact.

Unit-II

Tughluqs and Afghan: Political and religious orientation of Muhammad bin Tughluq; rationale, implementation and consequences of his projects; administrative reforms of Firuz Shah Tughluq; nobility under the Tughluqs; the Afghan concept of monarchy.

Unit-III

Mughal State: Abul Fazl's concept of monarchy; Experiment of Din-i-Ilahi and its critique; evolution of the Mansab system; development of the land revenue system under Akbar; Mughal-Rajput Relations.

Unit-IV

Crisis in Mughal Empire: Mughal expansion in the Deccan during the first half of the seventeenth century; popular uprisings in northern India during the reign of Aurangzeb; his breach with Mewar and Marwar; his military conflict with the Marathas; his conquest of Bijapur and Golconda.

Suggested Readings:

- Chandra, Satish, Medieval India: From Sultanat to the Mughals, 2 vols., New Delhi, Har-Anand Publications, (Reprint), 2003.
- Habib, Mohammad & Khaliq Ahmad Nizami, (eds.), A Comprehensive History of India, Vol.V: The Delhi Sultanate 1206-1526, New Delhi: Peoples Publishing House, (Reprint), 1993.
- Jackson, Peter, The Delhi Sultanate: A Political and Military History, Cambridge: Cambridge University Press, 1999.
- Nigam, S.B.P., Nobility under the Sultans of Delhi, New Delhi: Munshiram Manoharlal, 1971.
- Nizami, Khaliq Ahmad, Religion and Politics in India during the Thirteenth Century, New Delhi: Oxford University Press, New Edition, 2002.
- Qureshi, Ishtiaq Husain, The Administration of the Mughal Empire, Patna: Janaki Prakashan, 1979.
- Richards, John F., The Mughal Empire, New Delhi: Foundation Books/ Cambridge University Press, 1993.
- Singh, Surinder, Madh Kalin Bharat Da Itihas, Patiala: Punjabi University, 1997.
- Tripathi, R.P., Some Aspects of Muslim Administration, Allahabad: Central Book Depot., 1976.
- Alam, Muzaffar and Sanjay Subrahmanyam, (eds.), The Mughal State 1526-1750, New Delhi: Oxford University Press, 1998.
- Ali, M. Athar, Mughal India: Studies in Polity, Ideas, Society and Culture, New Delhi: Oxford University Press, 2006.
- Chandra, Satish, Mughal Religious Policies, the Rajputs and the Deccan, New Delhi: Vikas Publishing House, 1993.
- Chandra, Satish, Essays on Medieval Indian History, New Delhi: Oxford University Press, 2003.
- Hasan, S. Nurul, Religion, State and Society in Medieval India, Edited and Introduced by Satish Chandra, New Delhi: Oxford University Press, 2005.
- Husain, Agha Mahdi, The Rise and Fall of Muhammad bin Tughluq, Delhi: Idarah-I-Adabiyat-I-Delhi, (Reprint), 1972.
- Jauhri, R.C., Firoz Tughluq (1351-1388 AD), Jalandhar: ABS Publications, (Reprint), 1990.
- Lal, Kishori Saran, History of the Khaljis, New Delhi, (Revised Edition), 1980.
- Siddiqui, Iqtidar Husain, Some Aspects of Afghan Despotism in India, Aligarh: Three Men Publications, 1969.
- Streusand, Douglas E., The Formation of the Mughal Empire, OUP, New Delhi, 1989.

Mapping of COs with POs

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

M.A.-History-{SEM-II}

Modern India: An Overview
25HIS-203
Credit: 4
Core Course

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

Course Objectives: The course will help the students

- The paper is a study of British colonialism in which India can be studied as a classic case of British Imperialism. The construction of the colonial state in north and south India followed constitutional changes which further enhanced to establish British control. Indian nationalism responded starting with peasant and tribal revolts, mutiny of 1857, emergence of Indian National Congress, militant movements, Subhas Bose, feminist movements, etc.

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

- CO1. Understand the decline of the Mughal Empire and Rise of British Power in India.
- CO2. To know the British policy adopted by Britishers to annexed north and south India
- CO3. Explain the socio-economic impacts of British Rule in India.
- CO4. To describe the participation of Indian people in various movement and role of Subhash Chandra Bose and INA and women's participation in freedom 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

Decline of the Mughal Empire and Rise of British Power:

Political and economic conditions of the Mughal Empire in the 18th century

Emergence of regional powers (e.g., Marathas, Sikhs, Mysore)

Early British presence and expansion through the East India Company

British administrative and economic policies in the early years

Unit-II

British Expansion and Consolidation of Rule:

Military campaigns and annexations by the British

Administrative and legal reforms under British rule.

Economic policies and their impact on Indian society and economy (e.g., land revenue systems, trade policies)

Social and cultural impact of British rule

Unit-III

Resistance to Colonial Power:

Peasant Revolts in the 19th Century: Deccan, Indigo and Pabna

Tribal Revolts: Bhil, Kol, Santhal, Gond and others

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

First War of Independence: Causes, Nature, Main Leaders. Changes in British policy and administration after 1857

Unit-IV

The Indian National Movement and Independence:

The rise of Indian nationalism and the formation of political organizations

The role of key nationalist leaders (e.g., Gandhi, Nehru, Patel)

Different phases of the national movement (e.g., moderate, extremist, revolutionary).

The partition of India and the achievement of independence.

The socio-economic impact of the freedom movement

Suggested Readings:

- Alavi, Seema (ed.), The Eighteenth Century in India, OUP, New Delhi, Reprint 2007.
Bayly, C.A., Indian Society and the Making of the British Empire, Cambridge University Press, Reprint, 2014.
Bipan, Chandra, Communalism in Modern India, Har Anand Publications, Delhi, 2016.
Brown, Judith, Gandhi's Rise to Power: Indian politics 1915-1922, Cambridge University, Press, 1972.
Chandra, Bipan et al., India's Struggle for Independence, 1857-1947, Delhi, 2016.
Chandra, Bipan, The Rise and Growth of Economic Nationalism in India, New Delhi.
Ishita Banerjee Dube, A History of Modern India, Cambridge University Press, New Delhi, 2015.
Guha, Ranajit, 'On some aspects of Historiography of Colonial India', in Ranajit Guha ed. Subaltern Studies I, Delhi: Oxford University Press, 1986.
Mishra, B.B., Administrative History of India, Oxford University Press, Delhi, 1983.
Nanda, B.R., Making of a nation: India's Road to Independence, Delhi, Harper-Collins, 1998.
Sarkar, Sumit, Modern India, 1885-1947, Delhi, Pearson Education India, 2014.
Alam, Muzaffar, Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748, Delhi, Oxford University Press, Paperback, 2013.
Banerjee, A.C., Constitutional History of India, Vol. II & III.
Brown Judith, Modern India, The Origins of an Asian Democracy 2nd ed., OUP, Delhi, 1994.
Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, OUP, Delhi, 1983.
Marshall, P.J., The Eighteenth Century in Indian History, New Delhi, Oxford University Press, 2003.
Partha, Chatterjee, The Nation and its Fragments, Colonial and Post-Colonial Histories, New Delhi, Oxford University Press, 1994.
Sarkar, Sumit., Swadeshi Movement in Bengal, Delhi: Permanent Black, Second Edition, 2011.
Talbot, Ian, Punjab and the Raj, 1849-1947, Delhi, 1988.

Mapping of COs with POs

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

M.A.-History-{SEM-II}

History of Haryana (1526-1947)

25HIS-204

Credit: 4

Core Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

- To understand the regional history is explored through the study of Haryana from Mughal age to Modern age of India with historical events and changes.

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

- CO1. Students will be able to get basic knowledge of the administrative setup under the Mughal period.
- CO2. Students will be able to understand the political development during the time period.
- CO3. Students will be able to get basic knowledge of the colonial rule and ideology of the Britisher.
- CO4. Students will effectively understand the rise of awareness towards the freedom movements

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

Mughal Period

First and Second Battle of Panipat, Hemu's Life & Achievements, Revolt of Satnamis, Paragana Administration, Economy – Land Revenue System, Irrigation System

Unit-II

Politico-Religious Developments

Marathas Incursion, George Thomas, Sikh Intrusion, Arya Samaj, Sanatan Dharma Sabha, Development of Education & Literature

Unit-III

Political Movements

Revolt of 1857: Causes, events, nature & effects, Rise of Nationalism, Political Condition (1885-1919), Unionist Party and Sir Chhotu Ram

Unit-IV

Gandhian Movements

Non-Cooperation, Civil Disobedience, Quit India Movement, Praja Mandal Movement

Suggested Readings:

Buddha Prakash, Glimpses of Haryana, Kurukshetra, 1967

Buddha Prakash, Haryana Through The Ages, Kurukshetra, 1976

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Fredman, J. L. D. O. Lodrick and L. I. Rudolph, The Idea of Rajasthan: Exploration in Regional Identity, New Delhi, 2001

Malik, Dayanand, Medieval Attrition of a Region: A Commentary on the Middle Age of Haryana, Rohtak, 1982.

Mittal, S. C., Haryana: Historical Perspective, New Delhi, 1986

Phadke, H. A., Haryana: Ancient and Medieval, New Delhi, 1999

Rai, Gulshan, Formation of Haryana, New Delhi, 1987

Shukla, S. P., India's Freedom Struggle and the Role of Haryana, New Delhi, 1985

Singh, Pardaman & S. P. Shukla, Freedom Struggle in Haryana and the Indian National Congress (1885-1985), Chandigarh, 1985

Yadav, J. N. S., Haryana Studies in History and Politics, New Delhi, 1976

Yadav, K. C., Haryana: Itihas evam Sanskriti, New Delhi, 1998

Mapping of COs with POs

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



MA. History {SEM-II}

Science and Technology in Pre-Colonial India

25HIS-205

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 objective of this course to provide the basic knowledge to the students 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. To know the development of Science & Technological in Mauryan and Gupta Period with Military technology, Paper making technology, etc.
- CO4. To 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:- Aryabhatta, Brahmagupta, Asvaghosa, Nagarjuna, Varahamihira, Susruta, Charaka, Bhaskar-I, Bhaskar-II, etc,

The development of medical knowledge of Greek (Yunani theory) and Ayurveda (Indian theory)

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.
Technological Changes in Medieval Period:- Agriculture and Horticulture, Persian Wheel, Gun Powder, Textile Industry, Bridge Building, Ship Building, Metallurgy and Purification Technology.

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, New Delhi, 1996.
A. Rahman, (ed) "History of Indian Science, Technology and Culture" AD 1000-1800 (vol iii Part1)
A.K. Bag, Science and Civilization in India, Vol. I., Navarang Publishers, New Delhi, 1985.
-----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.
-----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.
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.
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	√	x	√	x	x	√	x
CO3	√	√	√	√	√	√	√
CO4	x	√	x	√	√	√	√

M.A. History-{SEM-II}

History of China and Japan (1840-1950)

25HIS-206

Credit: 4

Discipline Elective Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

- This courses aims to trace the various phases of history of China and Japan in modern times in context of their struggle against invasion of west. Also the present course seeks to evaluate the internal struggle as well as various efforts made within these nations which were directed towards the quest of their identities as important powers of the world.

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

- CO1. To know the history of China with Opium War, Battle of Concessions, Boxer movement, Impact of foreigners, etc.
- CO2. Analyze the role of Sun Yat Sen in the revolution of 1911, cultural awakening, revolution of 1949, etc.
- CO3. To understand the rise of Japan as a colonial power in Asia
- CO4. To understand the participation of Japan in world war-I and world war-II and its impact on Japan.

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

Opening of China for West, the First Opium War and the Second Opium War; Taiping rebellion; Battle of Concessions (1895-98); Boxer movement (1900); the Impact of foreigners in China – disintegration of family centered society and the rise of new classes.

Unit-II

Sun Yat Sen and the revolution of 1911; Cultural awakening between 1917-1919; May 4th 1919 Movement; C.C.P.'s relations with K.M.T. till 1949 and triumph of communism; the inauguration of first Five Year Plan and land reforms; the role of communes

Unit-III

Opening of Japan w.s.r.t. Perry expedition and its significance; Meiji restoration and reforms for modernization-end of feudalism, reorganization of central administration, reforms in education, industrial and agricultural reforms, the new Japanese Constitution of 1889; the first Sino-Japanese War (1894-95); Anglo- Japanese Alliance (1902); Russo-Japanese War (1905).

Unit-IV

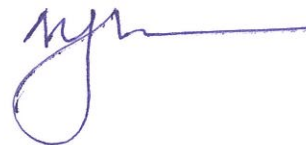
Japan's role in World War I and presentation of 21 demands; Washington Conference (1921); Causes and growth of Japanese militarism; Japan from Manchurian Crisis to the Second World War; monetary and banking systems in post-war Japan; the role of Zaibatsu in post-war economy.

Suggested Readings:

- Allen, G.C., Japan's Economic Recovery, Opium Wars to 1911 Revolution Vol.I, Delhi, 2000.
Donnithorne Audrey, China's Economic Systems, London: Routledge, 1st Edition 2016.
Flath David, The Japanese Economy, New York: Oxford University Press, Reprint 2014.
Hsu Immanuel, C.Y., The Rise of Modern China, OUP, New York, 2000.
Hughes, T.J. & Luard D.E.T., The Economic Development of Communist China (1949-60),
Connecticut, US: Green Wood Press, 1975.
Vinacke, Harold M., A History of the Far East in Modern Times, New York: Appleton Century
Crafts, 1961 (6th edn.)
Clyde, P. H. and Burton B.F., The Far East: A History of the Impact of the West on Eastern Asia,
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Kennedy Paul, The Rise and Fall of the Great Powers- Economic Change and Military Conflict
from 1500 to 2000, London: William Collins, Reprint 2017.

Mapping of COs with POs

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



MA. History {SEM-III}

Enviourmental History
25HIS-207
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 objective of this course to provide the basic knowledge to the students regarding evolution and developments of Ecological system through the ages in the world.

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

- CO1. Critically evaluate the definition, scope of Ecology and its relationship with other subjects.
- CO2. Evaluate and analyze the Environment, component of environment and its Impact on Present and Future Generations.
- CO3. To know the environmental and ecological consciousness in ancient India
- CO4. To understand the environmental and ecological consciousness in medieval and modern 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

Ecology: What is Ecology, scope of Ecology, Ecology science or art, its relation to other subjects, Terminology of Ecology, Approaches to Ecology.

Unit-II

Environment: What are Environment, Component of Environment, Living and Non-Living Components, Management of Conservation of Living and Non- Living, Resources of Environment for Sustainable Development; Environmental Degradation and its Impact on Present and Future Generations

Unit-III

Environment and Ecological Consciousness in Ancient India:

Indus Valley Civilization: Planned Organization, Drainage System, Watershed Management and Waste Management, Worship of different Components of Nature.

Early Vedic and Later Vedic Culture, Forest and Wild Life Management in Arthaśāstra of Kautilya.

Unit-IV

Environmental and Ecological Consciousness in Medieval and British India:

Exploitation of Natural Resources for Economic Development in Medieval India.

British Economic Policy and Imperialism: Ruins of Indian Small Scale Industry, over Exploitation of Natural Resources.

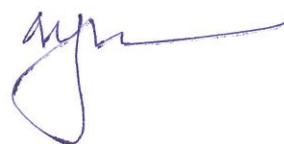
Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

Suggested Readings:

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

Mapping of COs with POs

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



MA. History {SEM-II}

History of Education System in India
25HIS-208
Credit: 2
IKS/VAC

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

Course Objectives: To enable the students to

- The main objective of this course to provide the basic knowledge to the students regarding evolution and developments of education system of India from ancient times to modern age.

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

- CO1. Discuss and understand the genesis, vision and evolution of education in India from ancient to contemporary times.
- CO2. Critically revisit colonial education and its impact on the contemporary Indian education system.
- CO3. Enable them to shape their educational perspective so as to be an effective teacher.
- CO4. Locate them in the larger system of education in India while discussing the contribution of Indian thinkers.
- CO5. Develop a road map for futuristic education system in India for addressing the need of local and global context.

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

Vision, Objectives, and Salient Features of the Vedic Education System
Teaching and Learning Process during Vedic Period, Understanding Guru Shishya Parampara
Buddhist and Jain Education System: Vision, Objective and Salient Features, Teaching –Learning and Curricular Practices during the Buddhist, Jain and Sangam Periods

Unit-II

Contribution of Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi
Brief Historical Development and Salient Features of Education in Muslim Era
Educational Systems in India: Home-Education, Pathshalas Gurukuls, Tempals and Mathas, Maktab and Madrasas etc.

Unit-III

Critical Examination of Wood's Dispatch and Macaulay Minutes; Colonization of Education in India
Swadeshi and Nationalist attempts at Educational Reforms and Contribution of Indian Thinkers: Savitribai and Jyotiba Phule, Swami Vivekananda, Pt. Madanmohan Malaviya, Sir Syed Ahmad Khan, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, Jiddu Krishnamurti, Gijubhai Badheka, Dr. Bhim Rao Ambedkar.

Unit-IV

Constitutional Provisions of Education
Education Commissions, Committees and Policies with specific reference to Kothari Commission and National Policy on Education 1968; National Knowledge Commission and its Plan of Action
Education policy 1986, NEP 2020: Redefining Vision for Education in India

Suggested Readings:

- Arora, P., & Gandhi, H. (2021). National education policy 2020: Paving the ways for transformational reforms. Shipra Publications.
- Altekar, A.S., Education System in Ancient India, Varanasi, 1965
- Dasgupta, S. (1975). A history of Indian philosophy (Vol. 1). Motilal Banarsidass.
- Dash, B. N. (2000). Thoughts and theories of Indian educational thinkers. Dominant Publishers and Distributors.
- Desai, S. & Amaresh, D. (2011). Caste in the 21st century India: competing narratives. Economic and Political Weekly, Vol. 46, No. 11.
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- Dyer, H. S. (2018). Pandita Ramabai. Forgotten Books.
- Ghosh, S. (2016). Inequality in India: drivers and consequences. World Social Science Report.
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- Jayaram, N. (2016). Social background, education and ideology of Dr. B. R. Ambedkar. In A. K. Singh. (Ed.). Education and empowerment in India: Policies and practices. Rawat Publications.
- Kashyap, R. L. (2006). Secrets of Rig Veda: First 121 suktas. Sri Aurobindo Kapali Sastry Institute.
- Krishnamurthy, J. (n.d.). Education and the Significance of Life. Krishnamurti Foundation India.
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- Kumar, K. (2004). What is worth teaching (2nd ed.). Orient Blackswan.
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- Maan, M. (2021). Biography of Pt. Madan Mohan Malviya. Prabhat Prakashan.
- Mahadevan, B., Bhat, R.V. & Nagendra, P.R.N. (2021). Introduction to Indian knowledge system: Concepts and applications. PHI Learning Pvt. Ltd.
- Mukharji, R.K., Ancient Indian Education, Macmillan, London, 1947
- Rai, J.P. & Narula, S. (1974). Student's History of Education in India: 1800–1971. Delhi: McMillan.
- National Council of Education Research & Training. (2009–10). Mahatma Gandhi Memorial lecture series.
- Nayar, P.K. (2019). Colonial Education in India 1781–1945. Routledge.
- Phule, J. (1881). Memorial address to the education commission. Round Table India.
<https://www.roundtableindia.co.in/memorial-addressed-to-the-education-commission/?fbclid=IwAR1o2there%20here%20dos%20cor.financial%20as%20well%20as%20political>
- Phule, J. G. (2017). Gulamgiri. Create Space Independent Publication.
- Puri, M. (2012). Great Indian thinkers on education. APH Publishing.
- Raghavan, V. (2017, Jan. 11 – 14). The Dvaita philosophy and its place in the Vedanta. The University of Mysuru.
- Ramachandran, V. & Ramkumar, V. (2005). Education in India. Delhi: National Book Trust.
- Rege, S. (2021). Towards Phule - Ambedkarite feminist pedagogical practice. Gender and Education in India: A Reader.
- Sachchidananda. (1992). Samajik badlav ka sawal: Samajik ambavhan se neeti tak. New Delhi: Sahitya Akademi.

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- Sathe, S. (1997). Pathshalas into schools; The development of indigenous elementary education in 19th-century Maharashtra. KLM.
- Sharma, S. (2007). Contemporary educational thinkers in contemporary education. National Book Trust.
- Sinha, P. & Sayeed, J. (2021). Contours of education. Institute of Indian Wisdom.
- Tagore, R. (1917). Personality and India. London: MacMillan.
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Mapping of COs with POs

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

