

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

Ancient Civilizations
25HIS-101
Credit: 4
Core Course

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

Course Objectives: The course will help the students

- To understand the human evolution. It details the features of material culture of early humankind by tracing the transitions, subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so the paper highlight show such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms.

Course Outcomes: On completion of this course, students will be able to

- CO1. Describe key moments in human evolution and the development to various subsistence patterns.
- CO2. Explain the differences between various forms of early human societies.
- CO3. Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
- CO4. Analyse the feature of early urban civilizations and the interaction with nomadic Pastoralists

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 and Proto-history of World:

Main features of Stone Age (Palaeolithic, Mesolithic and Neolithic), Origin of Tool Making, Origin of Agriculture, Settled Life and Craft Specialization

Saraswati Sindhu Civilization: Origin, Extent, State Structure, Town Planning, Art and Crafts, Socio-Economic Conditions, Religion, Trade and Commerce, Decline and legacy

Unit-II

Mesopotamia: Polity, Society, Economy, Religion and Culture and Origin of State Structure

Egypt: Polity, Society, Economy, Religion and Culture, Art and Architecture

Unit-III

Greece: Polity, Society, Economy, Religion and Culture, Art and Architecture.

Rome: Polity, Society, Economy, Religion and Culture, Art and Architecture.

Unit-IV

Maya Civilization: Socio-Economic Life, Polity, Religion, Arts, Science and Technology.

Scheme & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
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Inca Civilization: Socio-Economic Life, Polity, Religion, Arts, Science and Technology.

Suggested Readings:

- Allchin, B & R., The Rise of Civilization in India and Pakistan, Cambridge University Press, Cambridge, 1988
- Beers Burton, F., World History: Patterns of Civilization, Prentice Hall, New Jersey, 1993.
- Childe, V.G., What Happened in History, Penguin Books, 1964
- Demarest, A.A., Ancient Maya, Stanford University Press, 2005
- Goyal, Shri Ram, Vishva ki Prachin Sabhyatayen, Vishvavidyalaya Prakashan, Varanasi, 1994.
- Jain, K.C, Prehistory and Proto-history of India, Agam Kalan Parkashan, New Delhi, 1979
- Kenoyer, J.M., Ancient Cities of the Indus Valley Civilization, Oxford University Press, Karachi.
- Kramer, S.N., The Sumerians, University Press Chicago, 1963.
- Lal, B.B., The Earliest Civilization of South Asia, Aryan Books International, New Delhi.
- Pathak, S.M., Vishva ki Prachin Sabhyataon ka Itihas, Bihar Hindi Granth Academy, Patna, 1986.
- Possehi, G.L.(ed.), Harappan Civilization: A Contemporary Perspective, American Institute of Indian Studies.
- Ray, Uday Narayain, Vishva Sabhyata Ka Itihas, Lok Bharti, Allahabad, 1982.
- Sankalia, H.D., Prehistory and Protohistory of India and Pakistan, Pune, 1974.
- Stone Age Tools, Their Techniques, Names and Problems functions, Pune.
- Sharer, Robert, J., Daily Life in Inca Civilization, Greenwood Press, London, 2009.
- Shereen Ratnagar, End of the Great Harappan Tradition, Manohar Publishers, 2002.
- Encounters: The Westerly Trade of the Harappa Civilization, Hardcover, OUP, 1982.
- Understanding Harappa: Civilization in the Greater Indus Valley, Tulika, 2002.
- Silverman, David. R., Ancient, Egypt, Oxford University Press, Oxford, 1997.
- Singh, Purushottam, The Neolithic Origins, Agam Kala Prakashan, Delhi, 1997.
- Thpalyal, K. K & Shukla, S.P., Sindhu Sabhyata, U.P Hindi Sansthan, Lucknow, 1976

Mapping of COs with POs

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

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

Medieval Civilizations
25HIS-102
Credit: 4
Core Course

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

Course Objectives: The course will help the students

- To understand the transition, changes and continuity from ancient to medieval Europe and India with the evolution of Islam.

Course Outcomes: On completion of this course, students will be able to

- CO1. Know about feudalism, the church, and the transition from Ancient to Medieval society.
- CO2. Evaluate medieval Europe features, religious and cultural history.
- CO3. Understand about the evolution of Islam in Arab and World.
- CO4. Understand the transition, changes and continuity from ancient to medieval Europe and 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

Medieval Europe:

Transition from Ancient to Medieval Society, Role of Church, State and Church, Church and Society, European Feudalism: Origin, Nature, Features, Merits and Demerits, Causes of Decline,

Unit-II

Trade and Commerce, Technology, Renaissance, Reformation and Scientific Revolution.

Unit-III

Rise of Islam: Geographical Condition of Arabian Peninsula, Socio-Political, Economic and Religious Background, Rise of Prophet Muhammad and his life and teaching, Evolution of Islamic State: Madina to Caliphate and Umayyad to Abbasid Society

Unit-IV

Medieval India: Transition from Ancient to Medieval India, Structure of Medieval State and Nature (Sultanate and Mughal); Administrative Institutions: Iqatadari, Manasabdari, Jagirdari System, Jamindari Systems, Religious Challenges: Bhakti Movement and Sufism

Suggested Readings:

Anderson, P., Passage from Antiquity to Feudalism, New Left Books, London, 1996.

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Arnold, T.W., The Caliphate, Oxford University Press, 1999
 Bloch, Marc. H., Feudal Society, 2 Vols. Chicago University Press, Chicago, 1961
 C. Andrew Gerstle, 18th Century Japan: Culture and Society, Curzon Press, 2000
 David Curtis Wright, The History of China, Greenwood Press, 2001.
 Hitti, P.K., The Arabs a Short History, Macmillan and Company, London, 1948.
 Holt, Peter Malcolm and A.K. Lambton (eds.), The Cambridge History of Islam, 2 Vols.
 Cambridge University Press, Cambridge, 1970.
 Levy, R., Social Structure of Islam, Cambridge University Press, New York, 1969.
 Lewis, Bernard, The Arabs in History, Oxford University Press, Oxford, 1973.
 -----The Middle East, A Brief History of the Last 2000 Years, Touchstone, New York, 1997.
 Marcia Yonemoto, Mapping Early Modern Japan: Space, Place, and Culture in the Tokugawa
 Period, 1603-1868, University of California Press, 2003.
 Meye, G.J., The Tudors, The Complete Story of England's Most Notorious Dynasty, Paperback,
 Bantam; Reprint edition, 2011.
 Mukhia, Harbans, The Feudalism Debate, Manohar Publishing House, Delhi 2003 (in Hindi also).
 Peter Ackroyd, Tudors, The History of England from Henry VIII to Elizabeth.

Mapping of COs with POs

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

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

Modern World
25HIS-103
Credit: 4
Core Course

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

Course Objectives: The course will help the student

- To understand the Modern phase of World history with particular reference to Modern ideas with emphasis on 'humanism', politics revolving around European State System and colonial and economic developments with the social and economic change which took place in Europe effecting the transition from Feudalism to Capitalism and the rise of Nationalism.

Course Outcome: At the completion of the course, the students will be able to

- CO1. Analyze the key historical events and processes in world history in the modern times.
- CO2. Compare different societies with one another prior to and during the period of European Expansionism
- CO3. Develop an understanding of broad patterns of change within and among various societies and nations across the world
- CO4. Elaborate how various geographical and environmental spaces have affected the development of forms of economic, political, social, and religious or spiritual organizations.

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

Agricultural Revolution, Scientific and Technological Revolution
Mercantilism and the Beginning of Capitalism, Industrial Revolution

Unit-II

Revolutions: American Revolution (1775-1783), French Revolution (1789), Russian Revolution (1917) and Chinese Revolutions (1911-12, 1931 and 1949)

Unit-III

Development of Imperialism
Geographic Expansion in Asia and Africa and Its Theories: Economic and Non-Economic
Development of Liberalism in Britain: Background, Classical Liberalism, Beginning of Modern Liberalism, Result and Analysis; Theories of Nationalism: Italy and Germany

Unit-IV

First World War: Origin, Nature and Impact, Peace Settlement of 1919, Great Depression (1929-33)
Totalitarian Regimes- Fascism in Italy and Nazism in Germany.
Second World War: Origin, Nature, Impact; Cold war Period: NATO, Warsaw Pact, Non-Alignment Movement.

Suggested Readings:

Anthony D. Smith, The Nation in History, Oxford, 2000.
 -----Theories of nationalism, New York, 1983.
 Benedict, Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism, 2006
 Brogan, Hugh, The Penguin History of the United States of America, 2001(2nd revised ed.)
 Cipola, C.M., Fontana Economic History of Europe, Vol. III, 1976.
 Dobb, Maurice, Studies in the Development of Capitalism, 1974.
 Faragher, John Mack, Out of Many, A History of the American People, 7th Ed., 2011.
 Fay, S. B., Origins of the World War.
 Gellner, Ernest, Nation and Nationalism, 2nd edition, 2009.
 Grant, A.J. & Temperley, Harold Europe in the 19th and 20th Centuries, 1962.
 Hobsbawn, E. J., The Age of Revolution, 1789-1848, 1996.
 -----The Age of Capital. 1848-1875, 1996
 -----The Age of Empire, 1875-1914, 1989.
 Lichtheim, George, A Short-History of Socialism, 1976.
 Burns, E.M., World Civilizations from ancient to contemporary, New York, 1958
 Mapping of COs with POs

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

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

History of Haryana (Earliest times to 1526 AD)
25HIS-104
Credit: 4
Core Course

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

Course Objectives: The course will help the student

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

Course Outcome: At the completion of the course, the students will be able to

- CO1. The Students will be able to understand the theme of regional history.
- CO2. Students will be able to analyze the rise of various cultures in the region of Haryana.
- CO3. Students will be able to evaluate the efforts of the people of this region in the foreign invasions.
- CO4. Students will be able to effectively explain and analyze the Turkish invasion and its impacts on Haryana.

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 Phase

Sources of Ancient history of Haryana, The Stone Age, Saraswati Sindhu Civilization: General Features, Vedic Civilization: Origin and development, Traditional History of Kurus

Unit-II

Towards States Formation

Origin and Development of Monarchy, Historicity of the battle of Mahabharata, Yaudheyas, Agras and Kunindas, Pushpabhutis

Unit-III

Rise of New Powers

Gurjara- Pratiharas, Tomaras, Chahmanas, The Bettles of Tarain and their impact

Unit-IV

Sultanate Period

Sources of Medieval history of Haryana, Haryana on the eve of Turkish Invasion, Revolts of Meos and Rajputs, main features of Administration

Suggested Readings:

Ashraf, K.M., Life and Conditions of the People of Hindustan, Pearl Publication, Calcutta, 1983.
Buddha Prakash, Haryana through the Ages, Kurukshetra University, Kurukshetra, 1962.

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- Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969.
- Das Gupta, K.K., Tribal History of Ancient India,
- Datta, Nonica, Formation of an Identity: A Social History of Jats, Oxford University Press, New York, 1999.
- Devahuti, D., Harsha, A Political Study, Oxford Clarendon Press, 1970.
- Dwivedi, H.N., DillikeTomar (736-1193), Vidya Mandir ,Prakashan, Gwalior, 1973.
- Goyal, J.B. (ed.), Haryana-Puratattna Itihas, Sanskriti, Sahitya evom Lokwarta, Delhi, 1966.
- Gupta, H.R., The Marathas and Battle of Panipat, New Delhi.
- Gupta, S.P. & Rama & Chandran, K.S., Mahabharata, Myth and Reality, Agam Prakashan, New Delhi, 1976.
- Irfan, Habib, Cambridge Economic History of India, Cambridge University Press, Cambridge, 1982.
- Jagdish, Chander, Freedom Struggle in Haryana, Vishal Publication, Kurukshetra, 1982.
- Kenneth, W. Jones., Arya Dharam, Manohar Book Service, New Delhi, 1976.
- Mittal, S.C., Haryana- A Historical Perspective, New Delhi, 1986.
- Pardaman Singh & S.P. Shukla, (ed.), Freedom Struggle in Haryana and the Congress,
- Phadke, H.A., Haryana, Ancient and Medieval, Harman Publication, Delhi, 1990.
- Phogat, S.R., Inscriptions of Haryana, Kurukshetra University, Kurukshetra, 1978.
- Prem Chaudhary, Punjab Politics, The Role of Sir Chhotu Ram, Vikas Publishing House, New Delhi, 1985.
- Puri, B.N., History of Gurjar-Prathiharas, Munshiram Manoharlal, New Delhi, 1968.
- Ranjeet Singh, Haryana ke Arya Samaj ka Itihas, Rohtak, 196 (in Hindi)
- Sen, S.P. (Ed.), Sources of the History of India, Vol. II, Munshiram Manoharlal, New Delhi, 1979.
- Sharda, Sadhu Ram, Haryana-Ek Sanskritik Adyayan , Bhasha Vibhag, Haryana, Chandigarh, 1978.
- Sharma, D., Early History of Chahamanas, Delhi, 1959.
- Shukla, S.P., India's Freedom Struggle and Role of Haryana, Criterion Publication, 1985.
- Singh, Fauja (ed.), History of the Punjab, Vol. I-III, Publication Bureau, Punjab University, Patiala, 1997-2000.
- Suraj Bhan, Excavations at Mithathal (1968) and other Explorations in Satluj Yamuna Divide, Kurukshetra
- Tripathi, R.S., History of Kanauj, Munshiram Manoharlal, New Delhi, 1964.
- Verma, D.C., Sir Chhotu Ram, His Life and Times, Sterling Publication, New Delhi, 1981.
- Yadav, K.C., Rao Tula Ram and Revolt of 1857, S. Parmod and Co. Jalandhar City, 1975.
- Haryana, ItihasevomSanskriti, Part 1 & 2, Manohar Publisher, New Delhi, 1994
- Revolt of 1857 in Haryana, Manohar Publication, New Delhi.

Mapping of COs with POs

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

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

States in India
25HIS-105
Credit: 4
Discipline Elective Course

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

Course Objectives: The course will help the student

- To understand the history of the origin and development of states in India from earliest times to Modern times.

Course Outcome: At the completion of the course, the students will be able to

- CO1. Students will be able to evaluate and analyze the institutional history, how the institutions of state rise and develop in India.
- CO2. Students will be able to evaluate the nature of the state and continuity and changes with the time and dynasty.
- CO3. Students will be able to understand the emergence of imperial power during the classical age in India.
- CO4. Students will be able to effectively formulate logical arguments substantiated with historical aspects.

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 Formation of States: Different Theories of the formation of States, Proto State, Chiefdoms of Later Vedic Times, Territorial States in the Age of Budha.

The Mauryan State: Socio-economic Basis, Nature and Administration

The Gupta Polity: Socio-economic Basis, Nature and Administration

Unit – II

State formation in South India: Chiefdoms and Cholas

Vijayanagara State: Structure, Feature and Nature

Unit – III

Nature and Administration of the state under the Sultans of Delhi; Islamic Theory of state

The Mughal State: Nature and Administrative Institutions, Socio-economic Basis

Unit – IV

Colonial State: Political Economy, State Apparatus, Instruments of legitimation

Stages of development of Nation-State in India

State in independent India: Continuity and Change

Suggested Readings:

- Alam, Muzaffer & Subra-manayam, Sanjay (ed.), The Mughal State, 1526-1757, Oxford, 2000
 Alam, Muzaffer & Subra-manayam, Sanjay (ed.), The Crisis of Empire in Mughal North India: Awadh & Punjab 1707-1748, New Delhi, 2001
 Altekar, A. S., State and Government in Ancient India, New Delhi, 1958
 Bhandarakar, D. R., Some Aspects of Hindu Polity, New Delhi, 1988
 Chandra, Bipan, Nationalism and Colonialism in India, New Delhi, 1981
 Chandra, Satish, Medieval India (From Sultanate to the Mughals, 1206-1526), Vol. I, New Delhi, 1997
 -----Parties and Politics at the Mughal Court (1707- 1747AD), New Delhi, 2017
 Day, U. N., The Mughal Government, A.D. 1556-1707, New Delhi, 1970
 Dishitar, V. R. R., The Gupta Polity, New Delhi, 1993
 ----- The Mauryan Polity, New Delhi, 1993
 Douglas, E. Strensand, The Formation of the Mughal Empire, New Delhi, 1929
 Dutta, K. P., Administrative Aspects of Medieval Institutions in India, New Delhi, 1973
 Ghosal, U. N., A History of India Political Ideas, Oxford, 1968
 Habib, Irfan, Madhakaleen Bharat, Vols. I-VIII, New Delhi, 1981-2003
 Habibullah, A. B. M., The Foundation of Muslim Rule in India, Allahabad, 1961
 Philips, C. H., The East India Company, 1784-1834, UK, 2006
 Sarkar, B. K., Political Institution and Theories of the Hindus, Calcutta, 1994
 Sharma, R. S., Aspect of Political Ideas & Institutions in Early India, New Delhi, 1996
 Sutherland, L., The East India Company in Eighteenth-century Politics, Michigan, 1952
 Tripathi, R. P., Some Aspects of Muslim Administration, Allahabad, 1989
 Verma, H. C., Madhyakaleen Bharat (750-1540AD), Vol. I, New Delhi, 1983

Mapping of COs with POs

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

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

Principles of History
25HIS-106
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

- To understand the meaning, definition, scope, types of history with its importance and relation with others social sciences.

Course Outcomes: On completion of this course, students will be able to

- CO1. Understand the history and its relationship of other social science and science.
- CO2. Know the study of various type of History.
- CO3. Understand the fundamentals of History.
- CO4. Analyze the progress in history and importance of history in current scenario.

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

Understanding of History

Meaning, Definition and Scope; Concepts of History; Nature and Subject matter; History relation with other social sciences (Sociology, Political Science, Psychology, Geography, Archaeology, Economics, Anthropology, etc.)

Unit-II

Types of History

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

Unit-III

Fundamentals of History

Historical Facts, Analysis and Interpretation, Objectivity, Sources

Unit-IV

Importance of History

Use and Misuse of History, Idea of Progress in History, Significance and truth in History, Problem of Periodization

Suggested Readings:

Ali, B. Sheik, History: Its Theory and Method, Madras, 1978.

Appleby, Telling the Truth about History, Norton, New York 1994

Bloch Marc, The Historians's Craft, MUP, Manchester, 1954.

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Burns Robert. N & Hugh Raymen-Pickeed, (edited), Philosophies of History, Oxford (2000)
Carr, E.H., What is History, Palgrave, Basingstoke. 2001.
Collingwood, R.G., The Idea of History, Oxford University Press, Madras, 1988.
Gardiner, J., What is History Today, Macmillan, London 1988.
Marwick, Author, The Nature of History, Macmillan, London, 1989.
Roy Ladurie, E.LE, The Territory of the Historian, Harvester Press, Britain, 1979.
Stanford Michael, The Companion to the Study of History, Blackwell, Oxford, 1996.
Bhattacharya, Sibesh, Understanding Itihasa, IIAS, Shimla, 2010

Mapping of COs with POs

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

M.A. History-{SEM-I}

History of U.S.A. (1820-1973 A.D.)
25HIS-107
Credit: 4
Discipline Elective Course

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

Course Objectives: The course will help the students

- To understand the formation and unification of USA during 19th century

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

CO1. Critically evaluate the expansion of the political territory of USA.

CO2. To understand the economic growth of USA.

CO3. To understand the social and racial complexities of USA.

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 new territories in the west: expansion in Texas, the war with Mexico; Moral and ideological tensions: Growth of sectionalism, causes and consequences of the Civil War, Reconstruction of the South; The new economy: growth of industrialization and new technologies, Big Business, 1875-1900; Growth of cities.

Unit-II

Emergence as a World Power: War with Spain; causes and results; decision for economic imperialism; Overseas Expansion: The Caribbean and the Pacific, 1896-1915; World Involvement: Unnatural neutrality; the U.S.A. at World War-I; The Treaty and the League.

Unit-III

Populist and Progressive Movements: Leaders and achievements, 1890-1917; The onset of Great Depression: Causes and impact; the Hoover Program; The New Deal: New Deal Legislation; foreign policy during the New Deal period.

Unit-IV

The Second World War: Issue of neutrality; the U.S.A. at war, planning a new World order; balance of terror: Colder War: Origins; diplomacy of Cold War; containment of communism; Détente; Social Movements: Movements for Social Justice: The Feminist Movement; Temperance; Suffrage; Civil Rights.

Suggested Readings:

Faragher, John Mack, Mari Jo Buhle, Daniel Czitrom, Susan H. Armitage Out of Many: A History of the American People, Prentice Hall /Longman, New York, 2009.

Tindall, G. B. and D. E. Shi. America: A Narrative History, WW Norton, New York, 2009.

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- Zinn, Howard. People's History of the United State, 1492 – Present, Revised Edition, 2005
(first published 1980).
- Blum, John M, Bruce Cotton, The National Experience: A History of the United States, New York:
1970.
- Current, Richard, N.T. Williamsetal., AmericanHistory: ASurvey, Vol.II, Calcutta: Scientific Book
Agency, 1975 (4th edition).
- Faulkner, H.U., American Economic History, London: Harper and Row Publishers, 1954.
- Morrison, S.E., H.S. Commager and W.E. Leuchtenburg, The Growth of the American Republic, New
York: Oxford University Press, 1969.
- Parkes, Henry Bamford, The United States of America, Calcutta: Scientific Book Agency, 1967
- Pratt, Julius, W., A History of United States Foreign Policy, N.J.: Englewood Cliffs, 1957.
- Wittner, Lawrence S., Cold War America, From Hiroshima to Watergate, New York: Praeger
Publishers, 1974.

Mapping of COs with POs

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

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

- To understand the 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-1

Pre-History of India:- Palaeolithic, Mesolithic and Neolithic Ages, Tools and Food technology, Craft Specializations
Sindhu-Sarasvati 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 and Economy (Second Urbanization, Trade, Crafts and Agriculture), Buddhism and Jainism

Unit-III

The Maurya and Post Mauryan Period: The Mauryan Empire (Rulers, Administration and Ashoka's Dhamma, etc.); The 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.

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

- To understand 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

- To understand the 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 during 18th century

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

Early British presence and expansion through the East India Company (Carnatic & Mysore Wars, Battle of Plassey & Buxar)

Unit-II

British Expansion and Consolidation of Rule:

Military campaigns and annexations by the British

Administrative and legal reforms under British rule (Acts & Reforms)

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

Social and cultural impact of British rule (19th Century Social Reforms)

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 & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

First War of Independence: Its Causes, Nature and Impact, Act-1958: Crown Rule
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 (1858-1905)

Different phases of the National Movements i.e. Moderate, Extremist, Revolutionary (1905-1933).

Gandhian Era:- 1915-1947

The partition of India and the achievement of independence

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 (1526-1947AD)
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, Jats & Sikh Empire, Socio-Religious Movements (Arya Samaj, Sanatan Dharma Sabha, etc.), Development of Education & Literature

Unit-III

Political Movements

Revolt of 1857: Causes, events, nature & effects, Rise of Nationalism, Political Condition (1885-1919), Non-Cooperation, Civil Disobedience

Unit-IV

Towards Freedom

Quit India Movement, Praja Mandal Movement, Unionist Party and Sir Chhotu Ram, Partition & Rehabilitation

Suggested Readings:

Scheme & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

Buddha Prakash, Glimpses of Haryana, Kurukshetra, 1967

Buddha Prakash, Haryana Through The Ages, Kurukshetra, 1976

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 understand the basic knowledge regarding evolution and developments of science and technology in various fields through the ages in ancient and medieval 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

Science and technology: meaning, definition, scope and its importance
Prehistoric Tools and Techniques: Paleolithic tools, Mesolithic tools, Neolithic tools
Developments in metallurgy:- Use of Copper, Bronze and Iron in Ancient India

Unit-II

Science & Technology during Harappan Period:- pottery, bricks and bead making technology, etc.
Science & Technology in Vedic and Later Vedic Period
Development of different branches of Science: Astronomy, Mathematics, Alchemy.

Unit-III

Development of Science & Technology in Mauryan to Gupta Period: Textile technology, Building and construction industry, Military technology, Paper making technology, Transport and communication, etc.
The development of medical knowledge of Greek (Yunani theory) and Ayurveda (Indian theory)

Unit-IV

Development of science and technology during medieval India:- Canals & Persian Wheel, Irrigation Technology, Architectural Technology- Bridge and Building, Magnetic Compass, Ship Building, Time Indicator tool and Technique, Agriculture and Horticulture, Gun Powder, Textile Industry, etc.

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), Sundeeep
 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, Hydetabad, 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	√	×	√	×	×	√	×
CO3	√	√	√	√	√	√	√
CO4	×	√	×	√	√	√	√

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

- To understand 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,
 Englewood Cliffs, N.J. Prentice Hall, 1966.
 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-II}

Environmental 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 understand the basic knowledge 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:
Saraswati Sindhu 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.

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-209
Credit: 2
IKS/VAC

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

Course Objectives: To enable the students

- To understand the basic knowledge 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
Buddhist and Jain Education System: Vision, Objective and Salient Features

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

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:

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Scheme & Syllabus of MA. History CBLU as per NEP 2020 (w. e. f. Academic Session 2025-2026)
Approved by the PGBoS on 27 June 2026 and the Faculty Board on __ July 2026

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Mapping of COs with POs

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