

# **GURU KASHI UNIVERSITY**



**Master of Arts in History**

**Session : 2022-23**

**Department of History**

## **PROGRAMME LEARNING OUTCOMES**

1. Classify multi-casual explanations of major historical developments based on a contextualized analysis of Modern History.
2. Relate the contemporary Social, Political, Religious and Economic conditions of the people.
3. Discuss the basic narrative of historical events, chronology, and personalities and turning points of history of the India, World and Punjab.
4. Analyze the critical ability through competing interpretations and multiple narratives of past and offer multi-causal explanations of major historical developments.
5. Compare the evolution of historical ideas, arguments, presentations of the topic, in the coherent and organized way.
6. Construct original historical arguments based on primary or secondary source material and describe the contours and stakes of conversations among historians within defined historiographical fields.
7. Identify the relationship between past and present events of history which is lively present in the society.
8. This is defined as responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality.

**Programme Structure**

<b>Semester I</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>CourseType</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MHI101	History of Punjab (1469-1799)	Core	4	0	0	4
MHI102	History of Ancient India from Earliest Times to Gupta Empire	Core	4	0	0	4
MHI103	Institutions of Ancient India	Core	4	0	0	4
MHI104	History of World (1400-1870 A.D.)	Discipline Elective	3	0	0	3
MHI105	History of India from the Gupta's Empire to 1000 A.D.					
MHI106	Recent Trends in Historiography					
MHI107	Research Methods in History	Technical Skill	2	0	0	2
MHI108	Indian Art and Architecture	Skill Based	2	0	0	2
<b>Value added Courses I (Any one ) For other disciplines also</b>						
MHI109	Archives and Museum	VAC	2	0	0	2
	Total		21	0		21

<b>SEMESTER-II</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MHI201	History of Punjab (1799-1966)	Core	4	0	0	4
MHI202	Sultanate Period (1000-1526)	Core	4	0	0	4
MHI203	Socio Culture History of Medieval India	Discipline Elective	3	0	0	3
MHI204	History of the Mughal Empire (1526-1605 A.D.)					
MHI205	Women In Modern Indian History					
MHI206	Peasant and Labor Movements in Medieval India	Discipline Elective	3	0	0	3
MHI207	Socio-Economic History of Punjab (1500-1849)					
MHI208	National Movement in India and Constitutional Development (1858-1930)					
MHI209	Seminar	Skill Based	0	0	4	2
MHI210	Research Proposal	Research Skill	0	0	8	4
MHI211	Basics of Computer-1	Technical Skill	0	0	4	2
	<b>Total</b>		<b>15</b>	<b>0</b>	<b>8</b>	<b>22</b>

**Smester-3rd**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MHI301	Historical Views and Historiography	Core	4	0	0	4
MHI302	National Movement in India and Constitutional Development (1930-1947)	Core	4	0	0	4
MHI303	History of the Mughal Empire And Its downfall (1605-1707 A.D.)	Discipline Elective	3	0	0	3
MHI304	Nationalism in India (1857-1947AD)					
MHI305	History of World (1870-1956 AD)					
Open Elective Course			2	0	0	2
MHI309	Computer Application	Technical Skill	0	0	4	2
MHI310	Seminar	Skill Based	0	0	4	2
MHI311	Society, Culture and Human Behavior	Ability Enhancement	1	0	0	1
MHI399	MOOC		-	-	-	-
		Total	14	0	8	18
<b>Open Elective Course (For Other Students)</b>						
MHI306	Indian Texts	Open Elective	2	0	0	2
MHI307	History of India from (1818-1947 AD)					
MHI308	Republic of India (1947-1964)					

<b>SEMESTER-IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
MHI401	Dissertation	Research Skill	NA	NA	NA	20
MHI402	Art and Architecture	Value Added Course	2	0	0	2
	Total					22

#### Evaluation Criteria for Theory Courses

##### A. Continuous Assessment: [25 Marks]

- i. Surprise Test (Two best out of three) - (10 Marks)
- ii. Term paper (10 Marks)
- iii. Assignment(s) (10 Marks)
- iv. Attendance (5 marks)

##### B. Mid Semester Test-1: [30 Marks]

##### C. MST-2: [20Marks]

##### D. End-Term Exam: [20 Marks]

**Evaluation Criteria for other courses has been given separately with the respective courses**

**Semester-1<sup>st</sup>**

<b>Course Title: History of Punjab (1469-1799)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MHI101</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours:****60**

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

- 1 Construct the knowledge among learners about the History of Punjab.
- 2 Understanding about the various concepts of history the Sikh Gurus' period.
- 3 Provide information regarding Political, Economic, Social and Religious Issues during 1469-1799.
- 4 Able to assess the social conditions of Punjab.

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

Main Sources of Punjab History up to 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

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

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

**Suggested Readings:**

1. Sukhdial Singh, *Punjab Da Ithas 1469-1708*, Punjabi University, Patiala, 2000.
2. Arora A.C., *History of Punjab*, Sugamya Pustakalaya, 1860.

3. KhushwantSing,*History of the Sikhs*, Vol-I, Oxford, India,1963.
4. Grewal, J.S.,*Guru Nanak to Maharaja Ranjit Singh*,Manohar,2007
5. Singh Sulakhan, *Heterodoxy in the Sikh Tradition*,Guru Nanak Dev University,Amritsar.



**Semester 1<sup>st</sup>**

**Course Title: History of Ancient India from Earliest Times to Gupta Empire**

**Course Code: MHI102**

L	T	P	Cr.
4	0	0	4

**Total Hours: 60**

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

- 1: Perceive various sources to the study of ancient India.
- 2: Enhance the knowledge of the learner about ancient India.
- 3: Analyse the development and the achievements of man in the stone Age.
- 4: Understand the glory of Indian history in age of Harappan civilization.

### **Course Content**

**UNIT-I**

**15 Hours**

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

**UNIT-II**

**15 Hours**

Early Vedic Age and later Vedic Age, 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**

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

**Suggested Readings:**

1. Majumdar, R.C, *The Vedic Age*, Munshi Ram Manohar, 2010
2. Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
3. Thapar, Romil, *Asoka and the decline of the Mauryas*, Oxford, Delhi, 2012.
4. Goyal, S.R, *A History of Indian Buddhism*, Chicago, 1974.
5. Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008.

**Semester-1<sup>st</sup>****Course Title - Institutions of Ancient India****Course Code: MHI103**

L	T	P	Cr.
4	0	0	4

**Total Hours-60**

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

1. Enhance the knowledge of the learner about the back ground of Indian Society.
2. Understand the Political System and Customs of Indian Societies.
3. Understand the back ground of Social, Culture, Educational System & Position of Women in this time.
4. Understand the condition of women in ancient India.

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

Primitive culture

Urbanization, a study of the Harappa culture

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

Origin and growth of caste-system, Varna and Ashrams: position of Shudras.

Family organization: marriage; position of Women.

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

Educational system

The sixteen Sanskaras and their importance.

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

Criticism of Brahmanical social institutions.

Art, architectural, sculpture and paintings during the Gupta Period.

**Suggested Readings:**

1. Majumdar, R.C., *The Vedic Age*, Munshi Ram Manohar, 2010
2. Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
3. Thapar, Romila, *Asoka and the decline of the Mauryas*, Oxford, Dehli, 2012.

**References Books:**

1. Goyal, S.R, *A History of Indian Buddhism*, Chicago, 1974.
2. Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008

**Website Links:**

<https://www.historydiscussion.net/history-of-india/education/education-in-ancient-india/6275>

<https://www.yourarticlelibrary.com/women/status-of-women-in-ancient-india/47636>

<https://www.1hindi.com/history-of-harappa-civilization-in-hindi/>

**Semester: 1<sup>st</sup>**

**Course Title: History of the World (1400-1870)**

**Course Code: MHI104**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

1. Enhance the knowledge of the learner about History of World.
2. Provide information about renaissance era of Europe.
3. Provide information regarding back ground of political revolutions.
4. Justify the causes and effects of social reforms.

**Course Content**

**UNIT-I**

**15 Hours**

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****13 Hours**

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

**UNIT-IV****17 Hours**

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

**Suggested Readings:**

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

**Semester: 1<sup>st</sup>**

**Course Title: History of India from the Gupta's Empire to 1000 A.D.**

**Course Code: MHI105**

L	T	P	Cr.
3	0	0	3

**Total Hours-45**

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

1. Enhance the knowledge of the learner about Historical structure of Ancient
2. Understand the various concepts, functions and working system in Ancient India

3. Understand relationships of different kingdoms of Ancient India.
4. Able to understand the genesis of history and development of history Writing in different country as well as in India.

## **Course Content**

### **UNIT-1**

**15 Hours**

The Decline of the Gupta Empire.

The later Gupta's with special reference of Harsh Vardhan and histimes

### **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 achie

### **UNIT-IV**

**10 Hours**

Cholas dynasty; administration, architecture their political and social conditions

The Rajput's origin, political administration, feudalism and their revenue system.

## **Suggested Readings:**

1. Majumdar, R.C. *The Vedic Age*, Munshi Ram Manohar, 2010
2. Thapar, Romila, *The Penguin History of Early India; From the Origin to A.D. 1300*, Penguin, London, 2002.
3. Thapar, Romila, *Asoka and the decline of the Mauryas*, Oxford, Dehli, 2012.

## **References Books:**

1. Goyal, S.R, *A History of Indian Buddhism*, Chicago, 1974.
2. Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008.

## **Websites:**

<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/)

## Semester 1<sup>st</sup>

**Total Hours-45**

**Course Title: Recent Trends in Historiography**

**Course Code:MHI106**

L	T	P	Cr.
3	0	0	3

**Course Learning Outcomes:**On successful completion of this course, the students 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-1

**15 Hours**

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

Historian and Historiography of Medieval India: -

#### UNIT-II

**10 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**

**10 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.

**Suggested Readings:**

1. Collingwood, R.G, *The idea of History*, Oxford University Press, London, 1946.
2. Clark Stuart, *The Annals Historians Critical Assessment*, Vol-1, Cambridge University Press, London, 1999
3. Dodwell. H.H, *The Cambridge History of India*, Vols V & VI, Cambridge University Press, London, 1932.
4. Gooch, G. P. *History and Historians of the Nineteenth Century*, Cambridge University Press, London, 1913
5. Hegel, G. P, *The Philosophy of History*, Routledge, New York 1958.
6. Grewal, J.S. *Medieval Indian History and Historians*, Guru Nanak Dev University Press, Amritsar, 1975
7. Phillips, C.H.(ed.) *Historian of India, Pakistan and Ceylon In Historiography*, People' s Publishing House, New Delhi, 1961.
8. Phillips, C.H. (ed.) *Recent Trends in Historiography*, People' s Publishing House, New Delhi, 1988.



**Semester: 1<sup>st</sup>****Course Title: Research Methods in History****Course Code: MHI107**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Total Hours-30**

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

1. Examine the nature concept and theories of History.
2. Analyze the various research methods.
3. Describe relationship with various courses.
4. Construct the knowledge of the students Historical thoughts and Historiography.

**Course Content****UNIT-I****10 Hours**

Research meaning: Nature and Types.

Methods of Research; Historical Methods, Survey.

**UNIT-II****5 Hours**

Types of Sources.

Internal & External Criticism.

**UNIT-III****5 Hours**

Art of Historical writing and problems

Assignment and thesis writing.

**UNIT-IV****10 Hours**

Hypothesis. Moral Judgment in History.

**Suggested Readings:**

1. SK Bajaj, History: Its Philosophy, Theory and Methodology, Lotus Press, Bombay, 2001.
2. Sheikh Ali. B, History: Its Theory and Method, Castle Printers, Jaipur, 1998.

**Reference Books:**

3. WH Walsh, The Philosophy of History, Oxford Press, New Delhi, 2006.
4. RG Collingwood, Idea of History, Curzon Press, Calcutta, 1996.
5. Anderson, Darston, Thesis and Assignment Writing & Poole, Cambridge Press, Cambridge University, 2001.
6. Websites:
7. [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Education\\_Paper\\_5\\_history.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf)
8. [https://link.springer.com/chapter/10.1007%2F978-1-4684-1749-4\\_14](https://link.springer.com/chapter/10.1007%2F978-1-4684-1749-4_14)
9. [https://www.researchgate.net/publication/314113409\\_OBJECTIVITY\\_IN\\_HISTORY](https://www.researchgate.net/publication/314113409_OBJECTIVITY_IN_HISTORY)

<https://www.history.com/topics/germany/karl-marx>

**Semester: 1st**

**Course Title: Indian Art and Architecture**

**Course Code: MHI108**

L	T	P	Cr.
2	0	0	2

**Total Hours: 30**

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

1. Develop the understanding about the origin of Indian architecture.
2. Analyze the origin of Indian Art.
3. Examine the features, styles, buildings in Indian context.
4. Investigate sources of Inspiration architecture

## Course Content

### UNIT-I

10 Hours

Early Forms of Architecture settlement patterns  
Proto-historic architecture with emphasis on Harappan town planning

### UNIT-II

5 Hours

Building the rule of the early Mauryan dynasty, wooden origins, and sources of Inspiration of Mauryan Architecture: Foreign and Indigenous. Emergence and Development of Structural Stupa Architecture

### UNIT-III

5 Hours

Rock-cut architecture. Temple architecture Emergence and Development of Temple Architecture A. Origin of Tem

### UNIT-IV

10 Hours

Architecture- Theoretical aspects, Archaeological remains of structural temples, Style of Temple Architecture: Nagara, Dravida and Vesara, Evolution of the Temple Architecture.

Early Indian Sculpture, Early Indian Painting.

### Suggested Readings:

1. MunshiramManoharlal. Puri, B. B., *Vedic Architecture and Art of Living*, VastuGyan Publication, 1995.
2. Fergusson, James and James Burgess (reprint). *The Cave Temples of India*, New Delhi, MunshiramManoharlal, 2000.
3. Ghosh, A.:Jaina, *Art and Architecture (Vol 1-3)*, New Delhi: Bharatiya Jnanapith, 1974.
4. Hawkes, J. and Akira Shimada (ed.), *Buddhist Stupas in South Asia*, New Delhi, Oxford University, 2009.
5. Huntington, Susana. L. with John Huntington, *The Art and Architecture of India*, New York, Weatherhill, 1985
6. Goetz, Hermann, *India: five thousand years of Indian art*, Vol. 1. London: Methuen, 1964.
7. Craven, Roy C, *Indian Art: A Concise History*, Thames and Hudson, 2006.

### Websites:

[https://www.academia.edu/31801972/History\\_of\\_Architecture](https://www.academia.edu/31801972/History_of_Architecture)

<http://www.ancientgreece.com/s/Art/>

[https://buddiess.weebly.com/uploads/3/9/6/5/39652708/hindu\\_architecture\\_1\\_vedic\\_2\\_.pdf](https://buddiess.weebly.com/uploads/3/9/6/5/39652708/hindu_architecture_1_vedic_2_.pdf)

[https://www.indianetzone.com/42/art\\_vedic\\_period.htm](https://www.indianetzone.com/42/art_vedic_period.htm)

## Semester 1<sup>st</sup>

**Course Title: Archives and Museums**

**Course code: MHI109**

L	T	P	Cr.
2	0	0	2

**Total Hours-30**

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

1. This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past.
2. This course introduces learners Museums and archives are among the most important such repositories and this course explains their significance and how they work.
3. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.
- 4 .Visit to Archives and Museum are an integral part of the course.
5. This course will encouraged skill development.

## Course Content

### Unit-I

**10 Hours**

Definition and history of development (with special reference to India)

### Unit-II

**5 Hours**

Types of archives and museums

### Unit-III

**5 Hours**

Museum Presentation and Exhibition

### Unit-IV

**10 Hours**

Museums, Archives and Society

## Suggested Readings:

1. Sengupta, S. Experiencing History through Archives. Delhi: MunshiramManoharlal, 2004.
  2. Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004
  3. Houdhary, R.D. Museums of India and their maladies, Calcutta, 1988
- Nair, S.M. Bio-Deterioration of Museum Materials, 2011

**Semester: 2nd**

**Course Title: History of Punjab (1799-1966)**  
**60 Hours**

**Course Code: MHI201**

L	T	P	Cr.
4	0	0	4

**Total Hours-60**

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

1. Enhance the knowledge of the learner about the History of Punjab.
2. Understand the various concepts of Ranjit Singh's period.
3. Provide information regarding Political, economic, socio and religious movements during that time
4. Enhance the knowledge about British rule

**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 & its 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:

- (a) Agrarian unrest 1907  
 (c) JallianWalaBagh  
 (e) Naujawan Sabha
- (b) Ghadar Movement  
 (d) Gurdwara Reforms Movement

#### UNIT-IV

**15 Hours**

Factor leading to the partition of Punjab & its impact, Circumstances leading to the Re-Organization of the Punjab in 1966.

#### Suggested Readings:

1. Sukhdial Singh, *Punjab Da Ithas 1469-1708*, Punjabi University, Patiala, 2000.
- 2 .AroraA.C, *History of Punjab*, SugamyaPustakalaya,1860.
3. Khushwant Singh, *History of the Sikhs*, Vol-I, Oxford, India,1963.
4. Grewal, J.S.,*Guru Nanak to Maharaja Ranjit Singh*,Manohar,2007
5. Singh Sulakhan: *Heterodoxy in the Sikh Tradition*, Guru Nanak Dev University, Amritsar, 1999

**Semester: 2<sup>nd</sup>**

**Course Title: Sultanate Period (1000-1526)**

**Course Code: MHI202**

L	T	P	Cr.
4	0	0	4

**Total Hours: 60**

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

- 1 Enhance the knowledge of the learner about history of Delhi Sultanate.
- 2 understand the various Social & Political concepts and functions working during the Delhi Sultanate.
- 3 Understand the market system and economic development in this period.
- 4 Make relationship among various Societies.

## **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 Ghyas-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 Lodi's; 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.

## **Suggested Readings:**

1. Nazim, Muhammad, *Life and Times of Sultan Mahmud of Ghazni*. Lajpat Publishers, New Delhi, 2001
2. Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Mehta Publishing House, Jalandhar, 2005



3. Lal, K.S., *History of the Khaljis*, Kasturi Lal Publishers, Meerut, 1998
4. Tripathi, R.S., *Some Aspects of Muslim Administration*, Kanha Publishers, Meerut, 1990
5. Hussain, Mahdi, *Rise and fall of Muhammad Bin Tughluq*, BansiPrakashan, New Delhi, 1995.

### Semester: 2<sup>nd</sup>

**Course Name: Socio Culture History of Medieval India**

**Course Code: MHI203**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

- 1 Discuss the knowledge of the learner about the back ground of Indian Society.
- 2 Evaluate the political system and customs of Indian societies.
- 3 Describe the back ground of social and political reforms movements.
- 4 Manage the territorial expansion of Sultanate periods.

### Course Content

#### **UNIT-I**

**10 Hours**

Social History of India: Sources and Approaches Indian Social Institutions: Tribe, Caste (as well as Untouchability), Class and Community

#### **UNIT-II**

**15 Hours**

Medieval Indian Society: Urban and Rural Social Transition in Medieval India: Stratification and Mobility; Position of Women; Educational Systems and Institutions; Syncretic Tradition and Cultural Synthesis

#### **UNIT-III**

**10 Hours**

Colonial Intervention and Social Transition: The British Social Policy, Western Ideas – Role of Orientalists, Evangelicals and Utilitarian's; Social Legislation and Social Reforms; Growth of Modern Education

**UNIT-IV****10 Hours**

Social Change in Colonial India: Rise of New Social Classes Transition in Caste Ridden Society: Debate on Sanskritization and De-Sanskritization/ Dalitization; Conflict between Tradition and Modernity; Changing Position of Women

**Suggested Readings:**

1. Athar Ali, *Mughal Nobility under Aurangzeb*, MeenakshiPrakashan, Jaipur, 1998.
2. Chopra, P.N., *Social Life During Mughal Age*, Octave Press, New Delhi, 1979.
3. Nigam, S.P., *Nobility Under the Sultans*, Bansal Publications, Jalandhar, 1990
4. Irfan Habib, *Agrarian system of Mughal India*, Lotus Press, New Delhi, 1991.
5. Sharma, S.R., *Religious Policy of the Mughal Emperors*, Lajpat Publications, New Delhi, 1995.

**Semester: 2<sup>nd</sup>****Course Title: History of the Mughal Empire (1526-1605 A.D.)****Course Code: MHI204**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45**

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

- 1 Assess knowledge of the learner about History of Mughals.
- 2 Evaluate the various Social & Political concepts and functions working During the Mughals Period.

- 3 Analyze the Administrative and Economic development in this period.
- 4 Make relationship among various Societies.

### **Course Content**

#### **UNIT-I**

**10 Hours**

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

#### **UNIT-II**

**10 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**

**10 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.

#### **Suggested Readings**

1. Saksena, Banarasi Prasad, *History of Shah Jahan of Delhi*, Oxford Press, New Delhi, 1995.
2. Abdul Aziz, *Mansabdari System*, Bansi Lal Press, Bombay, 1992.
3. Irvine, *Army of the Indian Mughals*, Goenka press, Ranchi, 1998.
4. Sharma, Sri Ram, *Religious Policy of the Mughal Emperors*, Lotus Press, New Delhi, 1990

5. Sardesai, G.S. *Main Currents of Maratha History*, Kaushik Press, Bombay, 1967.

**Semester: 2<sup>nd</sup>**

**Course Title: Women in Modern Indian History**

**Course Code: MHI205**

L	T	P	Cr.
3	0	0	3

**Total Hours:**

**45**

**Course Outcomes:** On completion of this course, the successful students should be able:

1. Discuss the knowledge of the learner about the women in Indian History.
2. Analyze the Political, Social & Cultural position of women in India.
3. Discuss the Social reforms related to women empowerment. Relate students with the Gender Studies.

**Course Content**

**UNIT-I**

**10 Hours**

Sources of women's History in India; Approaches of Gender Studies.  
Indian Social Order and Women

**UNIT-II**

**10 Hours**

Women under Colonialism: Conditions in Pre-Colonial Period  
Awakening among Women – Modern Education, New Opportunities and New Social Order

**UNIT-III**

**10Hours**

The British Social Policy: Measures against Social Evils; Change in Legal Status: Grant of Civil and Property Rights  
Reform Movements and Women: BrahmoSamaj; Arya Samaj;  
Satya ShodhakSamaj; PrarthanaSamaj; Aligarh Movement; Depressed Class Movement

**UNIT-IV**

**15 Hours**

Women, Mass Movements and 'Liberation': Gandhian Movements; Revolutionary Movement; Left and Working Class Movements  
Rise of Feminist Movement: Founding of All India Women's Conference, Role of Women Pioneers; Indian Constitution and Gender Justice; Social Legislation for Women– Hindu Code Bill and its corollary Acts

**Suggested Readings**

1. Agnew, Vijay, *Elite Women in Indian Politics*, Bansal Press, Jaipur, 2001.
2. Altekar A.S., *The Position of Women in Hindu Civilization*, Kasturi Lal Publishers, Jalandhar, 2005.
3. Basu, D.D., *Shorter Indian Constitution Chakravarti Uma*, Ram Lal Publications, New Delhi, 2001.
4. 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*, VidyaPrakashan, Jaipur, 1993.  
Dehejia, Vidya, *Representing the Body: Gender Issues in Indian Art*, Kinshuk Press, Raipur, 2002

**Semester: 2<sup>nd</sup>****Course Title: Peasant and Labour Movements  
in India****Course Code: MHI206**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45****Course Learning Outcomes:** On successful completion of this course, the students will be able to

- 1 Discuss the cause of Peasant Movements in India.
- 2 Examine the effect of Peasant Movements in India.
- 3 Evaluate Social condition of Indian Peasant
- 4 Evaluate the Economic conditions of Indian Peasant.

**Course Content****UNIT-I****10 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**

Exploitation of Peasants by Pre-Colonial and Colonial States with Special Reference to the Land Revenue Systems and Explanations of Peasant Unrest in India. 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****10 Hours**

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

**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 Bangal; Tebhaga Movement; Telangana Movement

**Suggested Readings:**

1. Bose, Sujata, Peasant, *Labour and Colonial Capital: Rural Bengal*, B.R. Publishing House, New Delhi, 1994.
2. Dale, S. *Islamic Society on the South Asian Frontier: The Mopillas of Malabar 1498-1922*, Oxford Press, New Delhi, 1989.
3. Desai, A.R., *Peasant Struggle in India*, Bansi Lal Publications, Jalandhar, 1995.
4. 'Pardeshi, Pratima, *Dr. Ambedkar Ani Strimukti*, Savitra Bai Parkashan, Pune, 1998.
5. Jana Matson, *Women and Social Change in India*, Heritage Publishers, New Delhi, 1979

**Semester 2nd****Course Title: Socio-Economy History of the Punjab (1500-1849)****Course Code: MHI207**

L	T	P	Cr.
3	0	0	3

**Total Hours: 45****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****10 Hours**

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

**Unit-III****10 Hours**

State and the Sikh Society. Village Organization and Peasantry.

**Unit-IV****10 Hours**

Urban Centers, Trade, Commerce, Money-lenders, Artisans and Craftsmen. Review of Literature: Writings of InduBanga.

**Suggested Readings:**

1. Baden Powell, *The Land System of British India*, Vol.-II, Original Publishers, Delhi, 1974.
2. Bajwa, Fauja Singh, *The Military System of the Sikhs (1799-1849)*, MotilalBaharsidas, Delhi, 1964.
3. Bajwa, Fauja Singh, *After Ranjit Singh*, Master Publishers, New Delhi 1982.
4. Bal S.S., *British Policy towards the Punjab (1844-49)*, New Age Publishers, Calcutta, 1971.
5. Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, Oxford University Press, Delhi 1991.
6. Grewal J.S. *From Guru Nanak to Maharaja Ranjit Singh*, Guru Nanak Dev University, Amritsar, 1970.
7. Grewal, Reeta and Pall Sheena, *Pre-Colonial and Colonial Punjab: Society, Economy, Politics and Culture*, Manohar, Delhi 2005.
8. Mcleod, W.H., *The Evolution of the Sikhs Community*, Oxford University Press, New Delhi, 1975.
9. Mcleod, W.H., *Historical Dictionary of Sikhism*, Oxford University Press, Oxford, 1995.
10. Teja Singh and Ganda Singh (eds), *A Short History of the Sikhs*, Asia Publishing house, Bombay, 1950.

**Semester: 2nd****Total Hours: 45**

**Course Title: National Movement in India and Constitutional Development (1858-1930)**

**Course Code: MHI208**

L	T	P	Cr.
3	0	0	3

**Course Outcomes:** On completion of this course, the successful students should be able to

1. Examine the knowledge of learner about the Modern India.
2. Analyze the causes and effects of National movements.



3. Justify the role of M.K. Gandhi in Indian freedom Movement.
4. Evaluate Constitutional development during the freedom Movement.

### **Course Content**

#### **Unit-II** **15 Hours**

Queen's Proclamation of 1858: Government of India Act – 1858, Indian Councils Acts, 1861, 1892.

Indian Nationalism, the genesis of the Indian National Congress; its aims and objectives methods and demands up to 1905, British reaction and response.

#### **Unit-II** **10 Hours**

Rise of the Extremism: Estimate of their work and Surat Split: Muslim League, Minto- Morley Reforms 1909.

Revolutionaries Movements in India; The Gadhar Movement, Home Rule Movement (1915-1918, Role of Tilak and Annie Besant); Lukhnow Pact of 1916.

#### **Unit-III** **10 Hours**

Mahatama Gandhi's Idea of Nationalism

Government of India Act 1919.

#### **Unit-IV** **10 Hours**

Agitation against Rowlatt Bills; JallianwalaBagh Massacre and its impact; Khilafat Movement; Non Co-operation Movement.

Simon Commission and It's Reaction; Jinnah's 14points.

#### **Suggested Readings:**

1. B.R. Nanda ,*Making of a Nation :Independence* , Haper-Collins, New Delhi, 1998
1. Bisheshwar Prasad,*Bondage and Freedom*, Rajesh Pub. New Delhi, 1977
2. Kulke H. and D, *History of India* Australia, Kruk Helkms, 1986.
6. Judith Browne, *Modern India, Rise of an Asian Democracy*, Delhi, 1984.

7. Bipan Chandra, *India Struggle for Independence* Delhi, Penguin, 1996).

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/>

### Semester 2<sup>nd</sup>

**Course Title – Seminar-I**

**Course Code – MHI209**

L	T	P	Cr.
0	0	4	2

**Total Hours: 30**

#### **Course Learning Outcomes:**

On the completion of the course the students will be able to

1. Identify local problems.
  2. Design techniques for solutions of identified problems.
  3. Evaluate and apply solutions in the local area.
  4. Analyze and explore different solutions applicable at regional, national and global level.
- The students will be sent to nearby villages to identify community based problems during first two weeks of the semester.
  - They will submit their proposals for project by 3<sup>rd</sup> week.
  - Research Report will be presented through seminar during 10<sup>th</sup> week of the semester.

- Final evaluation will be conducted during 14<sup>th</sup> week.

**The criteria of evaluation will be:**

- |  |    |
|--|----|
| i. Significance and feasibility of the problem | 10 |
| ii. Method and procedure for the Research      | 10 |
| iii. Project Report                            | 10 |
| iv. VIVA                                       | 20 |

**Total Marks 50**

**Semester 2<sup>nd</sup>**

**Course Title – Research Proposal**

**Course Code – MHI210**

L	T	P	Cr.
0	0	0	4

**Total Hours: 60**

**Course Learning Outcomes**

On the completion of the course the students will be able to

1. Discuss various research methods like qualitative, quantitative, descriptive, analytical, experimental, etc.
2. Outline the writing skills needed for research papers and report writings.
3. Compare and contrast interpret charts, tables and graphs, commonly found in Political Science literature.
4. Design sampling and its different types.

**Course Content**

**UNIT-I****15 Hours**

**Research:** Objectives of Research, Research types, Research methodology, Research process- Flow chart, Selection of research problem.

**Research Design:** Meaning Objectives and Strategies of research, different research designs, important experimental designs.

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

**Historical Objectivity:** Difficulties & need of objectivity in History, Historical Fallacies re-writing of History, Bias in History.

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

**Collection and selection of historical material:** Availability & search or material, categories of sources, problem of authenticity and veracity and interpretation of text (External and Internal Criticism)

**Historical Causation:** Meaning and concept of causation in History, importance and causes of Bias in History.

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

**Techniques of thesis writing:** Types of report, Report format- Cover page, Introductory page, text, importance and method of Bibliography Editing and final draft, Appendices, Typing instructions, Oral Presentation.

**Transactional Modes**

Seminar, Group discussion

**Suggested Readings:**

1. Ahuja Ram, *Research Methods*, Rawat, Jaipur, 2007.
2. Carr, E.H. *What is History?*, Pelican Paperback, London, 2001
3. Clark G. Kitson, *The Critical Historian*, Heinemann, London, 1967
4. Collingwood, R.G., *Idea of History*, Oxford Paperback, London, 1936
5. Gardiner, Patrick, *The Nature of Historical Explanation*, Oxford University Press, Oxford, 1978
6. Jaspal Singh, *Methodology and Techniques of Social Research*, Kanishka, New Delhi, 2000.

7. Lemon, MC, *Philosophy of History : A Guide for Students*, Taylor and Francis, New York, 2003

### Semester-2nd

**Total Hours: 30**

**Course Title: Basics of Computer-I**

**Course code: MHI211**

L	T	P	Cr.
0	0	4	2

**COURSE LEARNING OUTCOMES:** On successful completion of this course, the students will be able to

1. Demonstrate basic understanding of computer hardware and software.
2. Apply skills and concepts for basic use of a computer.
3. Create personal, academic and business documents using MS office.
4. Create spreadsheets, charts and presentations.

### Course Content

#### UNIT-I

**5 Hours**

**MS Windows:** Familiarizing with windows operating system; using built-in accessories; managing files and folders using windows explorer; working with control panel; installing hardware and software, Installation of MS Office.

#### UNIT-II

**10 Hours**

**MS Word:** Salient features of MS WORD, Starting and quitting of MS WORD, File, Edit, View, Insert, Format, Tools, Tables, Window, Help options and all of their features, Options and sub options etc. Transfer of files between MS WORD and other word processors and software packages.

#### UNIT-III

**10 Hours**

**MS Excel:** Spread Sheet. Getting started with Excel worksheet, Entering data into work sheet, Editing cell addressing, Ranges and range names, Commands, Menus, Copying and moving cell contents, Inserting and deleting rows and columns, Column width control, Cell protection, Printing reports, Creating and displaying graphs, Statistical functions.

#### UNIT-1V

**5 Hours**

**MS Power Point:** Salient features of POWER POINT, File, Edit, View, Insert, Format, Tools, and Slide Show

**Transaction Mode:**

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

**Suggested Readings:**

1. Bhatt, Pramod Chandra P. (2008). *An Introduction To Operating Systems: Concepts And Practice*, (2<sup>nd</sup> Edition). New Delhi: Phi Learning Pvt.Ltd.
2. Douglas, Gretchen And Mark Connell. (2007). *Fundamentals Of Ms Office 2007*. (2<sup>nd</sup> Edition). Dubuque: Kendall Hunt PublicationCompany.
3. Jamsa, Kris A. (2013). *Dos: The Pocket Reference*. Berkeley: OsborneMcgraw-Hill.
4. Longman, D., Cyganski, John A. Orr And R.F. Vaz. (2000). *Information Technology: Inside And Outside*, (7th Edition). New Jersey: PrenticeHall.
5. Murdock, Everett E. (2018). *Dos The Easy Way: A Complete Guide To Microsoft's Ms Dos*. H O T Press, Easy Way DownloadableBooks.
6. Narang, Rajesh. (2006). *Database Management System*. New Delhi: Phi Learning Pvt.Ltd.
7. Rajaraman, V. (2003). *Fundamentals Of Computers*. New Delhi: Phi Learning Pvt.Ltd.
8. Sanders, Donald H. (2008). *Computers Today*. Singapore: McgrawHillPublishing.
9. Jain, S. (2008). *Information Technology Concepts-Gateway to Success*. New Delhi: BpbPublications.

**Semester: 3<sup>rd</sup>****Course Name: Historical Views and Historiography****Course Code: MHI301**

L	T	P	Cr.
4	0	0	4

**Total Hours: 60**

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

- 1 Discuss the nature concept theories of History.
- 2 Analyze the various research methods.
- 3 Relate the relationship with various courses.
- 4 Assess the knowledge of the students 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**  
**Hours****15**

Roman Historical Thought: Tacitus. Marxist Historical Thought: Karl Marx.

**Suggested Readings:**

1. SK Bajaj, *History: Its Philosophy, Theory and Methodology*, Lotus Press, Bombay, 2001.
2. Sheikh Ali. B, *History: Its Theory and Method*, Castle Printers, Jaipur, 1998.
3. WH Walsh, *The Philosophy of History*, Oxford Press, New Delhi, 2006.
4. RG Collingwood, *Idea of History*, Curzon Press, Calcutta, 1996.
5. Anderson, Darston, *Thesis and Assignment Writing& Poole*, Cambridge Press, Cambridge University, 2001.

**Semester: 3<sup>rd</sup>****Course Title: National Movement in India and Constitutional Development (1930-1947)****Course Code: MHI302**

L	T	P	Cr.
4	0	0	4

**Total Hours:**

## 60

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

- 1: Examine the knowledge of learner about the Modern India.
- 2: Analyze the causes and effects of National movements.
- 3: Justify the role of M.K. Gandhi in Indian freedom Movement.
- 4: Evaluate Constitutional development during the freedom Movement.

### Course Content

#### UNIT-I 15 Hours

Queen's Proclamation of 1858: Government of India Act – 1858, Indian Councils Acts, 1861, 1892. Indian Nationalism, the genesis of the Indian National Congress; its aims and objectives methods and demands up to 1905, British reaction and respons

#### UNIT-II 15

**Hours** Rise of the Extremism: Estimate of their work and Surat-Split; Muslim League, Minto- Morley Reforms 1909. Revolutionaries Movements in India; The Gadhar Movement, Home Rule Movement (1915-1918, Role of Tilak and Annie Besant); Lukhnow Pact of 1916,

#### UNIT-III 15

##### Hours

Mahatama Gandhi's Idea of Nationalism, Government of India Act 1919.

#### UNIT-IV 15 Hours

Agitation against Rowlatt Bills; JallianwalaBagh Massacre and its impact; Khilafat Movement ; Non Co-operation Movement. Simon Commission and It's Reaction; Jinnah's 14points.

#### Suggested Readings:

1. B.R. Nanda, *Making of a Nation: Independence*, Haper-Collins, New Delhi, 1998
2. Bisheshwar Prasad, *Bondage and Freedom*, Rajesh Pub. New Delhi, 1977.
3. Kulke H. and D, *History of India* Australia, Kruk Helkms, 1986.
4. Judith Browne, *Modern India , Rise of an Asian Democracy*, Delhi, 1984.



5. Bipan Chandra, *India Struggle for Independence*, Delhi, Penguin, 1996.

### Semester 3rd

**Course Title: History of Mughal Empire and its Downfall  
(1605-1707 A. D.)**

**Course Code: MHI303**

L	T	P	Cr.
4	0	0	4

**Total Hours-60**

**Course Outcomes:** On completion of this course, the successful students should be able:

1. To enhance the knowledge of the learner about History of Mughals
2. To understand the various Social & Political concepts and functions working during the Mughals period
3. To understand the Administrative and Economic development in this period
4. To make relationship among various societies.

### Course Content

#### UNIT-I

**15 Hours**

Jahangir; NurJahan's Influence on Administration; Mewar Policy, Foreigners at the Court of Jahangir, Tuzk-I-Jahangiri. Shah Jahan: Central Asian Policy; Deccan Policy; Law of succession under the Mughals and the war of succession among the sons of Shah Jahan; A critical assessment of his reign.

#### UNIT-II

**15 Hours**

Maasir-i-Alamgiri, Religious Policy; Rajput Policy; Deccan Policy; N.W.F. Policy. Aurangzeb's ideal of kingship, his responsibility for the decline of the Mughal Empire.

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

Shivaji: Causes of the rise of Maratha power: Shivaji's relations with Bijapur and Mughals. Administration of Shivaji: Character and Personality.

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

Mughal administration: Central and Provincial Administration, Judicial System, Military Organization and Mansabdari System. Weakness of the Mughal Empire before 1707.

**Suggested Readings:**

1. Sharma, S.R., *Mughal Empire in India*, Shudhi Publications, Dehradun, 1992.
2. Tripathi, R.P., *Rise and Fall of the Mughal Empire*, Mehta Prakashhhan, Ludhiana, 2006
3. Lanepoole, S., *Babur (Ruler of India)*, Lajapt publications, New Delhi, 2003.
4. Awasthi, R.S., *Mughal Emperor Humayun*, Kanha Publications, Meerut, 1999.
5. BeniParsad, *History of Jahangir*, Moti LalPrakashan, New Delhi, 2001

**Semester: 3<sup>rd</sup>****Course Title: Nationalism in India (1857-1947)****Course Code: MHI304**

L	T	P	Cr.
3	0	0	3

**Total Hours:****45**

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

1. Discuss the knowledge of how nationalism was a creative force for building world order
2. Evaluate the knowledge about the concept of nationalism in modern era.

3. Invent the learners' knowledge about various theories' about Nationalism.
4. Evaluate the social and economic basis of Nationalism

### **Course Content**

#### **UNIT -1** **15 Hours**

Theories of Nationalism, Concepts of Nationalism

#### **UNIT-II** **10 Hours**

Rise of Indian Nationalism. Social and Economic Basis of Nationalism

#### **UNIT -III** **10 Hours**

Varieties of Nationalism in India: Muslim, Hindu, Secular, Communist / Marxist Nationalism

#### **UNIT-IV** **10 Hours**

Nation and State in India. Regional' Nationalisms in India

#### **Suggested Readings:**

1. Chandra, Bipan. *India since independence*.
2. Das, Suranjan. *Communal riots in Bengal, 1905-1947*.
3. Metcalf, Barbara D. *Islamic Revival in British India: Deoband, 1860-1900*.
4. .Shahid Amin, '*Agrarian Base of Nationalist Agitations in India: An Historiographical Survey*' in D.A. Lowed., *The Indian National Congress*, Delhi.

### **Semester 3<sup>rd</sup>**

**Course Title: History of World (1870-1956)**

**Course Code: MHI305**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours:**

**45**

**Course Learning Outcomes:** On successful completion of this course, the

students will be able to

1. Discuss and enhance the knowledge of the learner about history of world.
2. Discuss the information of globalization of World.
3. Evaluate the historical back ground of political revolutions.
4. Evaluate and understand the facts of world wars

### **Course Content**

#### **UNIT- I 10 Hours**

Bismarkian Diplomacy principles of his foreign Policy. New Era of politics in Europe; Fascism and Nazism

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

Russian revolutions of 1905 and 1917. Chinese revolutions; 1911, 1949.

#### **UNIT- III 10 Hours**

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

#### **UNIT-IV 10 Hours**

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

#### **Suggested Readings:**

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

**Semester: 3<sup>rd</sup>**

**Course Title: Indian Texts****Course Code: MHI306**

L	T	P	Cr.
2	0	0	2

**Total Hours: 30**

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

- 1 Evaluate the knowledge of the learner about the some important texts of history.
- 2 Identify Students with some important texts of Indian written in the English language or in English translation.
- 3 Categorize the ancient texts of Indian history.
- 4 Evaluate knowledge about the texts of medieval Indian history

### Course Content

<b>UNIT-I</b>		<b>10</b>
<b>Hours</b>	Kautilya, Arthasastra. Kalhana, Rajatarngini	
<b>UNIT-II</b>		<b>10 Hours</b>
	Babar, Babarnama. AbulFazal, <i>Akbarnama</i>	
<b>UNIT -III</b>		<b>5 Hours</b>
	Guru Gobind Singh, Zafarn. Baghat Singh, <i>Selected Works.</i>	
<b>UNIT-IV</b>		<b>10</b>
<b>Hours</b>	Gandhi, <i>Hind Swaraj</i> , Ambedkar, <i>The Annihilation of Caste.</i>	

### Suggested Readings:

1. W.M. Thackston, Jr, *The Baburnama: Memories of Babur, Prince and Emperor*, 2007
2. Louis E. Fenech, *The Sikh Zafar –Namah of Guru Gobind Singh : A Discursive Blade in the Heart of the Mughal Empire*, 2013.
3. Shah Ghanshyam, *Re-reading Hind Swaraj :Modernity and Subalterns*, 2015.

**Semester: 3<sup>rd</sup>**

**Total Hours:**

L	T	P	Cr.
2	0	0	2

**Course Name: History of India from (1818-1947)**

**Course Code: MHI307**

**30**

**Course Outcomes:** On completion of this course, the successful students will be able to learn:-

1. Discuss the knowledge of the learner about the Modern India.
2. Analyze the causes and effects of National movements.
3. Constitutional development during the freedom movement.
4. Discuss social religious reform movements.

### **Course Content**

#### **UNIT-I**

**10 Hours**

Significance of the year 1818.

The Russian danger and its impact on Indian situation; Policy towards Princely States of India (1818-1947).

#### **UNIT-II**

**10 Hours**

Foreign Policy of the Government of India, 1853-1919.

- a. Policy towards Afghanistan.
- b. Relations with Iran.
- c. Relations with Tibet.

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-III**

**5 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**

**10 Hours**

Impact of Western Ideas on society and religion; Brahmo Samaj, Arya Samaj, Aligarh and Singh Sabha Movements.

Growth and Development of New Education; Growth of Press, Trade and Industries, Fiscal & Famine Policies

**Suggested Readings:**

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

**Semester: 3<sup>rd</sup>****Course Name: Republic of India (1947-1964)****Course Code: MHI308**

L	T	P	Cr.
2	0	0	2

**Total Hours 30**

**Course Outcomes:** On completion of this course, the successful students should be able:

1. Discuss the knowledge of the learner of Post-Independent.
2. Examine the various concepts, functions working under History system.
3. Categorize the causes and effects of Partition of India.
4. Evaluate the History of Indian Constitution.

**Course Content****UNIT-I****10 Hours**

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

**UNIT-II****10 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****5 Hours**

Law for Scheduled Castes and Scheduled Tribes;  
Socio-Economic Change in Urban and Rural

**UNIT-IV****10 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.  
Growth of the Parliamentary Democracy: National Political parties; Electoral  
Politics at the National Level; Centre-State Relations; Democratic  
Decentralization

**Suggested Readings:**

1. Balbushevik, A. & A. M. *Dyakov A Contemporary History of India*, Orient Press, New Delhi, 1998.
2. Basu, D.D., *Shorter Indian Constitution*, Oxford Press, New Delhi, 1993.
3. Bethlehem, Charles, *India Independent*, Cambridge Press, Colombia, 1997.
4. Bose, Sumandra, *The Kashmir Problem*, Kasturi Lal Publications, Jalandhar, 1989.

Brass, Paul R., *The Politics of India Since Independence*, MeenakshiPrakashan, Jaipur, 1995.

**Semester 3<sup>rd</sup>****Course Title: Computer Applications****Course Code: MHI309**

L	T	P	Cr
0	0	4	2

**Total Hours 30**

**COURSE LEARNING OUTCOMES:** On successful completion of this course, the students will be able to

1. Demonstrate basic understanding of computer hardware and software.
2. Apply skills and concepts for basic use of a computer.
3. Create personal, academic and business documents using MS office.
4. Create spreadsheets, charts and presentations.

**Course Content**



**UNIT-I****10 Hours**

Fundamentals of computers: Parts of computers, Hardware, BIOS, Operating systems, Binary system, Logic gates and Boolean algebra.

**UNIT-II****5 Hours**

Application software: Spreadsheet applications, Word-processing applications, Presentation applications, Internet browsers, Reference Management, and Image processing applications

**UNIT-III****5 Hours**

Making Small Presentation: Basics of presentation software; Creating Presentation; Preparation and Presentation of Slides; Slide Show;

**UNIT-IV****10 Hours**

Taking printouts of presentation / handouts. Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails; Using Emails; Document collaboration;

**Transaction Mode:**

Lecture, Group Discussion, Quiz, Open Talk, Self-study, Assignment

**Suggested Readings:**

2. Bhatt, Pramod Chandra P. (2008). *An Introduction To Operating Systems: Concepts And Practice*, (2<sup>nd</sup> Edition). New Delhi: Phi Learning Pvt.Ltd.
3. Douglas, Gretchen And Mark Connell. (2007). *Fundamentals Of Ms Office 2007*. (2<sup>nd</sup> Edition). Dubuque: Kendall Hunt PublicationCompany.
4. Jamsa, Kris A. (2013). *Dos: The Pocket Reference*. Berkeley: OsborneMcgraw-Hill.
5. Longman, D., Cyganski, John A. Orr And R.F. Vaz. (2000). *Information Technology: Inside And Outside*, (7th Edition). New Jersey: PrenticeHall.
6. Murdock, Everett E. (2018). *Dos The Easy Way: A Complete Guide To Microsoft's Ms Dos*. H O T Press, Easy Way DownloadableBooks.
7. Narang, Rajesh. (2006). *Database Management System*. New Delhi: Phi Learning Pvt.Ltd.
8. Rajaraman, V. (2003). *Fundamentals Of Computers*. New Delhi: Phi Learning Pvt.Ltd.
9. Sanders, Donald H. (2008). *Computers Today*. Singapore: McgrawHillPublishing,.
10. Jain, S. (2008). *Information Technology Concepts-Gateway to Success*. New Delhi: BpbPublications.

**Semester 3<sup>rd</sup>****Course Title – Seminar-I****Course Code – MHI310**

L	T	P	Cr.
0	0	4	2

**Total Hours: 30****Course Learning Outcomes:**

On the completion of the course the students will be able to

1. Identify local problems.
  2. Design techniques for solutions of identified problems.
  3. Evaluate and apply solutions in the local area.
  4. Analyze and explore different solutions applicable at regional, national and global level.
- The students will be sent to nearby villages to identify community based problems during first two weeks of the semester.
  - They will submit their proposals for project by 3<sup>rd</sup> week.
  - Research Report will be presented through seminar during 10<sup>th</sup> week of the semester.
  - Final evaluation will be conducted during 14<sup>th</sup> week.

**The criteria of evaluation will be:**

- |  |    |
|--|----|
| v. Significance and feasibility of the problem | 10 |
| vi. Method and procedure for the Research      | 10 |
| vii. Project Report                            | 10 |
| viii. VIVA                                     | 20 |

**TotalMarks 50****Semester 3<sup>rd</sup>****Course Title- Society, Culture and Human Behavior****Course Code-MHI311**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1`</b>

**Total Hours 15****Course Outcomes: On successful completion of this course, the students will be able to:**

1. Develop understanding of various kinds of research, objectives of doing research, research process, research designs and sampling.
2. Attain adequate knowledge on measurement & scaling techniques as well as the quantitative data analysis.
3. Make use of Statistical packages such as SPSS/MATLAB for calculations.
4. Measure the testing of hypothesis by analyzing data.

**Course Content****UNIT-I****5 Hours**

Objectives of Research, Research types, Research methodology, Research process- Flow chart, Selection of research problem. Nature, Purpose and scope of History: Science or art

**UNIT-II****3 Hours**

Difficulties & need of objectivity in History, Historical Fallacies re-writing of History, Bias in History.

**UNIT-III****2 Hours**

Availability & search or material, categories of sources, problem of authenticity and veracity and interpretation of text (External and Internal Criticism)

**UNIT-IV****5 Hours**

History in relation with sociology, Economics, Geography, Political Science, Psychology and Literature

Meaning and concept of causation in History, importance and causes of Bias in History.

**Suggested Readings:**

1. Ahuja Ram, *Research Methods*, Rawat, Jaipur, 2007.
2. Carr, E.H. *What is History?*, Pelican Paperback, London, 2001.
3. Clark G. Kitson, *The Critical Historian*, Heinemann, London, 1967.
4. Collingwood, R.G., *Idea of History*, Oxford Paperback, London, 1936.
5. Gardiner, Patrick, *The Nature of Historical Explanation*, Oxford University Press, Oxford, 1978.
6. Jaspal Singh, *Methodology and Techniques of Social Research*, Kanishka, New Delhi, 2000.
7. Lemon, MC, *Philosophy of History : A Guide for Students*, Taylor and Francis, New York, 2003.

### **Semester:4<sup>th</sup>**

**Course Title: Dissertation**

**Course Code: MPL401**

L	T	P	Cr
0	0	40	20

### **Course Learning Outcomes**

On the completion of the course the students will be able to

- Select a research area of their interest.
- Identify the gaps in research area
- Analyze the significance of the area for research
- Write a thematic paper on any contemporary issue
- Write references and bibliography using a standard format

The students will select an area of their choice with the direction of their supervisor/faculty member within first two weeks from the start of the semester, consulting e-resources, data bases and other related material. They will write a theme paper on the area selected.

There will be two presentations on the theme selected.

First presentation will be held during 6-7 week of the semester.

Two examiners from the department will evaluate it on the following criteria.

- Content of the focus area
- Significance of the area
- Presentation Techniques
- Response to questions asked by examiners

Presentation will be of 30-40 minutes Duration. First evaluation will consist of 20 marks. Second presentation will be held during 12-13 weeks of the semester and will consist of 30 Marks. The criteria of evaluation and duration of presentation will be same as mentioned above.

#### EvaluationCriteriaforTheoryCourses

##### A. ContinuousAssessment:[25Marks]

- i. CE1-(10Marks)
- ii. CE2-(10Marks)
- iii. CE3-(05Marks)

ForeachCA ConductSurpriseTest,Quiz,TermPaper,OpenBook Test, Assignment etc.

##### B. Attendance(5marks)

##### C. MST-1:[30Marks]

##### D. MST-2:[20Marks]

##### E. End-TermExam:[20Marks]

**EvaluationCriteriaforothercourseshasbeengivenseparately with the respective courses**