

University of Patanjali, Haridwar, Uttarakhand

Syllabus of M.A. History (CBCS)



Session 2024-2025

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University of Patanjali, Haridwar							
Syllabus of M.A. History							
Department of History							
S.N.	Paper No.	Credit	Paper Name	Paper Code	Internal Marks	External Marks	Total
Semester- I							
1	Paper 1	6	Historiography: Concept, Methods and Tools	MH-CT-101	30	70	100
2	Paper 3	6	History of Indian archaeology	MH-CT-103	30	70	100
3	Paper 4	4	Architecture in Ancient India	MH-CT-104	30	70	100
4	Paper 5	4	Science, Technology in Ancient India	MH-CT-105	30	70	100
		20			150	350	500
Semester- II							
1	Paper 1	6	Historical Development of Yoga	MH-CT-201	30	70	100
2	Paper 2	6	Indian Art & Iconography	MH-CT-202	30	70	100
3	Paper 3	4	Research Methodology in History	MH-CT-203	30	70	100
4	Paper 4	4	Introduction to Numismatics, Paleography & Epigraphy	MH-CT-204	30	70	100
		20			150	350	500
Choose any one stream							
Semester- III (Ancient History & Culture)							
1	Paper 1	6	History of India up to Mauryan Period	MH-CT-301	30	70	100
2	Paper 2	6	History of India Post Mauryan to 650 CE	MH-CT-302	30	70	100
3	Paper 3	6	History of North India (650 CE to 12 th Century)	MH-CT-303	30	70	100
4	Paper 4	6	History of South India (600 CE to 14 th Century)	MH-CT-304	30	70	100
		24			150	350	500
Semester- III (Medieval and Modern History & Culture)							
1	Paper 1	6	History of India From 1200-1526 A.D.	MH-CT-301	30	70	100
2	Paper 2	6	History of India From 1526-1756 A.D.	MH-CT-302	30	70	100
3	Paper 3	6	History of India From 1757-1856 A.D.	MH-CT-303	30	70	100
4	Paper 4	6	History of India From 1857-1915 A.D.	MH-CT-304	30	70	100
		24			150	350	500
Choose any one stream							
Semester- IV (Ancient History & Culture)							
1	Paper 1	6	Economic History of India From 600 BCE-1200 CE	MH-CT-401	30	70	100
2	Paper 2	6	Cultural History of India From 600 BCE-1200 CE	MH-CT-402	30	70	100
3	Paper 3	6	Glorious Chapters of Indian History-II/ Indian Philosophy & Cultural History of India	MH-CT-403	30	70	100
4	Paper 4	6	Study Tour/Project/ Dissertation	MH-CT-404	30	70	100
		24			150	350	500
Semester- IV (Medieval and Modern History & Culture)							
1	Paper 1	6	Indian independence movement 1916-1947	MH-CT-401	30	70	100
2	Paper 2	6	Contemporary History of India From 1947-2000 A.D.	MH-CT-402	30	70	100
3	Paper 3	6	World History from 1789 to 1945 A.D./ Glorious Chapters of Indian History-I	MH-CT-403	30	70	100
4	Paper 4	6	Study Tour/Project/ Dissertation	MH-CT-404	30	70	100
		24			150	350	500
Grand Total		88					2000

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Syllabus of M.A. History
Semester-I
Paper I
Paper Code- MH-CT-101
Historiography Concept, Methods and Tools

Credits 6			
Total number of hours 75		Theory	Practical
Hrs / week		5	0
Scheme of Examination			
Total Marks 100			
Theory : 100		Practical : 0	
Final Exam	Internal Assessment	Final Exam	Internal Assessment
70	30		

Objectives: To equip students with the trends of the comprehension of the past and to make them understand the relationship between Philosophy and History.

- It provides insight to the students into the cultural and historical context of ideas, helping to understand their evolution over time.

- To contribute intellectual discourse and progress of students.

Outcomes: Learning various approaches to interpreting and understanding historical events, including causation, teleology, and the role of individuals versus broader societal forces.

- Understanding patterns of historical change.

- Cultivation of historical consciousness.

Unit-I **Meaning & Scope of History** (10 Lect.)

a. Meaning, definition Aims of History

b. Scope and Subject matter of History

Unit-II **History and other disciplines** (14 Lect.)

Archaeology, Geography, Anthropology, Sociology, Economics, Political Science and Literature

Unit-III **Tradition of Historical Writing** (20 Lect.)

a. Indian Tradition: Vedic, Puranic, Buddhist and Jain Tradition

b. Foreign Tradition: Greco-Roman Tradition and Chinese Tradition

Unit-IV **Approaches of History** (13 Lect.)

Orientalist, Imperialist, Nationalist, Marxist and Subaltern.

Unit-V **Historiography: Trends and Historians** (18 Lect.)

a- Ancient Indian Historian: Banbhatt, Bilhan, Jayanak and Kalhan.

b- Modern Historians: V. Smith, D.D. Kosambi, K.P. Jayaswal and R.C. Majumdar.

Suggested Readings

1. Pargitar, F.E., Ancient Indian Historical Tradition.
2. Singh, G.P., Ancient Indian Historiography.
3. Goshal, U. N., The Beginnings of Indian Historiography and other Essays.
4. Collingwood, R.G., The Idea of History.
5. Majumdar, R. K. and Srivastava, N. N., Historiography.
6. Renier, G. I., History, its purpose and methods.
7. Rowse, A. L., The use of History.
8. Philip, Historians of India, Pakistan and Ceylon.
9. Barnes, H.E., A History of Historical writing.
10. Clark, G.N., Historic Scholarship and Historical thought.
11. Thomson, David, Aims of History.
12. Gardnier, R., Theory of History.
13. Sheik Ali, B., History: Its Theory and Method.
14. Toynbee, The study of History (Three Vol. by summervil).

15/12

15. Hegel, Lectures on the Philosophy of History.
16. Dray, W., Explaining what is History.
17. कार, ई० एच०, इतिहास क्या है?
18. कौशिक, के० बी०, इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन।
19. पाण्डे, गोविन्दचन्द्र, इतिहास, स्वरूप एवं सिद्धान्त।
20. प्रकाश, बुद्ध, इतिहासदर्शन।
21. चौबे, झारखण्ड, इतिहास दर्शन।
22. महाचार्य, रमाशंकर, इतिहास पुराण का अनुशीलन।
23. सिंह, परमानन्द, इतिहासदर्शन।
24. सिन्हा, ए० के०, इतिहास, मूल्य और अर्थ
25. गुप्ता, माणिकलाल, इतिहास, स्वरूप, अवधारणा एवं उपयोगिता।
26. सरकार, सुमित, सामाजिक इतिहास लेखन की चुनौती।
27. शर्मा, बलराज, इतिहास का इतिहास।
28. पंचाल, एच० सी० एवं बोल, एच० एस०, इतिहास के सिद्धांत एवं पद्धतियाँ।
29. पाण्डे, लालता प्रसाद, भारतीय इतिहास दर्शन।



PAPER – II
Paper Code- MH-CT-102
History of Indian archaeology

6 Credits

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: To develop students' understanding of methodological evolution.

-Cataloging significant archaeological findings and excavations in India, including ancient sites, artifacts and monuments.

-Historical archaeology integrates archaeological evidence with historical documents and oral traditions to reconstruct past events and narratives. This interdisciplinary approach allows us to contextualize archaeological findings within broader historical frameworks.

-Ethno archaeology and experimental archaeology provide scientific frameworks for interpreting archaeological evidence in the context of cultural practices. These approaches involve studying modern analogs and conducting experiments to understand past behaviors and technologies.

Outcomes: Understanding the techniques of Indian archaeology equips individuals with skills in excavation, documentation, preservation, and conservation of archaeological sites and artifacts. This knowledge helps in safeguarding India's cultural heritage for future generations.

-Through the study of Indian archaeology, learners develop the ability to interpret archaeological findings within their historical and cultural contexts. They can analyze artifacts, architecture, and other remains to reconstruct past civilizations and understand their significance.

-Individuals trained in these methods of Indian archaeology can collaborate across disciplines to address complex research questions and challenges.

Unit-I- Origin and Development

(12 Lect.)

- (a) Definition, Meaning and Scope Archaeology.
- (b) History of Archaeology in Global context
- (c) Developmental stages of Archaeology in India

Unit-II

Archaeology and Allied Science

(12 Lect.)

- (a) Relation of Archaeology with Humanities
- (d) Relation of Archaeology with Natural Science
- (e) Indian Antiquarian law

Unit-III

Exploration

(17 Lect.)

- (a) Aims, objectives, Survey Team and Tools Kit for Exploration.
- (b) Survey Methods- Traditional and Scientific.

Unit-IV

Excavation

(17 Lect.)

- (a) Aims and objectives of Excavation, types and configuration.
- (b) Documentation of Archaeological remains.

Unit-V

Dating Methods

(17 Lect.)

- (a) Relative Dating Method: Stratigraphy, Typology, Cross-Dating, Geomorphological methods, Paleontology, Fluorine analysis, Polynology analysis
- (b) Absolute Dating Method: Varve analysis, Dendrochronology, Radio-Carbon dating, Potassium-Argon and Thermoluminescence dating method

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Suggested Readings

1. Raman, K. V., Principle and Methods of Archaeology.
2. Hendricks, Rhoda A., Archaeology made simple.
3. White, Anne terry, All about Archaeology.
4. Matthew Johnson, Archaeological Theory- An Introduction
5. Hodder Ian, Reading the Past- Current approaches to interpretation in Archaeology.
6. Whitley, D. S., Reader in Archaeology theory: Post-procession & cognitive Approaches.
7. Renfrew, C. and Bahn Paul, Archaeology: Theories, Methods and Practice.
8. Banning, E. B., Archaeological Survey.
9. Rajan, K., Archaeology: Principles & Methods.
10. Daniel, G. A., A Short History of Archaeology.
11. Fagan Brian, In the Bigging, An Introduction to Archaeology.
12. Kathleen Kenyon, New perspectives of Archaeology
13. पुरी, बैजनाथ, भारतीय पुरातत्त्व ।
14. पाण्डेय, राकेश प्रकाश, भारतीय पुरातत्त्व ।
15. ओझा, राम प्रकाश, पुरातत्त्व विज्ञान, प्रथम खण्ड ।
16. हवीलर, आर 0 ई 0 एम 0, पृथ्वी से पुरातत्त्व ।
17. सिंह, के 0 पी 0, पुरातत्त्व मीमांसा ।
18. पाण्डेय, जय नारायण, पुरातत्त्व विमर्श ।

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Paper- III
Paper Code- MH-CT-103
Architecture of Ancient India

Credits 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: The art and architecture of India offer a visual record of its historical development, spanning thousands of years. By studying Indian art and architecture, individuals can trace the evolution of various dynasties, empires, and cultural movements, gaining insights into the socio-political, economic, and religious contexts of different periods in Indian history.

-Indian art and architecture have not existed in isolation but have been influenced by and have influenced artistic traditions from around the world. Studying Indian art allows individuals to explore the cross-cultural exchanges that have shaped India's artistic heritage, including interactions with neighboring regions, trade networks, and colonial encounters.

Outcomes: Indian art and architecture are deeply intertwined with religious beliefs, spiritual practices, and philosophical traditions. Studying these forms of expression allows individuals to explore the diversity of religious iconography, symbolism, and rituals found in Hinduism, Buddhism, Jainism, Islam, and other traditions.

-Artistic representations of deities, sacred texts, cosmological concepts, and mythical narratives offer insights into the religious imagination and philosophical outlook of Indian societies.

Unit-I (a) Harappan Architecture (15 Lect.)

(b) Rock cut Architecture (Sangharam and Chaitya)

Unit-II (a) Stupa Architecture (15 Lect.)

(b) Gupta Temples: Parvati temple of Nachna Kuthara, Shiva temple of Bhumra, Dasavatra temple Deogarh and Brick temple of Bhitargaon

Unit-III (a) Pallava Temples : Mahabalipuram rathas and Kailashnath Temple of Kachipuram (15 Lect.)
(b) Chalukya Temple Architecture: Durga temple of Aihole and Ladkhan temple

Unit-IV (a) Architecture of Rashtrakutas: Kailash temple of Ellora (15 Lect.)

(b) Temple Architectures of Chandellas: Kandariya Mahadeva and Laxman temple

Unit-V (a) Orissan Temples: Lingaraja, Puri and Sun Temple of Konark (15 Lect.)

(b) Chola Temple Architectures: Brihadiswara Temple of Tanjore, temple of Gaingaikondcholapuram

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Suggested Readings

1. Harle, J. C., The art and Architecture of the Indian Sub-continent.
2. Brown, P., Indian Architecture (Buddhist and Hindu) Vol.- I.
3. Dhavalikar, M.K., Ellora
4. Huntington, Susan L., The Art of Ancient India: Buddhist, Hindu & Jain.
5. Krishna Deva, North Indian Temple
6. Krishna Deva, Temples of India Vol-I, II.
7. Tomory Edith, History of Fine Arts in India & The west.
8. Coomarswamy, A.K., History of Indian and Indonesian Art.
9. Ganguli, O. C. and Goswami, A., Indian Art and Heritage.
10. Ganguli, O. C. and Goswami, A., Art of the Chandelas.
11. Ganguli, O. C. and Goswami, A., Art of Pallavas.
12. गुप्त, परमेश्वरीलाल, भारतीय वास्तुकला।
13. सहाय, सच्चिदानन्द, मन्दिर स्थापत्य का इतिहास।
14. अग्रवाल, के० एल०, खजुराहो।
15. उपाध्याय, वासुदेव, प्राचीन भारतीय स्तूप, गुहा एवं मन्दिर।
16. अग्रवाल, वी० एस०, भारतीय कला।
17. अग्रवाल, पृथ्वी कुमार, प्राचीन भारतीय कला एवं वास्तु, भाग-1, 2।
18. कुमार, प्रभात, उत्तर प्रदेश के प्रमुख मन्दिर वास्तुकला एक अध्ययन।
19. जोशी, महेशचन्द्र, युग युगीन भारतीय कला।
20. पाण्डेय, जयनारायण, भारतीय कला।
21. अग्रवाल, वी० एस०, गुप्त कला।
22. वाजपेयी, के० डी०, भारतीय कला।



Paper- IV
Paper Code- MH-CT-104
Science and technology in Ancient India

Credit- 6

Total number of hours 60		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: Exploring the history of science and technology in India allows us to trace the evolution of various technologies, such as metallurgy, medicine, mathematics, astronomy, and architecture.

-Understanding how these technologies developed over time provides insights into the socio-economic conditions, trade networks, and cultural exchanges of different periods.

-Understanding past successes and failures can help policymakers develop strategies to promote scientific research, innovation, and technological development in the present day.

Outcomes: The development of science and technology in Indian history enriches Student's understanding of both India's past and the broader history of human knowledge, fostering appreciation for the diverse contributions of different civilizations to the advancement of science and technology.

Exploring this aspect helps in understanding how scientific knowledge was integrated into various aspects of Indian society, including religion, art, and governance.

It highlights the dynamic nature of knowledge transmission and the interplay between indigenous practices and external influences.

Unit I: Introduction:

15 (Lect.)

Foreign perspective on Indian science, Period division of the History of Indian science; science, technology, and archaeological study methods.

Unit II:

15 (Lect.)

Agricultural, Architectural, Art & Cultural and Mathematical; Development of Science and technology in the first urban civilization:

Harappan Civilization: Agricultural science, Public works Engineering, Brick technology. Town Planning and Architecture of Major Buildings and General City. Mathematics; length, Measurement method: weighing method, Mathematical instruments of science. Utensils and its technology of coloring them, technology of: clay statues, seals, beads, metal refining and jewelry technology. Technology of Stone, Environmental technology

Unit III:

15 (Lect.)

Development of Science and Technology in aspect of; Industry, Transport, Education:

Industrial technology, Technology in transportation, writing skill of making digitalization of letters, Medical science, Cosmetology and Exchange technology. Creator of Harappan civilization; end of Indus valley civilization.

Unit IV:

15 (Lect.)

Science & Technology from Vedic culture to Pre Gupta Age: Vedas, Mahakavya, Puranas, Bhagwatgita, Patanjali, Charak, Ashwini Kumar.

Unit V:

15 (Lect.)

Science and Technology from Gupta Age to 1200 A.D.: Aryabhata, Varahmihir, Jyotish Shastra,

Recommended Books:

- India: A History" by John Keay"
- The History of Science and Technology in the Indian Subcontinent" edited by Dharampal.
- "Science and Technology in Ancient India" by C.K. Raju.
- Lost Discoveries: The Ancient Roots of Modern Science--From the Babylonians to the Maya" by Dick Teresi.
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph.
- "The Argumentative Indian: Writings on Indian History, Culture, and Identity" by Amartya Sen.

Syllabus of M.A. History

Semester- II

Paper- I

Paper Code- MH-CT-201

Historical Development of Yoga

Credits 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: Delving into the historical development of yoga helps uncover its origins, tracing its roots back to ancient civilizations such as the Indus Valley civilization and Vedic traditions. Understanding where yoga originated provides context for its practices and philosophies.

-Yoga is not just a physical practice but also a philosophical system with deep roots in Indian philosophy. Studying its historical development allows individuals to explore the philosophical foundations of yoga, including concepts such as dharma, karma, and self-realization.

Outcomes: Yoga has its roots in ancient Indian civilization and is deeply intertwined with Indian culture, philosophy, and spirituality. Studying its historical development fosters a greater appreciation for the cultural heritage from which yoga emerged, as well as the contributions of various cultures and civilizations to its evolution over time.

- Studying the historical development of yoga can contribute to personal growth and transformation. By deepening their understanding of yoga's history, practitioners may develop a deeper appreciation for its teachings, find inspiration in the stories of past yogis and sages, and gain insights that inform their own journey of self-discovery and spiritual evolution.

UNIT- I: General Introduction of Yoga:

(14 Lect.)

Origin and Meaning of the Word Yoga, Tradition of Yoga, Characteristics of Yogi, Importance of yoga in Human life.

UNIT-II:

(16 Lect.)

Historical Development in Indus Valley Civilization& in Vedic Era.

UNIT- III:

(14 Lect.)

Historical Development in Buddhist and Jain Literature.

UNIT- IV:

(18 Lect.)

Historical Development in Yogic Period:

- Pre Patanjali Period (Before 500 B.C)
- Patanjali Period (500 B.C to 800 A.C)
- Post Patanjali Period (800 A.C onwards)

UNIT- V:

(12 Lect.)

Historical Development in Medieval Period and the evolution of yoga in the Modern Era
& Role and Contribution of Swami Ram dev in the Promotion of Yoga.

Recommended Books:

- Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian People, Vols. II and III (relevant chapters.), Bombay, 1951-57.
- Agrawala, P.K., PrācīnaBhāratīyaKalāevamVāstu (Hindi), Varanasi, 2002.
- Agrawala, V.S., BhāratīyaKalā (Hindi), Varanasi, 1994.
- Bajpai, K.D., BhāratīyaVāstukalākāItihāsa (Hindi), Lucknow, 1972.
- Brown, P., Indian Architecture (Buddhist and Hindu Periods), Vol. I, Bombay, 1971
- Coomarswamy, A.K., History of Indian and Indonesian Art, London, 1927.
- Gupta, P.L., BhāratīyaSthāpatya (Hindi), Varanasi, 1970. Roy, N.C., The Rise and Fall of Pataliputra, Kolkata, 2003.

Paper-II
Paper Code- MH-CT-202
Indian Art & Iconography

Credit-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Unit-I (a) Pre historic painting: Bhim betake and Adamgarh (16 Lect.)

(b) Proto- historic Art: Sculpture and Terracotta

Unit-II (a) Mauryan and Sunga's Art (16 Lect.)

(b) Wall paintings: Ajanta and Bagh

Unit-III (a) Kushana sculpture: Mathura and Gandhara school of Art (16 Lect.)

(b) Gupta's sculpture

Unit-IV (a) Origin and Development of Buddha Images
 (b) Iconography of Jain Tirthankaras (16 Lect.)

Unit-V (11 Lect.)
 (a) Iconography of Siva and Vishnu (b) Iconography of Surya

Suggested Readings

- Bhattacharya, Benoytosh, The Indian Buddhist Iconography
- Sinha, B. C., Glorious Art of the Sunga Age.
- Verma, S.K., Art and Iconography of Buddha Image.
- Banerjee, J.N., Development of Hindu Iconography.
- Swami, Anand Coomari, History of Indian and Indonesian Art.
- Marshall, J., Gandhara Art.
- Ganguli, O. C. and Goswami, A., Indian Art and Heritage.
- Ganguli, O. C. and Goswami, A., Art of Pallavas.
- Ganguli, O. C. and Goswami, A., Indian Terracotta Art.
- Desai, K., Iconography of Vishnu.
- Gopinath Rao, T.A., Elements of Hindu Iconography, (Vol.1- 4).
- Singh, S. B., Brahmanical Icons in Northern India.
- Ray Nihar ranjan, Maurya & Sunga Art.
- Burgess, J., The Buddhist Stupas at Amaravati and Jaggayyapeta, London, 1887.

Bojmu

- Barrett, D., Sculptures from Amaravati in the British Museum, London, 1954.
- Coomaraswamy. A.K., Arts and Crafts of India and Ceylon, London, 1913.
- Coomaraswamy. A.K., Introduction to Indian Art, ed. By Mulk Raj Anand, Madras, 1956.
- शुक्ल, डी. एन., प्रतिमा विज्ञान।
- मिश्र, रमानाथ, भारतीय मूर्तिकला का इतिहास।
- सिंह, भगवान, गुप्तकालीन हिन्दू देव प्रतिमाएँ (भाग 1, 2)।
- बाजपेयी, सत्यनारायण, गुप्तकालीन मूर्तिकला का सौन्दर्यात्मक अध्ययन।
- जायसवाल, कुसुम, उत्तर भारत की प्राचीन हिन्दू देवी मूर्तियाँ।
- श्रीवास्तव, ब्रजभूषण, प्राचीन भारतीय प्रतिमा विज्ञान एवं मूर्तिकला।
- अवस्थी, रामाश्रय, खजुराहो की देव प्रतिमाएँ।

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Paper-II
Paper Code- MH-CT-203
Research Methodology in History

Credits 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: To teach students the basic scientific methodology and tenets as implemented in history writing.

-Students learn about various historical research methods and approaches, including archival research, textual analysis, oral history, quantitative analysis, and comparative research. Understanding these methods equips students with the tools needed to investigate historical phenomena effectively.

- Studying research methodology in history encourages critical thinking skills. Historians must critically evaluate sources for reliability, bias, and relevance. They learn to analyze evidence, recognize patterns, and construct arguments based on sound historical analysis.

Outcomes: Studying research methodology in history equips students with a robust set of skills and knowledge essential for engaging in historical inquiry, analysis, and interpretation.

- It fosters intellectual curiosity, analytical rigor, and a deeper appreciation for the complexities of the past, empowering students to become informed and conscientious scholars and citizens.

-Ultimately, studying research methodology in history enables students to contribute to historical knowledge by conducting original research, uncovering new evidence, and offering fresh insights and interpretations on historical topics and themes.

Unit-I:

15 (Lect.)

History: Meaning and Nature- Introduction to historical research – meaning and definition – nature and scope – subject matter – use of history – need for interdisciplinary research, Importance of History, History and Auxiliary Sciences,

Unit-II:

16 (Lect.)

Sources of History: Sources –Nature and Types, Methods of Data Collection, Classification and Organization of Sources, Sources for the study of history – primary and secondary sources – archeology – epigraphy and numismatics – Archival sources, state and private documents – personal memoirs, journals and letter, oral and virtual sources

Unit-III:

14 (Lect.)

Problems in History writing: Authenticity and Credibility of Sources, Heuristics and Hermeneutics, Causation

Unit-IV:

16 (Lect.)

Historical Research and Methods: Interpretation and Generalization of Sources, Citation methods, Bibliography and Technical aids, Qualitative and Quantitative Methods in History

Unit-V:

15 (Lect.)

Conceptualizing Research Methodology – research design – Paradigm shifts in historical research – research problem

Recommended Books:

- Aydelotte, W.A., Quantification in History, MacMillan: New York, 1971
- Ballard, Martin, ed., New Movements in the Study and Teaching of History, OUP: London, 1970
- Barrowclough, G., Main Trends in History, Routledge: New York, 1979
- Bloch, Marc, The Historians Craft, Vintage Books, New York, 1979
- Childe, Gordon, What Happened in History
- De Cretan, Michel, The Writing of History, Columbia University Press: New York, 1992
- Elton, G.R., The Practice of History, London, 1962
- Gardiner, Juliet, What is History Today? London, 1988
- Gibaldi, Joseph. M.L.A. Handbook for Writers of Research Papers, First East West Press: New Delhi, 1996
- Kuhn, Thomas. The Structure of Scientific Revolutions. 3rd ed. Chicago University Press: Chicago & London, 1996
- Ludden, David. Ed. Reading Subaltern Studies: Critical History, Contested Meaning and the Globalisation of South Asia, Delhi, 2003
- Sarkar, Sumit. Writing social History, OUP: Delhi, 1993

B. S. M. S.

Paper-II**Paper Code- MH-CT-204****Introduction to Numismatics, Paleography & Epigraphy****Credits 6**

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objective:

This course will dwell on the basics of Numismatics & Epigraphy, methods of examining, documenting, conserving and preserving coins. It will also examine the various conventions that have evolved in the last two centuries of the discipline. It will also examine definitions of various terms that are used among numismatists & epigraphists to communicate with each other and used in publications. Additionally, it will try to connect the two disciplines with other allied disciplines of Archaeology and History for maximizing the potential as a scientific discipline. The course will cover vast ground beginning with the first antiquarian approaches, early musicology, collectors, and eventual rise of Numismatics as an independent discipline in its own right. It will also look extensively at the historiography of the discipline in India and the World. Each of the units in the syllabus would require approximately 4 hours of teaching.

Outcomes: By studying numismatics (the study of coins), paleography (the study of ancient scripts), and epigraphy (the study of inscriptions), individuals gain a deeper understanding of historical periods, cultures, and civilizations. These disciplines provide tangible artifacts and written records that offer insights into various aspects of human history, such as politics, economics, religion, art, and social structure. -- It enhances one's ability to analyze, interpret, and appreciate the material and textual remains of past civilizations, contributing to a deeper understanding of human history and cultural heritage.

Unit 1-

16 (Lect.)

- (a) **Introduction to Numismatics:** Definition of Numismatics and other allied fields, Punch Marked Coins, Coins of Yaudhaya and Kunninda Janapad, Kausambi and Ayodhya Janapad Coins, The Coinage of Guptas.

Unit 2-

15 (Lect.)

Introduction to Epigraphy and Paleography: Epigraphy and Paleography: Terminology, Scope and Importance in Reconstruction of History, Historiography of Epigraphic Studies And Antiquity of Writing in Ancient India, Materials and Techniques of Writing

Unit 3-

15 (Lect.)

Introduction to National and International Script of World-

Brahmi and Kharoshthi Scripts: Theories of Origin of the Brahmi Script & the Kharoshthi Script, Orthography of the Brahmi & the Kharoshthi Script: Syllables and Numerals, Paleographical Development of Brahmi in North India: Ashokan/Mauryan Brahmi, Sunga, Kushana & Gupta Brahmi, Post-Gupta Derivatives of Brahmi: Development of Brahmi in South India: Tamil Brahmi, Satavahana – Kshatrapa Brahmi.

Unit 4-

15 (Lect.)

Transliteration of following Asokan inscriptions from Asokan Brahmi to Devanagari, Study of major rock edict-I, II and XIII and major pillar edict- I, II and VII and Sarnath, Sarnath Inscription of Kanishka Year 3rd, Besnagar Garuda Pillar Inscription of Hui-chi, Allahabad pillar inscription of Samudragupta, Mehrauli Iron Pillar Inscription of Chandra

Unit 5-

15 (Lect.)

Calendrical Systems in Ancient India: Dates and Chronograms, Eras: Vikrama, Shaka, Kalchuri- Chedi and Gupta Eras

Suggested Readings

- Dani, Ahmad Hasan, Indian Palaeography.
- Sircar, D.C., Select Inscriptions bearing on Indian History and civilization.
- Bhandarkar, D. R., Inscription of the early Gupta Kings.
- Fleet, J. F., Corpus Inscriptionum Indicarum.
- Shastri, H.C., South Indian Inscription.
- Sollema, Richard, Indian Epigraphy
- Pandey, R.B., Historical and Literary Inscriptions of Ancient India
- Pandey, R. B., Indian Palaeography
- Hultzsch, E., Corpus Inscriptionum Indicarum vol. I

- Verma, T.P., Puraabhi lekha Chayanika
- Mirashi, V.V., History and inscription of Satvahanas and western Khstrapas
- Shashikant, Hathigumpha inscription of Kharvela and Bhabra edict of Ashoka
- Relevant Volumes of Epigraphia Indica, Vol I to XLII
- फलीट, जे० एफ०, भारतीय अभिलेख संग्रह (अनुवाद)।
- वाजपेयी, के० डी०, वाजपेयी, संतोमा, ऐतिहासिक भारतीय अभिलेख।
- गुप्त, पी० एल०, प्राचीन भारत के प्रमुख अभिलेख
- पाण्डेय, राजबली, अशोक के अभिलेख।
- पाण्डेय, राजबली, भारतीय पुरालिपि।
- उपाध्याय, वासुदेव, गुप्त अभिलेख।
- उपाध्याय, वासुदेव, प्राचीन भारतीय अभिलेखों का अध्ययन।
- राय, एस० एन०, भारतीय पुरालिपि एवं अभिलेख।
- ओझा, गौरीशंकर हीराशंकर, प्राचीन भारतीय लिपि माला।
- सरकार, डी० सी०, भारतीय पुरालिपि वि० 4A (अनु०)।
- गोयल, श्रीराम, गुप्त कालीन अभिलेख।
- व्यूलर, जार्ज, भारतीय पुरालिपि शास्त्र (अनु०)।

B. P. Singh

Semester- III (Ancient History & Culture)**Paper- I****Paper Code- MH-CT-301****History of India up to Mauryan Period****Credits 6**

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives:

This course introduces to the students a gradual evolution of early civilization in Indian and polity from the age of Mahajanapadas to the age of foreign incursions during the Pre-Gupta period. Beginning with a general description of the political condition in the sixth century B.C., emergence of our early culture like Harappa and Vedic culture are described in the first unit and political development of rising Magadha Empire including Mauryas described in the second unit. In the third unit we described Foreign Invasions as like Alexandra's invasion. Last two units Social history happens to be the core around which the historical reconstruction of any civilization takes place. This course introduces to the students the basic social ideas and institutions of ancient India. Social stratifications through Varna-Ashram system and the necessity and significance of the institutions of marriage and family are discussed in first two units respectively. The health of any society is manifested through the position a women enjoys. This is brought to the fore in the third unit. The ethical values cherished upon the idea behavior patterns are the subject matters of the fourth unit, while the fifth unit describes the educational system of ancient India.

Outcomes:

Cultural appreciation: Gain a deeper understanding and appreciation of India's rich cultural heritage, including its art, literature, and religious tradition.

-Reflect on how historical narratives contribute to the formation of individual and collective identities, both within India and among the Indian Diaspora.

- Relevance to contemporary issues.

- Ethical reflections.

Unit I**(15 Lect.)**

Sources: Archaeological, Literary & Foreign Accounts, Pre History of India- Paleolithic, Mesolithic and Neolithic Culture.

Unit II**(15 Lect.)**

Harappa civilization: Discovery, Origin, Main Features, And Decline.

Unit III**(18 Lect.)**

Vedic period: Nature of Vedic literature; Political, Social, Economic and Religious life of Early and Later Vedic period.

Unit IV**(12 Lect.)**

Political Condition in the sixth century B.C. (Mahajanapadas and Republics), Rise of Magadha Empire: Haryaka and Nand Dynasty, Persian Invasion and their Impact.

Unit V**(15 Lect.)**

Mauryan Dynasty, Origin Extent and Decline of Mauryan Dynasty, Ashokan Dhamma and Administration.

Recommended Readings:

Goyal, S. R., Magadh, Satawahan, KushanSamrajyonkaYug(Hindi), Jaipur

Puri, B. N., India Under the Kushanas, Bombay, 1965.

Raychoudhury, H. C., Political History of Ancient India, Calcutta, 1931.

Raychoudhury, H. C., PrācīnBhārataKāRājanītikaItihāsa (Hindi), Allahabad,

Shastri, K. A. N., The Age of Nandas and Mauryas, Varanasi, 1967.

Tripathi, R. S., Ancient India, Delhi, 1960.

Singh, U., A History of Ancient and Early Medieval India, From The Stone Age To The 12th Century, Delhi 2016

Basham A. L. The Wonder that was India, London

Srivastava, K. C., Prachin Bharat kalitihāsaTathaSanskriti, Allahabad, 2019

Jha D. N., Ancient India: In Historical Outline, 1997

Jha D. N., Early India: A Concise History, 2004

Paper- II
Paper Code- MH-CT-302
History of India Post Mauryan to 650 A.D.

Credits 5

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		4	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives:

This course introduces to the students the basic ideas and features of Political and Religious knowledge of Ancient Indian History. Golden age of our Ancient History of Guptas and Harshvarddhana's age are focused in first unit. Great theory of Origin of Rajputs and his achievements in their age will know as second unit. Great time of ancient South history is described in third unit. Ancient Indian religions as manifested through Vedas, Buddhism and Jainism and Puranas. Beginning with the primitive religious beliefs, the Vedic pantheon and sacrifices and Various cults like Vaisnavism, Saivism and Saktism have played a prominent role in popularizing the basic tenets of Puranic religion forms the subject matter of the fourth unit. Next introduces to the students the basic features of the Sraman a traditions which include within its fold Buddhism and Jainism. Life and teaching of Mahavira, basic philosophical ideas of Jainism and its spread are discussed in fifth units.

Outcomes: Understanding the various dynasties and empires that rose and fell during this period, such as the Sunga dynasty, Kanva dynasty, the Gupta Empire, origin of Rajputas.

-Exploring the impact of external influences, such as invasions by central asian powers.

-Evaluating the historical sources and interpretation of this period, including literary texts, inscriptions, archaeological findings, and foreign accounts.

- Understanding the methods and approaches used by historians to reconstruct the past.

Unit I

(14 Lect.)

Post-Mauryan Dynasties: Sunga, Kanva and Satavahana Dynasty

Unit II:

(18 Lect.)

Sangam Period: Literature, Political, Economical & Social life of Sangam People.

Unit III:

(14Lect.)

Gupta Dynasty: Origin, Extent and decline of Gupta of the Guptas: Political consolidation- Chandragupta I, Samudragupta, Chandragupta II, Kumargupta and Skandgupta, Decline of the Imperial Guptas.

Unit IV:

(14 Lect.)

Cultural Achievements of the Gupta Period, Debate about Golden Age

Unit V:

(14 Lect.)

Hunas invasion in India, Vakatakas, Rise & decline of Vardhan Dynasty.

Recommended Readings:

- Goyal, S. R., Magadh, Satavahan, KushanSamrajyonkaYug(Hindi), Jaipur
- Puri, B. N., India Under the Kushanas, Bombay, 1965.
- Raychoudhury, H. C., Political History of Ancient India, Calcutta, 1931.
- Altekar, A. S., Education in Ancient India (Also in Hindi)
- Altekar, A.S., Position of Women in Hindu Civilization,
- Dutt, N. K., Origin and Growth of Caste in India, Calcutta, 1931.
- Jauhari, M., PrachinBharata Mem VarnasramaVyavastha (Hindi), Varanasi, 1985.
- Kapadia, K. M., Marriage and Family in India (English)
- Mishra, J.S., Prachin Bharat kaSamajikItihasPatana,
- Sharma, R. S., Material Culture and Social Formations in Ancient India, Delhi, 1985.
- Tripathi, L.K. (ed.), Position and Status of Women in Ancient India, 2 Vols., Varanasi, 1988 and 1992
- Yadav, B. N. S., Society and Culture in Northern India in the twelfth century A. D., Allahabad, 1973
- Narain, A.K., The Indo-Greeks, New Delhi, 1996.

Bipin

- रायचौधरी, एच० सी०, प्राचीन भारत का राजनैतिक इतिहास।
- झा, डी० एन० और श्रीमाली, कृष्णमोहन, प्राचीन भारत का इतिहास।
- गोयल, श्रीराम, मगध, सातवाहन एवं कुशाण साम्राज्यों का युग।
- गोयल, श्रीराम, प्राचीन भारत का इतिहास खण्ड 2 (गुप्त और वाकाटक साम्राज्यों का युग)
- गोयल, श्रीराम, प्राचीन भारत का इतिहास खण्ड मौखरी, पुरीयभूति और चालुक्य युग।
- पाण्डेय, रामनिहोर, प्राचीन भारत का राजनैतिक इतिहास, भाग 1, 2।
- पाण्डेय, रामनिहोर, संगम युग।
- मिश्र, श्याम मनोहर, संगम युग।
- थापर, रोमिला, प्राचीन भारत का इतिहास।
- बाशम, ए० एल०, अद्भुत भारत।
- बेन्जामिन, बी० एन०, मौखरिकालीन उत्तर भारत।
- जायसवाल, प्रभान्त कुमार, षट्कालीन भारत।
- आचार्य, रामदेव, प्राचीन भारत का इतिहास, भाग 1, 2।
- गुप्ता, देवेन्द्र, प्राचीन भारतीय समाज एवं अर्थव्यवस्था।
- कपूर, यदुनन्दन, हर्ष।
- उपध्याय, वासुदेव, गुप्त साम्राज्य का इतिहास, प्रथम खण्ड।
- शर्मा, राकेश, प्राचीन भारत में धार्मिक सहिष्णुता।
- शर्मा, आर० एस०, प्रारम्भिक भारत का परिचय।
- शर्मा, एल० पी०, प्राचीन भारत।
- पाण्डेय, एस० के०, प्राचीन भारत।

B. S. M.

Paper- III
Paper Code- MH-CT-303
Cultural History of North India
(From 650 A.D. To 12th Century)

Credits-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week				8
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Unit I: (14 Lect.)

Origin of Rajputs: Agnikundiya Theory, Traditional Theory

Pratiharas Dynesty with Special reference to Vatsaraj, Nagabhata II, Mihirbhoj; Palas: Dharmapala, Devapala. Tripartite struggle, Causes of Arab Invasion and its Effects

Unit II: (12 Lect.)

Paramars of Malwa: The conquests of Vakapati Munj and his conflict with the Chalukya king Tailapa, Bhoja's conquests and his cultural achievement.

Unit III: (12 Lect.)

Chandellas of Zvezakbhukti: Dhang, Vidyadhar.

Kalachuris of Tripuri: Gangayadeva, Lakshmikarna

Unit IV: (11 Lect.)

Gahadvalas; Govindachandra, Jayachandra

Unit V: (11 Lect.)

Chalukyas of Gujarat: Siddharaj Jaysimha, Kumarpal, Chauhanas of Shakambhari: Vigraharaj IV, Prithviraj III- Battle with Mohammad Ghori,

Text Books:

Vishuddhananda Pathak: Uttari Bharat ka Rajanitik Itihas

Reference Book:

- Brajdu Lal Chattopadhyay: The Making of Early Medieval India. Oxford University Press, second edition, 2012
- Pathak Vishuddhanand, Uttar Bharat ka Rajnitik Itihas, Uttar Pradesh Hindi Sansthan, Lucknow, 1973
- C.V. Vaidya: History of Medieval India 2 vols.
- D.N. Jha (ed.): Feudal Order: State, Society and Ideology in Early Medieval India.
- Manohar Publishers and Distributors, 2003
- Devahuti: Harsha - A Political Study. Oxford University Press, Third edition, 2001
- Lallanji Gopal: The Economic life of Northern India (c. 700-1200). Motilal Banarsidass, 1989
- R.C. Majumdar: Suvarnadvipa: A Cultural History. (reprint) Gian Publishing House, 1986
- R.S. Sharma: Early Medieval Indian Society: A Study in Feudalism. Sangam Books Ltd, 2001
- R.S. Tripathi: History of Kanauj to the Moslem Conquest. Motilal Banarsidass, 1989
- Romila Thapar: The History of Early India: From the Origins to AD 1300. Penguin India, 2003
- Vishuddhananda Pathak: Uttari Bharat ka Rajanitik Itihas
- Verma Harishchandra: Madhyakalin Bharat 2 Part

B. J. Bhatnagar

Paper- IV
Paper Code- MH-CT-304
History of Southern India
(From 600 A.D. To 14th Century)

Credits-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: the history of South India from 600 A.D. to 1326 A.D. aims to understand regional dynamics, explore dynastic changes, examine trade and commerce, analyze cultural developments, understand social structures, explore religious transformations, investigate military conflicts, trace architectural marvels, and understand political administration. Studying this period allows for an examination of the rise and fall of various dynasties that ruled South India, such as the Pallavas, Cholas, Chalukyas, Hoysalas, and Kakatiyas. Understanding the factors contributing to their ascendancy and decline sheds light on the political landscape of the region.

-The history of South India during this period witnessed significant cultural advancements in art, architecture, literature, religion, and philosophy. Studying these developments provides insights into the rich cultural heritage of South India and its contributions to Indian civilization.

Outcomes: Studying this period of South Indian history allows individuals to comprehend the political, social, economic, and cultural dynamics that shaped the region during this time. It provides insights into the rise and fall of various kingdoms, dynasties, and empires, as well as their interactions with neighboring regions.

-It allows for an examination of technological advancements and innovations in areas such as architecture, irrigation, metallurgy, shipbuilding, and agriculture. It highlights the ingenuity and engineering prowess of South Indian civilizations.

Unit I

(16 Lect.)

Dynesty of Badami's Chalukyas: Pulakeshin II, Vikramaditya II;
 Rashtrakutas: Dhruv, Govinda III, Amoghvarsh

Unit II

(15 Lect.)

Chalukyas of Kalyani: Someshver II, Vikarmaditya VI; Western Gangas: Shripurush, Bharasimha III,

Unit III

(15 Lect.)

Pallavas: Mahendravarman I, Narasimhavarman II;

Yadavas of Devagiri: Seunachandra, Bhillama V; Hoysalas of Dvarsamudra: Vir Ballal Kakatiyas: Rudradeva

Unit IV

(19 Lect.)

Chola Dynesty: Rajaraj I, Rajendra I, Parantak & Rajadhiraj, Kulottunga I And Cultural Development & Admoinistration of Chola'S

Unit V

(10 Lect.)

Pandyas: First and second empire

Recommended Books:

- KeshavanVeluthat: The Political Structure of Early Medieval South India. Orient Blackswan, 2012
- AS. Altekar: The Rashtrakutas and their Times. Oriental Book Agency, Poona, 1967 (Second revised edition)
- Balakrishnan Raja Gopal: The Chalukyas of Kalyana and the Kalachuris. Prasaraanga, Karnatak University, 1981 -----
 ----- The Rashtrakutas of Malkhed: Studies in the History and Culture. Geetha Book House, 1994
- Durga Prasad Dikshit: Political History of the Chālukyas of Badami. Abhinav Publications, 1980 K.A.NilakantSastri: The Cholas. Madras University Press, 1975(Reprint) -----The Culture and History of the Tamils.
- S.M. Mishra: Dakshin Bharat KaRajnitikItihas. New Age International, 1995
- R.C. Majumdar: Suvarṇadvipa: A Cultural History. (reprint) Gian Publishing House, 1986
- Burton Stein: Peasant State and Society in Medieval South India. Oxford University Press, 1980

Semester- III (Medieval History & Culture)**Paper- I****Paper Code- MH-CT-301****History of India****Credit- 6****(From 1200 to 1526 A.D.)**

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: The history of India from 1192 A.D. to 1556 A.D. include understanding the impact of Muslim invasions, analyzing political transformations, exploring socio-cultural changes, examining economic systems and trade networks, investigating intellectual and artistic achievements, analyzing colonial encounters, understanding the decline of indigenous powers, and assessing the historical legacy of this period.

-To examining the economic systems, trade networks, and commercial activities that flourished during this period. This involves understanding the significance of trade routes, market towns, agricultural practices, and the integration of India into the broader global economy.

Outcome: The history of India from 1192 A.D. to 1556 A.D. yields outcomes that include understanding the impact of foreign invasions, analyzing political transformations, appreciating cultural syncretism, examining economic systems, investigating social structures, exploring Mughal rule, understanding the impact of European colonialism, and recognizing the legacy and continuities of this period in shaping modern India.

-Learners can explore the political transformations that took place during this period, including the rise and fall of different dynasties and empires. This includes the Delhi Sultanate, the Mughal Empire, The Vijaynagar Empire regional kingdoms, and the emergence of European colonial powers.

-Studying this history helps in understanding the process of cultural exchange and integration.

Unit - I**(14 Lect.)**

Foundation and Consolidation of the Delhi Dynasty: Gulam & Khiljis- Conquests, Administration and Deccan Policy, Tughlaqs-Mohammad-Bin-Tughlaq and FerozShahTughlaq, Timor's invasion, Lodi: Sikandar Lodi, Ibrahim Lodi.

Unit - II**(15 Lect.)**

Vijaynagar Empire: its Foundation and Conflict with the Bahmani Kingdom, Bahmani Kingdom; Its Expansion and Disintegration,

Unit - III**(15 Lect.)**

Struggle for Empire in North India: Eastern India, Bengal, Assam and Orissa,

Unit - IV**(15 Lect.)**

Western India: Gujarat Malwa, Mewar, Northwest and North India, Kashmir.

Unit V**(16 Lect)**

Development of Art & Architecture in the Medieval Period.

Recommended Books:

- K.M. Ashraf: Hindustan ke Niwasiyon ka Jeevan aur Unki Paristithiyan. Tr.By KS. Lal, 1969
- Madhyakalin Bharat, I & II, Jawahar Publication, Delhi
- Das, Puri and Chopra: Madhyakalin Bharat R.C. Dutt, Majumdar,
- Ray Chaudhary: Bharat ka Brihad Itihas. Calcutta, 1960
- Madhyakalin Bharat, Part I to VI. Rajkamal Prakashan, Delhi
- K.S. Lal: History of Khaljis. New Delhi, 1980
- P.N. Ojha: Madhyakalin Bharat ka Samajik Jeevan. New Delhi, 1984
- Ghanshyam Dutt Sharma: Madhyakalin Bharatiya Samajik, Aarthik evam Rajnitik Sansthaayein, Rajasthan Hindi Grant Akadmi, Jaipur, 1986
- A.L. Srivastava: Bharat kaitihas (1000-1707). Shivlal Agarwal and Co. Agra, 1995

Paper- II
Paper Code- MH-CT-302
Cultural History of India
(From 1556 A.D. To 1756 A.D.)

Credits 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: The history of India from 1556 A.D. to 1739 A.D. include understanding the impact of Muslim invasions, analyzing political transformations, exploring socio-cultural changes, examining economic systems and trade networks, investigating intellectual and artistic achievements, analyzing colonial encounters, understanding the decline of indigenous powers, and assessing the historical legacy of this period.

-To examining the economic systems, trade networks, and commercial activities that flourished during this period. This involves understanding the significance of trade routes, market towns, agricultural practices, and the integration of India into the broader global economy.

-This period also saw the beginning of European colonialism in India, with the arrival of Portuguese, Dutch, French, and British traders. Objectives include analyzing the early colonial encounters, the establishment of trading posts, and the impact of European presence on Indian society and economy.

Outcome: The history of India from 1556 A.D. to 1739 A.D. yields outcomes that include understanding the impact of foreign invasions, analyzing political transformations, appreciating cultural syncretism, examining economic systems, investigating social structures, exploring Mughal rule, understanding the impact of European colonialism, and recognizing the legacy and continuities of this period in shaping modern India.

-Learners can explore the political transformations that took place during this period, including the rise and fall of different dynasties and empires. This includes the Delhi Sultanate, the Mughal Empire, The Vijayanagar Empire regional kingdoms, and the emergence of European colonial powers.

-Studying this history helps in understanding the process of cultural exchange and integration.

Unit - I

(14 Lect.)

Mughals: Babar, Humayun. Akbar- Conquests, Jahangir, ShahJahan, Aurangzeb and his Policy: Religious Policy,

Unit - II

(15 Lect.)

Shershah- Administration and Reforms, Maharana Pratap, Causes of the Downfall of the Mughals. Political formations and revolts of the nobility and princes as well as their role in shaping the nature of Mughal - centered political culture and institutions.

Unit - III

(20 Lect.)

The Rise of the Marathas: Shivaji- his achievements and Administration, his successors- Balaji Vishwanath, Bajirao I, Third Battle of Panipat,

Unit IV

(20 Lect)

Popular Revolts and movements for Regional Independence: Jat, Sikhs and Afghan. Invasion of Nadir Shah.

Unit- V

(16 Lect.)

Arrival of European Trade Companies- Portugal, Dutch, French and British, Revelry between European Trade Companies, Battle of Karnataka (I,II,&III), Rise of the British Power in Bengal:

Recommended Books:

- Satish Chandra: Essays in Medieval Indian Economic History. New Delhi, 1987
- Ray Chaudhary: Bharat ka Brihad Itihas. Calcutta, 1960
- K.S. Lal: History of Khaljis. New Delhi, 1980
- Harbans Mukhia: Madhyakalin Bharat, Naya Aayam. Tr. by Nadim, Rajkamal Prakshan, Delhi S.B.P. Nigam: Nobility under the Delhi Sultannate. Delhi, 1968
- K.A. Nizami: Some Aspects of Religion and Politics in India during the Thirteenth Century. Bombay, 1961
- P.N. Ojha: Madhyakalin Bharat ka Samajik Jeevan. New Delhi, 1984
- B.A. Saletore: Social and Political life in the Vijayanagar Empire (A.D. 1246-1646). 2 Vols. B.C. Paul and Company, Madras, 1934
- Ghanshyam Dutt Sharma: Madhyakalin Bharatiya Samajik, Aarthik evam Rajnitik Sanstha yain, Rajasthan Hindi Grant Akadmi, Jaipur, 1986
- A.L. Srivastava: Bharat ka Itihas (1000-1707). Shivalal Agarwal and Co. Agra, 1995
- R.P. Tripathi: Some Aspects of Muslim Administration. Allahabad, 1974

Paper- III
Paper Code- MH-CT-303
History of India
(From 1757 A.D. To 1856 A.D.)

Credit- 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Learning outcome: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They will also acquire knowledge about the freedom struggle.

UNIT I: British Power in India

16 (Lect.)

Rise of the British Power in Bengal: Plassey. Dual Policy of Luard Clive.

UNIT II: Indian States

16 (Lect.)

Rise of Punjab under Ranjit Singh: Conquests and Administration, Rise of Bengal and Awadh in the 18th Century, Rise of Hyderabad and Mysore in the 18th Century.

UNIT III: Expansion of East India Company's Rule

14 (Lect.)

Territorial Expansion of east India Company 1760- 1813 (From ring fence to Subordinate isolation), Territorial Expansion of East India Company (1813-1856)

UNIT IV: Administration of East India Company

15 (Lect.)

Economic Policies- Agriculture, Trade, Banking, Land revenue, Administrative Apparatus under East India Company.

UNIT V: Resistance to Colonial Power

16 (Lect.)

Tribal Movements: Bhil, Kol, Mopala, Santhal, Gond and others,
 First War of Independence: Causes, Nature.

Suggested Readings:

- A.C Banerjee : The New History of modern India (1707-1947)
- B.D. Basu : Rise and Fall of Christian Power in India, Vol. II
- B.R Grover : A new look on Modern Indian History
- C.A. Bayly : An illustrated History of Modern India 1600-1947
- Chabra, G.S. : Advance History of Modern India
- D. Kumar : The Cambridge Economic History of India
- Desai A.R: India's Path of Development
- Desai, A.R. : Social Background of Indian Nationalism
- Dodwell : A Sketch of the History of India
- Dutta, K.K : Social History of Modern India
- Freedenberg, R.E : Land Control and Social Structure in India
- R.C Majumdar : British Paramountacy and Indian Renaissance (Part I)
- R.P Dutt : India Today
- R.P. Tripathi : The Rise and Fall of Mughal Empire
- Ramsay Muir: The making of British India
- Sarkar Sumit : Modern India

Paper- IV
Paper Code- MH-CT-304
History of India
(From 1857 A.D. To 1915 A.D.)

Credit- 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Learning outcome:

The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its conceptuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

UNIT I: First War of Independence and Rise of Mass Nationalism**(15 Lect.)**

Debates on 1857 and Impact on British Policies. Two ideas of Early Nationalist: Issue of Classes vs. Masses

UNIT II:**(15 Lect.)**

Theories pertaining to Nationalism & Nation state, Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism. Indian National Congress from 1885-1905 Extremists and Moderates

UNIT III:**(17 Lect.)**

Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement.

Idea & formation of Muslim league: Demands and Early Programs

UNIT IV:**(13 Lect.)**

Peasant movements and tribal uprisings from the middle of 19th Century: The indigo Rebellion (1859), Deccan Uprising (1875) and Munda Rebellion (1899-1900).

UNIT V:**(15 Lect.)**

Emergence of Indian Nationalism: Effects of British administration, First World War: Lucknow Pact, Home Rule Movement.

Suggested Reading:

1. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
2. R. Jeffery, J Masseless: From Rebellion to the Republic
3. Paul Brass: The Politics of India since Independence
4. K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
5. Dutta. K.K.: Social History of Modern India
6. Desai A.R.: Social background of Indian Nationalism
7. Desai A.R.: India's Path of Development
8. D. Agrow: Moderates and Extremist in the Indian National Movement
9. M.N. Gupta: History of the revolutionary Movement in India
10. Penderal Moon: Divide and Quit
11. Bipan Chandra and Others: Freedom Struggle
12. Gerard Delanty & Krishna Kumar, Nations & Nationalism

Semester- IV (Ancient History & Culture)**Paper- I****Paper Code- MH-CT-401****Economic History of India****Credits-6****(From 600 BCE to 1200 CE.)**

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Unit-1 **16 (Lect.)****Economic History of India (600B.C.- 320B.C.)**

Agriculture; irrigation. Industry and labour. Trade and commerce. Guild organization and Revenue System, Monetary system.

Unit-II **16 (Lect.)****Economic History Mauryan Dynasty**

Agriculture; irrigation. Industry and labour. Trade and commerce. Guild organization and Revenue System, Monetary system.

Unit-III **16 (Lect.)****Economic History Post Mauryan Period**

Agriculture; irrigation. Industry and labour. Trade and commerce. Guild organization and Revenue System, Monetary system.

Unit-IV **16 (Lect.)****Economic History Gupta Period**

Agriculture; irrigation. Industry and labour. Trade and commerce. Guild organization and Revenue System, Monetary system. Rise and growth of feudalism.

Unit-IV **16 (Lect.)****Economic History Early Medieval Period**

Agriculture; irrigation. Industry and labour. Trade and commerce. Guild organization and Revenue System, Monetary system. Rise and growth of feudalism, Temple economy in south India.

Recommended Readings:

1. Gopal, L., Economic life of Northern India.
2. Bandopadhyaya, N. C., Economic life and progress in Ancient India.
3. Maity, S. K., Economic life of Northern India in the Gupta Period
4. Buch, M. A., Economic life in Ancient India.
5. Chakrabarti, H. P., Trade and Commerce in Ancient India.
6. Bose, A. N., Social and Rural Economy of Northern India.
7. Adhya, G. L., Early Indian Economic.
8. Singh, A. K., Indo-Roman Trade
9. Sahu, B. P. (Ed.), Land system and Rural Society in Early India.
10. Majumdar, B. P., Socio-Economic History of Northern India.
11. N. Jayapalan, Economic History of India.
12. शर्मा, आर. एस. 0., भारतीय सामन्तवाद ।
13. गुप्ता, देवेन्द्र, प्राचीन भारत में व्यापार ।
14. गुप्ता, देवेन्द्र, प्राचीन भारतीय समाज एवं अर्थव्यवस्था ।

15. मोतीचन्द्र, सार्थवाह ।
16. यादव, अच्छे लाल, प्राचीन भारत में कृषि ।
17. ओमप्रकाश, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास ।
18. वाजपेई, के०डी०, विदेशी व्यापार का इतिहास ।
19. राय, नन्दजी, प्राचीन भारत में यातायात के साधन ।
20. यादव, सुरेन्द्र सिंह, प्राचीन भारत में व्यावसायिक समूह एवं वित्त ।
21. श्रीवास्तव, प्रवेश कुमार, गुप्त कालीन नगर एवं व्यापार ।
22. पाण्डेय, अजय कुमार, प्राचीन भारत में सामाजिक एवं आर्थिक परिवर्तन ।
23. गहलौत, बी०एस०, आर्थिक विचारों का इतिहास ।
24. चौधरी, राधाकृष्ण एवं कुमार, अशोक, प्राचीन भारत का आर्थिक इतिहास ।
25. चोपड़ा, पी०एन०, भारत का सामाजिक, सांस्कृतिक और आर्थिक इतिहास ।
26. पाण्डेय, रामनिहोर, संगमयुग
27. उपाध्याय, वासुदेव, प्राचीन भारतीय मुद्राएँ ।

Paper- II
Paper Code- MH-CT-402
Social History of India
(From 600 BC to 1200 CE)

Credits-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Course objectives: This paper analyses with the help of textual and epigraphic evidence the various strands that go on to make early Indian social order. The course highlights that nothing is immutable rather the society functions through a complex process to give rise to structures while simultaneously providing spaces within them.

Learning Outcomes: At the end of the course students should be able to grasp:

Various facets of early Indian society its transition from pre -class to stratified society which is marked by varna and jati division. Social formations and social structures were not immutable but were marked by constant flux. Where forested areas were cleared for settlement (sometimes also abandoned) and jatis rose and fell in status. Complexities particularly of a gendered nature of various types of marriages and households as also of social philosophies.

Unit-I Social Structure (12 Lect.)

- a. originanddevelopment ofVarnas,Duties andtheir rights.
- b. originand proliferation ofJāti (Castes)

Unit-II Aspect of Society (12 Lect.)

- a. Ashramaand Prusārtha
- b. Sanskaras andformof Marriage

Unit-III Family Institutions and Slavery (17 Lect.)

- a. Family:Meaning,Definition,JointFamily,Dutyandrightsoffamily members.
- b. Originanddevelopmentof slavery.

Unit-IV Womenin Ancient India (17 Lect.)

- a. Socialstatus:Womeneducation,Niyogasytem,customofSati,Devdasi, Prostitutes, widow remarriage.
- b. EconomicConditions:Stri DhanaandPropertyrights.

Unit-V Ancient Indian Education System (17 Lect.)

- a. ObjectiveofEducation,Education systemand subject matter
- b. MajorEducation Centers– Taxila,Kashi, Nalanda,Vikramsilaand Valabhi.

SuggestedReadings

1. Altekar,A.S.,PositionofWomeninHinducivilization.
2. Prabhu, P. H., Hindu Social Organization.
3. Mookherji,R. K., Ancient Indian Education.
4. Bose,A. N., Socialand Rural EconomyofNorthern India.
5. Sahu,B. P. (Ed.), Land systemand Rural Societyin EarlyIndia.
6. Majumdar,B.P., Socio -EconomicHistory ofNorthern India.
7. Yadav,B.N.S., Societyand CultureinNorthernIndia inthe Twelfth century.
8. Atlekar,A.S. ,Educationin AncientIndia.
9. Sinha,S.N.,Basu.N.K., WomaninAncient India.

10. Vishnoi, Savita, Economic Status of women in Ancient India.
11. Ramgopal, India of Vedic Kalpasutras.
12. Apte, V.M., Social and Religious life of the Ghrayasutras.
13. शर्मा, आर०एस०, शूद्रों का प्राचीन इतिहास।
14. शर्मा, आर०एस०, प्रारम्भिक भारत का आर्थिक एवं सामाजिक इतिहास।
15. गुप्ता देवेन्द्र, प्राचीन भारतीय समाज एवं अर्थव्यवस्था।
16. ओमप्रकाश, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास।
17. काणे, पी०बी०, धर्मशास्त्र का इतिहास, भाग 1।
18. चानना, देवराज, प्राचीन भारत में दास प्रथा।
19. जौहरी, मनोरमा, प्राचीन भारत में वर्णाश्रम व्यवस्था।
20. वेदालंकार, हरिदत्त, हिन्दू परिवार मीमांसा।
21. वेदालंकार, हरिदत्त, हिन्दू विवाह का संक्षिप्त इतिहास।
22. अल्लेकर, ए०एस०, प्राचीन भारतीय शिक्षण पद्धति।
23. मिश्र, जयशंकर, प्राचीन भारत का सामाजिक इतिहास।
24. पाण्डेय, अजय कुमार, प्राचीन भारत में सामाजिक एवं आर्थिक परिवर्तन।
25. पाठक, रश्मि, प्राचीन भारत का सामाजिक इतिहास।
26. जायसवाल, सुविरा, जाति वर्ण व्यवस्था, उदभव, प्र कार्य और रूपान्तरण।
27. थापर, रोमिला, प्राचीन भारत का सामाजिक इतिहास।
28. चोपड़ा, पी०एन०, भारत का सामाजिक, सांस्कृतिक और आर्थिक इतिहास।
29. पाण्डेय, राजबली, हिन्दू संस्कार।

Paper- III
Paper Code- MH-CT-403
Glorious Chapters of Indian History-II **Credits-6**

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Unit I: The Rajputs (12 Hrs)

Vijayanagar Empire: its Foundation and Conflict with the Bahmani Kingdom.

Unit II: Great Kingdom in South India (12 Hrs)

Empire in North India: Eastern India, Bengal, Assam and Orissa.

Unit III: Indian Dynasties in Medieval India (12 Hrs)

Western India: Gujarat, Malwa, Mewar, Northwest and North India: Sikhs, Kashmir. The Rise of the Marathas: Shivaji- his achievements and Administration, his successors- Balaji Vishwanath, Bajirao I, Balaji Bajirao, Third Battle of Panipat

Unit IV: Freedom struggle of India-I (12 Hrs)

Revolt of 1857-Causes, Nature and its impact. Indian National Congress from 1885-1905 Extremists and Monetarists, Birth of Nationalism, Partition of Bengal and Swadeshi Movement., Revolutionary Movement-Causes of its emergence and main activities in India. Ghadar Party- Formation and Activities. Hindustan Socialist Republican Association-Bhagat Singh and BatukeshwarDutt, Subhash Chandra Bose and Azad Hind Fauj

Unit – V: Freedom struggle of India-II (12 Hrs)

Home Rule movement and Khilafat movement. Gandhian Era. Non-Co-Operation movement. Simon Commission and Nehru Report. Civil-Disobedience movement, Quit-India movement, Cripps Mission; Rise of Communalism Mountbatten's Plan & Partition; The Indian Independence Act of 1947.

Text Book:

Ram Lakhan Shukla: Adhunik Bharat ka Itihas Satya Rao: Bharat meinUpniveshavad aur Rashtravad, Delhi 2016.

Recommended Readings:

R.C. Majumdar: Suvarṇadvipa: A Cultural History. (Reprint) Gian Publishing House, 1986

R.S. Tripathi: History of Kanauj to the Moslem Conquest. Motilal Banarsidass, 1989

Vishuddhananda Pathak: Uttari Bharat ka RajanitikItihas

Verma Harishchandra: Madhyakalin Bharat 2 Part

Ramkrishna Mukherji: The Rise and fall of the East Indian Company

R.C. Mazumdar, H.C. Roychaudhuri&Kalikinkar Datta: An Advanced History of India (In Hindi: Bharat ka BrihadItihas)

G.S.Sardesai: New History of the Marathas, (In Hindi: Marathon ka Naveen Itihas)

A.R. Desai: Social Background of Indian Nationalism (In Hindi: Bhartiya Rashtravad Ki SamajikPristabhoomi)

Ram Lakhan Shukla: Adhunik Bharat ka Itihas Satya Rao: Bharat meinUpniveshavad aur Rashtravad

G.N. Singh: Landmarks in the Constitutional and National Development of Indian (In Hindi Bharat ka Samvaidhanik aur Rashtriya Vikas) S.C. Sarkar: The Bengal Renasissance (In Hindi: Bengal ka Navjagaran)

B. Singh

Paper- III

Paper Code- MH-CT-403

Ancient Indian Philosophy & Cultural History of India

Credit-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives:

Following the completion of this course, students shall be able to

- Introduce Indian Philosophy and its main principles.
- Become familiar with the key features of Indian Philosophy.
- Inculcate the pious essence of Indian Philosophy.

Unit-1: - Introduction to Indian Philosophy

10 (Lect.)

Literal Meaning and Definition of Darshan /Philosophy, Role of Philosophy in Human Life, Key Features of Indian Philosophy, Bodies of Indian Philosophy: Vedic-Non-Vedic. The three main areas of philosophy - *Jnana (Pramana)* *Mimamsa*(epistemology), *TattvaMimamsa*(Meta physics), *AacharMimamsa* (ethics).

Unit-2: - Introduction to Vedic Philosophy

20 (Lect.)

General introduction and theory (Meta Physics and Ethics)

1. Nyaya Darshan
2. Vaisheshika Darshan
3. Sankhya Darshan
4. Yoga Darshan
5. Mimamsa Darshan
6. Vedanta Darshan

Unit-3: - Introduction to Jain, Buddhist, Charvak philosophy

20 (Lect.)

General Introduction and Principles (Meta Physics and Ethics)

1. Jain Darshan
2. Buddhist Darshan
3. CharvakDarshan

Unit-4: - Introduction to Culture

20 (Lect.)

Literal meaning and definition of Culture. Concept and importance of Culture. General introduction to the base scriptures of Indian Culture - Vedas, Upanishads, Manusmriti, Mahabharata, Ramayana, Gita.

Unit-5: - Salient features of Indian culture -

12 (Lect.)

Purushartha Chatushtaya, Ashram system, Varna system, Principle of Karma, Sixteen rites, PanchaMahayagya, Three Debts, Co-existence - Vishwabandhutva

सहायकग्रन्थ-

- दर्शनप्रवेश- दिव्यप्रकाशन, पतंजलियोगपीठ, हरिद्वार
- भारतीयसंस्कृतिकाइतिहास-डा) सत्यकेतुविद्यालंकार
- वैदिकसाहित्यएवंसंस्कृति-कपिलदेवद्विवेदी
- मनुउपदेश:विनोबाभावे
- Teaching yourself philosophy Indian Philosophy-Dr.R.P. Sharma
- An outline of Indian Philosophy-M. Hiriyanna

Paper- IV
Paper Code- MH-CT-404
Site Visit (Tour Report)

Credits-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week				12
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Prism

Paper- IV
Paper Code- MH-CT-404

Dissertation

Credit- 6

		Theory	Tutorial	Practical
Hrs / week				12
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 12		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

B. M.

Semester- IV (Medieval History & Culture)**Paper- I****Paper Code- MH-CT-401****History of Indian National Movement****Credits- 5****(1916 A.D. - 1947 A.D.)**

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week				8
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Learning outcome:

The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

UNIT I

Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue. Mass Movements of Congress & Alternative Ideologies, Non Cooperation, Regional variations and Swarajists,

UNIT II

Mass Movements of Congress & Alternative Ideologies, Non Cooperation, Regional variations and Swarajists, Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology,

UNIT III

Simon Commission, Nehru Report and Civil Disobedience Movement, Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement.

UNIT IV Rise of Peasant Workers, Tribals 's & Linguistic Organizations, Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati. Rise of Industrial Worker Class, its issues and Formation of Trade Unions. Colonial Policies & Tribal Issues (1857-1947) IV. Rise and Challenges of Linguistic Identities.

UNIT V-

Road to Partition & Independence I. Challenges of Communalism (1942- 1947) II. Role of INA, INA Trials & RIN Mutiny III. Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission IV. -- Mountbatten plan, Circumstances leading to Partition & Independence

- Bipan Chandra and Others: Freedom Struggle
- S.R Mehrotra: The Emergence of Indian National congress
- Tara Chand: History of Freedom Movement in India, Vol. 3
- M.N. Gupta: History of the revolutionary Movement in India
- Dutta. K.K: Social History of Modern India
- K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
- Paul Brass: The Politics of India since Independence
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Sumit Sarkar: Modern India 1885 n 1947



Paper- II
Paper Code- MH-CT-402
Contemporary History of India
(From 1947 A.D. To 2000 A.D.)

Credits-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Learning outcome:

Students will learn about the Developments of social, political and economic scenarios of Contemporary India.

UNIT I The Impact of Colonialism and National Movement- Impact of Colonialism on Political, Social, Economic System and Cultural Values. National Movements after Independence- Its significance, Value and Legacy. Partition and Independence of India- Role of Congress & Communists. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir

UNIT II Indian Constitution and Consolidation as a Nation- Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions. The Linguistic Reorganization of the States, Regionalism and Regional inequality. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar. Evolution and development of Parliamentary Democracy

UNIT III Political developments in India since independence- Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis. Development of Science, Technology and Modern Education System & Policies. Industrial Policy; Emergence of Public Sector Enterprises. Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues.

UNIT IV Socio-Economic development since independence- Indian Economic development - industrialization, liberalization and globalization. Land Reforms : Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence. Significance of political & social movements, Women Empowerment and the question of Peasant rights. Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies

UNIT V India and the World- India's Foreign Policy in the Nehru (1947-1964) & post Nehru (1964-2000) period, challenges and responses. Issue of Non-Alignment movement after the end of the Cold War. Emergence of Terrorism, Issues and Challenges, India's Role in the Contemporary World.

Suggested Readings:

Balbushevik, A. & Jaisingh, Hari, India and Non-Aligned World: Search for A New Order

Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems

Hill, Christopher, From Reformation to Industrial Revolution

Henderson, O.P., The Industrial Revolution on the Continent

Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization

Guha, Ranjit (ed.), Subaltern Studies, Vol. I-XI

Gaur, Madan, India: 40 Years after Independence

Fisher, H.A.L: A History of Europe

Bipin Chandra Pal: India's Struggle for Independence

Bipin Chandra Pal: Essay on Contemporary India

Paper- III
Paper Code- MH-CT-403
World History from 1789 to 1945 A.D.

Credits- 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Learning outcome:

The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

UNIT I

15 Hours

Rise of New nationalism in Europe

Revolutionary Transition in France: 1789-1804, Counter Revolution in France: Age of Napoleon and spread of French, Downfall of Napoleon and Age of Reactionism, Congress of Vienna, Restoration of Old Order and Revolutions: 1815- 1848

UNIT II

16 Hours

Rise of New nations

Repression of Liberalism in Central Europe, Spain, Portugal & Russia, Unification of Germany under Prussia, Unification of Italy, Russia & Problems of Eastern Nationalities.

UNIT III

14 Hours

Capitalist Industrialization & Socio Economic Transformation

Process of Capitalist development in Industry & Agriculture: Case studies of Britain, France, Germany and Russia. New Social Classes: Bourgeoisie, Proletariat and Peasantry, The New Capitalism & growth of Socialism. International Competition: Imperialism.

UNIT IV

14 Hours

International Relations: New Era & the Concept of Balance of Power

Germany: Balance of Power- Congress of Berlin, Creation of Alliance, The Crumbling Ottoman Empire : Rise of New Nationalist, Third French Republic: its Problems and Foreign affairs, creation of Entente and Britain from Moderation to militancy, Communism in Russia: The Bolshevik Revolution.

UNIT V

16 Hours

Road to First & Second World War and New World Order

Imperialist disputes and clashes, Circumstances leading to First World War, Break-up of European monopoly (intervention of USA & Japan), Peace Conference of Paris & New world Order. Second World War.

Recommended Readings:

Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)

Aldrich, Robert Greater France: A history of French Overseas Expansion

Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914

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Paper- III
Paper Code- MH-CT-403

Glorious Chapters of Indian History-I

Credits- 6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week		5	1	0
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Objectives: Exploring the history of science and technology in India allows us to trace the evolution of various technologies, such as metallurgy, medicine, mathematics, astronomy, and architecture.

-Understanding how these technologies developed over time provides insights into the socio-economic conditions, trade networks, and cultural exchanges of different periods.

-Understanding past successes and failures can help policymakers develop strategies to promote scientific research, innovation, and technological development in the present day.

Outcomes: The development of science and technology in Indian history enriches Student's understanding of both India's past and the broader history of human knowledge, fostering appreciation for the diverse contributions of different civilizations to the advancement of science and technology.

Exploring this aspect helps in understanding how scientific knowledge was integrated into various aspects of Indian society, including religion, art, and governance.

It highlights the dynamic nature of knowledge transmission and the interplay between indigenous practices and external influences.

Unit I: Saindhav and Gangetic Culture

(12 hrs)

Harappa Civilization: Rise and development of urban civilization, economic, social, religious and cultural features, development of art, reason for change in the centre of culture. Gangetic Culture- Vedic period: Nature of Vedic literature; Political, Social, and Economic life in Rig-Veda and later Vedic period.

Unit II: Rise of Magadh Empire

(12 hrs.)

Political Condition in the sixth century B.C. (Mahajanapadas and Republics), Rise of Magadha Empire:

Haryaka dynasty: Bimbisara and Ajatashatru, Shishunag Vans, **Nand Vans:** Mahapadma and, Great King Poras: War of Vitasta, Greek Invasion of Alexander and his decline.

Unit III: First Indian Empire.

(12 hrs.)

Mauryan Dynasty: Chandragupta Maurya: Early life and his Empire expansion, The destruction of the Nanda dynasty, Eradication of Yawanas, Kautilya's Arthashastra, Bindusara, Asoka: Empire expansion, his edicts and Dhamma, Decline of Mauryan Dynasty.

Unit IV: India's Cultural Diversity in Post Mauryan Period

(12 hrs.)

Development of Social, Economic, Religious Status, Restoration of Vedic Brahmin tradition, Origin and development of Gandhara Art and Mathura Art. Development of architecture: Nagara style, Besara style and Dravidian style, Development of Sangam Literature

Unit V: Gupta Dynasty: The Golden Period of Indian History.

(12 hrs.)

Gupta Dynasty: Chandragupta I, Samudragupta, Chandragupta II, Kumargupta and Skandagupta, Cultural Achievements of the Gupta Period. Development of Art, Literature and Religion. Development of Temple and Sculpture. Construction of temples related to Vaishnava tradition. Debate about Golden Age, Decline of the Gupta Empire

Text Book:

Singh, U., A History of Ancient and Early Medieval India, From the Stone Age to the 12th Century, Delhi 2016.

Recommended Readings:

Sharma, L.P.: History of Ancient India,

Majumdar, R.C.: Prachin Bharat, Motilal Banarasidas Delhi, 1962.

Raychoudhury, H. C., Political History of Ancient India, Calcutta, 1931.

Goyal, S. R., Magadh, Satavahan, Kushan Samrajyon ka Yug (Hindi), Jaipur

Sharma, R. S., Prarambhik Bharat ka Parichay, (Hindi) New Delhi 2017.

Srivastava, K. C., Prachin Bharat ka Itihas Tatha Sanskriti, Allahabad, 2019

Shastri, K. A. N., The Age of Nandas and Mauryas, Varanasi, 1967.

Majumdar, R.C. and A. D. Pusalker (eds.), The History and Culture of the Indian People, Vols. I-V (relevant chapters), Bombay, 1951-1957.

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Paper- IV
Paper Code- MH-CT-404
Site Visit (Tour Report)

Credits-6

Total number of hours 75		Theory	Tutorial	Practical
Hrs / week				12
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 0		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

Bifm

Paper- IV
Paper Code- MH-CT-404
Dissertation

Credit- 6

		Theory	Tutorial	Practical
Hrs / week				12
Scheme of Examination				
Total Marks 100				
Theory : 100		Practical : 12		
Final Exam	Internal Assessment	Final Exam	Internal Assessment	
70	30			

