

# **GURU KASHI UNIVERSITY**



## **Master of Arts in History (MHI)**

### **Appendix I**

**Session: 2025-26**

**Faculty of Sciences, Humanities and Languages**

**Graduate Attributes of the Programme: -**

<b>Type of learning outcomes</b>	<b>The Learning Outcomes Descriptors</b>
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary areas of learning.	ability to think critically and analytically. They should be able to evaluate historical evidence, identify patterns of change and continuity, and critically analyze complex historical narratives.
	ability to craft well-researched arguments concerning historical events and communicate their findings effectively. This includes presenting historical information in a clear and concise manner, both orally and in writing
	a deep understanding of historical contexts and the ability to contextualize historical events within broader societal, cultural, and economic frameworks. This includes recognizing the diversity and complexity inherent in historical studies and being sensitive to different historiographical debates.
Generic learning outcomes	the ability to critically evaluate historical evidence and arguments. Students can analyze complex historical narratives, identify biases, and develop well-supported arguments.
	the skill to communicate historical ideas and findings effectively through various media. Students can articulate historical concepts clearly in written and verbal forms, engaging diverse audiences.
	the capacity to understand historical events within broader global contexts. Students can relate historical developments to contemporary issues, fostering a deeper understanding of global citizenship and cultural diversity.

**Programme Learning outcomes:** The Master's degree (M.A. History) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5

<b>Element of the Descriptor</b>	<b>Programme learning outcomes relating to Masters Degree (1<sup>st</sup> Year)</b>
The graduates should be able to demonstrate the acquisition of:	
Knowledge and Understanding	comprehensive understanding of historical contexts, including chronology, major events, personalities, and turning points in world history. This includes the ability to analyse historical data and evidence from various periods and regions
	how political, social, economic, cultural, and intellectual processes have shaped historical developments globally. They will also understand the principles that govern these processes over time
	learn to critically evaluate primary and secondary sources by analysing their relevance, reliability, and context within broader historiographical debates. This skill enables them to construct well-supported arguments about past events
General, technical and professional skills required to perform and accomplish tasks	critical thinking skills by analysing historical evidence, evaluating arguments, and synthesizing information from diverse sources. They will also acquire effective communication skills through clear written work and engaging oral presentations
	technical skills in conducting historical research using libraries, archives, databases, and digital tools. This includes formulating research questions, critically analysing primary and secondary sources, and managing complex data sets
Application of knowledge and skills	conducting independent research projects that critically analyse historical sources and interpretations. communicating complex historical information effectively through written and oral presentations.
Generic learning outcomes	a broad understanding of historical contexts, including major events, cultural movements, and social transformations across different periods and region. critically evaluating primary and secondary sources by assessing their relevance, reliability, and context within broader historiographical debates.
Constitutional, humanistic,	recognizing and critically analysing the ethical and moral dimensions of historical events, understanding how these

ethical, and moral values	<p>dimensions have shaped societal values and constitutional frameworks over time.</p> <p>demonstrating an understanding of how constitutional principles and humanistic values have influenced historical developments, fostering a nuanced appreciation for the role of these values in shaping past societies.</p>
Employability and job-ready skills, and entrepreneurial skills and capabilities/qualities and mindset	<p>demonstrating the ability to apply historical perspectives to contemporary issues, fostering adaptability and problem-solving skills. These skills are essential for roles in business, non-profit management, government, and international relations, where understanding historical contexts can inform strategic decision-making</p> <p>developing the capability to creatively interpret and present historical narratives, leveraging digital tools and media to engage diverse audiences. This entrepreneurial mindset can be applied in cultural industries, such as museum management, historical tourism, or digital content creation, where innovative storytelling is crucial</p>
Credit requirements	<p>The 2-year/4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires 80 credits from the first and second years of the programme, with a 40c credits in the first year and 40 credits in the second year of the programme at level 6.5</p>
Entry requirements	<p>A 3-year Bachelor's degree for the 2-year/4-semester Master's degree programme (History)</p>

**Programme Structure**

Semester: 1 <sup>st</sup>									
Course Code	Course Title	Type of Courses	L	T	P	Credits	Int.	Ext.	Total Marks
MHI1400	History of Punjab (1469-1799)	Core	4	0	0	4	30	70	100
MHI1401	History of Ancient India from Earliest Times to Gupta Empire	Core	4	0	0	4	30	70	100
MHI1402	Indian History from 11th Century to Early 16th Century	Core	4	0	0	4	30	70	100
MHI1403	Religious and Social Processes in Ancient India	Core	4	0	0	4	30	70	100
IKS0022	Indian Cultural Studies	Indian Knowledge System	4	0	0	4	30	70	100
Discipline Elective I (Choose Anyone)									
MHI1404	History of World from Renaissance to Industrial World	Discipline Elective							
MHI1405	Science & Technology in India from Earliest times to mid-20th Century		4	0	0	4	30	70	100
Total			24	0	0	24	180	420	600

Semester 2 <sup>nd</sup>									
Course Code	Course Title	Course Type	L	T	P	Credits	Int.	Ext.	Total Marks
MHI2450	History of Punjab from 19th to Mid-20th Century	Core	4	0	0	4	30	70	100
MHI2451	History of India from the Gupta's Empire to 1000 A.D.	Core	4	0	0	4	30	70	100
MHI2452	History of India from 16 <sup>th</sup> to 17th Century	Core	4	0	0	4	30	70	100
MHI2453	Peasant Movements in India	Core	4	0	0	4	30	70	100
MHI2454	Oral History	Employability & Entrepreneurship Skill	0	0	4	2	30	70	100
Discipline Elective II (Choose Anyone)									
MHI2455	World History(1870-1956)	Discipline Elective					30	70	100
MHI2456	History of the Partition of India		4	0	0	4			
Total			20	0	0	22	180	420	600

**Graduate Attributes of the Programme: -**

<b>Type of learning outcomes</b>	<b>The Learning Outcomes Descriptors</b>
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary areas of learning.	ability to think critically and analytically. They should be able to evaluate historical evidence, identify patterns of change and continuity, and critically analyze complex historical narratives.
	ability to craft well-researched arguments concerning historical events and communicate their findings effectively. This includes presenting historical information in a clear and concise manner, both orally and in writing
	a deep understanding of historical contexts and the ability to contextualize historical events within broader societal, cultural, and economic frameworks. This includes recognizing the diversity and complexity inherent in historical studies and being sensitive to different historiographical debates.
Generic learning outcomes	the ability to critically evaluate historical evidence and arguments. Students can analyze complex historical narratives, identify biases, and develop well-supported arguments.
	the skill to communicate historical ideas and findings effectively through various media. Students can articulate historical concepts clearly in written and verbal forms, engaging diverse audiences.
	the capacity to understand historical events within broader global contexts. Students can relate historical developments to contemporary issues, fostering a deeper understanding of global citizenship and cultural diversity.

**Programme Learning outcomes:** The Master's degree (M.A. History) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5

<b>Element of the Descriptor</b>	<b>Programme learning outcomes relating to Masters Degree</b>
The graduates should be able to demonstrate the acquisition of:	
Knowledge and Understanding	ability to recognize major historical developments, understand their chronological sequence, and grasp their significance. This also includes understanding global history, and not just regional history.
	understanding that history is not simply a collection of facts, but rather an interpretive account of the past. Students should be able to recognize that historical narratives are constructed from evidence, and that different historians may offer varying interpretations of the same events.
	emphasizing the importance of recognizing the diversity of human experiences throughout history. Students should be able to understand how factors such as race, class, gender, and culture have shaped historical events and experiences. They should also be able to understand that people in the past, lived in very different contexts than we do today.
General, technical and professional skills required to perform and accomplish tasks	demonstrating the ability to critically evaluate historical sources, including primary and secondary documents, artifacts, and interpretations. Besides, they will be able to identify bias, assess credibility, and analyze the context in which historical evidence was created.
	developing strong written and oral communication skills, enabling them to convey historical information and interpretations clearly and persuasively and they will demonstrate proficiency in historical writing, including the ability to craft coherent narratives and analytical essays.
Application of knowledge and skills	critically analysing and interpret historical sources, including primary and secondary documents. They will develop the ability to evaluate historical arguments, identify biases, and construct well-supported historical narratives based on evidence.  demonstrating the ability to communicate historical knowledge effectively through various forms of writing and oral presentations. They will be skilled in organizing and presenting historical arguments, engaging with diverse



	audiences, and utilizing appropriate historical terminology and concepts.
Generic learning Outcomes	<p>developing a broad understanding of key historical events, figures, and periods from various global regions and time periods. They will gain insight into the causes and consequences of significant historical developments, as well as the interconnectedness of different societies and cultures throughout history.</p> <p>enhancing their research skills by locating, evaluating, and utilizing diverse historical sources, including archives, libraries, and digital resources. They will learn to critically assess the credibility and relevance of sources, synthesize information from multiple perspectives, and present well-supported historical arguments.</p>
Constitutional, humanistic, ethical, and moral values	<p>gaining a comprehensive understanding of constitutional principles, human rights, and the ethical foundations of various legal systems. They will critically evaluate the evolution and impact of constitutional laws and their role in shaping democratic societies.</p> <p>developing the ability to engage in ethical and moral reasoning by examining historical events, decisions, and actions. They will analyze the moral implications of historical events, understand diverse ethical perspectives, and apply these insights to contemporary issues.</p>
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	<p>developing practical research and analytical skills, enabling them to investigate historical events, trends, and patterns. They will be equipped to collect, evaluate, and synthesize information from diverse sources, fostering a keen attention to detail and critical thinking. These skills are directly applicable to various careers, such as research, journalism, education, and policy analysis.</p> <p>gaining the ability to identify entrepreneurial opportunities and innovative solutions by understanding historical contexts and trends. They will learn to apply historical knowledge to contemporary business challenges, develop strategic thinking, and create value-driven initiatives. This outcome emphasizes the application of historical perspectives to foster entrepreneurship and innovation in various professional settings.</p>
Credit requirements	A 1-year/2-semester master's programme builds on a bachelor's degree with Honours/ Honours with Research

	and requires 40 credits for individuals who have completed a Bachelor's degree (Honours/ Honours with Research). A 1-year PG Programme after a 4-year Bachelors Degree (Honours) or a 4-year Bachelor Degree (Honours with Research) with 80 credits in the concerned subject.
Entry requirements	A 4-year Bachelor's Degree for the 1-year/2-semester Master's programme (History)

Semester 3 <sup>rd</sup>									
Course Code	Course Title	Course Type	L	T	P	Cred its	Int.	Ext .	Total Marks
MHI3500	History of India in 17 <sup>th</sup> & 18 <sup>th</sup> Centuries	Core	4	0	0	4	30	70	100
MHI3501	Historiography-I	Core	4	0	0	4	30	70	100
MHI3502	Basic Computer Knowledge	Employa bility & Entrepre neurship Skill	0	0	4	2	30	70	100
Discipline Elective III (Choose Anyone)									
MHI3503	Constitutional Development in Modern India (1773- 1947)	Discipline Elective	4	0	0	4	30	70	100
MHI3504	Socio-Economic History of Punjab from 16th to 19th Century								
Discipline Elective IV (Choose Anyone)									
MHI3505	National Movement in India (1858- 1947)	Discipline Elective	4	0	0	4	30	70	100
MHI3506	Intellectual History of India								
Discipline Elective V (Choose Anyone)									
MHI3507	Agrarian History of India	Discipline Elective	4	0	0	4	30	70	100
MHI3508	Society in Medieval India								
Total			20	0	4	22	180	420	600

Semester 4 <sup>th</sup>									
Course Code	Course Title	Course Type	L	T	P	Credits	Int.	Ext.	Total Marks
MHI4550	Republic of India (1947-1964)	Core	4	0	0	4	30	70	100
MHI4551	Historiography-II	Core	4	0	0	4	30	70	100
MHI4552	Introduction to Archival Studies	Project Work	0	0	4	2	30	70	100
Discipline Elective VI (Choose Anyone)									
MHI4553	Depressed Class Movements in India	Discipline Elective	4	0	0	4	30	70	100
MHI4554	Economic History of India 1200-1947								
Discipline Elective VII (Choose Anyone)									
MHI4555	History of India (1818-1947)	Discipline Elective	4	0	0	4	30	70	100
MHI4556	Nationalism in South Asia								
Discipline Elective VIII (Choose Anyone)									
MHI4557	Women in Indian History	Discipline Elective	4	0	0	4	30	70	100
MHI4558	History of Historical Writing								
Total			20	0	4	22	180	420	600
Grand Total			84	0	12	90			

**Semester-I**

<b>Course Title: History of Punjab (1469-1799)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI1400</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Construct the knowledge about the History of Punjab.
2. Examine the various concepts of history of Sikh Gurus' period.
3. Provide information regarding Political Issues during 1699-1799
4. Able to assess the circumstances which support to the Sikh Raj.

**Course Content****UNIT-I****15 Hours**

Main Sources of Punjab History upto 1799. Guru Nanak Dev: His teachings and travels, Evaluation of Sikhism (1539-1606 AD), Adi Granth; martyrdom of Guru Arjun Dev; Circumstances leading to it and its impact.

**UNIT-II****15 Hours**

Transformation of Sikh Panth (1606-1675AD), Guru Gobind Singh and relation with Hilly Chiefs and Mughals, creation of the Khalsa; causes and its importance.

**UNIT-III****15 Hours**

Banda Singh Bahadur; his achievements, causes of his ultimate failures, Political struggle of the Sikhs against Zakariya Khan, Yahiya Khan, Mir Mannu.

**UNIT-IV****15 Hours**

Origin and functions of Dal Khalsa, Ranjit Singh's occupation of Lahore and its importance; his relations with the Sikh Misal.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Arora A.C, *History of Punjab*, Sugamya Pustakalaya, 1860.
- Banerjee I.B, *Evolution of the Khalsa* Vol. I & II (Eng&Pbi), Singh Brothers, Amritsar, 2001.
- Banerjee A.C, *Guru Nanak & His Times* (Pbi Uni. Patiala), Bansilal & Sons Publishers, Jalandhar, 1990.

- Grewal, J.S., *Guru Nanak to Maharaja Ranjit Singh*, Manohar, 2007
- KhushwantSing, *History of the Sikhs*, Vol-I, Oxford, India, 1963.
- Sukhdial Singh, *Punjab Da Ithas 1469-1708*, Punjabi University, Patiala, 2000.
- Singh Sulakhan, *Heterodoxy in the Sikh Tradition*, 1999
- Grewal J.S., *Guru Nanak to Maharaja Ranjit Singh*, Singh Brothers Publishers, Amritsar, 1998.
- Hans Surji, *A Reconstruction of Sikh History from Sikh Literature*, Maan publishing House.

### **Text Books:**

- Chhabra, G. S. (1960). *Advanced History of the Punjab Vol. I (1469-1799): Guru and Post-Guru Period*. New Academic Publishing, Jullundur. Archaeological Survey of India, New Delhi.
- Archaeological Survey of India. (n.d.). *Advanced History of the Punjab Vol 1*. Central Archaeological Library, Accession No. 3773.
- Guru Kashi University. (2024-2025). *History of Punjab (1469-1799)* [Course Material]. Master of Arts in History Program, Course Code: MHI101.
- Guru Kashi University. (2023-2024). *Political, Economic, Social and Religious Issues during 1469-1799* [Course Material]. Master of Arts in History Program.

### **Websites:**

- <https://www.britannica.com/topic/Sikhism/Guru-Nanak>
- <https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml>
- <https://www.sikhdharma.org/sikh-history/ten-sikh-gurus/>
- <https://www.britannica.com/biography/Ranjit-Singh-Sikh-maharaja>

<b>Course Title: History of Ancient India from Earliest Times to Gupta Empire</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI1401</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

Learning Outcomes: On successful completion of this course, the Learner will be able to

1. Perceive various sources to study the history of ancient India.
2. Enhance the knowledge of the learner about Indus Valley Civilization.
3. Enhance the knowledge about Buddhism and Jainism with emphasis on changes in the recent past.
4. Analyze the glory of Indian history during the Mauryan Empire.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Sources of Ancient Indian History, The Stone Age culture of India, the Harappa Civilization, Origin, Characteristics and Decline.

#### **UNIT-II**

**15 Hours**

Early Vedic Age and later Vedic Age, Vedic Society and Culture, The rise of Mahajanapads

#### **UNIT-III**

**15 Hours**

Jainism and Buddhism. The Mauryan Empire

#### **UNIT-IV**

**15 Hours**

Post Mauryan India; Kushanas and Indo-Greeks, The Gupta Empire

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings**

##### **Reference Books:**

- Majumdar, R.C, *The Vedic Age*, Munshi Ram Manohar, 2010
- Goyal, S.R, *A History of Indian Buddhism*, Chicago, 1974.
- Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008
- Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.

- Thapar, Romil, *Asoka and the decline of the Mauryas*, Oxford, Dehli, 2012
- Piggot Stuar, *Prehistoric India*, Oxford Publishers, New Delhi, 1996
- Wheeler, M, *Indus Valley Civilization*, Gandhari Book Depot, Bikaner, 1999.

#### **Text Books:**

- Avari, B. (2016). *India: The Ancient Past: A History of the Indian Subcontinent from c. 7000 BCE to CE 1200* (2nd ed.). Routledge.
- Jain, V. K. (2009). *Prehistory and Protohistory of India – An Appraisal*.
- Majumdar, R. C. (1952). *Ancient India*. Motilal Banarsidass Publishers.
- Karashima, N. (2014). *A Concise History of South India: Issues and Interpretations*. Oxford University Press.

#### **Websites:**

- <https://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-and-literary-sources/2336>
- <https://www.ancient.eu/jainism/>
- <https://www.britannica.com/place/Mauryan-Empire>
- <https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/10/HIST101-7.2.1-GuptaDynasty-FINAL1.pdf>
- <https://www.livehistoryindia.com/cover-story/2019/11/10/the-great-sixteen-mahajanapadas>



<b>Course Title: Indian History from 11<sup>th</sup> Century to 16<sup>th</sup> Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI1402</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** After completion of this course, the learner will be able to:

1. Enhance the knowledge of the learner about the history of Delhi Sultanate.
2. Understand the market system and economic development during this period.
3. To know the policies of Feroz Shah Tughlaq, Invasion of Timur, Lodi dynasty and fall of Delhi Sultanate.
4. Learn about the administrative structure of Delhi Sultanate, Bahmani and Vijaynagar Kingdoms.

### **Course Content**

#### **UNIT-I**

**18 Hours**

Sources of the History of the Sultanate period: with special reference to Alberuni's India, Barni's Tarikh-i-Ferozshahi and travels of Ibn Batuta; political condition of India in 1000 A.D; Invasions of Mahmud Ghazni and Muhammad Ghori. Consideration of the Turkish rule under the Slave Rulers with special reference to the measures taken by Iltutmish and Balban

#### **UNIT-II**

**15 Hours**

Rise of Khaljis; Jalaluddin Khalji, Economic and Military Reforms of Alauddin Khalji, Alauddin's Deccan Policy. Rise of Tughlaqs: Career, conquests and Administration of Ghias-ud-din Tughlaq; Mohammad Tughlaq's experiments.

#### **UNIT-III**

**12 Hours**

Administrative policies of Feroz Tughlaq; Invasion of Timur and its effects; factors responsible for the downfall of Tughlaq dynasty. Rise of Lodis; Lodi Polity; Fall of Delhi Sultanate

#### **UNIT-IV**

**15 Hours**

Administrative structure of Delhi Sultanate; Central and local Administration, Law and Justice, Army organization, Nature of the State under the Delhi Sultans. Bahmani and Vijaynagar Kingdoms.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Mehta Publishing House, Jalandhar, 2005
- Hussain, Mahdi, *Rise and fall of Muhammad Bin Tughluq*, Bansi Prakashan, New Delhi, 1995.
- Nazim, Muhammad, *Life and Times of Sultan Mahmud of Ghazni*. Lajpat Publishers, New Delhi, 2001
- Lal, K.S., *History of the Khaljis*, Kasturi Lal Publishers, Meerut, 1998
- Tripathi, R.S., *Some Aspects of Muslim Administration*, Kanha Publishers, Meerut, 1990

**Text Books:**

- Chandra, S. (2020). *Medieval India: From Sultanat to the Mughals*. NCERT.
- Gupta, K. S. (2015). *Mewar ka Samagra Itihas*. Government of India.
- Chandra, S. (2007). *History of Medieval India*. Orient BlackSwan.
- Sharma, R. S. (2007). *Medieval Indian History*. NCERT.
- Majumdar, R. C., & Puri, B. (2007). *An Advanced History of India*. Macmillan.

**Websites:**

- <https://www.jagranjosh.com/general-knowledge/summary-on-the-khilji-dynasty-of-delhi-sultanate-1491199406-1>
- <https://byjus.com/free-ias-prep/tughlaq-dynasty/>
- <https://www.indianmirror.com/dynasty/lodhidynasty.html>

<b>Course Title: Religious and Social Processes in Ancient India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI1403</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** After the successful completion of this course, the learner will be able to:

1. Learn about the origin and development of major religions such as Hinduism, Buddhism, and Jainism, and their philosophical foundations.
2. Gain insights into ancient Indian societal organization, including the varna system, caste dynamics, and their impact on daily life and culture.
3. Understand the role of trade, migration, and cross-cultural exchanges in shaping religious practices and social transformations in ancient India.
4. Explore the reform movements led by figures like Buddha and Mahavira, addressing social and religious challenges of their times.

### **Course Content**

#### **UNIT I**

**15 Hours**

Vedic Religion: Vedic Gods and Goddesses; Prayers, Sacrifices, and the Role of Brahmanas; Concept of DanaDakshina. Concept of Varnashram Dharma, Origin of Patriarchy, Casteism and Untouchability.

#### **UNIT II**

**15 Hours**

Upanishads and Heterodox Sects: Philosophy of Upanishads, Buddhism, Jainism, Ajivaka and Lokayata; Material Background of Jainism and Buddhism; Women in Buddhism and Jainism.

#### **UNIT III**

**15 Hours**

Schisms and Philosophical Differences: Charvak Sampradaya, Buddhism (Hinayana and Mahayana) and Jainism (Svetambara and Digambara); Hindu Philosophical Schools (Shankhya, Yoga, Nyaya, Vaisheshika, Mimamsa and Vedanta).

#### **UNIT IV**

**15 Hours**

Puranic Hinduism: Theistic Cults (Vishnavism, Shaivism) and Bhakti Movement (Nayanar-Alavar Saints); Tantrism and Its Impact on Hinduism and Buddhism.

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Chakrabarti, Kunal, *Religious Process: The Puranas and the Making of a Regional Tradition*, Delhi: Oxford University Press, 2018 second edition.
- Chattopadhyaya, D. P., *Indian Philosophy: A Popular Introduction*, New Delhi: People's Publishing House, 2015 reprint.
- Doniger, Wendy, *The Hindus: An Alternate History*, New Delhi: Speaking Tiger, 2015. Dundas, Paul., *The Jains*, London: Routledge, 2002 reprint.
- Habib, Irfan and Thakur, Vijay Kumar, *A People's History of India: 3- The Vedic Age*. New Delhi: Tulika Books, 2011 reprint.
- Sahu, B. P., *A People's History of India 7- Society and Culture in Post-Mauryan India, c. 200 BC- AD 300*, (with a chapter on language and literature by Kesavan Veluthat), New Delhi: Tulika Books, 2015.
- Shrimali, K. M., *A People's History of India 4-The Age of Iron and the Religious Revolution, c.700-c.350 BC*, New Delhi: Tulika Books, 2011 reprint.
- Singh, Anand, ed. *Dana: Reciprocity and Patronage in Buddhism*, New Delhi: Primus Books, 2017.

**Text Books:**

- Singh, U. (2016). *The idea of ancient India: Essays on religion, politics, and archaeology*. SAGE Publications.
- Thapar, R. (2010). *Ancient Indian social history: Some interpretations*. Orient Blackswan.
- Sharma, R. S. (2003). *Perspectives in social and economic history of early India*. MunshiramManoharlal Publishers.
- Basham, A. L. (1954). *The wonder that was India: A survey of the history and culture of the Indian sub-continent before the coming of the Muslims*. Grove Press.
- Chakrabarti, D. K. (2001). *Archaeological geography of the Ganga plain: The lower and the middle Ganga*. Permanent Black.

**Websites:**

<https://indianculture.gov.in/>

<https://www.sahapedia.org/>

<https://www.google.com/url?sa=E&source=gmail&q=https://www.ancient.eu/>

<https://iep.utm.edu/>

<https://www.google.com/url?sa=E&source=gmail&q=http://nmi.gov.in/>

<b>Course Title: Indian Cultural Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: IKS0022</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** After the successful completion of this course, the learner will be able to:

1. **Understanding Modern Indian Thought:** Students will gain a theoretical foundation to explore how Indian philosophical and cultural ideas since the early 20th century have shaped individual and collective experiences.
2. **Analyzing Cultural Transformations:** Learners will investigate the impact of modern Indian thought on personal identity and cultural context, understanding its role in shaping societal values and worldviews.
3. **Developing Conceptual Vocabulary:** Students will become familiar with key ideas and terminologies introduced in the course, enabling them to critically engage with and interpret modern Indian intellectual traditions.
4. **Articulating Personal and Shared Experiences:** Learners will cultivate the ability to express their own and others' experiences using the conceptual and philosophical frameworks discussed in the course.

### **Course Content**

#### **Unit 1**

**15 Hours**

Introduction: (Orientalist, colonial and contemporary representation of India)

#### **Unit 2**

**15 Hours**

Indian difference: (Aurobindo, Ramanujan, Bankimchandra, Malhotra and others), Self and subjectivity: (Gandhi, Upadhyay, M.N. Roy, Ashis Nandy, Dharmapal and others)

#### **Unit 3**

**15 Hours**

Home, Nation and the World: (Nehru, Tagore, Ambedkar, Savarkar, Mazumdar, Malaviya and others)

#### **Unit 4**

**15 Hours**

Swaraj: (Lajpat Rai, Gandhi, Tilak, Rajaji, Alvares, Balagangadhar and others), Art and aesthetics: (Coomaraswamy, Hiriyana, Radhakrishnan, Aurobindo, Naipaul, Devy and others)

### **Transactional Mode**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

### Suggested Readings

1. Knut A. Jacobsen. Ed. *Modern Indian Culture and Society*. Routledge: London, 2009.
2. Upadhyay, Deendayal. *Integral Humanism*. 1965.  
<http://www.chitrakoot.org/download/IntegralHumanism.pdf>.
3. Savarkar, V.D. *The Essentials of Hindutva*.  
[http://savarkar.org/en/encyc/2017/5/23/2\\_12\\_12\\_04\\_essentials\\_of\\_hindutva.v001.pdf\\_1.pdf](http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf).
4. Vasudha Dalmia & Rashmi Sadana. Eds. *The Cambridge Companion to Modern Indian Culture*. Cambridge University Press: Cambridge, 2012.
5. Alvares, Claude. "A Critique of the Eurocentric Social Science and the Question of Alternatives". *Economic and Political Weekly*. 46. 22, 2011.
6. Ambedkar, B.R. *Pakistan or the Partition of India*. Columbia University:  
[http://www.columbia.edu/itc/mealc/pritchett/00ambedkar/ambedkar\\_partition](http://www.columbia.edu/itc/mealc/pritchett/00ambedkar/ambedkar_partition).
7. Balagangadhara, S.N. *Reconceptualizing India Studies*. Oxford University Press: New Delhi, 2012.
8. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Zed Books: London, 1993.
9. Chattopadhyay, Bankimchandra. "Is Nationalism a Good Thing?" and "Critics of Hinduism". In *Awakening Bharat Mata*, ed. Swapan Dasgupta. Penguin: New Delhi, 2019.
10. Coomaraswamy, A.K. "Indian Nationality". In *Indian Philosophy in English: From Renaissance to Independence*. Oxford University Press: New York, 2011.
11. Gandhi, M.K. *Hind Swaraj*. Navjeevan Publishing: Ahmedabad, 1938.
12. Ghosh, Aurobindo. "A Defence of Indian Culture". *The Renaissance in India and other Essays on Indian Culture*. Sri Aurobindo Ashram: Pondicherry, 2002.

<b>Course Title: History of World from Renaissance to Industrial World</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI1404</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the information about renaissance and reformation era of Europe.
2. Analyze the information regarding back ground of various political revolutions.
3. To learn about the various concept of Europe, Metternich System and French Revolution.
4. To Know about the Industrial Revolution (in specially England) and various movement

### **Course Content**

#### **UNIT-I**

**15Hours**

Renaissance & Reformation, Glorious Revolution 1688 AD in England; Causes and its impacts.

#### **UNIT-II**

**15 Hours**

American Revolution, French Revolution (18th century), Napoleon Era, Congress of Vienna; its aims; principals & works.

#### **UNIT-III**

**15 Hours**

Concert of Europe, Estimate of its work, Metternich System, Home & Foreign Policy 19<sup>th</sup> Century French Revolutions (1830 & 1848)

#### **UNIT-IV**

**15 Hours**

Industrial Revolution (in specially England), Socialist and Labour movements in Europe, Growth of Nationalism in Europe: Unification of Italy and Germany.

### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

### **Suggested Readings**

#### **Reference Books:**

- John AGarraty, *A History of the World 1789-1957 Vol-III*, Harper and Row, London, 1972.
- Leo Gershoy, *French Revolution and Napoleon*, E-Artnow, 2019.
- Lucas Henry S, *The Renaissance and Reformation*, Oxford, 2012
- S A Pakeman, *The Modern World 1789-1957*, Jain and Mathur, Delhi, 2015
- Will Durant, *The Reformation*, Oxford, 1970.



- Wood Ward, *History of United States*, Atlantic, Darya Ganj, New Delhi, 2006.

### **Text Books:**

- Cameron, E. (1999). *Early modern Europe: An Oxford history*. Oxford University Press.
- Parker, G. (1996). *The military revolution: Military innovation and the rise of the West, 1500-1800*. Cambridge University Press.
- Cipolla, C. M. (1993). *Before the Industrial Revolution: European society and economy, 1000-1700*. W.W. Norton & Company.
- Burke, P. (2000). *The European Renaissance: Centres and peripheries*. Wiley-Blackwell.
- Mokyr, J. (1990). *The lever of riches: Technological creativity and economic progress*

### **Websites**

- <https://www.britannica.com/event/Renaissance>
- <https://www.britannica.com/videos/World-History>  
<https://www.britannica.com/browse/World-History>

<b>Course Title: Science &amp; Technology in India from earliest times to mid-20<sup>th</sup> Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI1405</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Develop understanding of Astronomy, Mathematics, Engineering and Medicine in Ancient India.
2. Attain adequate knowledge about the use of various technologies in agriculture during the medieval India.
3. Attain the knowledge about the response of India towards the scientific Knowledge and modern Technology.
4. ToAnalyze the contribution of various Indian Scholars and Scientists in Science and Technology

### **Course Content**

#### **UNIT-I**

**15 Hours**

Developed in different branches of Science in Ancient India: Astronomy, Mathematics, Engineering and Medicine, Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India

#### **UNIT-II**

**15 Hours**

Mathematics and Astronomy: Baudhayan, Aryabhatta, Brahmgupta, Bhaskaracharya, Varahamihira, Nagarjuna, yoga and Patanjali

#### **UNIT-III**

**15 Hours**

Scientific and Technological Developments in Medieval India; Influence of the Islamic world and Europe; The role of makhtabs, madrasas and karkhanas set up. Innovations in the field of agriculture-new crops introduced new techniques of irrigation etc.

#### **UNIT-IV**

**15 Hours**

European Scientists in Colonial India-Surveyors, Botanists, Doctors, under the Company's Service. Indian Response to new Scientific Knowledge, Science and Technology in Modern India

#### **Transaction Mode:**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings:**

- Acharya, P.K., *Dictionary of Hindu Architecture*. London, 1927.

- Bose, D. M., Sen, S.N., and Subbarayappa, B.V.(Eds.), *A Concise History of Science in India*. Indian National Science Academy, New Delhi, 1971.
- Chatterji, Sunm Kumar (E d.), *The Cultural Heritage of India*. Vol. V. The Ramakrishna Mission Institute of Culture, Calcutta, 1978.
- Chattopadhyaya, Debiprasad (Ed.), *Studies in the History of Science in India (2Vols.)*. Editorial Enterprises, New Delhi, 1982.
- Dampier, W.C., *History of Science and its Relations with Philosophy and Religion*. 4<sup>th</sup>Edn. Cambridge, 1961.
- Forbes, George, *History of Astronomy*. Watts& Co., London, 1909.
- Forbes, R.J., *Metallurgy in Antiquity*. Leyden, 1950.
- Haldane, J.B.S., *Science and Indian Culture*. New Age Publishers Pvt.Ltd., Calcutta, 1965.

### **Text Books:**

- Agrawal, D. P. (2000). *Harappan technology and its legacy*. Infinity Foundation.
- Balasubramaniam, R. (2002). *Marvels of Indian iron through the ages*. Aryan Books International.
- Tripathi, V. (2008). *History of iron technology in India*. Rupa Publications.
- Chattopadhyay, P. K. (2010). *History of metals in Eastern India and Bangladesh*. MunshiramManoharlal Publishers.
- Pant, V. (2001). *Beginning of agriculture and domestication in India*. Aryan Books International.

### **Websites**

<https://tamizhibooks.com/product/science-and-technology-in-the-development-of-india/>

<https://www.exoticindiaart.com/book/details/science-and-technology-in-india-through-ages-nab788/>

<https://tamizhibooks.com/product/science-and-technology-in-the-development-of-india/>

**Semester-II**

<b>Course Title: History of Punjab from 19th to Mid-20th Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2450</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Enhance the knowledge of the learner about the History of Punjab.
2. Learn about the Annexation of Punjab and British Administration.
3. Provide information regarding Political, economic, socio and religious movements during that time.
4. Enhance the knowledge about Re-Organisation of the Punjab.

**Course Content****UNIT-I****15 Hours**

Ranjit Singh; his relation with Afghan, Conquests of Attak, Multan, Kashmir & Peshawar, Relation between Ranjit Singh & the British; Treaty of Amritsar (1809) and Sind Tangle & Tripartite Treaty, Civil & Military administration of Ranjit Singh.

**UNIT-II****15 Hours**

Anglo Sikh Wars & the Annexation of Punjab. Administration of Punjab (1849-1858), Board of Administration & it's working, Sir John Lawrence as a Chief Minister.

**UNIT-III****15 Hours**

Socio Religions reforms movement in the late 19th Century; Kuka movement, Singh Sabha Movement, Arya Samaj, Land marks in freedom struggle of the Punjab: Agrarian unrest 1907, Ghadar Movement, JallianWalaBagh, Gurdwara Reforms Movement, Naujawan Sabha.

**UNIT-IV****15 Hour**

Communal Politics and the partition of Punjab & its impact, Sikh Politics and the Re-Organization of the Punjab in 1966.

**Transaction Mode:**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:**

- Baden Powell, *The Land System of British India*, Vol.-II, Original Publishers, Delhi, 1974.
- Bajwa, Fauja Singh, *The Military System of the Sikhs (1799-1849)*, MotilalBaharsidas, Delhi, 1964.
- Bajwa, Fauja Singh, *After Ranjit Singh*, Master Publishers, New Delhi 1982.
- Bal S.S., *British Policy towards the Punjab (1844-49)*, New Age Publishers, Calcutta, 1971.
- Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, Oxford University Press, Delhi 1991.
- Grewal, Reeta and Pall Sheena, *Pre-Colonial and Colonial Punjab: Society, Economy, Politics and Culture*, Manohar, Delhi 2005.
- Mcleod, W.H., *The Evolution of the Sikhs Community*, Oxford University Press, New Delhi, 1975.
- Mcleod, W.H., *Historical Dictionary of Sikhism*, Oxford University Press, Oxford, 1995.
- Teja Singh and Ganda Singh (eds), *A Short History of the Sikhs*, Asia Publishing house, Bombay, 1950.

**Websites:**

- <https://www.britannica.com/topic/Sikhism/Guru-Nanak>
- <https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml>
- <https://www.sikhdharma.org/sikh-history/ten-sikh-gurus/>

<b>Course Title: History of India from the Gupta's Empire to 1000 A.D.</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2451</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Enhance the knowledge of the learner about the decline of Gupta Empire, later Gupta Empire and Harsh Vardhna that was last important Hindu Dynasty
2. Analyse the various concepts about origin of Rajput Dynasties
3. Examine the relationship of different kingdoms of Rajputs
4. Able to understand the Administration and political achievements of Gupta Empire

### **Course Content**

#### **UNIT-I**

**10 Hours**

The Decline of the Gupta Empire, The later Gupta's with special reference of Harsh Vardhan and his times.

#### **UNIT-II**

**10 Hours**

Mahmud Bin Qasim, the Pratihar dynasty; the origin and their Political conditions, The Palas and Rashtarkutas dynasties.

#### **UNIT-III**

**10 Hours**

The origin and brief history of the Pallavas and Pandya Dynasties, The Chalukayas; their origin and their political achievements

#### **UNIT-IV**

**15 Hours**

Cholas dynasty; administration, architecture their political and social conditions, The Rajput's origin, political administration, feudalism and their revenue system

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings**

##### **Reference Books:**

- Goyal, S.R, *A History of Indian Buddhism*, Chicago,1974.
- Majumdar, R.C., *The Vedic Age*, Munshi Ram Manohar,2010
- Singh, Upinder, *A History of Ancient and Early Medieval India*,2008

- Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
- Thapar, Romila, *Asoka and the decline of the Mauryas*, Oxford, Dehli, 2012.

#### **Text Books:**

- Sharma, R. S. (2005). *India's ancient past*. Oxford University Press.
- Mookerji, R. (2024). *The Gupta Empire*. Motilal Banarsidass Publishers.
- Thapar, R. (2003). *The Penguin history of early India: From the origins to AD 1300*. Penguin Books.
- Kulke, H., & Rothermund, D. (2004). *A history of India*. Routledge.
- Majumdar, R. C. (1977). *Ancient India*. Motilal Banarsidass Publishers.

#### **Website**

- <https://www.thoughtco.com/the-chola-empire-195485>
- [https://www.ancient.eu/Gurjara-Pratihara\\_Empire/](https://www.ancient.eu/Gurjara-Pratihara_Empire/)
- <https://www.indianmirror.com/dynasty/pallavadynasty.html>
- [https://www.ancient.eu/Rashtrakuta\\_Dynasty/](https://www.ancient.eu/Rashtrakuta_Dynasty/)

<b>Course Title: History of India from 16<sup>th</sup> to 17<sup>th</sup> Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2452</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. To enhance the knowledge of the learner to study about the Sources Mughal History.
2. Analyze a new age and empire in India, which lasted
3. To Learn about the Humayun's administrative mistakes and the excellent Administration of Sher Shah Suri.
4. To learn about the establishment of Mughal empire and the various policies of the great Akbar.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Sources of Mughal Indian History with special reference to Tuzk-i-Baburi, Akbarnama, Muntkwul-ul-Twarikh. Socio-Political condition of India on the eve of Babur's invasion

#### **UNIT-II**

**15 Hours**

Babur's character and personality, Babur as an Empire builder (with special reference to battles of Panipat and Kanwaha). Humayun: Humayun's relations with Bahadur Shah and Sher Shah.

#### **UNIT-III**

**15 Hours**

Blunders committed by Humayun; Causes of Humayun's expulsion from India and the factors which subsequently made his restoration of power. Sher Shah: Administration and Reforms (Central Administration, local administration, judicial and police systems, public reforms, Sher Shah as the fore-runner of Akbar).

#### **UNIT-IV**

**15 Hours**

Akbar: Rise and fall of Bairam Khan; NWF, and Deccan policies, estimate of Akbar (Character and personality). Rajput and religious policy; factors and forces that influenced his religious policy, measures to conciliate the Hindus, and Din-i-Ilahi.



**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings****Reference Books:**

- Abdul Aziz, *Mansabdari System*, Bansi
- Lal Press, Bombay, 1992.
- Irvine, *Army of the Indian Mughals*, Goenka press, Ranchi, 1998.
- Saksena, Banarasi Prasad, *History of Shah Jahan of Delhi*, Oxford Press, New Delhi, 1995.
- Sharma, Sri Ram, *Religious Policy of the Mughal Emperors*, Lotus Press,
- J.S. Grewal, *Medieval Indian History and Historians*, Guru Nanak Dev University Press, Amritsar, 1975.
- Subodh, Sanjay, *Historiography on Medieval India: A study of prof. Muhammad Habib*, New Delhi, 2004
- Phillips, C.H. (ed) *Historian of India, Pakistan and Ceylon In Historiography*, People' s Publishing House, New Delhi, 1961.
- Phillips, C.H. (ed) *Recent Trends in Historiography*, People' s Publishing House, New Delhi, 1988

**Text Books:**

- Alam, M., & Subrahmanyam, S. (1998). *The Mughal state, 1526-1750*. Oxford University Press.
- Habib, I. (1999). *The agrarian system of Mughal India, 1556-1707*. Oxford University Press.
- Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press.
- Chandra, S. (2003). *Medieval India: From Sultanat to the Mughals - Mughal Empire (1526-1748)*. Har-Anand Publications.
- Raychaudhuri, T., & Habib, I. (Eds.). (1982). *The Cambridge economic history of India: Volume 1, c. 1200-c. 1750*

**Websites:**

- <https://www.asiainglobalaffairs.in/reminisces/tuzk-e-baburi-baburnama/>
- <https://www.britannica.com/place/India/The-Mughal-Empire-1526-1761>
- <http://oaji.net/articles/2014/488-1400579220.pdf>
- <https://www.britannica.com/biography/Sher-Shah-of-Sur>

<b>Course Title: Peasant Movements in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2453</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. To study the causes of Peasant Movements in India.
2. Examine the various Peasant revolts and agitation against the British government.
3. Evaluate the various Satyagrah *Andolans* which were part of Peasant Movement and Indian freedom movement.
4. Learn about the emergence and impact of various peasant movements in Colonial India

### **Course Content**

#### **UNIT-I**

**15 Hours**

History of Peasants in India: Sources and Approaches of the Peasant Studies, Peasantry in Indian Society – Various Classes and Communities

#### **UNIT-II**

**15 Hours**

Peasant Movements in Medieval India: Revolts of Satnamis, Marathas, Sikhs and Jats; Peasant Revolts against Colonialism: Pabna Indigo Uprising, Deccan Riots, Kuka Movement and Revolts of Tribal Peasants

#### **UNIT-III**

**15 Hours**

Indian Freedom Movement and the Peasant Upsurge: Champaran Satyagraha; Khera Satyagraha; Mapilla Uprising; Bardoli Satyagraha, Left Parties and Peasant Struggles.

#### **UNIT-IV**

**15 Hours**

Peasant Movements in Modern India: Bijolia Kisan Movement; Movements of the Provincial Kisan Sabhas and All India Kisan Sabha, Peasants in Electoral Politics with Special Reference to Punjab and Bengal, Tebhaga Movement; Telangana Movement.

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings**

##### **Reference Books:**

- Bose, Sujata, Peasant, *Labour and Colonial Capital: Rural Bengal*, B.R.

Publishing House, New Delhi, 1994.

- Dale, S. *Islamic Society on the South Asian Frontier: The Mopillas of Malabar 1498-1922*, Oxford Press, New Delhi, 1989.
- Desai, A.R., *Peasant Struggle in India*, Bansi Lal Publications, Jalandhar, 1995.
- Jana Matson, *Women and Social Change in India*, Heritage Publishers, New Delhi, 1979
- 'Pardeshi, Pratima, *Dr. Ambedkar Ani Strimukti*, Savitra Bai Parkashan, Pune, 1998

### **Text Books:**

- Dhanagare, D. N. (1991). *Peasant movements in India, 1920-1950*. Oxford University Press.
- Desai, A. R. (1979). *Peasant struggles in India*. Oxford University Press.
- Hardiman, D. (1992). *Peasant resistance in India, 1858-1914*. Oxford University Press.
- Guha, R. (1983). *Elementary aspects of peasant insurgency in colonial India*. Oxford University Press.
- Mukherjee, M. (2004). *Peasants in India's non-violent revolution: Practice and theory*. SAGE Publications.

### **Websites:**

- [https://shodhganga.inflibnet.ac.in/bitstream/10603/31072/8/08\\_chapter%201.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/31072/8/08_chapter%201.pdf)
- <https://www.jagranjosh.com/general-knowledge/list-of-non-tribal-tribal-and-peasant-movements-during-british-india-1467024370-1>
- <https://www.yourarticlelibrary.com/sociology/bardoli-satyagraha-useful-notes-on-bardoli-satyagraha-of-1928/31983>
- <https://dsguruji.com/bijolia-kisan-movement-rajasthan-gk-notes>

<b>Course Title: Oral History</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2454</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Define oral history and its significance in historical research.
2. Plan and conduct an oral history interview, including preparation, execution, and follow-up.
3. Analyze and interpret oral history interviews, considering legal and ethical issues.
4. Apply oral history methods to various historical contexts and genres.

### **Course Content**

#### **UNIT-I**

**8 Hours**

Defining orality, oral history, and oral tradition, History and significance of oral history in historical research, Distinction between oral tradition and oral history

#### **UNIT-II**

**8 Hours**

Planning and conducting oral history interviews, Ethical and legal considerations, Documentation and archiving of oral histories

#### **UNIT-III**

**7 Hours**

Oral history as narrative and memory, interpreting interviews and analysing content, Oral history and social issues (gender, conflict, violence, etc.)

#### **UNIT-IV**

**7 Hours**

Oral History and Preservation: Role of oral history in preserving historical information and its significance in historical research, Oral history and digital media.

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings:**

##### **Reference Books:**

- Mahajan, Sucheta. (2011). "Beyond the Archives: Doing Oral History in Contemporary India". *Studies in History*, 27(2): 281–298. DOI: 10.1177/0257643012459422.

- Ror, Anjali Gera. (2020). *Memories and Postmemories of the Partition of India*. New York: Routledge.
- Chawla, Devika. (2014). *Home Uprooted: Oral Histories of India's Partition*. New York: Fordham University Press.
- Chowdhury, Indira. (2014). "Speaking of the Past: Perspectives on Oral History". *Economic & Political Weekly (EPW)*, XLIX No. 30.
- Baylor University's Institute for Oral History. (n.d.). *The Oral History Manual*. Retrieved from [https://guides.lib.jmu.edu/oral\\_history/books](https://guides.lib.jmu.edu/oral_history/books).
- Ritchie, D. (2003). *Recording Oral History: A Guide for the Humanities and Social Sciences*. Sage Publications.
- Thompson, P. (1978). *The Voice of the Past: Oral History*. Oxford University Press.
- "Speaking of the Past: Conversations with Komal Kothari" by KamlaBhasin and RituMenon (1998).
- "The Trauma and the Triumph: Gender and Partition in the Eastern Region" by Dipti Bhadra (2004).
- "Oral History and Partition Studies" by Kathryn Hansen (2001) Published in "India and Pakistan: Continuities and Discontinuities" edited by Gustafsson & Mishra.
- Anderson, Kathryn, and Dana C. Jack. "Learning to Listen: Interview Techniques and Analyses." Chap. 1 in *Women's Words: The Feminist Practice of Oral History*, edited by Sherna Berger Gluck and Daphne Patai, 11-26. New York: Routledge, 1991. (EB, at <https://gouchercollege.on.worldcat.org/oclc/826854704>).

### **Text Books:**

- Perks, R., & Thomson, A. (Eds.). (2015). *The oral history reader* (3rd ed.). Routledge.
- Yow, V. R. (2014). *Recording oral history: A guide for the humanities and social sciences* (3rd ed.). Rowman & Littlefield.
- Ritchie, D. A. (2014). *Doing oral history* (3rd ed.). Oxford University Press.
- Abrams, L. (2016). *Oral history theory* (2nd ed.). Routledge.
- Portelli, A. (1997). *The battle of Valle Giulia: Oral history and the art of dialogue*

### **Websites:**

<https://www.google.com/url?sa=E&source=gmail&q=https://oralhistory.org/>  
<https://www.google.com/search?q=https://www.bl.uk/oral-history>  
<https://www.google.com/url?sa=E&source=gmail&q=https://oralhistory.columbia.edu/>

<https://www.google.com/search?q=https://americanhistory.si.edu/collections/oral-histories>  
<https://www.google.com/url?sa=E&source=gmail&q=https://storycorps.org/>

<b>Course Title: World History (1870-1956)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2455</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. To enhance the knowledge about Bismark's policies, Fascism and Nazism.
2. Understand the important revolutions from 1905 to 1949.
3. Evaluate the World Economic Depression and World War-II
4. Analyze the formation of UNO and development of South, East Asia.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Bismarkian Diplomacy principles of his foreign Policy. New Era of politics in Europe; Rise of Colonialism and Imperialism.

#### **UNIT-II**

**15 Hours**

World War-I; Causes and Consequences; Russian revolutions of 1905 and 1917. Chinese revolutions of 1911 and 1949.

#### **UNIT-III**

**15 Hours**

World economic depression and the New Deal. Fascism and Nazism  
World War II: causes and results

#### **UNIT-IV**

**15 Hours**

The UNO; its formation and working. Post 1945 developments: South-East Asian, Middle East.

### **Suggested Readings**

#### **Reference Books:**

- Will Durant, *The Reformation*, Oxford, 1970.
- Wood Ward, *History of United States, Atlantic*, Darya Ganj, New Delhi, 2006.
- Lucas Henry S, *The Renaissance and Reformation*, Oxford, 2012
- Leo Gershoy, *French Revolution and Napoleon*, E-Artnow, 2019.
- John A Garraty &, *A History of the World 1789-1957 Vol-III*, Harper and Row, London, 1972.
- S A Pakeman, *The Modern World 1789-1957*, Jain and Mathur, Dehli, 2015

**Text Books:**

- Bayly, C. A. (2004). *The birth of the modern world, 1780–1914: Global connections and comparisons*. Wiley-Blackwell.
- Hobsbawm, E. J. (1994). *The age of extremes: The short twentieth century, 1914–1991*. Vintage.
- Mazower, M. (1998). *Dark continent: Europe's twentieth century*. Vintage.
- Roberts, J. M. (1996). *A history of Europe*. Oxford University Press.
- Keylor, W. R. (2009). *The twentieth-century world and beyond: An international history since 1900* (5th ed.). Oxford University Press.

**Websites**

- <https://www.britannica.com/event/Renaissance>
- <https://www.britannica.com/videos/World-History>  
<https://www.britannica.com/browse/World-History>



<b>Course Title: History of the Partition of India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI2456</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Understand the historical processes and developments leading to the rise of Muslim communalism in colonial India.
2. Know the historical developments leading to the emergence of Muslim separatism in colonial India.
3. Grasp the major events and developments exhibiting the rise of demand of Pakistan.
4. Learn the major events and developments leading to the partition of India.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Rise of Muslim Communalism in India: Historical Perspectives; Idea of 'Pan Islamism' and its Growth – Wahabi Movement; Emergence of Muslim Revivalism – Aligarh Movement; Indian Nationalism and Muslims; Beginning of the Communal Politics: Founding of the Muslim League

#### **UNIT-II**

**15 Hours**

Emergence of Muslim Separatism: Political Reforms and Muslims: Grant of Separate Electorates and its Effects; Indian Nationalist Politics and Muslims – Lucknow Pact to Khilafat Movement; Politics of the Muslim League 1922-1935; M.A. Jinnah and his 14 Points

#### **UNIT-III**

**15 Hours**

The Demand of Pakistan: 'Two-Nation Theory' and Genesis of the Idea of Pakistan; Elections of 1937: Impact on the Muslim Politics; Beginning of World War-II and Adoption of 'Lahore Resolution'; Politics of Muslim League 1940-1942

#### **UNIT-IV**

**15 Hours**

Towards Partition of India: Cripps Mission and the Muslim Politics; Gandhi Jinnah Negotiations; Wavell Plan; Cabinet Mission and the Muslim Mass Politics; Elections of 1946 and the Muslim League; Mountbatten Plan: Independence, Partition of India and Creation of Pakistan.

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Hajari, N. (2015). *Midnight's furies: The deadly legacy of India's partition*. Houghton Mifflin Harcourt.
- Singh, K. (1956). *Train to Pakistan*. Chatto & Windus.
- Sahni, B. (1974). *Tamas*. Penguin Books.
- Talbot, I., & Singh, G. (2009). *The partition of India*. Cambridge University Press.
- Puri, K. (2019). *Partition voices: Untold British stories*. Bloomsbury Publishing.
- Ahmed, I. (2012). *The Punjab bloodied, partitioned and cleansed: Unravelling the 1947 tragedy through secret British reports and first-person accounts*. Oxford University Press.
- Kidwai, A. (2011). *In freedom's shade* (A. Kidwai, Trans.). Penguin Books India.
- Prasad, R. (1946). *India divided*. Hind Kitabs Ltd.

**Text Books:**

- Butalia, U. (1998). *The other side of silence: Voices from the partition of India*. Duke University Press.
- Talbot, I., & Singh, G. (2009). *The partition of India*. Cambridge University Press.
- Khan, Y. (2007). *The great partition: The making of India and Pakistan*. Yale University Press.
- Pandey, G. (2001). *Remembering partition: Violence, nationalism and history in India*. Cambridge University Press.
- Menon, R., & Bhasin, K. (1998). *Borders and boundaries: Women in India's partition*

**Websites:**

<https://www.partitionmuseum.org/partition-of-india>

<https://www.nationalarchives.gov.uk/education/resources/partition-of-british-india/>

[https://en.wikipedia.org/wiki/Partition\\_of\\_india](https://en.wikipedia.org/wiki/Partition_of_india)

<https://www.britannica.com/event/Partition-of-India>

<https://exhibits.stanford.edu/1947-partition/about>

**Semester-III**

<b>Course Title:History of India in 17<sup>th</sup>&amp; 18<sup>th</sup> Centuries</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3500</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Analyze the causes and effects of decline of Mughal Empire
2. Asses the back ground of the rise of Marathas & Sikh Empires
3. Describe the political relationship British Government with Marathas Mughals& Sikhs
4. Discuss the various Acts and policies towards Indian States formed by the British Governors

**Course Content****UNIT-I****15 Hours**

Decline of Mughal Power, disintegration of the Empire and rise of independent states of Oudh, Bengal and Hyderabad; Parties and politics at the Mughal Court. Rise and Expansion of Maratha Power during the 18th Century, Maratha-Afghan confrontation; the Third Battle of Panipat and its significance.

**UNIT-II****15 Hours**

Sikh-Mughal and Sikh-Afghan Confrontation; Causes of Sikh Victory. Re-emergence and fall of Marathas, 1761-1818; Rise and Fall of Mysore; Hyder Ali and Tipu sultan.

**UNIT-III****15 Hours**

Struggle for supremacy among the Europeans with special reference to the Anglo-French wars in Karnataka; beginning of British rule in Bengal Presidency; Early difficulties and how they were overcome, administration of Robert Clive and Warren Hastings. British administration during the period of Cornwallis, Wellesley and Lord Hastings in respect of Judiciary and public service; British land revenue policy -Permanent settlement, Rayotwari system, Mahalwari system.

**UNIT-IV****15 Hours**

Parliamentary legislations; the Regulating Act, 1773; Pitt's India Act, 1784; Charter Act, 1793; Charter Act, 1813 and the growth of opposition to company's monopoly of eastern trade. Evolution of British policy towards Indian States with special reference to Cornwallis, Wellesley and Lord Hastings.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Misra, B.B., *Administration History of India*, 1824-1947, Kanha Publications, Meerut, 1990
- Swinson, Arthur, *North West Frontier*, Oxford Press, New Delhi, 1997.
- Majumdar, R.C., *The Sepoy Mutiny and Revolt of 1857*, Kasturi Lal publications, Jalandhar, 1999.
- Sen, S.N., *Eighteen Fifty Seven*, Mansi Prakshan, Raipur, 1993
- Gopal, S.,
- *British Policy of India, 1853-1905*, Meenakshi Prakshan, Jaipur, 1990

**Text Books:**

- Alam, M., & Subrahmanyam, S. (1998). *The Mughal state, 1526–1750*. Oxford University Press.
- Bayly, C. A. (1983). *Rulers, townsmen, and bazaars: North Indian society in the age of British expansion, 1770–1870*. Cambridge University Press.
- Habib, I. (1999). *The agrarian system of Mughal India, 1556–1707* (2nd ed.). Oxford University Press.
- Marshall, P. J. (1987). *The eighteenth century in Indian history: Evolution or revolution?*. Oxford University Press.
- Chandra, S. (2003). *Essays on medieval Indian history*. Oxford University Press.

**Websites:**

- <https://www.britannica.com/place/India/Government-of-India-Act-of-1858>
- <https://byjus.com/free-ias-prep/ncert-notes-indian-councils-act-1861/>
- <https://byjus.com/free-ias-prep/ncert-notes-government-of-india-act-1919/>
- <https://byjus.com/free-ias-prep/ncert-simon-commission/>

<b>Course Title: Historiography-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3501</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Discuss the nature, concept, and various theories of History.
2. Analyze the Causation in History, Objective in History and other disciplines: Economics, Political Science, and Psychology.
3. Learn about the relationship of History with the other various Subjects.
4. Assess the knowledge of the Learner about the Historical thoughts and Historiography.

### Course Content

#### UNIT-I

**15 Hours**

Definition and Nature of History Scope and Purpose of History

#### UNIT-II

**15 Hours**

Causation in History, Objective in History: History and other disciplines: Economics, Political Science, and Psychology.

#### UNIT-III

**15 Hours**

History and Auxiliary Sciences: Sociology, Geography, Literature, Greek Historical Thought: Herodotus

#### UNIT-IV

**15 Hours**

Greeko-Roman Historical Thought; Herodotus, Thucydides and Tacitus. Christian Historiography, Islamic Historiography: Modern Marxist Historical Thought; Hegel and Karl Marx.

#### Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

#### Suggested Readings

##### Reference Books

- Bloch, M. (1954). *The Historian's Craft: Reflections on the Nature and Uses of History and the Techniques and Methods of Those Who Write It* (P. Putnam, Trans.). New York: Vintage Books.
- Collingwood, R. G. (1946). *The Idea of History*. Oxford: Clarendon Press.
- Gaddis, J. L. (2002). *The Landscape of History: How Historians Map the Past*.

Oxford: Oxford University Press.

- Trouillot, M.-R. (1995). *Silencing the Past: Power and the Production of History*. Boston: Beacon Press.
- SK Bajaj, *History: Its Philosophy, Theory and Methodology*, Lotus Press, Bombay, 2001.
- Sheikh Ali. B, *History: Its Theory and Method*, Castle Printers, Jaipur, 1998.
- WH Walsh, *The Philosophy of History*, Oxford Press, New Delhi, 2006.
- Anderson, Darston, *Thesis and Assignment Writing & Poole*, Cambridge Press, Cambridge University, 2001.

### **Text Books:**

- Bentley, M. (1997). *Modern historiography: An introduction*. Routledge.
- Carr, E. H. (1961). *What is history?*. Penguin Books.
- Iggers, G. G. (2005). *Historiography in the twentieth century: From scientific objectivity to the postmodern challenge* (2nd ed.). Wesleyan University Press.
- Tosh, J. (2015). *The pursuit of history: Aims, methods, and new directions in the study of history* (6th ed.). Routledge.
- Southgate, B. (2016). *History: What and why? Ancient, modern, and postmodern perspectives*, (3rd ed.). Routledge.

### **Website**

<https://www.historians.org/>

<https://historyworkshop.org.uk/>

<https://daily.jstor.org/>

<https://www.oxfordbibliographies.com/page/historiography>

<https://sheg.stanford.edu/>

<b>Course Title: Basic Computer Knowledge</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3502</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Gain knowledge of basic computer components, their functions, and how they work together to perform tasks.
2. Develop skills in using word processors, spreadsheets, and presentation tools for personal and professional tasks.
3. Learn to navigate the internet, utilize search engines effectively, and understand the basics of computer networking and cybersecurity.
4. Acquire a foundational understanding of algorithms, simple programming, and database management.

### **Course Content**

#### **UNIT-I**

**8 Hours**

Introduction to Computers: Overview of computer systems: hardware and software, Components of a computer: CPU, memory, input/output devices, Number systems and basic data representation, Introduction to operating systems and their functions.

#### **UNIT-II**

**8 Hours**

Office Productivity Tools: Word processing: document creation, editing, and formatting, Spreadsheet basics: data entry, formulas, and charts, Presentation software: creating and managing slideshows, Practical applications in daily tasks

#### **UNIT-III**

**7 Hours**

Internet and Networking Basics: Introduction to the internet: browsers, search engines, and email, Basics of computer networks: LAN, WAN, and network topologies, Cybersecurity essentials: safe browsing and data protection Applications of the internet in e-governance and e-commerce

#### **UNIT-IV**

**7 Hours**

Introduction to Programming and Databases: Basics of programming: algorithms and flowcharts, Introduction to a simple programming language (e.g., Python or Scratch), Fundamentals of databases: tables, queries, and reports, Practical examples of database management

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- McFedries, P. (2011). *Fixing Your Computer: Absolute Beginner's Guide*. Que Publishing.
- Miller, M. (2013). *Wireless Networking Absolute Beginner's Guide*. Que Publishing.
- Wang, W. (2015). *Absolute Beginners Guide to Computing*. Que Publishing.
- Miller, M. (2015). *Computer Basics Absolute Beginner's Guide, Windows 10 Edition*. Que Publishing.
- Dale, N., & Lewis, J. (2015). *Computer Science Illuminated* (6th ed.). Jones & Bartlett Learning.
- Scott, J. C. (2011). *But How Do It Know?* John C. Scott.
- Petzold, C. (1999). *Code: The Hidden Language of Computer Hardware and Software*. Microsoft Press.
- Bryant, R. E., & O'Hallaron, D. R. (2016). *Computer Systems: A Programmer's Perspective* (3rd ed.). Pearson Education.
- Messer, J. (2018). *CompTIA IT Fundamentals Study Guide*. McGraw-Hill Education.
- Workman Publishing (2019). *Everything You Need to Ace Computer Science and Coding in One Big Fat Notebook*. Workman Publishing.

**Text Books:**

- Behrouz, F., & Forouzan, S. (2007). *Fundamentals of computer science*. Cengage Learning.
- Norton, P. (2010). *Introduction to computers* (6th ed.). McGraw-Hill Education.
- Shelly, G. B., & Vermaat, M. E. (2011). *Discovering computers: Fundamentals* (1st ed.). Cengage Learning.
- Morley, D., & Parker, C. S. (2017). *Understanding computers: Today and tomorrow* (16th ed.). Cengage Learning.
- Goel, A. (2010). *Computer fundamentals*. Pearson Education India.

**Websites:**

<https://www.google.com/search?q=https://edu.gcfglobal.org/en/topics/computerbasics/>

<https://www.google.com/url?sa=E&source=gmail&q=https://techboomers.com/>

<https://www.google.com/search?q=https://digitallearn.org/>

<https://www.google.com/url?sa=E&source=gmail&q=https://www.computerhope.com/>

<https://www.google.com/url?sa=E&source=gmail&q=https://alison.com/tag/computer-skills>



<b>Course Title: Constitutional Development in Modern India (1773-1947)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3503</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Learn how the British introduced various acts, starting with the Regulating Act of 1773, to establish administrative control and governance in India.
2. Gain insights into significant legislations like the Government of India Acts (1858, 1919, 1935) and their impact on India's political and administrative structure.
3. Explore the gradual shift from British control to Indian self-governance, culminating in the Indian Independence Act of 1947.
4. Understand how these developments laid the groundwork for India's democratic constitution and parliamentary system.

### **Course Content**

#### **Unit-I**

**15 Hours**

Constitutional Development during East India Company's rule; Government of India Act 1858, Significance of Queen Victoria's Declaration; Indian Councils Act.

#### **Unit-II**

**15 Hours**

A new constitutional experiment: Act of 1909 (Morley-Minto Act); Significance of Montague- Chelmsford Report; The Act of 1919 and Dyarchy System in provinces.

#### **Unit-III**

**15 Hours**

Nehru Committee Report; Simon Commission Proposals; the Act of 1935; Provincial Autonomy in operation.

#### **Unit-IV**

**15 Hours**

Political Movements and Reform Proposals- Cripps Proposals and Indian reaction; the Wavell Plan; the Cabinet Mission; the Constituent Assembly; the Indian Independence Act; The Constitution of Indian Republic.

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Bhatia, Udit, *The Indian Constituent Assembly*, Francis and Taylor, London, 2017.
- Chakrabarty, Bidyut and Pandey, Rajendra Kumar, *Modern Indian Political Thought*, Sage, New Delhi, 2009.
- Chand, Tara, *History of the Freedom Movement in India*, 2 Vols., New Delhi, 1967.
- Guha, Ramchandra, *Makers of Modern India*, Penguin, New Delhi, 2012.
- \_\_\_\_\_, *Gandhi: The Years that Changed the World (1914-48)*, Penguin Allen Lane, New Delhi, 2018.
- Prasad, B. *The Origins of Provincial Autonomy*, Central Book Depot, Allahabad, 1941.
- Roy, S.N., *Indian Politics and Constitutional Development*, New Delhi, 1976.
- Seal, Anil, *The Emergence of Indian Nationalism*, Cambridge University Press, Cambridge, 1968.

**Text Books:**

- Suda, J. P. (1960). *Indian constitutional development (1773–1947)*. Jai Prakash Nath & Company.
- Banerjee, A. C. (1984). *Indian constitutional history*. Macmillan India.
- Chandra, B. (2008). *India's struggle for independence: Constitutional developments and reforms*. Penguin Books.
- Grover, B. L., & Mehta, A. (2001). *A new look at modern Indian history: Constitutional developments and reforms*. S. Chand Publishing.
- Jain, M. P. (2014). *Indian constitutional law*. LexisNexis.

**Websites:**

<https://archive.org/details/in.ernet.dli.2015.135422>  
<https://byjus.com/free-ias-prep/constitutional-development-of-india/>  
<https://testbook.com/ias-preparation/constitutional-development-of-india>  
<https://pwonlyias.com/upsc-notes/constitutional-developments-india-british-rule/>  
<https://www.igntu.ac.in/eContent/BA-PoliticalScience-02Sem-DrudaySingh-Indian%20Government%20and%20Politics.pdf>

<b>Course Title: Socio-Economic History of Punjab from 16<sup>th</sup> to 19<sup>th</sup> Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3504</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Evaluate the conditions of Punjab which supports the emergence of Sikh Panth
2. Know the Concept of Martyrdom and learn their encounters with the Mughals
3. Know about some of the basic tents of Sikhism, Village organisation and peasantry movements.
4. Know about some of the basic tents of Sikhism, Village organisation and peasantry movements

### Course Content

#### UNIT-I

**15 HOURS**

Historical Milieu and Socio-Religious Condition of the Punjab around 1500 AD. Emergence of the Sikh Panth.

#### UNIT-II

**15 Hours**

Concept of Martyrdom in Sikhism and its impact. Mughal State and the Sikh Panth (1606-1708).

#### UNIT-III

**15 Hours**

State and the Sikh Society; Caste, Village Community and Peasantry.

#### UNIT-IV

**15 Hours**

Urban Centres, Trade, Commerce, Money-lenders, Artisans and Craftsmen.

#### Transaction Mode

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### Suggested Readings

##### Reference Books:

- Baden Powell, *The Land System of British India*, Vol.-II, Original Publishers, Delhi, 1974.
- Bajwa, Fauja Singh, *The Military System of the Sikhs (1799-1849)*, MotilalBaharsidas, Delhi, 1964.

- Bajwa, Fauja Singh, *After Ranjit Singh*, Master Publishers, New Delhi 1982.
- Bal S.S., *British Policy towards the Punjab (1844-49)*, New Age Publishers, Calcutta, 1971.
- Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, Oxford University Press, Delhi 1991.
- Grewal, Reeta and Pall Sheena, *Pre-Colonial and Colonial Punjab*. Society, Economy, Politics and Culture, Manohar, Delhi 2005.
- Mcleod, W.H., *The Evolution of the Sikhs Community*, Oxford University Press, New Delhi, 1975.
- Mcleod, W.H., *Historical Dictionary of Sikhism*, Oxford University Press, Oxford, 1995.
- Teja Singh and Ganda Singh (eds), *A Short History of the Sikhs*, Asia Publishing house, Bombay, 1950.

#### **Text Books:**

- Banga, I. (1997). *Five Punjabi centuries: Policy, economy, society, and culture, c. 1500–1990*. Manohar Publishers.
- Chhabra, G. S. (1962). *Social and economic history of the Panjab (1849–1901)*. S. Nagin & Co.
- Grewal, J. S. (1994). *The Sikhs of the Punjab* (2nd ed.). Cambridge University Press.
- Malhotra, A., & Mir, F. (Eds.). (2012). *Punjab reconsidered: History, culture, and practice*. Oxford University Press.
- Singh, K. (2004). *A history of the Sikhs: Volume 1: 1469–1839* (2nd ed.). Oxford University Press.

#### **Websites:**

- <https://www.britannica.com/topic/Sikhism/Guru-Nanak>
- <https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml>
- <https://www.sikhdharma.org/sikh-history/ten-sikh-gurus/>
- <https://www.britannica.com/biography/Ranjit-Singh-Sikh-maharaj>

<b>Course Title: National Movement in India (1858-1947)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3505</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Explore how the dissatisfaction with British policies and the socio-political awakening in India laid the foundation for the growth of nationalism.
2. Learn about pivotal events such as the Partition of Bengal, the Non-Cooperation Movement, the Civil Disobedience Movement, and the Quit India Movement, as well as the contributions of iconic leaders like Mahatma Gandhi, Jawaharlal Nehru, and Subhas Chandra Bose.
3. Understand how the Indian National Movement brought together people from diverse regions, religions, and backgrounds under a common cause of independence.
4. Recognize the sacrifices, strategies, and perseverance of freedom fighters that culminated in India's independence in 1947.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Indian Nationalism 1859-1885, Different historiographic schools of Indian Nationalism: early associations and peasant uprisings 1859-1880s; theories of origin and foundation of the Indian National Congress; social basis of the Indian National Congress.

#### **UNIT-II**

**15 Hours**

National awakening in India in its early phase: National Awakening and Socio-Religious Social Reforms; the Moderate phase of the Indian National Congress; Partition of Bengal and Swadeshi; Growth of Extremism; Home Rule Movement.

#### **UNIT-III**

**15 Hours**

Nationalism under Gandhi's leadership: emergence of Gandhi and his ideology of mass participation; critical assessment of Non-cooperation and Khilafat Movement, civil disobedience movement; 1940 Satyagraha and Quit India Movement; Freedom Struggle in the princely states.

**UNIT-IV****15 Hours**

Other strands of the National Movement: Revolutionary Movement since 1905; Left wing Politics and Youth Organizations; the Indian National Army; Communal strands; Muslim League and Hindu Mahasabha; last phase of the struggle; freedom and partition why Congress and Gandhi accept partition.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings****Reference Books:**

- AICC, *A Century History of the Indian National Congress*, Vols. II & III.
- Aloysius, G., *Nationalism without a Nation in India*, Oxford University Press, 1998.
- B.R. Nanda, *Mahatma Gandhi: A Biography*, Bombay: Allied Publishers, 1978.
- Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, New Delhi: People's Publishing House, 1982 (reprint).
- Farquhar, J.H., *Modern Religious Movements in India*, Delhi: Munshi Ram, Manohar Lal, 1976.
- Gopal, S., *British Policy in India*, Cambridge: Cambridge University Press, 1965.
- Joshi, Shashi, and Josh, B., *Struggle or Hegemony in India 1920-47*, Vol.I to III, New Delhi: Sage.
- Low, D.A. (ed.), *Congress and the Raj*, New Delhi: Arnold Heinemann, 1977.
- Massellos, Jim, *Nationalism on the Indian Subcontinent*, Melbourne: Thomas Nelson, 1972.
- Rai Lala Lajpat, *Young India: An Interpretation and a History of Nationalist Movement*, Ocean Books Pvt Ltd., 2008
- Salil Misra, *A Narrative of Communal Politics, UP 1937 -39*. New Delhi: Sage, 2001.
- Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi: Macmillan, 1977.
- 50
- Tara Chand; *History of the Freedom Movement in India, 2 Vols.*, Delhi: Publication Division, 1963.
- Vishalakshi Menon, *From Movement to Government*, Delhi: Sage India, 2005.

**Text Books:**

- Chandra, B. (1989). *India's struggle for independence: 1857–1947*. Penguin Books.
- Sarkar, S. (1983). *Modern India: 1885–1947*. Macmillan.
- Grover, B. L., & Mehta, A. (2001). *A new look at modern Indian history: From 1707 to the modern times*. S. Chand Publishing.
- Majumdar, R. C., Raychaudhuri, H. C., & Datta, K. (1967). *An advanced history of India*. Macmillan.
- Brown, J. M. (1994). *Modern India: The origins of an Asian democracy*. Oxford University Press.

**Websites:**

<https://www.google.com/search?q=https://nationalarchives.gov.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://www.gandhiheritageportal.org/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://indianculture.gov.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://www.britannica.com/place/India/History>  
<https://www.google.com/search?q=https://www.indiaculture.nic.in/>

<b>Course Title: Intellectual History of India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3506</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the colonial perspective of making of modern Indian intellectuals and the thoughts of the prominent ideologues of Indian renaissance in modern India.
2. Learn the thoughts of the prominent ideologues of economic and political nationalism in modern India.
3. Grasp the thoughts of the prominent ideologues of Muslim and Hindu revivalism in modern India.
4. Understand the thoughts of the prominent ideologues of social justice and socialism in modern India.

### **Course Content**

#### **UNIT-I**

**15 Hours**

The Thinkers of 'Indian Renaissance': Colonialism, Western Ideas and Local Milieus – Making of Modern Indian Intellectuals; Prominent Ideologues of 'Indian Renaissance' – Rammohan Roy, Vivekananda and Rabindranath Tagore; Genesis of Indian Nationalism: W.C. Banarjee, Firozshah Mehta and Aurobindo Ghose.

#### **UNIT-II**

**15 Hours**

The Ideologues of Economic and Political Nationalism: Dadabhai Nauroji, M.G. Ranade, G.K. Gokale, B.G. Tilak, Annie Besant, Bipin Chandra Pal and Lajpat Rai; Mahatma Gandhi – His Ideas of Non-Violent Satyagraha, Trusteeship and Sarvodaya

#### **UNIT-III**

**15 Hours**

The Ideologues of Muslim and Hindu Revivalism: Wahabi Sect and Syed Ahmed Barelvi; The Aligarh School – Syed Ahmed Khan; The Idea of Khilafat, Pan-Islamism and Ali Brothers; Debate on Separate Electorates for Muslims and 'Muslim Nationhood' – M.A. Jinnah and Abul Kalam Azad; Idea of 'Hindu Nationhood': Hindu Mahasabha – M.M. Malviya and V.D. Savarkar; R.S.S. – Hedgewar and Golwalkar

#### **UNIT-IV**

**15 Hours**

The Ideologues of Social Justice and Socialism: Satyashodhak Samaj– Jotirao Phule & Savitribai Phule; Pandita Ramabai, Early Ideas of Dalit Consciousness – Jyotee Thass and Narayana Guru; The Utopia of 'Garib Kompani' –



Aulchand; Dr. B.R. Ambedkar – Dalit Protest and the Idea of Social Justice; Self Respect Party and E.V.R. Periyar; Prominent Socialist Outfits & its Thinkers: C.P.I. and M.N. Roy, H.S.R.A. and Bhagat Singh, C.S.P. – Jayaprakash Narayan and Rammanohar Lohia

### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

### **Suggested Readings:**

#### **Reference Books:**

- Basham, A. L. (1954). *The Wonder That Was India*. London: Sidgwick & Jackson.
- Chandra, B., Mukherjee, M., & Mukherjee, A. (1988). *India's Struggle for Independence: 1857-1947*. New Delhi: Penguin Books.
- Dalal, R. (2014). *The Complete History of India*. New Delhi: Penguin Books.
- Deepak, J. S. (2021). *India That Is Bharat: Coloniality, Civilisation, Constitution*. New Delhi: Bloomsbury India.
- Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*. New York: HarperCollins.
- Keay, J. (2000). *India: A History*. New York: Grove Press.
- Lapierre, D., & Collins, L. (1975). *Freedom at Midnight*. New York: Simon & Schuster.
- Nehru, J. (1946). *The Discovery of India*. New Delhi: Oxford University Press.
- Nilakanta Sastri, K. A. (1955). *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. Oxford: Oxford University Press.
- Panagariya, A. (2008). *India: The Emerging Giant*. New York: Oxford University Press.
- Sen, A. (2005). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. London: Penguin Books.
- Tharoor, S. (2016). *An Era of Darkness: The British Empire in India*. New Delhi: Aleph Book Company.
- Tharoor, S. (1997). *India: From Midnight to the Millennium and Beyond*. New York: Arcade Publishing.
- Collins, L., & Lapierre, D. (1975). *Freedom at Midnight*. New York: Simon & Schuster.
- Khan, Y. (2007). *The Great Partition: The Making of India and Pakistan*. New Haven: Yale University Press.
- Sarkar, S. (1983). *Modern India 1885–1947*. New Delhi: Macmillan India Ltd.

- Majumdar, R., Raychaudhuri, H., & Datta, K. K. (1950). *An Advanced History of India*. London: Macmillan.
- Metcalf, T., & Metcalf, B. D. (2012). *A Concise History of Modern India*. Cambridge: Cambridge University Press.
- Brown, J.M., & Louis, W.R.(Eds.).(1999).*The Oxford History of the British Empire Volume IV:The Twentieth Century*.\*Oxford University Press.
- Chaudhuri,N.C.(1979). *Thy Hand Great Anarch*

#### **Text Books:**

- Kapila, S. (2010). *An intellectual history for India*. Cambridge University Press2.
- Selvaraju, R. (2024). *Intellectual history of India*. ManonmaniamSundaranar University.
- Iqbal, M. (1930). *The reconstruction of religious thought in Islam*. Oxford University Press.
- Tagore, R. (1917). *Nationalism*. Macmillan.
- Gandhi, M. K. (1927). *The story of my experiments with truth*. Navajivan Publishing House.

#### **Websites:**

<https://www.google.com/url?sa=E&source=gmail&q=http://icpr.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://iep.utm.edu/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://www.sahapedi a.org/>  
<https://www.google.com/search?q=https://dli.ernet.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://www.oxfordbi bliographies.com/page/hinduism>

<b>Course Title: Agrarian History of India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3507</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the nature and debates on agrarian history of medieval and modern India.
2. Understand the nature and features of the agrarian system in medieval India.
3. Grasp the nature and features of the political economy in colonial India and its impact on agrarian system.
4. Learn the historical transition and changes occurred in agrarian economy under the phase of industrial capitalism in colonial India.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Debate on Agrarian History: Different Interpretations of the Nature of Agrarian Change in Pre-Colonial and Colonial India; Structure of the Pre-Colonial Rural Economy – Debate on 'Village Self-Sufficiency', 'Village Community' and Economic Stagnancy

#### **UNIT-II**

**15 Hours**

Agrarian System in Medieval India: Agrarian Society – Ownership of Land and Agrarian Relations; Forms of Agrestic Slavery; Agricultural and Horticultural Products; Animal Husbandry; Medieval State and the Land Revenue Systems

#### **UNIT-III**

**15 Hours**

Colonial Political Economy in India and Agrarian Change: Commercialization of Crops; Land Revenue Systems and its Effects: Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement; Change in Land Ownership and Relations; New Agricultural Technology and Irrigation System and its Impact

#### **UNIT-IV**

**15 Hours**

Transition in Agrarian Economy: Growth of the Money Lending Class and the Problem of Peasant Indebtedness; Changing Forms of Peasantry; Rise of Rich Peasantry with Special Reference to Punjab; Growth of Agrestic Serfdom; Growth of the Tenancy System; Agrarian Legislation and Reforms; Causes of Recurring Famines.

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Bhattacharya, N. (2019). *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*. State University of New York Press.
- Robb, P. (2022). *Agrarian Development in Colonial India: The British and Bihar*. Routledge.
- Datta, R. (2000). *Society, Economy and the Market: Commercialisation in Rural Bengal, c. 1760-1800*. Manohar Publishers.
- Siddiqi, A. (1981). *Agrarian Change in a Northern Indian State: Uttar Pradesh, 1819-1931*. Clarendon Press.
- Guha, R. (1963). *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*. Mouton.
- Cohn, B. S. (1997). *Colonialism and Its Forms of Knowledge: The British in India*. Princeton University Press.
- Stokes, E. (1978). *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge University Press.
- Washbrook, D. A. (1981). *The Emergence of Provincial Politics: The Madras Presidency, 1870-1920*. Cambridge University Press.
- Kumar, D. (1965). *Land and Caste in South India: Agricultural Labour in the Madras Presidency During the Nineteenth Century*. Cambridge University Press.
- Banerjee, S. (1980). *India's Simmering Revolution: The Naxalite Uprising*. Zed Books.

**Text Books:**

- Habib, I. (1999). *The agrarian system of Mughal India, 1556–1707* (2nd ed.). Oxford University Press.
- Ludden, D. (1999). *An agrarian history of South Asia*. Cambridge University Press.
- Bhattacharya, N. (1985). *Agrarian relations in India, 1793–1947*. Macmillan.
- Guha, R. (1983). *Elementary aspects of peasant insurgency in colonial India*. Oxford University Press.
- Blyn, G. (1966). *Agricultural trends in India, 1891–1947: Output, availability, and productivity*. University of Pennsylvania Press.

**Websites:**

<https://www.india.gov.in/topics/agriculture>

<https://www.britannica.com/topic/agriculture/The-Indian-subcontinent>

[https://en.wikipedia.org/wiki/History\\_of\\_agriculture\\_in\\_the\\_Indian\\_subcontinent](https://en.wikipedia.org/wiki/History_of_agriculture_in_the_Indian_subcontinent)

<https://www.cambridge.org/core/books/an-agrarian-history-of-south-asia/agriculture/57DF27B1EDFD8FDF8C5457F237F17DEB>

<https://www.google.com/url?sa=E&source=gmail&q=https://www.epw.in/>

<b>Course Title: Society in Medieval India 1200-1750</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI3508</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Understand the historical processes exhibiting elements of continuity and change in medieval Indian society.
2. Learn the origins and growth of the Sufi movements in medieval India.
- 3.
4. Grasp the origins and growth of the Bhakti movements in medieval India.
5. Comprehend the elements of conflict and synthesis in medieval Indian society.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Continuity and Change in Medieval Indian Society: Islam and Social Transition; Composition and Stratification; Urban and Rural Society; Caste and Social Mobility; Slavery; Condition of Women

#### **UNIT-II**

**15 Hours**

Origins and Growth of the Sufi Movements: Chisti, Qadiri, Suhrawardi and Naqashbandi Silsilahs

#### **UNIT-III**

**15 Hours**

Origins and Growth of the Bhakti Movements: Nath Panthis, Kabir, Nanak, Ravidas, Satnamis, Dadu Dayal, Chaitanya and Tukaram

#### **UNIT-IV**

**15 Hours**

Elements of Conflict and Synthesis in Medieval Indian Society: Ruling Groups; State and Orthodoxy; Muslim Revivalist Movement under Sheikh Ahmad Sarhindi; Sectarian Communities

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings:**

#### **Reference Books:**

- Habib, I. (Ed.). (2021). *Medieval India 1: Researches in the History of India 1200-1750*. Exotic India Art.

- Guha, A. (1978). *Medieval Northeast India: Polity, Society and Economy 1200-1750 A.D.* Centre for Studies in Social Sciences
- Chandra, S. (2004). *Medieval India: From Sultanat to the Mughals* (Vol. 1). Har-Anand Publications
- Eaton, R. M. (2000). *A Social History of the Deccan, 1300-1761: Eight Indian Lives.* Cambridge University Press.
- Habib, I. (1999). *The Agrarian System of Mughal India, 1556-1707* (2nd ed.). New Delhi: Oxford University Press
- Richards, J. F. (1993). *The Mughal Empire* (Vol. 1). Cambridge University Press
- Spear, P. (1965). *A History of India, Volume Two.* Penguin Books
- Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History.* Cambridge University Press.
- Ali, M. A. (1985). *The Mughal Nobility Under Aurangzeb.* Aligarh Muslim University.

#### **Text Books:**

- Habib, I. (1992). *Medieval India: Researches in the history of India, 1200–1750.* Oxford University Press.
- Rashid, A. (1969). *Society and culture in medieval India (1206–1556).* Firma K. L. Mukhopadhyay.
- Grewal, J. S. (1990). *The Sikhs of the Punjab.* Cambridge University Press.
- Alam, M., & Subrahmanyam, S. (1998). *The Mughal state, 1526–1750.* Oxford University Press.
- Chandra, S. (2003). *Essays on medieval Indian history.* Oxford University Press.

#### **Websites:**

<https://indianculture.gov.in/>  
<https://www.sahapedia.org/>  
<https://nationalarchives.gov.in/>  
<https://daily.jstor.org/>  
<https://www.cambridge.org/core>

**Semester-IV**

<b>Course Title: Republic of India (1947-1964)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4550</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. To know about the Independence, Partition and Rehabilitation and Republic Constitution.
2. Examine the various concepts - Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of States
3. Categorize the causes and effects of Partition of India.
4. Analyze and become familiar with India's diplomatic agenda and current engagements with partner countries

**Course Content****UNIT-I****15 Hours**

Independence, Partition and Rehabilitation of the Displaced People Making of the Republican Constitution and its Characteristics

**UNIT-II****15 Hours**

Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of States, Economic Planning; Social Legislation: Hindu Code Bill and its Corollary Acts.

**UNIT-III****15 Hours**

Foreign Policy: India and the Non-Aligned Movement: Indo-Pak Relations; Sino- Indian Relations; India's Relations with the U.S.A. and the U.S.S.R.

**UNIT-IV****15 Hours**

Law for Scheduled Castes and Scheduled Tribes; Socio-Economic Change in Urban and Rural, Growth of the Parliamentary Democracy: National Political parties; Electoral Politics at the National Level; Centre-State Relations; Democratic Decentralization

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.



**Suggested Readings:****Reference Books:**

- Balbushevsk, A. & A. M. Dyakov *A Contemporary History of India*, Orient Press, New Delhi, 1998.
- Basu, D.D., *Shorter Indian Constitution*, Oxford Press, New Delhi, 1993
- Bethlehem, Charles, *India Independent*, Cambridge Press, Colombia, 1997.
- Bose, Sumandra, *The Kashmir Problem*, Kasturi Lal Publications, Jalandhar, 1989.
- Brass, Paul R., *The Politics of India Since Independence*, Meenakshi Prakashan, Jaipur, 1995
- Chandra, B. (2008). *India After Independence: 1947-2000*. New Delhi: Penguin Books.
- Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*. New York: HarperCollins.
- Metcalf, B. D., & Metcalf, T. R. (2012). *A Concise History of Modern India (2nd ed.)*. Cambridge University Press. (Chapters relevant to 1947-1964)
- Frankel, F. R. (1978). *India's Political Economy, 1947-1977: The Gradual Revolution*. Princeton University Press.
- Kochanek, S. A. (1968). *The Congress Party of India: The Dynamics of One-Party Democracy*. Princeton University Press.

**Text Books:**

- Nehru, J. (1985). *Letters to Chief Ministers, 1947–1964: 1947–1949*. Oxford University Press.
- Ghose, C. (2023). *1947–1957, India: The birth of a republic*. Penguin Random House.
- Kashyap, S. C. (1994). *History of the Parliament of India: Laying the foundations and beyond*. Universal Law Publishing.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a nation*. Oxford University Press.
- Noorani, A. G. (2011). *Constitutional questions and citizens' rights*. Oxford University Press.

**Websites:**

<https://nationalarchives.gov.in/>  
<https://www.google.com/search?q=http://loksabha.nic.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://www.niti.gov.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://jnmf.in/>  
<https://www.google.com/url?sa=E&source=gmail&q=https://www.mea.gov.in/>

<b>Course Title: Historiography-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4551</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Expand knowledge about the recent historical research trends
2. Identify various approaches and theories to understand history
3. Recognize various terms of historiography
4. Identify various writings on the idea of nationalism

### **Course Content**

#### **UNIT-I**

**15 Hours**

Early Trends of Historiography: -Greco-Roman, and Ancient Indian.  
Historians and Historiography of Medieval India

#### **UNIT-II**

**15 Hours**

Approaches of History: -The Idealistic Approach with special Reference to W.G.F. Hegel. The Materialistic Approach with special Reference to Karl Marx.  
The Positivist Approach: - August Comte and Leopold Von Ranke.

#### **UNIT-III**

**15 Hours**

The Post-Modernist Approach: -The Annals Tradition and the idea of Total History. Early Imperialist Historiography: Cambridge School of Historiography, Imperialist Approach to Indian History

#### **UNIT-IV**

**15 Hours**

Nationalist Historiography: - Nationalist Approach to Indian History, Positive and Negative aspects of Nationalist school of Indian Society.  
Subaltern Approach: - Subaltern school and historiography on Lower Castes Movements.

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

#### **Suggested Readings:**

##### **Reference Books:**

- Collingwood, R.G, *The idea of History*, Oxford University Press, London, 1946.
- Clark Stuart, *The Annals Historians Critical Assessment*, Vol-1, Cambridge University Press, London, 1999

- Dodwell. H.H, *The Cambridge History of India*, Vols V & VI, Cambridge University Press, London, 1932.
- Gooch, G. P. *History and Historians of the Nineteenth Century*, Cambridge University Press, London, 1913
- Hegel, G. P, *The Philosophy of History*, Routledge, New York 1958.
- Grewal, J.S. *Medieval Indian History and Historians*, Guru Nanak Dev University Press, Amritsar, 1975
- Phillips, C.H.(ed.) *Historian of India, Pakistan and Ceylon In Historiography*, People' s Publishing House, New Delhi, 1961.
- Phillips, C.H. (ed.) *Recent Trends in Historiography*, People' s Publishing House, New Delhi, 1988.

### **Text Books:**

- Bentley, M. (1997). *Modern historiography: An introduction*. Routledge.
- Carr, E. H. (1961). *What is history?*. Penguin Books.
- Iggers, G. G. (2005). *Historiography in the twentieth century: From scientific objectivity to the postmodern challenge* (2nd ed.). Wesleyan University Press.
- Tosh, J. (2015). *The pursuit of history: Aims, methods, and new directions in the study of history* (6th ed.). Routledge.
- Southgate, B. (2016). *History: What and why? Ancient, modern, and postmodern perspectives* (3rd ed.). Routledge.

### **Websites:**

<https://www.google.com/url?sa=E&source=gmail&q=https://www.historians.org/>

<https://www.google.com/url?sa=E&source=gmail&q=https://historyworkshop.org.uk/>

<https://www.google.com/url?sa=E&source=gmail&q=https://sheg.stanford.edu/>

<https://www.google.com/url?sa=E&source=gmail&q=https://daily.jstor.org/>

<b>Course Title: Introduction to Archival Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4552</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Gain deep insights into the rich heritage of Punjab, including its ancient civilizations such as the Indus Valley Civilization and subsequent cultural layers.
2. Learn about excavation methods, artifact analysis, and how archaeologists interpret findings to reconstruct historical narratives.
3. Explore unique architectural styles, pottery, tools, and inscriptions that highlight the craftsmanship and way of life of past societies.
4. Understand Punjab's significance in regional and global history, including its role as a cultural crossroads in South Asia.
- 5.

### **Course Content**

<b>UNIT-I</b> Sanghol and Ropar Archival Sites	<b>7 Hours</b>
<b>UNIT-II</b> Famous Temples and Forts of Punjab	<b>7 Hours</b>
<b>UNIT-III</b> Partition and War Museums	<b>8 Hours</b>
<b>UNIT-IV</b> Visit to Patiala Archives	<b>8 Hours</b>

### **Suggested Readings:**

#### **Reference Books:**

1. Bala, M. (2007). *Archaeology of Punjab*. New Delhi: Exotic India Art.[1](#)
2. Ray, H. P. (2023). *Archaeology of Buddhism in post-partition Punjab*. Oxford: Archaeopress Publishing.
3. Singh, B. (1991). *Ancient History and Archaeology of Punjab*. Delhi: B.R. Publishing Corporation.
4. Joshi, J. P. (1984). *Archaeological Heritage of Punjab: A Profile of Sites and Monuments*. Chandigarh: Punjab State Department of Archaeology.

5. Sharma, G. R., & Kumar, V. (1986). *Excavations at Sanghol (1986–87)*. Chandigarh: Department of Cultural Affairs, Archaeology and Museums, Punjab.

**Text Books:**

1. Madhubala. (1992). *Archaeology of Punjab*. Agam Kala Prakashan.
2. Madhubala. (2007). *Archaeology of Punjab*. Exotic India Art.
3. Government of Punjab. (2004). *Archeological Sites*. Punjab Government.
4. SikhiWiki. (n.d.). *Archaeological Sites of Punjab*. SikhiWiki.
5. Department of Archaeology, University of the Punjab. (n.d.). *Ancient Punjab* [Journal]. University of the Punjab

**Webography:**

<https://asi.nic.in/>.

<https://indianculture.gov.in/>

<http://www.sahapedia.org/>

[https://en.wikipedia.org/wiki/List\\_of\\_Monuments\\_of\\_National\\_Importance\\_in\\_Punjab,\\_India](https://en.wikipedia.org/wiki/List_of_Monuments_of_National_Importance_in_Punjab,_India)

<https://punjabtourism.punjab.gov.in/>

<b>Course Title: Depressed Class Movements in India</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4553</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the position and status of Depressed Classes in pre-colonial Indian society, religions and polity.
2. Comprehend the continuity and change in the conditions of the Depressed Classes in colonial India and the approach of the reform movements towards them.
3. Learn the emergence of Depressed Class movements in colonial India and its impact.
4. Grasp the growth of Dalit movement in modern India and major historical developments therein up to the contemporary times.

### **Course Content**

#### **UNIT-I**

**15 Hours**

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

#### **UNIT-II**

**15 Hours**

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

#### **UNIT-III**

**15 Hours**

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

**UNIT-IV****15 Hours**

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

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Ambedkar, B. R. (1990). *Writings and Speeches* (Vol. 5). Mumbai: Government of Maharashtra.
- Gundimeda, S. (2016). *The Great Andhra Pradesh: Fact and Fiction*. Routledge.
- Rao, A. (2009). *The Caste Question: Dalits and the Politics of Modern India*. University of California Press.
- Rawat, R. S. (2011). *Reconsidering Untouchability: Chamars and Dalit History in North India*. Indiana University Press.
- Viswanath, R. (2014). *The Pariah Problem: Caste, Religion, and the Social in Modern India*. Columbia University Press.
- Jangam, C. (2017). *Dalits and the Making of Modern India*. Oxford University Press.
- Omvedt, G. (2003). *Buddhism in India: Challenging Brahmanism and Caste*. Sage Publications.
- Zelliot, E. (2013). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar Publishers.
- Gupta, S. K. (1985). *The Scheduled Castes in Modern Indian Society: Their Changing Status and Role*. New Delhi: MunshiramManoharlal.
- Sharma, S. (2015). *Dalit Politics in Contemporary India*. Routledge

**Text Books:**

- Phule, J. (1873). *Gulamgiri (Slavery)*. Satyashodhak Samaj Publications.
- Omvedt, G. (1994). *Dalit visions: The anti-caste movement and the construction of an Indian identity*. Orient Blackswan.
- Zelliot, E. (2001). *From untouchable to Dalit: Essays on the Ambedkar movement*. Manohar Publishers.
- Jaffrelot, C. (2005). *Dr. Ambedkar and untouchability: Analysing and fighting caste*. Permanent Black.
- Rao, A. (2009). *The caste question: Dalits and the politics of modern India*. University of California Press.

**Websites:**

<https://www.google.com/url?sa=E&source=gmail&q=https://ambedkarfoundation.nic.in/>

<https://www.google.com/search?q=https://www.ndmj.org/>

<https://www.google.com/url?sa=E&source=gmail&q=https://roundtableindia.co.in/>

<https://www.google.com/search?q=https://thewire.in/category/caste>

<https://www.google.com/url?sa=E&source=gmail&q=https://navayana.org/>



<b>Course Title: Economic History of India 1200-1947</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4554</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the sources, approaches and issues of economic history of medieval and modern India.
2. Understand the nature and features of the traditional mode of production in medieval India.
3. Grasp the nature and features of new colonial mode of production in modern India.
4. Learn the impact of the British economic policies under the lessiez faire capitalism and the rise of industrial capitalism in India.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Towards Indian Economic History: Sources of Medieval and Modern Indian Economic History; Problems and Issues – Different Approaches and their Limitations; Indian Indigenous Economy: Rural and Urban

#### **UNIT-II**

**15 Hours**

Medieval Mode of Production: Structure of Medieval Indian Economy: Rural and Urban; Agricultural and Non-Agricultural (Handicraft) Production; Indian Manufactures for External Market; Economic Basis of Medieval Indian State; Debate on Agrarian Crisis

#### **UNIT-III**

**15 Hours**

Conquest of the British and New Colonial Mode of Production: Emphasis on Export Crops and Commodities; Agrarian Settlements and Land Revenue; Commercialization of Agriculture; Change in Land Relations and Problem of Rural Indebtedness; Frequency of Famines and the British Policy

#### **UNIT-IV**

**15 Hours**

Lessiez Faire and Rise of Capitalism: Flow of Foreign Capital and its Impact; Effects of Free Trade – Decline of Handicraft Industry; Introduction of Railways and its Economic Effects; Rise of Modern Industries: Cotton Textile, Jute, Iron and Steel; Tariff and Excise Duties; Drain of Wealth: Different Channels

### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Digby, S. (1982). *War-Horse and Elephant in the Delhi Sultanate: A Study of Military Supplies in Medieval India*. Oxford: Orient Monographs.
- Raychaudhuri, T. (1962). *Jan Company in Coromandel, 1605-1690: A Study in the Interrelations of European Commerce and Indian Society*. The Hague: Martinus Nijhoff.
- Chaudhuri, K. N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press.
- Parthasarathi, P. (2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press.
- Habib, I. (1999). *The Agrarian System of Mughal India, 1556-1707* (2nd ed.). New Delhi: Oxford University Press.
- Roy, T. (2012). *India in the World Economy: From Antiquity to the Present*. Cambridge: Cambridge University Press.
- Maddison, A. (2006). *The World Economy: A Millennial Perspective* (Vol. 1). Paris: OECD Publishing.
- Raychaudhuri, T., & Habib, I. (Eds.). (1982). *The Cambridge Economic History of India* (Vol. 1). Cambridge: Cambridge University Press.
- Kumar, D. (Ed.). (1983). *The Cambridge Economic History of India* (Vol. 2). Cambridge: Cambridge University Press

**Text Books:**

- Habib, I. (1999). *The agrarian system of Mughal India, 1556–1707* (2nd ed.). Oxford University Press.
- Raychaudhuri, T., & Habib, I. (Eds.). (1982). *The Cambridge economic history of India: Volume 1, c. 1200–c. 1750*. Cambridge University Press.
- Kumar, D. (Ed.). (1983). *The Cambridge economic history of India: Volume 2, c. 1757–c. 1970*. Cambridge University Press.
- Roy, T. (2011). *The economic history of India, 1857–1947*. Oxford University Press.
- Guha, R. (1983). *Elementary aspects of peasant insurgency in colonial India*. Oxford University Press.

**Websites:**

<https://www.cambridge.org/core/series/cambridge-economic-history-of-india/8233C074DC4CD172C1C89ABA591F23DB>  
[https://en.wikipedia.org/wiki/Economic\\_history\\_of\\_India](https://en.wikipedia.org/wiki/Economic_history_of_India)  
<https://www.epw.in/>  
<https://nationalarchives.gov.in/>

<b>Course Title: History of India from (1818-1947)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4555</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Review the knowledge of modern Indian history from 1818
2. Analyze the British policies and various administrative reforms.
3. Analyze the British policies and various administrative reforms
4. Understand Constitutional development during the freedom movement
5. To know about the achievements of social religious reform movements

### **Course Content**

#### **UNIT-II**

**15 Hours**

Significance of the year 1818, The Russian danger and its impact on Indian situation; Policy towards Princely States of India (1818-1947), Administrative and judicial reforms under the Company's Rule (1818-1857) with special reference to the reforms of Lord William Bentick and Lord Dalhousie

#### **UNIT-II**

**15 Hours**

Foreign Policy of the Government of India, 1853-1919, Policy towards, Afghanistan, Persian Gulf and Relations with Iran, Relations with Tibet and Nepal,

#### **UNIT-III**

**15 Hours**

End of East India Company's monopoly of trade; Charter Act, 1833 and Charter Act, 1853, The Rising of 1857; Causes, nature and effects; New trends in administration (1858-1919)

#### **UNIT-IV**

**15 Hour**

Impact of Western Ideas on society and religion; Brahmo Samaj, Satyashodhak Samaj. Arya Samaj, Aligarh and Singh Sabha Movements, Growth and Development of New Education; Growth of Press, Trade and Industries, Fiscal & Famine Policies.

### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Misra, B. B., *Administration History of India, 1824-1947*, Kanha Publications, Meerut, 1990
- Swinson, Arthur, *North West Frontier*, Oxford Press, New Delhi, 1997.
- Majumdar, R.C., *The Sepoy Mutiny and Revolt of 1857*, Kasturi Lal publications, Jalandhar, 1999.
- Sen, S.N. *Eighteen Fifty-Seven*, Mansi Prakshan, Raipur, 1993
- Gopal, S., *British Policy of India, 1853-1905*, Meenakshi Prakshan, Jaipur, 199-
- Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Private Limited, New Delhi, 2014.

**Text Books:**

- Chandra, B. (1989). *India's struggle for independence: 1857–1947*. Penguin Books.
- Sarkar, S. (1983). *Modern India: 1885–1947*. Macmillan.
- Grover, B. L., & Mehta, A. (2001). *A new look at modern Indian history: From 1707 to the modern times*. S. Chand Publishing.
- Majumdar, R. C., Raychaudhuri, H. C., & Datta, K. (1967). *An advanced history of India*. Macmillan.
- Brown, J. M. (1994). *Modern India: The origins of an Asian democracy*. Oxford University Press

**Websites:**

- <https://www.britannica.com/place/India/Government-of-India-Act-of-1858>
- <https://byjus.com/free-ias-prep/ncert-notes-indian-councils-act-1861/>
- <https://byjus.com/free-ias-prep/ncert-notes-government-of-india-act-1919/>
- <https://byjus.com/free-ias-prep/ncert-simon-commission/>

<b>Course Title: Nationalism in South Asia</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4556</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Understand the emergence and nature of nationalism in South Asia.
2. Learn the peoples' resistance to colonialism in South Asian countries during the 19th century.
3. Grasp the trends and processes concerning to the growth of national movements in South Asian countries.
4. Comprehend the process of emergence of the new nation states in South Asia.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Emergence of Nationalism in South Asia: Evangelicals, Utilitarians and Social Change; Socio-Religious Reform Movements: Rise of Cultural Nationalism; Modern Education and Nationalism

#### **UNIT-II**

**15 Hours**

Resistance to the Colonialism in South Asia: Peasant and Tribal Uprisings before 1857; Causes, Nature and Consequences of the Uprising of 1857; Beginning of the Organized Nationalism in South Asia during the 19th Century

#### **UNIT-III**

**15 Hours**

Growth of National Movements in South Asia: Indian National Congress and Gandhian Movements in India; Peasant Movements in 1920s; Working Class Movement in 1930s; Communal Politics in 1940s and the Pakistan Movement; Emergence of India and Pakistan

#### **UNIT-IV**

**15 Hours**

Emergence of the New Nation States in South Asia: Ceylon National Congress, Sri Lankan National Movement and Independence of Sri Lanka; Constitutional Process and Establishment of Parliamentary System in Nepal 1951-60; Awami League and the War of Liberation for Bangladesh; Mukti Bahini and Independence of Bangladesh

#### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning

**Suggested Readings:****Reference Books:**

- Malji, Andrea (2022). *Religious Nationalism in Contemporary South Asia*. Cambridge University Press.
- Fazal, T. (2015). *Minority Nationalisms in South Asia*. Routledge.
- Jaffrelot, C. (2015). *The Pakistan Paradox: Instability and Resilience*. Oxford University Press. (Relevant chapters on nationalism in Pakistan)
- Kumar, A. (2017). *Rethinking Revolutions: Soyinka, Ngugi, and the Language of Resistance*. Lexington Books. (Includes perspectives on South Asian nationalism)
- Chatterji, J. (2007). *The Spoils of Partition: Bengal and India, 1947-1967*. Cambridge University Press.
- Khan, Y. (2007). *The Great Partition: The Making of India and Pakistan*. Yale University Press.
- Jalal, A. (1995). *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge University Press.
- Talbot, I. (2016). *A History of Modern South Asia: Politics, States, Diasporas*. Yale University Press.
- Gupta, S. (2012). *Armed Conflict and Peace Processes in South Asia*. Routledge. (Includes discussions on nationalism and conflict)

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**Text Books:**

- Nag, S. (2022). *Nation and its modes of oppressions in South Asia*. Taylor & Francis.
- Franke, M. (2009). *War and nationalism in South Asia: The Indian state and the Nagas*. Routledge.
- Bose, S., & Jalal, A. (1997). *Nationalism, democracy, and development: State and politics in India*. Oxford University Press.
- Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton University Press.
- Kaviraj, S. (2010). *The imaginary institution of India: Politics and ideas*. Columbia University Press.

**Websites:**

<https://www.google.com/url?sa=E&source=gmail&q=https://southasianstudies.org/>

<https://daily.jstor.org/>

<https://www.epw.in/>

<https://www.google.com/search?q=https://thewire.in/south-asia>

<https://www.google.com/url?sa=E&source=gmail&q=https://www.thehinduentre.com/>

<b>Course Title: Women in Indian History</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4557</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the position and status of women in pre-colonial Indian society, religions and polity.
2. Understand the nature and impact of the British colonial intervention in Indian women.
3. Grasp the approaches and impact of different socio-religious reform movements on women in colonial India.
4. Learn the impact of modern mass and popular movements on women and the process of women's liberation in modern India.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Women's in Pre-Colonial India: Hindu Social Order and Women; Ancient Indian Religions and Women; Woman Saints and Their Impact – Kamali and Meerabai; Women in Medieval India: Impact of Islam and Religious Reform Movements (Sufi and Bhakti); Medieval Polity, Queenship and the Legal Status of Women

#### **UNIT-II**

**15 Hours**

Colonial Intervention and Women: Conditions in Nineteenth Century – Misogynic Customs and Indian Culture; Awakening among Women – Modern Education, New Opportunities and New Social Order; The British Social Policy – Measures against Some Misogynic Customs; Change in Legal Status – Grant of Civil and Property Rights

#### **UNIT-III**

**15 Hours**

Reform Movements and Women: Brahmo Samaj; Arya Samaj; Satyashodhak Samaj; Prarthana Samaj; Aligarh Movement; Depressed Class Movements

#### **UNIT-IV**

**15 Hours**

Women, Mass Movements and 'Liberation': Gandhian Movements; Revolutionary Movement; The Left, Female Peasants and Workers and their Movements; Rise of Feminist Movement: Role of Women Pioneers – Savitribai Phule and Pandita Ramabai; Founding of All India Women's Conference

**Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

**Suggested Readings:****Reference Books:**

- Agnew, Vijay, *Elite Women in Indian Politics*, Bansal Press, Jaipur, 2001.
- Altekar A.S., *The Position of Women in Hindu Civilization*, KasturiLal Publishers, Jalandhar, 2005.
- Basu, D.D., *Shorter Indian Constitution Chakravarti Uma*, Ram Lal Publications, New Delhi, 2001.
- KumkumRoy "Breaking out of Invisibility: Re-Writing the History of Women in Ancient India 'in Kleinberg S. Jay, *Retrieving Women's History: Changing Perceptions of the Role of Women in Politics and Society*, Vidya Prakashan, Jaipur, 1993.
- Anand, S. (2020). Women in Modern Indian History. Exotic India Art.
- Forbes, G. (1999). Women in Modern India (Vol. 4). Cambridge University Press.
- Mukhoty, I. (2018). Daughters of the Sun: Empresses, Queens and Begums of the Mughal Empire. Aleph Book Company.
- Rao, K. (2022). Lady Doctors: The Untold Stories of India's First Women in Medicine. Aleph Book Company.
- Joshi, Y. (2022). Women Warriors in Indian History. Notion Press
- 

**Text Books**

- Chakravarti, U. (1993). *Rewriting history: The life and times of Pandita Ramabai*. Zubaan.
- Thapar-Björkert, S. (2006). *Women in the Indian nationalist movement: Unseen faces and unheard voices, 1930–42*. Sage Publications
- Forbes, G. (1996). *Women in modern India*. Cambridge University Press.
- Roy, K. (1999). *Women in early Indian societies*. Oxford University Press.
- Sangari, K., & Vaid, S. (Eds.). (1989). *Recasting women: Essays in colonial history*. Kali for Women.

**Websites:**

<https://indianculture.gov.in/>

<https://www.sahapedia.org/>

<https://www.google.com/url?sa=E&source=gmail&q=http://www.manushi-india.org/>

<https://daily.jstor.org/>



<b>Course Title: History of Historical Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI4558</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:** On successful completion of this course, the Learner will be able to:

1. Know the major traditions of historical writing in ancient times.
2. Learn the major traditions of historical writing in medieval times.
3. Grasp the major traditions of historical writing in modern times.
4. Understand the new trends of historiography in modern and contemporary times.

### **Course Content**

#### **UNIT-I**

**15 Hours**

Historical Writing in Ancient Times: Introduction and the Beginning of the History of Historical Writing; Greco-Roman Historiography; Chinese Historiography; Ancient Indian Historiography

#### **UNIT-II**

**15 Hours**

Historical Writing in the Medieval Times: Church History and Western Historiography upto Renaissance; Islamic Historiography – Arabic and Persian Traditions, Medieval Indian Historiography

#### **UNIT-III**

**15 Hours**

Historical Writing in Modern Times: Historiography during Renaissance, Reformation and Age of Enlightenment; Romantic Historiography – Nationalist and Idealist Expressions; The Berlin Revolution: Niebuhr and Ranke; The Positivist and Materialist Assertions: Comte and Marx

#### **UNIT-IV**

**15 Hours**

New Trends of Historiography: Annals Tradition of Historiography; Post Modern Historiography; Critical Theory and Historiography; Post-Colonial Historiography – Subaltern History

### **Transaction Mode**

Lectures, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning.

### **Suggested Readings:**

#### **Reference Books:**

- Carr, E. H. (1961). *What Is History?* New York: Vintage Books.
- Bloch, M. (1954). *The Historian's Craft: Reflections on the Nature and Uses of*

*History and the Techniques and Methods of Those Who Write It* (P. Putnam, Trans.). New York: Vintage Books.

- Collingwood, R. G. (1946). *The Idea of History*. Oxford: Clarendon Press.
- Gaddis, J. L. (2002). *The Landscape of History: How Historians Map the Past*. Oxford: Oxford University Press.
- Trouillot, M.-R. (1995). *Silencing the Past: Power and the Production of History*. Boston: Beacon Press.
- SK Bajaj, *History: Its Philosophy, Theory and Methodology*, Lotus Press, Bombay, 2001.
- Sheikh Ali. B, *History: Its Theory and Method*, Castle Printers, Jaipur, 1998.
- WH Walsh, *The Philosophy of History*, Oxford Press, New Delhi, 2006.
- Anderson, Darston, *Thesis and Assignment Writing & Poole*, Cambridge Press, Cambridge University, 2001.

### **Text Books:**

- Thompson, J. W. (1942). *A history of historical writing: Volume I*. The Macmillan Company.
- Barnes, E. (1948). *A history of historical writing*. Dover Publication Company.
- Woolf, D., & Schneider, A. (Eds.). (2011). *The Oxford history of historical writing: Volume 5: Historical writing since 1945*. Oxford University Press.
- Iggers, G. G. (2005). *Historiography in the twentieth century: From scientific objectivity to the postmodern challenge* (2nd ed.). Wesleyan University Press.
- Bentley, M. (1997). *Modern historiography: An introduction*. Routledge.

### **Websites:**

<https://www.historians.org/>  
<https://historyworkshop.org.uk/>  
<https://daily.jstor.org/>  
<https://www.oxfordbibliographies.com/page/historiography>  
<https://sheg.stanford.edu/>