

Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

For Two Year MA. Programme

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: I Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical/ Tutorial	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-101	Ancient Civilizations	CC-1	4	--	4	4	--	4	70	30	--	100
2	25HIS-102	Medieval Civilizations	CC-2	4	--	4	4	--	4	70	30	--	100
3	25HIS-103	Modern World	CC-3	4	--	4	4	--	4	70	30	--	100
4	25HIS-104	History of Haryana (Earliest Times to 1526 CE)	CC-4	4	--	4	4	--	4	70	30	--	100
5	25HIS-105	States in India	DEC-1	4	--	4	4	--	4	70	30	--	100
	25HIS-106	History and Its Nuances											
	25HIS-107	History of USA (1820-1973)											
Total				20		20	20		20	350	150		500

CC:- Core Course, DEC:- Discipline Elective Course

*The Discipline Elective Course (DEC) papers can be offered depending upon the availability of the resources and faculties. Students may select one out of three papers mentioned against these papers code such as 25HIS-105, 25HIS-106 and 25HIS-107.

Chakraborty

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

Ancient Civilizations
25HIS-101
Credit: 4
Core Course

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

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Prehistory and Protohistory of India:

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

Harappan Civilization: Origin, Extent, State Structure, Town Planning, Art and Crafts, Social and Economic Conditions, Religion, Trade and Commerce, Decline and legacy

Unit-II

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

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

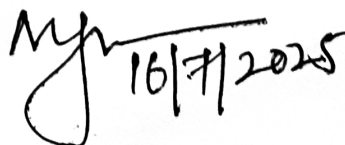
Vedic Civilization: Polity, Society, Economy and Religion

Unit-III

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

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

Chinese Civilization: Beginning of Middle Kingdom, Shang Civilization, Socio-Economic Life and



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

Medieval Civilizations
25HIS-102
Credit: 4
Core Course

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

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Medieval Europe:

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

Unit-II

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

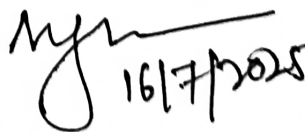
Unit-III

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

Unit-IV

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

Suggested Readings:



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

Modern World
25HIS-103
Credit: 4
Core Course

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

Course Objectives: The course will help the student

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

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

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

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Mercantilism and the Beginning of Capitalism
Features of Mercantilism, Mercantilism Activities of Various Countries, Beginning of Capitalism
Non-Political Revolutions in Western Europe
Agricultural Revolution, Scientific and Technological Revolution, Industrial Revolution.

Unit-II

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

Unit-III

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

Unit-IV

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



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

History of Haryana (Earliest times to 1526 CE)

25HIS-104

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: The course will help the student

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

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

CO1. The Students will be able to understand the theme of regional history.

CO2. Students will be able to analyze the rise of various cultures in the region of Haryana.

CO3. Students will be able to evaluate the efforts of the people of this region in the foreign invasions.

CO4. Students will be able to effectively explain and analyze the Turkish invasion and its impacts on Haryana.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Early Phase

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

Unit-II

Towards States Formation

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

Unit-III

Rise of New Powers

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

Unit-IV

Sultanate Period

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

Suggested Readings:

Ashraf, K.M., Life and Conditions of the People of Hindustan, Pearl Publication, Calcutta, 1983.

Buddha Prakash, Haryana through the Ages, Kurukshetra University, Kurukshetra, 1962.

-----Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969.

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

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

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

Course Objectives: The course will help the student

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit - I

Towards Formation of States: Different Theories of the formation of States, Proto State, Chiefdoms of Later Vedic Times, Territorial States in the Age of Budha.
The Mauryan State: Socio-economic Basis, Nature and Administration
The Gupta Polity: Socio-economic Basis, Nature and Administration

Unit – II

State formation in South India: Chiefdoms and Cholas
Vijayanagara State: Structure, Feature and Nature

Unit – III

Nature and Administration of the state under the sultans of delhi; Islamic Theory of state
The Mughal State: Nature and Administrative Institutions, Socio-economic Basis

Unit – IV

Colonial State: Political Economy, State Appartus, Instruments of legitimation
Stages of development of Nation-State in India
State in independent India: Continuity and Change

Suggested Readings:

Alam, Muzaffer & Subra-manayam, Sanjay (ed.), The Mughal State, 1526-1757, Oxford, 2000

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

History and Its Nuances

25HIS-106

Credit: 4

Discipline Elective Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

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

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

CO1. Understand the history and its relationship of other social science and science.

CO2. Know the study of various type of History.

CO3. Understand the fundamentals of History.

CO4. Analyze the progress in history and importance of history in current scenario.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Understanding of History

Meaning, Definition and Scope; Concepts of History; Nature and Subject matter; History relation with other social sciences

Unit-II

Types of History

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

Unit-III

Fundamentals of History

Problem of Periodization, Historical Facts, Analysis and Interpretation, Objectivity

Unit-IV

Importance of History

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

Suggested Readings:

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

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

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

Burns Robert. N & Hugh Raymen-Pickeed, (edited), Philosophies of History, Oxford (2000)

Carr, E.H., What is History, Palgrave, Basingstoke. 2001.

M.A. History-{SEM-I}

History of U.S.A. (1820-1973 A.D.)

25HIS-107

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time- 3 hrs.

Course Objectives: The course will help the students

- The broad aim is to understand the formation and unification of USA during 19th century

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

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

CO2. To understand the economic growth of USA.

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings:

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

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

Zinn, Howard. People's History of the United State, 1492 – Present, Revised Edition, 2005



Chaudhary Bansi Lal University, Bhiwani

(A State University established under Haryana Act No. 25 of 2014)



Scheme & Syllabi of Examination for MA. History

In accordance with NEP-2020
w.e.f. 2025-2026

DEPARTMENT OF HISTORY
Ch. Bansi Lal University, Prem Nagar-127031
Bhiwani
HARYANA (INDIA)

Chaudhary *[Signature]* *[Signature]* 16/7/2025

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

(w. e. f. 2025-26)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: II Credits: 22 Marks: 550

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-201	Ancient India: An Overview	CC-5	4	--	4	4	--	4	70	30	--	100
2	25HIS-202	Medieval India: An Overview	CC-6	4	--	4	4	--	4	70	30	--	100
3	25HIS-203	Modern India: An Overview	CC-7	4	--	4	4	--	4	70	30	--	100
4	25HIS-204	History of Haryana (1526-1947CE)	CC-8	4	--	4	4	--	4	70	30	--	100
5	24HIS-205	Science and Technology in Pre-Colonial India	DEC-2	4	--	4	4	--	4	70	30	--	100
	24HIS-206	History of China and Japan (1840-1950)											
	24HIS-207	Environmental History											
6	25HIS-208*	History of Education System in India	IKS/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

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

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

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

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

MVA
16/11/2025

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

Ancient India: An Overview

25HIS-201

Credit: 4

Core Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

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

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

- CO1. Interpret the sources of ancient Indian history in the right perspective to construct a balanced approach towards the understanding of ancient India.
- CO2. Examine the socio-economic and political forces that shaped the ancient age in Indian history.
- CO3. Develop the analytic skill to analyze and compare the earliest empires in India with the contemporary empires in the world.
- CO4. Evaluate the development of human society and polity with the passage of time across the world generally and in the Indian context particularly.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

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

Unit-II

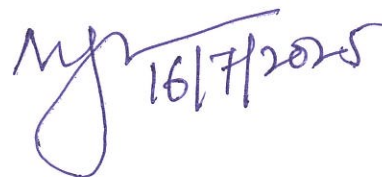
Age of Mahajanapadas: Emergence of the State Systems (Sixteen Mahajanapadas); Society (Buddhism and Jainism) and Economy (Urbanization, Trade, Crafts and Agriculture).

Unit-III

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

Unit-IV

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

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

Suggested Reading:

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

Mapping of COs with POs

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

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

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

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

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings:

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

Mapping of COs with POs

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

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

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

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

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

Decline of the Mughal Empire and Rise of British Power:

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

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

Early British presence and expansion through the East India Company

British administrative and economic policies in the early years

Unit-II

British Expansion and Consolidation of Rule:

Military campaigns and annexations by the British

Administrative and legal reforms under British rule.

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

Social and cultural impact of British rule

Unit-III

Resistance to Colonial Power:

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

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

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

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

Unit-IV

The Indian National Movement and Independence:

The rise of Indian nationalism and the formation of political organizations

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

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

The partition of India and the achievement of independence.

The socio-economic impact of the freedom movement

Suggested Readings:

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

Mapping of COs with POs

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

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

History of Haryana (1526-1947)

25HIS-204

Credit: 4

Core Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

Mughal Period

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

Unit-II

Politico-Religious Developments

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

Unit-III

Political Movements

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

Unit-IV

Gandhian Movements

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

Suggested Readings:

Buddha Prakash, Glimpses of Haryana, Kurukshetra, 1967

Buddha Prakash, Haryana Through The Ages, Kurukshetra, 1976

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

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

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

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

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

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

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

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

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

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

Mapping of COs with POs

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



MA. History {SEM-II}

Science and Technology in Pre-Colonial India

25HIS-205

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The main objective of this course to provide the basic knowledge to the students regarding evolution and developments of science and technology in various fields through the ages in ancient India.

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

- CO1. Critically evaluate the sources, evolution and development of different branches of Science, Prehistoric Tools and Techniques in ancient India.
- CO2. Evaluate and analyze the history of development of Science & Technology in Harappan and historical period
- CO3. To know the development of Science & Technological in Mauryan and Gupta Period with Military technology, Paper making technology, etc.
- CO4. To know the development of Science & Technological in post Gupta period with the developments in field of medicine and Surgery

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

Sources and approaches

Science and technology: meaning, definition, scope and its importance

Prehistoric Tools and Techniques: Paleolithic tools, Mesolithic tools, Neolithic tools

Development of different branches of Science: Astronomy, Mathematics, Alchemy.

Unit-II

Development in metallurgy:- Use of Copper, Bronze and Iron in Ancient India

Science & Technology during Harappan Period:- pottery, bricks and bead making technology, etc.

Science & Technology in Vedic and Later Vedic Period

Textile technology (cotton, silk, wool)

Unit-III

Development of Science & Technology in Mauryan and Gupta Period

Development of Science & Technology:- Mining and metallurgy, Building and construction industry, Military technology, Paper making technology (palm leaf, tula paat, sanchi paat), Transport and communication

Prominent Scientists of India since beginning and their achievements:- Aryabhatta, Brahmagupta, Asvaghosa, Nagarjuna, Varahamihira, Susruta, Charaka, Bhaskar-I, Bhaskar-II, etc,

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

Unit-IV

Development of Arab science and technology during early medieval India:- Textile Industry, Irrigation Technology, Paper Industry, Military Technology, Architectural Technology- Bridge and Building, Magnetic Compass, Ship Building, Time Indicator tool and Technique, etc.
Technological Changes in Medieval Period:- Agriculture and Horticulture, Persian Wheel, Gun Powder, Textile Industry, Bridge Building, Ship Building, Metallurgy and Purification Technology.

Suggested Readings:

- D. P. Agrawal, The Copper Bronze Age in India, Munshiram Manoharlal, New Delhi, 1969.
D. K. Chakrabarti and Nayanjot Lahiri, Copper and Its Alloy in Ancient India, New Delhi, 1996.
A. Rahman, (ed) "History of Indian Science, Technology and Culture" AD 1000-1800 (vol iii Part1)
A.K. Bag, Science and Civilization in India, Vol. I., Navarang Publishers, New Delhi, 1985.
-----History of Mathematics in Ancient and Medieval India, Chaukhamba, Varanasi, 1979.
G. Kuppuramand K Kumudamani, History of Science and Technology in India (12 Vols), Sundeepr Prakashan, Delhi, 1996.
A.K. Bag, History of Technology in India, 4 Vols. Indian National Science Academy, New Delhi.
-----India and Central Asia: Science and Technology, 2 vols. Indian National Science Academy, New Delhi.
Rahman, A., History of Indian Science Technology and Culture, OUP, Delhi, 1998.
D.P. Singhal, India and World Civilization, London: Sidgwick and Jackson, 1972.
D.P. Chattopadhyaya, History of Science and Technology in Ancient India: The Beginnings, 1987
-----The Ways of Understanding the Human Past: History of Science, Philosophy and Culture in Indian Civilization, 2001
-----Interdisciplinary Studies in Science, Technology, Philosophy and Culture, 1996
-----Mathematics, Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries.
S.N. Sen & K.S. Shukla (ed.), History of Astronomy in India, Indian National Science Academy, New Delhi, 1985
Edward Sachan, (ed), Al Beruni's India, Oriental Books Reprint Corporation, New Delhi
James Eliot, Indian Industries, W.H. Allen & Co. London, 1880
Dharampal, Indian Science and Technology in the 18th century, Biblia Impose Pvt. Ltd, New Delhi & Academy of Gandhian Studies, Hyderabad, 1983
Syed Jafas Mahmud, Metal Technology in Medieval India, Daya Publishing House, New Delhi
Irfan Habib, Medieval Technological Exchanges between India and the Islamic World, Viveka Publication. Aligarh, 1985
A.L. Basham, The Wonder That was India.
Upinder Singh, A History of Ancient and Early Medieval India.
Kaushik Roy (ed.), Warfare, State and Society in South Asia: 500 BCE-2005 CE, 2010
Shrimali, Krishna Mohan, The Age of Iron and the Religious Revolution (c.700 – c.350 BC)

Mapping of COs with POs

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

M.A. History-{SEM-II}

History of China and Japan (1840-1950)

25HIS-206

Credit: 4

Discipline Elective Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

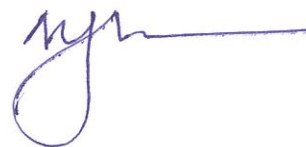
Japan's role in World War I and presentation of 21 demands; Washington Conference (1921); Causes and growth of Japanese militarism; Japan from Manchurian Crisis to the Second World War; monetary and banking systems in post-war Japan; the role of Zaibatsu in post-war economy.

Suggested Readings:

- Allen, G.C., Japan's Economic Recovery, Opium Wars to 1911 Revolution Vol.I, Delhi, 2000.
Donnithorne Audrey, China's Economic Systems, London: Routledge, 1st Edition 2016.
Flath David, The Japanese Economy, New York: Oxford University Press, Reprint 2014.
Hsu Immanuel, C.Y., The Rise of Modern China, OUP, New York, 2000.
Hughes, T.J. & Luard D.E.T., The Economic Development of Communist China (1949-60),
Connecticut, US: Green Wood Press, 1975.
Vinacke, Harold M., A History of the Far East in Modern Times, New York: Appleton Century
Crafts, 1961 (6th edn.)
Clyde, P. H. and Burton B.F., The Far East: A History of the Impact of the West on Eastern Asia,
Englewood Cliffs, N.J. Prentice Hall, 1966.
Kennedy Paul, The Rise and Fall of the Great Powers- Economic Change and Military Conflict
from 1500 to 2000, London: William Collins, Reprint 2017.

Mapping of COs with POs

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



MA. History {SEM-III}

Enviourmental History
25HIS-207
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The main objective of this course to provide the basic knowledge to the students regarding evolution and developments of Ecological system through the ages in the world.

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

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

Unit-II

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

Unit-III

Environment and Ecological Consciousness in Ancient India:

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

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

Unit-IV

Environmental and Ecological Consciousness in Medieval and British India:

Exploitation of Natural Resources for Economic Development in Medieval India.

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

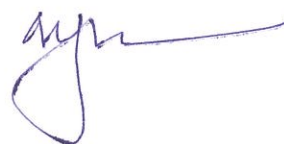
Scheme and Syllabi of the MA. History CBLU as per NEP2020 (w. e. f. Session 2025-2026)

Suggested Readings:

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

Mapping of COs with POs

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



MA. History {SEM-II}

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

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

Course Objectives: To enable the students to

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings:

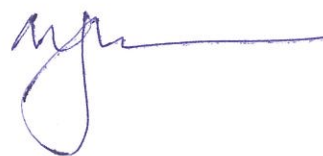
- Arora, P., & Gandhi, H. (2021). National education policy 2020: Paving the ways for transformational reforms. Shipra Publications.
- Altekar, A.S., Education System in Ancient India, Varanasi, 1965
- Dasgupta, S. (1975). A history of Indian philosophy (Vol. 1). Motilal Banarsidass.
- Dash, B. N. (2000). Thoughts and theories of Indian educational thinkers. Dominant Publishers and Distributors.
- Desai, S. & Amaresh, D. (2011). Caste in the 21st century India: competing narratives. Economic and Political Weekly, Vol. 46, No. 11.
- Dharampal. (1983). The Beautiful Tree. Delhi: Impex Biblin.
- Dr. Ambedkar. (1927, December 25). Dr. Ambedkar's speech at Mahad.
<http://www.secsarchive.org/dataarchive/otherfiles/TA01003/file>
- Dutt, M. N. (2008). Mahabharata: Santi parva (Vol. 7). Parimal Publications.
- Dyer, H. S. (2018). Pandita Ramabai. Forgotten Books.
- Ghosh, S. (2016). Inequality in India: drivers and consequences. World Social Science Report.
- Jain, P. S. (2000). Education and Indian studies. Motilal Banarsidass.
- Jayaram, N. (2016). Social background, education and ideology of Dr. B. R. Ambedkar. In A. K. Singh. (Ed.). Education and empowerment in India: Policies and practices. Rawat Publications.
- Kashyap, R. L. (2006). Secrets of Rig Veda: First 121 suktas. Sri Aurobindo Kapali Sastry Institute.
- Krishnamurthy, J. (n.d.). Education and the Significance of Life. Krishnamurti Foundation India.
- Krishnamurthy, J. (n.d.). On Education. Krishnamurti Foundation India.
- Kumar, K. (1991). Political agenda of education. Orient Blackswan.
- Kumar, K. (2004). What is worth teaching (2nd ed.). Orient Blackswan.
- Kumar, K. (2005). Political agenda of education (2nd ed.). Sage Publications.
- Kumar, K. (1989). Essay slums and children (2nd ed.). New Delhi: Rajkamal.
- Kumar, K. (2000). Politics of education in colonial India. Vikas Publishing House.
- Maan, M. (2021). Biography of Pt. Madan Mohan Malviya. Prabhat Prakashan.
- Mahadevan, B., Bhat, R.V. & Nagendra, P.R.N. (2021). Introduction to Indian knowledge system: Concepts and applications. PHI Learning Pvt. Ltd.
- Mukharji, R.K., Ancient Indian Education, Macmillan, London, 1947
- Rai, J.P. & Narula, S. (1974). Student's History of Education in India: 1800–1971. Delhi: McMillan.
- National Council of Education Research & Training. (2009–10). Mahatma Gandhi Memorial lecture series.
- Nayar, P.K. (2019). Colonial Education in India 1781–1945. Routledge.
- Phule, J. (1881). Memorial address to the education commission. Round Table India.
<https://www.roundtableindia.co.in/memorial-addressed-to-the-education-commission/?fbclid=IwAR1o2there%20here%20dos%20cor.financial%20as%20well%20as%20political>
- Phule, J. G. (2017). Gulamgiri. Create Space Independent Publication.
- Puri, M. (2012). Great Indian thinkers on education. APH Publishing.
- Raghavan, V. (2017, Jan. 11 – 14). The Dvaita philosophy and its place in the Vedanta. The University of Mysuru.
- Ramachandran, V. & Ramkumar, V. (2005). Education in India. Delhi: National Book Trust.
- Rege, S. (2021). Towards Phule - Ambedkarite feminist pedagogical practice. Gender and Education in India: A Reader.
- Sachchidananda. (1992). Samajik badlav ka sawal: Samajik ambavhan se neeti tak. New Delhi: Sahitya Akademi.

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- Sathe, S. (1997). Pathshalas into schools; The development of indigenous elementary education in 19th-century Maharashtra. KLM.
- Sharma, S. (2007). Contemporary educational thinkers in contemporary education. National Book Trust.
- Sinha, P. & Sayeed, J. (2021). Contours of education. Institute of Indian Wisdom.
- Tagore, R. (1917). Personality and India. London: MacMillan.
<https://www.mkgandhi.org/ebks/personality-in-india.pdf>
- Tagore, R. (1951/2001). Art and education. In D. Prasad. (Ed.), Rabindranath Tagore philosophy of education and painting (pp. 43–50). National Book Trust.

Mapping of COs with POs

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



Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

For Two Year MA. Programme

CH. BANSILAL UNIVERSITY, BHIVANI
Scheme of Examination for M.A.-HISTORY
Semester: I Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical/ Tutorial	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-101	Ancient Civilizations	CC-1	4	--	4	4	--	4	70	30	--	100
2	25HIS-102	Medieval Civilizations	CC-2	4	--	4	4	--	4	70	30	--	100
3	25HIS-103	Modern World	CC-3	4	--	4	4	--	4	70	30	--	100
4	25HIS-104	History of Haryana (Earliest Times to 1526 CE)	CC-4	4	--	4	4	--	4	70	30	--	100
5	25HIS-105	States in India	DEC-1	4	--	4	4	--	4	70	30	--	100
	25HIS-106	History and Its Nuances											
	25HIS-107	History of USA (1820-1973)											
Total				20		20	20		20	350	150		500

CC:- Core Course, DEC:- Discipline Elective Course

*The Discipline Elective Course (DEC) papers can be offered depending upon the availability of the resources and faculties. Students may select one out of three papers mentioned against these papers code such as 25HIS-105, 25HIS-106 and 25HIS-107.

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

Ancient Civilizations
25HIS-101
Credit: 4
Core Course

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

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Prehistory and Protohistory of India:

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

Harappan Civilization: Origin, Extent, State Structure, Town Planning, Art and Crafts, Social and Economic Conditions, Religion, Trade and Commerce, Decline and legacy

Unit-II

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

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

Vedic Civilization: Polity, Society, Economy and Religion

Unit-III

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

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

Chinese Civilization: Beginning of Middle Kingdom, Shang Civilization, Socio-Economic Life and

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Religious Beliefs.

Unit-IV

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

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

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

Suggested Readings:

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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	√	√	×	√	√
CO2	√	×	√	√	×	√	×	×
CO3	√	√	√	√	√	√	√	√
CO4	×	√	×	√	√	√	√	√

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

Medieval Civilizations
25HIS-102
Credit: 4
Core Course

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

Course Objectives: The course will help the students

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Medieval Europe:

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

Unit-II

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

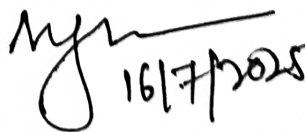
Unit-III

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

Unit-IV

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

Suggested Readings:



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

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

Arnold, T.W., The Caliphate, Oxford University Press, 1999

Bloch, Marc. H., Feudal Society, 2 Vols. Chicago University Press, Chicago, 1961

C. Andrew Gerstle, 18th Century Japan: Culture and Society, Curzon Press, 2000

David Curtis Wright, The History of China, Greenwood Press, 2001.

Hitti, P.K., The Arabs a Short History, Macmillan and Company, London, 1948.

Holt, Peter Malcolm and A.K. Lambton (eds.), The Cambridge History of Islam, 2 Vols. Cambridge University Press, Cambridge, 1970.

Levy, R., Social Structure of Islam, Cambridge University Press, New York, 1969.

Lewis, Bernard, The Arabs in History, Oxford University Press, Oxford, 1973.

-----The Middle East, A Brief History of the Last 2000 Years, Touchstone, New York, 1997.

Marcia Yonemoto, Mapping Early Modern Japan: Space, Place, and Culture in the Tokugawa Period, 1603-1868, University of California Press, 2003.

Meye, G.J., The Tudors, The Complete Story of England's Most Notorious Dynasty, Paperback, Bantam; Reprint edition, 2011.

Mukhia, Harbans, The Feudalism Debate, Manohar Publishing House, Delhi 2003 (in Hindi also).

Peter Ackroyd, Tudors, The History of England from Henry VIII to Elizabeth.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	√	×	√	√	√
CO2	√	×	√	×	√	√	×	√
CO3	×	√	√	√	√	×	√	√
CO4	√	√	×	√	√	√	√	×



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

Modern World
25HIS-103
Credit: 4
Core Course

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

Course Objectives: The course will help the student

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

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

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

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Mercantilism and the Beginning of Capitalism
Features of Mercantilism, Mercantilism Activities of Various Countries, Beginning of Capitalism
Non-Political Revolutions in Western Europe
Agricultural Revolution, Scientific and Technological Revolution, Industrial Revolution.

Unit-II

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

Unit-III

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

Unit-IV

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



Movement.

Suggested Readings:

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

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	√	√	x	√	x
CO2	√	x	√	√	x	√	x	√
CO3	√	√	√	x	√	√	√	√
CO4	√	√	x	√	√	√	√	x

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

History of Haryana (Earliest times to 1526 CE)

25HIS-104

Credit: 4

Core Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: The course will help the student

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

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

CO1. The Students will be able to understand the theme of regional history.

CO2. Students will be able to analyze the rise of various cultures in the region of Haryana.

CO3. Students will be able to evaluate the efforts of the people of this region in the foreign invasions.

CO4. Students will be able to effectively explain and analyze the Turkish invasion and its impacts on Haryana.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Early Phase

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

Unit-II

Towards States Formation

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

Unit-III

Rise of New Powers

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

Unit-IV

Sultanate Period

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

Suggested Readings:

Ashraf, K.M., Life and Conditions of the People of Hindustan, Pearl Publication, Calcutta, 1983.

Buddha Prakash, Haryana through the Ages, Kurukshetra University, Kurukshetra, 1962.

-----Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969.

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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	√	√	×	√	√
CO2	×	×	√	√	×	√	×	√
CO3	√	√	√	√	√	√	√	√
CO4	√	√	×	√	√	√	√	×

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

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

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

Course Objectives: The course will help the student

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

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

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit - I

Towards Formation of States: Different Theories of the formation of States, Proto State, Chiefdoms of Later Vedic Times, Territorial States in the Age of Budha.
The Mauryan State: Socio-economic Basis, Nature and Administration
The Gupta Polity: Socio-economic Basis, Nature and Administration

Unit – II

State formation in South India: Chiefdoms and Cholas
Vijayanagara State: Structure, Feature and Nature

Unit – III

Nature and Administration of the state under the sultans of delhi; Islamic Theory of state
The Mughal State: Nature and Administrative Institutions, Socio-economic Basis

Unit – IV

Colonial State: Political Economy, State Appartus, Instruments of legitimation
Stages of development of Nation-State in India
State in independent India: Continuity and Change

Suggested Readings:

Alam, Muzaffer & Subra-manayam, Sanjay (ed.), The Mughal State, 1526-1757, Oxford, 2000

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

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

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	√	√	x	√	√
CO2	√	x	√	√	x	√	x	√
CO3	x	√	√	√	√	√	√	√
CO4	√	√	x	√	√	x	√	x

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

History and Its Nuances

25HIS-106

Credit: 4

Discipline Elective Course

Maximum Mark-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs

Course Objectives: The course will help the students

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

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

CO1. Understand the history and its relationship of other social science and science.

CO2. Know the study of various type of History.

CO3. Understand the fundamentals of History.

CO4. Analyze the progress in history and importance of history in current scenario.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Understanding of History

Meaning, Definition and Scope; Concepts of History; Nature and Subject matter; History relation with other social sciences

Unit-II

Types of History

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

Unit-III

Fundamentals of History

Problem of Periodization, Historical Facts, Analysis and Interpretation, Objectivity

Unit-IV

Importance of History

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

Suggested Readings:

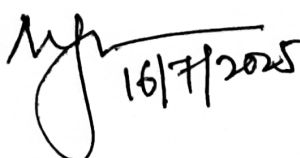
Ali, B. Sheik, History: Its Theory and Method, Madras, 1978.

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

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

Burns Robert. N & Hugh Raymen-Pickeed, (edited), Philosophies of History, Oxford (2000)

Carr, E.H., What is History, Palgrave, Basingstoke. 2001.



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Collingwood, R.G., The Idea of History, Oxford University Press, Madras, 1988.
Gardiner, J., What is History Today, Macmillan, London 1988.
Marwick, Authur, The Nature of History, Macmillan, London, 1989.
Roy Ladurie, E.LE, The Territory of the Historian, Harvester Press, Britain, 1979.
Stanford Michael, The Companion to the Study of History, Blackwell, Oxford, 1996.
Bhattacharya, Sibesh, Understanding Itihasa, IIAS, Shimla, 2010

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	×	√	√	√	√	√
CO2	√	×	√	√	×	√	×	√
CO3	×	√	√	√	√	√	√	√
CO4	√	√	√	×	√	√	√	×



M.A. History-{SEM-I}

History of U.S.A. (1820-1973 A.D.)

25HIS-107

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time- 3 hrs.

Course Objectives: The course will help the students

- The broad aim is to understand the formation and unification of USA during 19th century

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

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

CO2. To understand the economic growth of USA.

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings:

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

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

Zinn, Howard. People's History of the United State, 1492 – Present, Revised Edition, 2005

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

(first published 1980).

Blum, John M, Bruce Cotton, The National Experience: A History of the United States, New York: 1970.

Current, Richard, N.T. Williamsetal., AmericanHistory: ASurvey, Vol.II, Calcutta: Scientific Book Agency, 1975 (4th edition).

Faulkner, H.U., American Economic History, London: Harper and Row Publishers, 1954.

Morrison, S.E., H.S. Commager and W.E. Leuchtenburg, The Growth of the American Republic, New York: Oxford University Press, 1969.

Parkes, Henry Bamford, The United States of America, Calcutta: Scientific Book Agency, 1967

Pratt, Julius, W., A History of United States Foreign Policy, N.J.: Englewood Cliffs, 1957.

Wittner, Lawrence S., Cold War America, From Hiroshima to Watergate, New York: Praeger Publishers, 1974.

Mapping of COs with POs

Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	√	√	√	x	√	√	√	√
CO2	√	x	√	√	x	√	x	√
CO3	√	√	√	√	√	x	√	√
CO4	√	√	x	√	√	√	√	x



Chaudhary Bansi Lal University, Bhiwani

(A State University established under Haryana Act No. 25 of 2014)



Scheme & Syllabi of Examination for MA. History

In accordance with NEP-2020
w.e.f. 2025-2026

DEPARTMENT OF HISTORY
Ch. Bansi Lal University, Prem Nagar-127031
Bhiwani
HARYANA (INDIA)

[Handwritten signatures and dates]
16/7/2025

Course Overview

The master's programme in History trains students to specialize in a particular sub-field of history. In the course of the programme, students are trained to become academics who can answer research questions arising from the latest developments in academic thinking in a critical, creative and innovative way. Moreover, after completing this programme, students will have the knowledge and competence required for positions outside the university that require an academic level of thinking.

Aims and Objectives

This programme enables students to develop critical and analytical skills. It trains them in ways of evaluating evidence and encourages them to reflect on different modes of presenting information in print and electronic formats. The taught programme aims to increase students' awareness of the nature of historical change and to deepen their understanding of the mentalities of other historical periods. In doing so, they develop a critical awareness of the relationship between current events and political, social, economic and cultural processes in the past. Students are introduced to a wide range of historical sources and taught to appreciate and understand many different kinds of source from estate rolls and depositions to newspapers, memoirs and oral evidence. Lecturers on the programme include historians working in ancient, medieval, and modern history across a range of geographical areas and using a variety of historical approaches. Students are encouraged to develop comparative perspectives across Indian, European, American, Chinese and world history. Students will take courses that explore the movement of peoples, ideas and goods across national borders.

Specializations

The master's programme in History is founded on the fields of research. The research programme of the Department of History consists of several specializations, each representing a specific approach to the study of History and has its specific historiographical traditions and methodological problem and possibilities. Students can choose a specialization or sub specializations from the list of specializations, mentioned in the Prospectus.

Eligibility Criteria

There is a common entry for all four branches of the programme: students will choose the branch they wish to pursue by the end of the first week of term. Successful applicants will normally hold an UG degree with 50% marks. Selection will be based on applicants' academic record and academic references testifying to their academic ability and enthusiasm for history.

Special Note: -

The MA programme at the Department of History is spread over two years divided into four semesters. This programme is governed by the Calendar of the CBLU and various rules and regulations put in place by the University from time to time.

A candidate has to earn a minimum of 84 credits and upto 90 credits, through courses offered in the Department of History.

 1

➤ Program Learning Outcomes for Post Graduate Program in the subject of History

PLO1	To develop capacity to explain how and why important events happen.
PLO2	Develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives.
PLO3	To compare, contrast, and explain differences between historical accounts.
PLO4	Understanding of the historical method of study and learn a variety of sound historical research practices, formulate appropriate research questions, critically analyze appropriate primary and secondary sources.
PLO5	Take into account the complexity and ambiguity of primary sources and reflect on the limitations of their sources and on silences in the historical record.
PLO6	To demonstrate the ability to acquired clear understanding of evidence collected from historical sources and current historical debates and Understand the skills that historians use in research and field work.
PLO7	Knowledge of the history of the India and 20th Century Modern World and Archaeology, multiple cultures and diversity.

➤ Program Specific Outcomes for Post Graduate Program in the subject of History

After successful completion of the program, a student will be able to:

PSO1	Identify and define the basic concepts of history and different patterns of historical developments and Classify and understand the historical periods in a chronological order.
PSO2	Identify geography and territory A as vital forces for determination of historical processes.
PSO3	Comprehend historical knowledge arrived at through different historical methods and make comparisons between them.
PSO4	Analyze historically the forces behind creation of different layers in the society and also comprehend dimensions of human mobilization.
PSO5	Arrive at historical conclusions applying diverse sources ranging from archaeological, archival, visual and textual sources and also Analyze the processes of societal change across historical periods.
PSO6	To critically recognize the Social, Political, Economic and Cultural aspects of History with demonstrate skill in historical writings and research applying rigorous methods of historical writing.
PSO7	Understand the history of countries other than India with comparative approach.




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

(w. e. f. 2025-26)

Second Year (Semester III & IV) of 2 Year PG Programme (For UTD and affiliated colleges)

Group- A : (Archaeology)

CH. BANSILAL UNIVERSITY, BHIVANI
Scheme of Examination for M.A.-HISTORY

(Option-1)

Semester: III Credits: 22 Marks: 550

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301 GA	Prehistory of India	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GA	Protohistory of India	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course: (DEC 3 & 4)

1	25HIS-303GA	Ancient Indian Epigraphy & Palaeography-I	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GA	Ancient Indian Numismatics-I	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GA	Indian Sculpture	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GA	Conservation & Preservation	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GA	Metallurgy in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, **DEC:** - Discipline Elective Course, **EEC:** - Employability & Entrepreneurship Skill Course, **VAC:** Value Added Course

*Paper Code **25HIS-301** (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.

Paper Code **25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group - B : (Ancient India)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: III Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GB	Society and Culture of India-I (From E.T. to c. 1200 AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GB	Economic History of India-I (From E.T. to c.1200 AD)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GB	Political History of India (From E.T. - c. 320 AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GB	Art and Architecture in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GB	Women in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GB	History of Political Ideas and Institutions in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GB	Buddhism in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

* Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

Group- C : (Medieval India)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: III Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301 *	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GC	Society and Culture of India (c.1200AD-1526AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GC	Economic History of India (c.1200AD-1526AD)	CC-11	4	--	4	4	--	4	70	30	--	100
Select any two of the following Discipline Elective Course:- (DEC 3 & 4)													
1	25HIS-303GC	Political History of India (c.1200AD-1757AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GC	Art and Architecture in Delhi Sultanate	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GC	Vijaynagar and Bahamani Empire	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GC	Religious Developments in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GC	Gender and Women in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	100
Total				22		22	22		22	385	165		550

CC: - Core Course, **DEC:** - Discipline Elective Course, **EEC:** - Employability & Entrepreneurship Skill Course, **VAC:** Value Added Course

*Paper Code **25HIS-301** (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.

Paper Code **25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

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Group- D : Modern India

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: III Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301 *	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GD	Social History of British India-I	CC-10	4	--	4	4	--	4	70	30	--	100
	25HIS-302GD	Economic History of British India (1750-1857)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GD	Indian National Movement (1885-1919)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GD	India in Eighteenth Century	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GD	Gender Studies in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GD	History of Caste and Caste Politics in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GD	History of Indian Cinema	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2		2	2		2	35	15		50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code **25HIS-301** (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code **25HIS-302** (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group- A : (Archaeology)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: IV Credits: 22 Marks: 550

(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit		Examination Scheme			Total	
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment		Practical /Seminar
1	25HIS-401 GA	Principles and Methods of Archaeology	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GA	Historical Archaeology of India	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GA	Ancient Indian Epigraphy & Palaeography-II	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GA	Ancient Indian Numismatics-II	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GA	Indian Heritage & Archaeological Legislations	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GA	Ethno Archaeology	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GA	Laboratory Methods in Scientific Archaeology	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GA	Environmental Archaeology (Geoarchaeology)	DEC	4	--	4	4	--	4	70	30	--	100
7.	25HIS-409GA	Practical (Based on 25HIS-401GA) **		--	4	4	--	4	2	--	--	50	50
Total				20	4	24	20	2	22	350	150	50	550

CC: - Core Course, DEC: - Discipline Elective Course

** Paper code 25HIS-409GA is a Practical (Based on 25HIS-401GA) paper i.e. compulsory for the Archaeology Students.

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Group- B : (Ancient India)

(Option-I)

CH. BANSI LAL UNIVERSITY, BHUWANI
Scheme of Examination for M.A. HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401GB	Society and Culture of India-II (From E.T. to 1200 AD)	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GB	Economic History of India-II (From E.T. to 1200 AD)	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GB	Political History of India (c.320AD - 1200AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GB	Problems and Debates in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GB	Science and Technology in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GB	Historical Geography of Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GB	Religion and Society in Early India (up to 1200 AD)	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GB	History of South India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	350	150		500

CC: - Core Course, DEC: - Discipline Elective Course

Group- C : (Medieval India)

(Option-I)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A. HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401GC	Society & Culture of India (1526-1757 AD)	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GC	Economic History of India (1526-1757 AD)	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GC	Political History of India (c. 1200-1757AD): Political Institutions	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GC	Art and Architecture in Mughal Period	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GC	Science and Technology in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GC	The Eighteenth Century in Indian History	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GC	Epigraphic, Numismatic and Archival Records of Medieval Indian History	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GC	Medieval Painting (12th to Early 16th Century)	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	350	150		500

CC: - Core Course, DEC: - Discipline Elective Course

Scheme & Syllabus of MA. History CBLU as per NEP 2020

(w. e. f. 2025-26)

Group- D : (Modern India)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

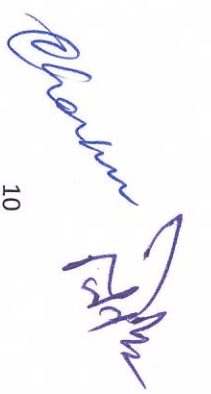
(Option-I)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401GD	Social History of British India-II	CC-12	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GD	Economic History of British India (1858-1947)	CC-13	4	--	4	4	--	4	70	30	--	100

Select any three of the following Discipline Elective Course: -(DEC 5, 6 & 7)

1	25HIS-403GD	Political History of Independent India	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-404GD	Indian National Movement (1920-1947)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-405GD	Constitutional Development in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-406GD	Diaspora in Colonial India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-407GD	Peasant Movement in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-408GD	History of Health and Medicine in Colonial India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	350	150		500

CC: - Core Course, DEC: - Discipline Elective Course




Option-II: When a student opts for Dissertation/ Project Work/ Internship/ Research Work/ Apprenticeship/ Field Work etc.

Group-A : (Archaeology)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

(Option-II)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GA	Prehistory of India	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GA	Protohistory of India	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC. 3 & 4)

1	25HIS-303GA	Ancient Indian Epigraphy & Palaeography-I	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GA	Ancient Indian Numismatics-I	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GA	Indian Sculpture	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GA	Conservation & Preservation	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GA	Metallurgy in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group-B : (Ancient India)

(Option-II)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GB	Society and Culture of India-I (From E.T. to c. 1200 AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GB	Economic History of India-I (From E.T. to c.1200 AD)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GB	Political History of India (From E.T. - c. 320 AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GB	Art and Architecture in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GB	Women in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GB	History of Political Ideas and Institutions in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GB	Buddhism in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

* Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester

**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group - C : (Medieval India)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

(Option-II)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	/Seminar	
1	25HIS-301*	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301GC	Society and Culture of India (c.1200AD-1526AD)	CC-10	4	--	4	4	--	4	70	30	--	100
3	25HIS-302GC	Economic History of India (c.1200AD-1526AD)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GC	Political History of India (c.1200AD-1757AD): Political Events	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GC	Art and Architecture in Delhi Sultanate	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GC	Vijaynagar and Bahamani Empire	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GC	Religious Developments in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GC	Gender and Women in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2	--	2	2	--	2	35	15	--	100
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group- D : (Modern India)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: III Credits: 22 Marks: 550

(Option-II)

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-301 *	Historiography and Research Methodology	CC-9	4	--	4	4	--	4	70	30	--	100
2	25HIS-301 GD	Social History of British India-I	CC-10	4	--	4	4	--	4	70	30	--	100
	25HIS-302GD	Economic History of British India (1750-1857)	CC-11	4	--	4	4	--	4	70	30	--	100

Select any two of the following Discipline Elective Course:- (DEC 3 & 4)

1	25HIS-303GD	Indian National Movement (1885-1919)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-304GD	India in Eighteenth Century	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-305GD	Gender Studies in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-306GD	History of Caste and Caste Politics Modern India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-307GD	History of Indian Cinema	DEC	4	--	4	4	--	4	70	30	--	100
6	25HIS-302**	Archive and History	EEC/VAC	2		2	2		2	35	15		50
Total				22		22	22		22	385	165		550

CC: - Core Course, DEC: - Discipline Elective Course, EEC: - Employability & Entrepreneurship Skill Course, VAC: Value Added Course

*Paper Code 25HIS-301 (Historiography and Research Methodology) will be the common paper for all the students of 3rd Semester.**Paper Code 25HIS-302 (Archive and History) will be the common paper for all the students of 3rd Semester as EEC (Employability & Entrepreneurship Skills Course/Value Added Course)

Group-A : (Archaeology)

(Option-II)

CH. BANSILAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit		Examination Scheme			Total	
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment		Practical /Seminar
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Disciplinary Elective Courses: (DEC-E & F)

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401GA	Historical Archaeology of India	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GA	Ancient Indian Epigraphy & Palaeography-II	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GA	Ancient Indian Numismatics-II	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GA	Indian Heritage & Archaeological Legislations	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GA	Ethno Archaeology	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Group- B : (Ancient India)

(Option-II)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401GB	Political History of India (c.320AD -1200AD)	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GB	Society and Culture of India-II (From E.T. to 1200 AD)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GB	Economic History of India-II (From E.T. to 1200 AD)	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GB	Problems and Debates in Ancient India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GB	History of South India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Group- C : (Medieval India)

(Option-II)

CH. BANSI LAL UNIVERSITY, BHIWANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment	Practical /Seminar	
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401GC	Political History of India (c. 1200-1757AD) Political Institutions	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GC	Society & Culture of India (1526-1757 AD)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GC	Economic History of India (1526-1757 AD)	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GC	Art and Architecture in Mughal Period	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GC	Science and Technology in Medieval India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Alam *for* *16/11/2025*

Group- D : (Modern India)

(Option-II)

CH. BANSILAL UNIVERSITY, BHIVANI
Scheme of Examination for M.A.-HISTORY
Semester: IV Credits: 20 Marks: 500

Sr. No.	Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit		Examination Scheme			Total	
				Theory	Practical	Total	Theory	Practical /Seminar	Total	Theory	Internal Assessment		Practical /Seminar
1	25HIS-401	Dissertation	-	-	-	-	-	-	12	-	100	200	300

Select any two of the following Discipline Elective Course: -(DEC 5 & 6)

1	25HIS-401 GD	Social History of British India-II	DEC	4	--	4	4	--	4	70	30	--	100
2	25HIS-402GD	Economic History of British India (1858-1947)	DEC	4	--	4	4	--	4	70	30	--	100
3	25HIS-403GD	Indian National Movement (1920-1947)	DEC	4	--	4	4	--	4	70	30	--	100
4	25HIS-404GD	Constitutional Development in Modern India	DEC	4	--	4	4	--	4	70	30	--	100
5	25HIS-405GD	Diaspora in Colonial India	DEC	4	--	4	4	--	4	70	30	--	100
Total				20		20	20		20	140	160	200	500

DEC: - Discipline Elective Course

Pranav
16/11/2025

Common Papers for the Students of 3rd Semester of Both Option-I & II

M.A. History (SEM-III)

Historiography and Research Methodology
25HIS- 301
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- The main objective of this course to become the students familiar with the historiography writing of ancient, medieval and modern with research methodology which helps in research writing

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

- CO1: Students will have developed their ability to assess critically historical analysis and argument past and present with relationship of history with other discipline.
- CO2: Students will have developed their ability in research and research writing with the importance of the objectivity in history.
- CO3: Students get basic knowledge about the research process such as selection of topic, hypothesis, aims and objective, data collection, bibliography, footnotes.
- CO4: Students will have gained on awareness about the various historical writing and approaches.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Research Methodology – objectivity, causation, generalization.

Historical Investigation of Sources: archaeological and archival sources, primary sources and secondary sources. Critical analysis of sources, how to read a historical book.

Unit-II

Making of Research Proposal

Selection of theme, review of literature, hypothesis, methods of data collection, arrangement of bibliography, footnotes/references, glossary & appendix.

Book Reviews: Book Reviews: Archaeology from the Earth: Wheeler, R.E.M.

Urban Decay in India by R.S. Sharma

The Agrarian System of Mughal India: 1556-1707 by Irfan Habib

From Plassey to Partition and after: Shekhar Bandyopadhyay

Unit-III

Historiography: Definition, nature and scope; historical facts; history and relationship with allied disciplines: Anthropology, Archaeology, Geography, Literature, Psychology, Sociology, Economics, Political Science.

Trends in History: Ancient Greeco-Roman, Ancient Indian.

M.A. History {SEM-III}

Ancient Indian Epigraphy and Palaeography-I
25HIS-303GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

Learn Brahmi and Kharoshthi scripts.

Introduce prevalent language system.

Establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. The students will be successfully able to decipher and read scripts; and date inscriptions with the help of palaeographic features of the script.

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

CO1: Critically analyze the Inscriptions as a source of Indian History and understand the Origin, antiquity of art of writing and origin of Brahmi and Kharoshthi Scripts.

CO2: Analyze the historical and cultural study based on Asokan Inscriptions.

CO3: Critically analyze the various aspects of inscriptions and their importance as a source of Indian History.

CO4: Understand the decipherment and transliteration of Brahmi and Kharoshthi script.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of Seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

Inscriptions as a source of Indian History; Origin and antiquity of the art of writing in India; Origin of Brahmi and Kharoshthi scripts

Unit-II

Historical and Cultural study of the following inscriptions: Asokan Rock Edict - II(Girnar), Asokan Rock Edict - XII(Girnar), Asokan Rock Edict - XIII(Shahbazgarhi), Asokan Pillar Edict - II (Delhi - Topra: North Face)

Unit-III

Historical and Cultural study of the following inscriptions: Besnagar Garuda Pillar Inscription of Heliodorus, Ayodhya Stone Inscription of Dhanadeva, Shinkot Relic Casket Inscription of the time of Menander, Hathigumpha Inscription of Kharavela

Unit-IV

Note: Inscriptions for decipherment into Devanagari/Roman script and transliteration into original script (in part or full): Asokan Rock Edict-II(Girnar), Rummindei Pillar inscription of Asoka, Sarnath Minor Pillar Edict of Asoka, Ayodhya Stone Inscription of Dhanadeva

M.A. History {SEM-III}

Ancient Indian Numismatics-I

25HIS-304GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Understand the currency system of ancient India and acquaint with the development of coinage. The students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accurs through the coinage of that time; thus getting holistic picture of that economic system prevalent in ancient India.

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

CO1: Critically analyze the coins as a source of Indian History and Numismatic studies in India

CO2: Understand the Origin, evolution and antiquity of coinage in India.

CO3: To interpret the numismatic iconography as an important source for historical and artistic studies.

CO4: Learn how identify coins of several tribal coins and understand the decipherment and transliteration of Greek script.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

Numismatics: Aim, Method and Scope, Numismatic Terminology, Coins as a source of History, History of Numismatic studies in India

Unit-II

Origin and evolution of coinage in India, Antiquity of coinage in India, Techniques of manufacturing coins

Unit-III

Punch Marked Coins; Uninscribed and inscribed cast coins; City Coins

Unit-IV

Indo-Greek coins; Tribal Coins: Audumbara, Kuninda, Yaudheya Coins for Decipherment
Indo-Greek Coins; Tribal Coins: Kuninda and Yaudheya

Suggested Readings:

Bhandarkar, D.R., Carmichael Lectures, Ancient Indian Numismatics (Reprint) Patna, 1984
Chakraborti, Swati, Socio- Religious and Cultural Study of Ancient Indian Coins.
Cunningham, A., Coins of Ancient India, Varanasi, 1971

M.A. History {SEM-III}

Indian Sculpture
25HIS-305GA
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Acquaint with the basic knowledge regarding evolution and developments of sculptural art in Ancient India.

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

- CO1: Understand the distinct features of ancient Indian art and examine the beginning of sculptural art in India.
CO2: Analyze the details of Mathura and Gandharan schools of art in India.
CO3: Critically examine the sculptural art of India during the period of Imperial Guptas.
CO4: Examine the development of sculptural art at its climax under the Pallavas and Cholas
CO5: Evaluate the richness of Indian culture through its expression in art.
CO6: Inculcate and awareness as well as sense of belongingness and responsibility regarding sculptural heritage of India

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-I

Harappan Civilization Sculptures: Metal, Stone and Terracotta,
Features of Buddhist, Jain and Brahmanical Sculptures.

Unit-II

Mauryan Art and Sculptures, Gandhara School, Mathura School, Dravidian School

Unit-III

Gupta Sculptures: Main Features of Metal, Stone and Terracotta Sculptures, Important Centers of Gupta Sculptural Art.

Unit-IV

Pallava and Chola Sculptures: Main Centers of Sculptural Art, Features of Stone and Metal Sculptures, Sculptural art as a reflection of Indian Culture.

Suggested Readings:

- Agrawala, V. S. 1948. Gupta Art. Lucknow: Uttar Pradesh Historical Society.
Agrawala, V. S. 1964. Heritage of Indian Art, Delhi: Publications Division.
Agrawala, V. S. 1965. Indian Art, Varanasi: Prithivi Prakashan.

M.A. History {SEM-III}

Conservation & Preservation

25HIS-306GA

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- Provide comprehensive understanding of conservation and preservation principles, practices, and challenges, equipping them with the knowledge and skills necessary to contribute meaningfully to the field.

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

CO1: The basic knowledge of scope of Conservation & Preservation and different geographical zones.

CO2: Students analyze material classification, treatment and techniques of Conservation & Preservation.

CO3: Students get knowledge about Conservation & Preservation, its preliminaries, staff and equipment's, various foundations etc.

CO4: Students get knowledge about Preservation of metallic, Organic, siliceous and argillaceous antiquities.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks

Unit-1

History and Principles of Conservation & Preservation

History of archaeological conservation and preservation in India

General principles and guidelines for conservation and preservation of monuments / sites and excavated remains in India

Distribution of monuments in different geographical zones and their conservation problem

Unit-II

Conservation: Materials and Techniques

Stone: classification, quarries, selection, specifications, defects, types of masonry, techniques of jointing and pointing

Brick: types, kilns, material composition, techniques of manufacturing, characteristics, specifications, bonding and laying,

Wood: structure of timber, seasoning, defects and treatment, use in buildings, causes of decay and remedies

Unit-III

Foundation, Scaffolding and Constructional Members

Foundation: types of foundation, typical failures of foundation, Consolidating and strengthening of foundations.

M.A.-History {SEM-IV}

Medieval Painting (12th to Early 16th Century)

25HIS-408GC

Credit: 4

Discipline Elective Course

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time-3 hrs.

Course Objectives: To enable the students to

- The main objectives of this course to get the overall knowledge about the Sultanate and Mughal Painting with the Influence of Europeans.

Course Outcomes: At the end of the course students will be able to

- CO1. To know the late 16th century Persian Paintings and Pre-Mughal Painting
- CO2. Evaluate the various historiographical evolution of Secular Painting
- CO3. To know the Mughal school of Paintings, Influence of Europe in the beginning and regional aspirations and politics of assertion
- CO4. To understand the perspectives of the local, regional and individual School of Painting, And activities and Influence of Europeans School of Painting

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.

Unit- I

Pre-Mughal Painting:- Sultanate Painting, Evolution of Secular Painting: 15th Century North India, Eastern Indian School of Painting, Early Deccan Painting, Western Indian School of Painting

Unit- II

Activity of the Early Mughals: - Persian Paintings and Mughals, Babur and Babur Nama on painting

Early Mughal activity of Humayun and Kamran at Herat Safavid paintings and Mughals

Unit- III

Formation of Mughal School: Hamza Nama: The First manuscript, Activities at Agra, Activities at Fatehpur, Influence of Europe in the beginning

Unit- IV

Mughal School of Painting post 1584 (up to 1605):- Activities at Lahore, Beginning of Portrait Culture Technique and about painting

Information regarding painting from Primary sources, Technique of Mughal painting

Material, Role of Library, Early painters, Influence of Europeans

Suggested Reading:

Barrett, Douglas and Basil Gray, Painting of India, Geneva, 1963.

Beach, Milo Cleve land, The Grand Mogul: Imperial Painting in India 1600-1660, Williamstown, 1978.

-----Mughal and Rajput painting, Cambridge, 1992.

-----The Imperial Image: Painting for the Mughal Court, Washington DC, 1981.

Group- D (MODERN INDIA)

M.A. History (SEM-III)

Social History of British India-I
25HIS- 301GD
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- To understand the society, its composition and the role played by religion in determining the nature of a given society. The students also understand the historical background of the growth of major religious trends in modern India.

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

- CO1 : Students understand about the Pre-British Indian Society, British and Indian Society i.e. Christian Missionaries, British Social Policy and Approaches -Evangelicalist and Orientalist.
- CO2 : Critically analyse the growth of new education system and role of press in socio-political consciousness.
- CO3 : Critically analyse the Indian literature and role in Indian cultural renaissance.
- CO4 : Students understand about social reforms of 19th century in India and women's emancipation.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Pre-British Indian Society: General Feature; Rural Society; Urban Society.

Unit-II

British and Indian Society: Christian Missionaries b. British Social Policy; Approaches-Evangelicalist and Orientalist. Growth of New Education: Wood's Dispatch and Aftermath: Its Role in Socio-Political Consciousness.

Unit-III

Press: Rise and Growth of Press; Its Role in Socio-Political Consciousness; Literature; Hindi Literature; Bengali Literature; Role in Indian Cultural Renaissance.

Unit-IV

Social Reforms: Sati b. Infanticide; Window Remarriage Movement; Age of Consent Bill Agitation. Women's Emancipation; Status; Property Rights; Socio-Political Participation.

Suggested Readings :

Banga, Indu and Jaidev (eds.) : Cultural Reorientation of Modern India, 1996.
Bayly, C.A. : Indian Society and the Making of the English Empire (Cambridge University Press, London, 1987)

M.A. History (SEM-III)

Economic History of British India (1750-1857)

25HIS- 302GD

Credit: 4

Core Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- The main objective of this course to enable the students to get the basic knowledge of economic activities of British India from 1750 to 1857 such land revenue, capitalism and mercantilism and other economic changes.

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

- CO1. Students understand the issues and problems of Indian economy in first phase of British India.
- CO2. Critically analyze the Indian economy during mid-eighteenth century.
- CO3. Students understand the mercantilism phase of Indian economy.
- CO4. Students uanalyze the emergence of commercialization of agriculture and its effects during British rule in India.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit I

Introduction Issues and problems of Indian Economic History – Different approaches and their limitations- Sources of Economic History of British India.

Unit II

Indian Economy in the Mid-Eighteenth Century Nature and structure of economy – rural and urban- Agrarian and non-agrarian production – Technology and methods of Production-Trade and indigenous banking.

Unit III

Early Phase of Colonial Economy Mercantilism and European economic interests in India – The East India Company and its rule in Bengal-The Early Drain of Wealth and its mechanism, magnitude and effects.

Unit IV

Agrarian Settlements and Agrarian Production the Permanent Settlement – objectives, operations, effects and official critiques-Ryotwari Settlements and Mahalwari System-Commercialization of Agriculture and its impact.

Traditional Handicraft Industry and the question of De-Industrialization Artisans and Handicraft Product-Background-De-Industrialization-Capital and labour in handicraft industry.

M.A. History (SEM-III)

Indian National Movement (1885-1919)

25HIS- 303GD

Credit: 4

Discipline Elective Course

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

Course Objectives: To enable the students to

- This paper aims to examine the emergence of nationalism in India. Further this paper will investigate the emergence of Indian national movement from emergence of Indian National Congress up to 1919.

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

CO1: Students understand about the Indian Nationalism and role of Indian National Congress sources.

CO2: Students understand the emergence of Communal Politics and Era-Communal Coordination India and the first world war

CO3: Students understand the emergence of British Power and Indian resistances.

CO4: Students understand constitutional development - British reaction

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Indian Nationalism: Emergence; Causes; Approaches. **Indian National Congress:** Pre-Congress Political Associations; Genesis; Theories

Unit-II

Nationalist Agitation: 1885-1905: Moderates - Programmes and Ideology; Revolutionary Movement - The First Phase. **Nationalist Agitation: 1905-1919:** Extremists- Programmes and Ideology; Anti-Partition of Bengal agitation-Swadesh Movement.

Unit-III

Emergence of Communal Politics: Establishment of All India Muslim League – 1906; Hindu Mahasabha; **Era of Communal Co-ordination:** Lucknow Pact-aims and impact; Home Rule Movement-aims, Programmes and impact

Unit-IV

India and the First World War: Impact of Indian National Movement; Rise of Left in Indian Politics. **Constitutional Development – A British Reaction:** Indian Council Acts; Morley Minto Reforms-1909; Montague-Chelmsford Reforms-1919

M.A. History (SEM-III)

India in Eighteenth Century
25HIS- 304GD

Credit: 4

Discipline Elective Course

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

Course Objectives: To enable the students to

- This paper aims to introduce students to important issues related to the historical debate of eighteenth century by giving broad overview of significant historiographical trends. This course will include the process of state regional state formation decline of Mughal empire.

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

- CO1. The late 17th century crisis of the Mughal Empire and the ensuing transition: economy, Society and polity
- CO2. The various historiographical interventions on 18th century India
- CO3. To understand regional aspirations and politics of assertion. The perspectives of the local, regional and individual histories on the transition to colonialism
- CO4. Rise of the English Company as a political entity in North India and the beginning of Colonial rule

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

UNIT-I

The Mughal Empire in the late 17th and early 18th centuries: a historiographical and thematic overview: historiography of the decline of the Empire. the legacy and the crisis; centralization question; emerging fissures in the imperial system.

UNIT-II

The politics of reorganization of the old regime: the centre, local society and the countryside; the urban and the urbane in the new milieu; consolidation of religious gentries: inam, madad i-ma'ash and la-kharaj; the 'new' social groups and their political participation; landed magnates and control over local societies; the regional political orders within the Mughal political ambit and without: some regional case studies.

UNIT-III

Economic implications of regionalization: 'military fiscalism' and zones of military resource consumption in the regions; local resource controllers and regional economies; bankers, local business and regional state finance; money and agrarian financing: the ijaradari; landed and religious gentries; production and market networks; merchants and the profile of intra-regional trade.

UNIT-IV

The coming of the East India Company: the emergence of new political equations: some regional case studies; changing notions of authority and jurisdiction; state and landed property; new revenue experiments in Bengal; the Permanent Settlement; economic intervention: monopoly trading and the spread of private trading interests; impact on indigenous capital and business; state and market; the

M.A. History (SEM-III)

Gender Studies in Modern India
25HIS- 305GD
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- Gender in modern Indian history is a critical understanding of Social reality from the Gender perspective. The crucial insight that while sex is biologically given, gender is socially constructed is the basic premise on which the paper is based. In virtually every area of social change, gender has become a category of analysis, which is to say that political, economic and development issues are thought of in terms of women's participation and their consequences for society.

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

- CO1. Students understand the historiography of gender.
- CO2. Critically analyze the women social struggle in India.
- CO3. Students understand the post-independence initiatives for women.
- CO4. Students analyze the post-colonial status of women.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Introduction: Historiography of Gender Relations; Research Methodology; different perspective of women in Ancient India; Socio-Cultural practices in Medieval India; Women in major religious traditions; structures of patriarchy.

Unit-II

Colonial Period: Impact of Social Reforms; Personal and Customary law; Impact of education; Economic position; Formation of Women's Organizations; Women's struggle and participation in the National Movement.

Unit-III

Post-Independence Initiatives: Role of the state in Empowering Women; Political Participation; Legal provisions; Development of Women's Movement; Women's struggles for rights; Peasant and Dalit Women's Movements.

Unit-IV

Post-Colonial Status: Education and change; Role of Women in Economy; Social Position; Violence against Women; Images of Women in the Media; Continuity and change.



M.A. History (SEM-III)

History of Caste and Caste Politics in Modern India

25HIS- 306GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- To trace the evolution of caste and caste politics in modern India. Further students will get to know the circumstance in which the caste politics emerge modern India.

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

- CO1. Students understand the concept of casts in India.
- CO2. Critically analyze the caste history of anti-colonial movement.
- CO3. Students understand the background of infrastructure for social inclusion.
- CO4. Students understand the process of democratization of India's polity.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Scope, concepts and method an introduction to the debates about caste; its historiography and the nature of power in society; The debate on the nature of hierarchies in society in India and the west; the caste-class conundrum; Presence of caste in the historiography of the national movement.

Unit-II

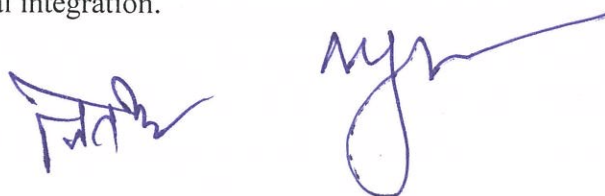
The period of the anti-colonial movements The "Indian renaissance" of the nineteenth century and the issue of caste; Manifestations of caste based exclusion; and protest against caste discrimination in the 19th and early 20th century; Efforts and inclusions based on caste during the national movement.

Unit-III

Creation of a formal infrastructure for social inclusion and its working Caste and the constitution of 1950; Antinomies in operationalising the constitutional provisions; and State sponsored social and economic welfare schemes for the upliftment of the people in a plural society; The Mandal Commission of 1979, an analysis of its recommendations; and the social and political impact on politics in modern India.

Unit-IV

The democratisation of India's polity since the 1960s Politicisation of caste in the electoral arena, 1950-1967; the rise to power of regional parties; and their caste based successes; The politics of inclusion and its impact on national integration.



M.A. History (SEM-III)

History of Indian Cinema
25HIS- 307GD
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The objective of this paper is to provide students with a firm grasp on the emergence of cinema in India. The course will taught the different aspects of cinema in modern India.

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

- CO1. Students understand the begning of cinema in India.
- CO2. Critically understand the Indian cinema during imperial rule.
- CO3. Students understand the post independent development of Indian cinema.
- CO4. Students analyze the development of regional film industries in India.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit I

Beginning of Cinema in India:

Historiography; Sources.

Theorizing Films.

Beginning-Tool, Technique and Idea in the Ist Decade of Indian Cinema.

Maker of Indian Cinema-Dada Saheb Phalke.

Unit II

Indian Cinema during Imperial Rule:

Thematic Development-Mythology, Patriotism, Romance and Violence.

British Policy on Indian Cinema-Laws, Censorship and Freedom of Expression.

Talking Film, Changing Technique and Growing Impact.

Unit-III

Post Independent Development:

The Troika of Bollywood-Dilip Kumar, Raj Kapur and Devanand.

History of Parallel Cinema-Theme, Directors, Budget, Response and Impact.

Women in Indian Cinema.

Stardom, Glamour, Industries and the Popular Psyche.

Mughal-e-Azam, Mother India, Sholay, Lagaan and Satya.

Unit-IV

Development of Regional Film Industries:

South Indian Film Industry-Malyalam, Tamil, Telgu and Kannada.

Bengal Film Industry.

Marathi Film Industry.

Other Regional Film Industries-Oriya, Assamese and Bhojpuri.

M.A. History (SEM-IV)

Social History of British India-II
25HIS- 401GD
Crdeit: 4
Core Course

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

Course Objectives: To enable the students to

- To understand the society, its composition and the role played by religion in determining the nature of a given society. The students also understand the historical background of the growth of major religious trends in modern India.

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

- CO1 : Students get basic knowledge about the rise of new classes and role of middle class in Modernization.
- CO2 : Students understand the causes and nature of Indian Cultural Renaissance Raja Ram Mohan Roy and Brahmo Samaj and Ram Krishnan Mission.
- CO3 : Students understand the Wahabi Movement and Arya Samaj Movement and Aligarh Movement.
- CO4 : Students understand the Rise and Growth of depressed class movement, untouchability, etc.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

New Class: Rise of New Classes; Role of Middle Class in Modernization. Tradition and Modernity: Concept; Process

Unit-II

Indian Cultural Renaissance: Causes and Nature; Raja Ram Mohan Roy and; Brahmo Samaj. Legacy of Cultural Renaissance; Ram Krishan Mission; Theosophical.

Unit-III

Revivalist Movements: Wahabi Movement; Arya Samaj Movement; Aligarh; Movement: Sir Syed Ahmed Khan and Aligarh Movemen; Role in Education. Impact on Indian Muslims

Unit-IV

Depressed Class Movement; Its Rise and Growth; Problem of Untouchability; Factors for its Amelioration; British Rule and Indian Society; Impact; Continuity and change

Suggested Readings :

Baird, Robert (ed.) : Religion in India, Delhi, 1981

De, Barun : Presidential Address to the Indian History Congress, Dharwad Session, 1988

M.A. History (SEM-IV)

Economic History of British India (1885-1947)
25HIS- 402GD
Credit: 4
Core Course

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

Course Objectives: To enable the students to

- The main objective of this course to enable the students to get the basic knowledge of economic activities of British India from 1858 to 1947 such land revenue, capitalism and mercantilism and other economic changes.

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

- CO1. Students understand the emergence and consolidation of Railways in India.
- CO2. Critically analyze introduction and background modern industry in India.
- CO3. Students understand the background of foreign trade.
- CO4. Students analyze the background of taxation system in India.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit I

Railways and Indian Economy Economic and political Compulsions-Effects on agrarian production and export of raw material – commercialization of Agriculture-Famines and British policy.

Unit II

Large Scale Industry Modern industry in pre-1914 phase and post 1914 phase – its nature – main industries: cotton, jute, iron and Steel-Rise of industrial labour – labour force in large scale industry.

Unit III

Foreign Trade and Balance of Payments Changing nature of external Trade-Mercantilism, industrial capital and finance Capital-Drain of Wealth and British overseas trade.

Unit-IV

The Fiscal System Shift from direct to indirect Taxation-Tariff and Excise-Monetary policies and credit system.

National Income and Population Movements of national income after 1858- 'De-Urbanization' Controversy-Population growth – Pre and Post-Census estimates.

Suggested Readings

Dutt, R C, Economic History of India: Publications Division, Govt. of India, 1968.
Desai, A.R., Social Background of Indian Nationalism, Dutt, R.P., India Today,
Ifran Habib, Indian Economy, 1858-1914, Tulika Books, 2006
Kumar, Dharma Sharma, Cambridge Economic History of India, Delhi Orient Longman

M.A. History (SEM-IV)

Political History of Independent India

25HIS- 403GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This paper aims to see examine the major political developments after independence in India. This course aims at an in depth analysis of Indian constitution and the nation building. The constitutional institutions will discuss in details in this paper.

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

- CO1. Students understand the emergence of contemporary India and the process of nation building.
- CO2. Critically analyze introduction and background of political parties.
- CO3. Students understand the post-modern polity of India.
- CO4. Students analyze the emergence modern Indian economy.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit- I

Emergence of Contemporary India: Adoption of the Constitution-salient features; Provisional Parliament, First General Elections and the Formation of Central and Provincial Governments, Structure of Democratic Institutions.

The Process of Nation-Building: Unity in Diversity and Diversity in Unity, Secularism, The Problem of Linguistic identity and the issue of official Language; The Reorganization of States; concerns for Tribal and Scheduled castes; Regionalism versus National integration; Development for Education, science and Technology; Panchayati Raj and Community Development Projects.

Foreign Policy: The Initial years.

Unit-II

Political Parties: The Congress, the Left; Communal and Regional Parties; The Naxalites. The Era of Lal Bahadur Shastri and Indira Gandhi, 1964-1977: Conflicts with Pakistan, 1965 and 1971; Origin of coalition politics and Governments; Politics in the States; Congress split 1969. The J. P. Movement and the Emergency.

The Janata Experiment and the Re-emergence of Indira Gandhi: Crisis in Janata Party; Revival of the Congress; The Punjab Crisis.

Unit -III

The Rajiv Gandhi Years: The vision of New millennium; Bofors and its Political implication; The issue of Babri Masjid and Ram Janam Bhumi.

V.P. Singh and the National Front Government; Growth of caste politics and revival of communalism.

M.A. History (SEM-IV)

Indian National Movement (1920-1947)

25HIS- 404GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This paper aims to examine the emergence of nationalism in India. Further this paper will investigate the emergence of mass movement and the role of Mahatma Gandhi. Further this paper will investigate the role of Indian National Congress and other newly emerged political parties up to 1947 in Indian freedom movement.

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

- CO1: Students get basic knowledge about the emergence of the mass movements, civil disobedience movement etc.
- CO2: Students understand the last phase of Revolutionary Movement, Indian National Congress and Socialist Movement.
- CO3: Students understand the Quit Indian Movement, Emergence of States People's Conference, Praja Mandal Movement.
- CO4: Students understand the Communalism at its Zenith. To understand the British Response Transfer of Power

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Emergence of Mass Movements: Rise of Gandhi and Non-Cooperation khilafat Movement; Swarajists-Programmes and Impact.

Civil Disobedience Movement: Aims, Social Composition and Impact; British Response -Communal Award, Round table conference; Government of India Act 1935

Unit-II

The Last Phase of Revolutionary Movement: Formation of H.R.A.-H.S.R.A.; Aims and Activities; Impact on National Movement.

Indian National Congress and Socialist Movement: Congress Socialist Party; Forward Bloc-I.N.A.

Unit-III

Quit Indian Movement: Background; Activities; Impact. **States People's Conference:** Emergence; Praja Mandal Movement in Various Indian States

Unit-IV

Communalism at its Zenith: Demand for Pakistan; Growth of Muslim League; Partition of India. **British Response-Transfer of Power;** Cripp's Mission – 1942; Cabinet Mission- 1946; Mount Batten Plan – 1947.

M.A. History (SEM-IV)

Constitutional Development in Modern India

25HIS- 405GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This course will include the process of the emergence of constitution in Modern India. This paper will also examine the various aspects of constitutional aspects and features of contemporary India.

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

CO1 : Students get basic knowledge about the constitution during East India Company rule in India.

CO2 : Students understand the modern constitution foundation in beginning of 20th century.

CO3 : Students understand the Act of 1835 and provincial autonomy.

CO4 : Students understand the Act of Independence and the emergence of modern constitution.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit I

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

Unit II

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

Unit III

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

Unit IV

Political Movements and Reform Proposals- Cripps Proposals and Indian reaction; the Wavell Plan; the Cabinet Mission; the Constituent Assembly; the Indian Independence Act; The Constitution of 1949.

Suggested Readings:

Austin, Granville, The Indian Constitution: Cornerstone of a Nation, OUP, New Delhi, 1999.

Banerjee, A.C., The Constitutional History of India, Vol.II. 1858-1919, Macmillan, Delhi, 1978.

Chakrabarty, Bidyut, Indian Constitution: Text, Context and Interpretation, Sage, New Delhi, 2017.

Chaturvedi, Archana, A Constitutional History of India, Commonwealth Publishers, New Delhi, 2006.

Coupland, R. The Constitutional Problem in India, Part I, London, 1944.

Dube, Ishita Banerjee, A History of Modern India, Cambridge University Press, New Delhi, 2015.

M.A. History (SEM-IV)

Diaspora in Colonial India
25HIS- 406GD
Credit: 4
Discipline Elective Course

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

Course Objectives: To enable the students to

- The course aims to familiarize the students to the concept of 'Diaspora' and trace the different categories of Indian Diaspora. The different stages of colonial migrations to British plantation colonies are discussed with reference to the nineteenth and twentieth centuries. The course highlights the social and economic position vis-à-vis other ethnic communities and India's policy towards her diaspora.

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

- CO1. Students evaluate diaspora its concept, origin, categories, and caste division.
- CO2. Students understand the different stages of colonial migration in a different continent.
- CO3. Critically evaluate about the migration in the 20th century in different nation.
- CO4. Students understand about the Indians policy her diaspora.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Diaspora: The concept; origin; evolution and contemporary usage; Diasporic identities and their nature; categories of Indian Diaspora; People of Indian Origin and NRIs; Regional, linguistic, religious and caste divisions.

Unit-II

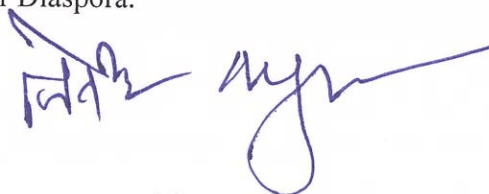
Different Stages of Colonial Migrations: Emigration to British Plantation colonies Fiji; Surinam; Guyana; Mauritius; Malaysia; Trinidad & South Africa; their economic position and social status.

Unit-III

Migrations in the 20th Century: Indian Diaspora in Western Countries (USA, UK and Canada); Migration to Canada & the USA in late 19th and 20th centuries; Migration between 1920s to 1947; Migrations of professionals to USA, Canada, Australia and other developed nations; Migrations to Gulf Countries.

Unit-IV

Indian Diaspora, Social and Economic Position: Indian Diaspora with reference to their social status (Race and Ethnicity); Economic position vis-à-vis other ethnic communities; participation and cultural activities; India's policy towards her Diaspora.



M.A. History (SEM-IV)

Peasant Movement in Modern India

25HIS- 407GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This course introduces the students to the complex issue of peasant movements in India after advent of Britishers. Different regional and mass peasant movements will be discussed in this paper.

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

CO1. Students understand about the emergence of peasant movement in India.

CO2. Students understand the Peasant socially and economically.

CO3. Students evaluate the different important peasant movements in nineteenth century India.

CO4. Students evaluate the different important peasant movements in twentieth century India.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit-I

Historiography of the Peasant Movements in India; Definition of Peasants; Class Consciousness; Family and kinship ties, Caste and Peasantry in India

Unit-II

Classification of peasants, Growth of modern landlordism - Commercialisation of agriculture & its impact on land relations.

Unit-III

Agrarian Conditions (1900-1947): Movements of prices, rent & revenue, British policies towards the landlords; Impact of First World War on Peasantry, Great Depression & Peasantry, the intensification after struggle for rent, relief & land; Peasant Movements - Champaran Satyagraha, Kheda Movement, Kisan Sabha, Moplah uprising.

Unit-IV

Peasant Movements (1928-1947): Bardoli agitation (1928), Peasant movements during the Civil Disobedience Movement (1930-1934), Formation of the first All India Kisan Sabha (1938), Peasant investment (1946-47), Telangana uprising, The National Movement and the Indian Peasantry.

Suggested Readings:

Chandra, Bipan, The Rise and Growth of Economic Nationalism, Bombay, 1976.

Chaudhury, B.B., History of Peasant Movements in British India: Some New Perspectives, Indian Historical Review, July 1983-84, New Delhi.

M.A. History (SEM-IV)

History of Health and Medicine in Colonial India

25HIS- 408GD

Credit: 4

Discipline Elective Course

Maximum Marks- 100

External Examination-70

Internal Assessment-30

Max. Time- 3 Hrs.

Course Objectives: To enable the students to

- This course examines a new theme in Indian History of health and medicine in colonial India. The emergence of modern health facilities and the related issues will be discussed in this course.

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

- CO1. Students understand the emergence of public health in British India.
- CO2. Critically analyze the dialogue between western and indigenous medicines.
- CO3. Students understand the emergence of politics in health.
- CO4. Students analyze the emergence of commercialization of health in India.

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

Unit- I

Towards Evolving a Policy of Public Health

Pre-colonial systems of preventive medicine and therapies, Early concerns about health, Potential sources of disease and epidemics and colonial medical intervention, Popular perceptions of and response to colonial medical intervention

Unit -II

Divergence and convergence

Colonial discourse on topical disease, Dialogue between western and indigenous medicines, Dialogue within indigenous systems, Resolving the issue of gender

Unit - III

Politicization of Health

Political economy of health, Public debate over health, Nationalist perspective, Political mobilization against western medicine

Unit-IV

The Ayurveda tradition

Yunani healing and its practitioners

Vaids, hakims, homoeopaths and doctors

Medical institutions: colleges, hospitals, pharmacies A visit to a healing/medical institution is part of this course.

