M.A. I[nd] Semester

Semester I	M.A. I[nd] Sem						Marks Division	
S No	Name of Course	Paper Code	Types of course	Credits	L-T-P	Internal	External	Total
1	Historiography: Concepts, Methods & Themes.	MAHIS 101	Course Core-1	4	4-0-0	30	70	100
2	Political, History of Ancient India(upto to 606A.D.)	MAHIS 102	Course Core-2	4	4-0-0	30	70	100
3	Political History of Ancient India(606A.D. to 1206A.D.).	MAHIS 103	Course Core-3	4	4-0-0	30	70	100
4	Ancient Indian Numismatics	MAHIS 104	Course Core-4	4	4-0-0	30	70	100
5	Research Project/Dissertation	MAHIS 105	PC-1	4	0-0-4	30	70	100
6	Seminar/value added course/Open elective Curse/Employability and Entrepreneurship Skill course	MAHIS 106		2	0-2-0	30	70	100
			SEM-1					
			Total Credits	22		180	420	600

M.A. IInd Sem

Semester II	M.A. IInd Sem						Marks Division	
S No	Name of Course		Types of course	Credits	L-T-P	Internal	External	Total
1	Study of Epigraphy and Paleography	MAHIS 201	Course Core-5	4	4-0-0	30	70	100
2	State Formation in medieval India	MAHIS 202	Course Core-6	4	4-0-0	30	70	100
3	Socio- Religious reform movements in India	MAHIS 203	Course Core-7	4	4-0-0	30	70	100
4	Women in Indian History	MAHIS 204	Course Core-8	4	4-0-0	30	70	100
5	Research Project/Dissertation	MAHIS 205	PC-2	4	0-0-4	30	70	100
6	Constitution, Human and Moral values	MAHIS 206	CHM	2	2-0-0	30	70	100
			Total Credits	22		180	420	600

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Note:-Summer Internship Program								
Students will go to the summer internship program after one year of completion of the program for 4-6 weeks with 4 Credit								
M.A. IIIrd Semester								
Semester III	**M.A. IIInd Sem**						Marks Division	
S No	**Name of Course**		**Types of course**	**Credits**	**L-T-P**	**Internal**	**External**	**Total**
1	Modern History of India (1707AD – 1857AD)	MAHIS 301	**Core-9**	**4**	4-0-0	**30**	**70**	**100**
2	Nationalism in India	MAHIS 302	**Core-10**	**4**	4-0-0	**30**	**70**	**100**
3	History of the Modern World(1453AD to 1947AD)	MAHIS 303	**1-Dec**	**4**	4-0-0	**30**	**70**	**100**
4	South East Asia in Transition: Reform, Resistance and Revolution in the 19th–20th Century	MAHIS 304	**2-Dec**	**4**	4-0-0	**30**	**70**	**100**
5	Research Project/Dissertation	MAHIS 305	**PC-3**	**4**	0-0-4	**30**	**70**	**100**
6	History of Education and Knowledge Systems in India.	MAHIS 306	**OEC**	**2**	2-0-0	**30**	**70**	**100**
			Total Credits	**22**	-	**180**	**420**	**600**
M.A. IVth Semester								
Semester IV	**M.A. IVthSem.**					Marks Division		
S No	**Name of Course**		**Types of course**	**Credits**	**L-T-P**	**Internal**	**External**	**Total**
1	History of Indian National Movement and Constitutional Development	MAHIS 401	**Core-11**	**4**	4-0-0	**30**	**70**	**100**
2	Modern History of India (1857AD-1950AD)	MAHIS 402	**3-Dec**	**4**	4-0-0	**30**	**70**	**100**
3	Historical application in Tourism	MAHIS 403	**EEC**	**2**	2-0-1	**30**	**70**	**100**
4	Research Project/Dissertation	MAHIS 404	**PC-2**	**12**	0-0-12	**30**	**70**	**100**
			Total Credits	**22**	-	**120**	**280**	**400**

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(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Curriculum

MASTER OF ART(2 YearsProgramme)

SUBJECT-HISTORY

(Session-2025-26)

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INTRODUCTION TO MASTER OF ART (HISTORY)

The Master of Arts in Historyis a postgraduate academic program designed to provide in-depth knowledge of historical developments from ancient to contemporary times. The program offers a comprehensive study of political, social, economic, and cultural aspects of human civilizations across different time periods and regions. It fosters a critical understanding of the past through the examination of historical sources, narratives, and interpretations.

The course aims to enhance analytical and research skills among students, encouraging them to engage with historical debates, historiographical trends, and methodological approaches. The curriculum includes core areas such as Indian History, World History, Historiography, and specialized themes like gender, environment, heritage, and regional histories.

This program not only prepares students for careers in academia, research, civil services, museums, archives, and cultural institutions but also serves as a solid foundation for further studies like Ph.D or Research in History. Emphasizing interdisciplinary perspectives, the course helps students to develop a deeper historical consciousness and a nuanced understanding of human development.

NATURE OF MASTER OF ART(HISTORY)

The Master of Arts in History is an academic and research-oriented postgraduate program that emphasizes analytical, critical, and conceptual understanding of the past. It is designed to provide students with a systematic study of historical events, institutions, ideologies, and cultural transformations across different periods and civilizations. The course relies on the interpretation of primary and secondary historical sources, encouraging students to investigate historical facts with objectivity and methodological rigor.

The program focuses on political, economic, social, and cultural developments through a critical lens, fostering logical reasoning and comparative analysis. It aims to equip students with the ability to understand continuity and change over time and space.

The nature of the course is interdisciplinary, drawing connections between history and related fields such as archaeology, sociology, anthropology, political science, literature, and cultural studies. It promotes research skills, evidence-based writing, and historical reasoning to interpret both past and present issues.

Through assignments, presentations, and independent research, students are encouraged to engage with historiographical debates and diverse perspectives. Overall, the program develops intellectual depth, academic discipline, and practical skills essential for careers in research, education, civil services, heritage management, and higher studies like Ph.D.

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LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN MASTER OF ART (HISTORY)

The **Learning Outcome-Based Curriculum Framework (LOCF)** for the Master of Arts in History has been designed to align higher education with well-defined academic outcomes, professional skills, ethical values, and employability. This framework ensures a balance between academic excellence, subject clarity, and societal relevance.

LOCF focuses on enabling students to critically understand historical complexities, interpret historical sources, and develop strong research and writing skills. It encourages analytical engagement with political, social, economic, and cultural processes over time and across regions. The curriculum connects traditional historical inquiry with contemporary concerns such as environment, gender, public history, and heritage studies, fostering a meaningful dialogue between the past and the present.

The program structure includes core courses, electives, and interdisciplinary papers, covering diverse themes from ancient, medieval, and modern Indian history to world history. Special emphasis is placed onresearch methodology, source analysis, academic writing, and practical skills such as digital archiving, oral history, museum studies, andheritage management.

Through seminars, fieldwork, projects, and dissertations, students gain competencies in independent research, critical thinking, logical argumentation, andevidence-based interpretation. The LOCF also helps build transferable skills in communication, collaboration, and data handling, preparing graduates for dynamic roles in academia, civil services, media, archives, museums, and cultural institutions.

Overall, the LOCF promotes holistic development, lifelong learning, and responsible citizenship, while strengthening historical thinking in both national and global contexts. It empowers students with a multidisciplinary, inquiry-based, and socially engaged approach to the study of history.

Objectives of LOCF in History:

•**Clear Learning Outcomes**– Establishes well-defined academic goals, ensuring alignment between curriculum content and learner expectations.

•**Comprehensive Historical Knowledge**– Provides a deep understanding of historical events, cultures, ideologies, and institutional developments at local, national, and global levels.

•**Critical and Analytical Thinking**– Encourages development of reasoning skills, evidence-based analysis, and interpretation of diverse historical sources.

•**Research Methodology and Application**– Emphasizes historical research skills including source analysis, archival exploration, and structured academic writing.

•**Ethical and Interdisciplinary Perspective**– Integrates historical learning with ethical values and cross-disciplinary insights, fostering socially responsible and contextually aware learners.

•**Professional and Career Orientation**– Supports preparation for academic, administrative, cultural, and heritage-related professions through skill-based learning and applied knowledge.

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•**Use of ICT and Innovation in History**– Promotes engagement with digital tools, e-resources, and virtual platforms for enhancing research, teaching, and learning experiences.

Learning Outcomes for Students:

Upon completion of the program, students will be able to:

•**Comprehensive Historical Understanding**– Demonstrates in-depth knowledge of historical processes, events, institutions, and ideas across temporal and spatial frameworks.

•**Advanced Critical and Analytical Thinking**– Applies critical reasoning and analytical tools to assess diverse historical perspectives and interpretations.

•**Independent Research Competence**– Designs and conducts original research using appropriate methodologies, archival materials, and historiographical analysis.

•**Scholarly Communication Skills**– Effectively articulates complex historical arguments through academic writing, oral presentations, and structured discourse.

•**Cultural, Ethical, and Civic Awareness**– Exhibits sensitivity towards cultural heritage, ethical dimensions of historical inquiry, and the responsibilities of informed citizenship.

•**Interdisciplinary and Contextual Application**– Integrates historical knowledge with insights from related disciplines, enabling broader contextual understanding and application.

•**Professional and Academic Preparedness**– Demonstrates readiness for careers in education, research, public service, cultural institutions, and further academic pursuits at doctoral levels

POSTGRADUATE ATTRIBUTES OF MASTER OF ART IN HISTORY PROGRAMME

Post graduate Attributes refer to the core qualities, skills, knowledge, and attitudes that students are expected to acquire upon successful completion of the MASTER OF ARTHistory program. These attributes prepare graduates not only for academic and professional excellence but also for responsible citizenship and lifelong learning.

Key Postgraduate Attributes:

1. **Disciplinary Expertise**-Demonstrates an advanced and comprehensive understanding of historical knowledge, including key events, historiographical debates, and methodological approaches across temporal and spatial contexts.
2. **Critical and Analytical Thinking**-Applies critical inquiry and analytical reasoning to evaluate diverse historical interpretations, sources, and narratives with objectivity and scholarly rigor.
3. **Research Proficiency**-Exhibits the ability to undertake independent and systematic research using primary and secondary sources, archival material, and appropriate historical methodologies.

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Effective Communication-Communicates historical arguments and research findings clearly and coherently through well-structured academic writing, oral presentations, and scholarly discourse.

5. **Ethical and Civic Responsibility**-Reflects ethical reasoning and civic responsibility, demonstrating awareness of cultural diversity, heritage preservation, and social justice through historical understanding.
6. **Interdisciplinary Competence**-Integrates knowledge from allied disciplines such as archaeology, sociology, political science, literature, and economics to enrich historical analysis and interpretation.
7. **Professional and Lifelong Learning Orientation**-Prepares for careers in academia, civil services, cultural heritage management, journalism, and related fields while fostering an attitude of lifelong learning and continuous intellectual engagement.

LEARNING PROFICIENCY STANDARDS FOR MASTER OF ART (HISTORY)

The Master of Arts in History is a postgraduate qualification that provides advanced understanding of historical knowledge, research skills, and critical engagement with the past. Upon successful completion of this program, a graduate will demonstrate the following key competencies:

1. **Advanced Historical Knowledge**-Possesses comprehensive understanding of historical developments across different time periods, regions, and thematic areas. Demonstrates familiarity with historiography, historical theories, and the evolution of societies, cultures, economies, and political systems.
2. **Research and Inquiry Skills**-Demonstrates the ability to undertake independent historical research using appropriate methods, primary and secondary sources, and critical analysis. Capable of formulating research questions, interpreting data, and presenting evidence-based conclusions.
3. **Analytical and Interpretative Abilities**-Applies logical reasoning and comparative analysis in evaluating historical narratives. Capable of understanding complex historical processes, contesting viewpoints, and interpreting cause-effect relationships in history.
4. **Effective Communication and Presentation**-Articulates historical knowledge clearly in academic writing and verbal communication. Prepares structured essays, reports, and research papers with proper referencing and scholarly standards.
5. **Ethical, Social, and Professional Understanding**-Exhibits awareness of ethical dimensions in historical research, respect for cultural diversity, and understanding of history's role in shaping civic responsibility, heritage preservation, and public memory.

PROGRAMMEEDUCATIONALOBJECTIVES(PEOs)

The Programme Educational Objectives (PEOs) of the MASTER OF ART in History programmeare designed to provide students with a strong academic foundation in history while preparing them for professional success, civic responsibility, and lifelong learning. These objectives reflect the broad goals that the programme seeks to achieve in the long term.

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Key Educational Objectives:

•**Attainment of Advanced Disciplinary Knowledge**– Provide in-depth understanding of historical developments, institutions, ideas, movements, and historiography from local, national, and global perspectives.

•**Development of Critical and Analytical Thinking**– Cultivate intellectual abilities for critical analysis of historical events and processes through evaluation of primary and secondary sources.

•**Acquisition of Research Methodologies and Academic Rigor**– Equip learners with research skills, methodological training, and ethical practices essential for independent scholarly inquiry and publication.

•**Integration of Interdisciplinary and Cross-Cultural Perspectives**– Promote understanding of history in dialogue with disciplines such as political science, sociology, economics, and cultural studies to enable holistic knowledge application.

•**Preparation for Professional Engagement**– Enable students to pursue careers in teaching, research, civil services, journalism, museum studies, archival management, heritage conservation, and other related fields.

•**Encouragement of Ethical Values and Civic Sensibility**– Instill respect for cultural diversity, democratic values, heritage preservation, and social responsibility through historically informed ethical engagement.

•**Commitment to Lifelong Learning and Academic Advancement**– Inspire a spirit of continuous intellectual development, adaptability, and innovation for higher education, research, and meaningful societal contribution.

PROGRAMME OUT-COMES(POs)

The **Programme Outcomes (POs)** describe the broad competencies and learning achievements that students are expected to demonstrate upon successful completion of the MASTER OF ART inHistoryprogramme. These outcomes focus on developing a well-rounded understanding of history along with essential academic and professional skills.

Key Programme Outcomes:

•**Advanced Historical Knowledge**– Demonstrates a comprehensive understanding of historical themes, events, ideologies, and institutions across temporal and spatial contexts.

•**Critical and Analytical Thinking**– Applies historical reasoning and analytical skills to evaluate sources, narratives, and interpretations with scholarly precision.

•**Research and Inquiry Skills**– Exhibits competence in designing, conducting, and presenting independent historical research using appropriate methods and ethical practices.

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•**Effective Academic Communication**– Communicates historical arguments and findings clearly and coherently through academic writing, presentations, and discussions.

•**Ethical and Cultural Sensitivity**– Reflects awareness of cultural diversity, heritage values, and ethical responsibilities in both academic and social contexts.

•**Interdisciplinary Understanding**– Integrates knowledge from related disciplines (e.g., archaeology, sociology, political science) to develop broader and more informed historical perspectives.

•**Career and Lifelong Learning Readiness**– Prepares for professional roles in education, research, civil services, museums, archives, and related fields while fostering a mindset of continuous intellectual growth.

PROGRAMMESPECIFICOUT-COMES (PSOs)

1. The **Programme Specific Outcomes (PSOs)** describe what students will be specifically able to do, understand, and apply after successfully completing the MASTER OF ART in Historyprogramme. These outcomes are tailored to the nature of the discipline and reflect the core strengths of the subject.
2. **Specialized Historical Expertise**– Acquires deep and focused knowledge in specific areas such as Ancient, Medieval, Modern, and Contemporary Indian and World History.
3. **Historiographical and Theoretical Understanding**– Develops insight into various schools of historiography, theoretical frameworks, and debates shaping historical knowledge production.
4. **Proficiency in Historical Methods**–Demonstrates the ability to apply research methodologies, archival skills, source criticism, and analytical tools relevant to the discipline of history.
5. **Thematic and Regional Competence**– Gains specialized understanding of regional histories, social movements, cultural developments, and thematic studies such as gender, caste, environment, and economy.
6. **Digital and Archival Literacy**– Utilizes digital resources, e-archives, databases, and documentation tools for historical research and dissemination.
7. **Capacity for Independent and Comparative Research**– Conducts independent inquiry with the ability to engage in cross-cultural, comparative, and interdisciplinary historical studies.
8. **Application of Historical Knowledge in Real-world Contexts**– Applies historical understanding to careers in teaching, research, museums, archives, heritage conservation, policy-making, and public history.

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PROGRAMME DURATION

Name of the Programme	Duration
MASTER OF ART (History)	2 YEARS

CAREERAVENUES

Post Graduates of the Historyprogramme gain a deep understanding of historical processes, research skills, critical thinking, and interdisciplinary insights, preparing them for a variety of academic, administrative, cultural, and creative fields.

Some promising career options include:

•**Academia and Teaching**– Opportunities as lecturers, assistant professors, school teachers (after B.Ed.), and academic tutors in colleges, universities, and coaching institutes.

•**Research and Higher Studies**– Enrollment in M.Phil./Ph.D. programmes in History, Archaeology, Heritage Studies, or related disciplines for advanced research and academic careers.

•**Civil Services and Government Jobs**– Preparation for competitive examinations such as UPSC, State PSCs, SSC, and other administrative and policy-related services.

•**Museums, Archives, and Libraries**– Roles such as museum curators, archival assistants, documentation officers, epigraphists, and librarians in cultural and historical institutions.

•**Heritage and Cultural Resource Management**– Positions in heritage conservation projects, tourism departments, UNESCO initiatives, and cultural NGOs.

•**Media, Publishing, and Content Development**– Careers in journalism, historical writing, editing, translation, scriptwriting, and content creation for print, digital, and broadcast platforms.

•**Public History and Outreach**– Engagement in public education, historical consultancy, community-based heritage projects, and documentary production.

•**International Organizations and Think Tanks**– Opportunities in cultural diplomacy, global history projects, or policy analysis in research-based institutions and NGOs.

CLASS TIMINGS

The class will be held from Monday to Friday from 9:00 A.M. To 4.00P.M.

Saturday will be activity based classes Mentor Mentee Meetings etc.

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TEACHING-LEARNING PROCESS

The **Teaching–Learning Process** in the Master of Arts (History) programme is designed to ensure learner-centric, participatory, and outcome-based education. It emphasizes critical engagement with historical content, practical skill development, and interdisciplinary perspectives through diverse academic methods.

Key Components of the Teaching–Learning Process:

1. **Lectures and Interactive Discussions**– Conceptual understanding is delivered through structured classroom lectures followed by interactive discussions to enhance critical thinking and interpretation.
2. **Seminars and Presentations**– Students regularly participate in group/individual presentations and seminars to improve analytical skills and academic communication.
3. **Use of ICT and Digital Resources**– Teaching incorporates smart classrooms, historical documentaries, digital archives, e-books, and online databases to enrich content delivery and access.
4. **Assignments and Project Work**– Continuous internal assessments, essay writing, thematic assignments, and project submissions develop research and writing proficiency.
5. **Field Visits and Museum Studies**– Heritage walks, visits to museums, archives, and archaeological sites promote experiential learning and practical exposure to historical sources.
6. **Workshops and Guest Lectures**– Scholars, historians, and field experts are invited to conduct thematic workshops and lectures, connecting theory with real-world applications.
7. **Dissertation and Independent Research**– The final semester emphasizes original research through dissertation writing under faculty supervision, ensuring academic depth and methodological application.

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PROGRAMME STRUCTURE

The Summary table of credit allocation for 2 Years Master of Arts (History) programme

TYPES OF COURSES	NUMBER OF THE PAPERS	Credits
CORE COURSE	Core Papers	44
DEC	Discipline Elective Courses	12
PC	Practicum curses	12
OEC	Open Elective course	2
EEC	Employability and Entrepreneurship Course	2
SEM	Seminar	2
INT	Internship	4
CHM	Constitution, Human and Moral values	2
RP	Research Projects/Dissertation	12
Total	9 Course	92

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M.A. I[nd]Semester

Semester I	M.A. I[nd]Sem				Marks Division		
S No	Name of Course	Types of course/Paper code	Credits	L-T-P	Internal	External	Total
1	**Historiography: Concepts, Methods & Themes.**	Course Core1 (MAHIS101)	4	4-0-0	30	70	100
2	**Political, History of Ancient India(upto to 606A.D.)**	Course Core-2 (MAHIS102)	4	4-0-0	30	70	100
3	**Political History of Ancient India(606A.D. to 1206A.D.).**	Course Core-3 (MAHIS103)	4	4-0-0	30	70	100
4	**Ancient Indian Numismatics**	Course Core-4 (MAHIS104)	4	4-0-0	30	70	100
5	**Research Project/Dissertation**	PC-1	4	0-0-4	30	70	100
6	**Seminar/value added course/Open elective Curse/Employability and Entrepreneurship Skill course**	SEM-1	2	2-0-0	30	70	100
		Total Credits	22	-	180	420	600

Semester M.A. II[nd]Sem

Semester II	M.A. II[nd]Sem				Marks Division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	**Study of Epigraphy and Paleography**	Course Core- (MAHIS201)	4	4-0-0	30	70	100
2	**State Formation in medieval India**	Course Core-6 (MAHIS202)	4	4-0-0	30	70	100

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3	**Socio- Religious reform movements in India**	Course Core-7 (MAHIS203)	**4**	4-0-0	30	70	100
4	**Women in Indian History**	Course Core-8 (MAHIS204)	**4**	4-0-0	30	70	100
5	**Research Project/Dissertation**	PC-2	**4**	0-0-4	30	70	100
6	**Constitution, Human and Moral values**	CHM	**2**	2-0-0	30	70	100
		Total Credits	22	-	180	420	600

Note:-Summer Internship Program

Students will go to the summer internship program after one year of completion of the program for 4-6 weeks with 4 Credit

M.A. III[rd]Semester

Semester III	M.A. III[nd]Sem				Marks Division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	**Modern History of India (1707AD – 1857AD)**	**Core-9** (MAHIS301)	**4**	4-0-0	**30**	**70**	**100**
2	**Nationalism in India**	**Core-10** (MAHIS302)	**4**	4-0-0	**30**	**70**	**100**
3	**History of the Modern World(1453AD to 1947AD)**	**DEC-1** (MAHIS303)	**4**	4-0-0	**30**	**70**	**100**
4	**South East Asia in Transition: Reform, Resistance and Revolution in the 19th–20th Century**	**DEC-2** (MAHIS304)	**4**	4-0-0	**30**	**70**	**100**
5	**Research Project/Dissertation**	**PC-3**	**4**	0-0-4	**30**	**70**	**100**
6	**History of Education and Knowledge Systems in India.**	**OEC**	**2**	2-0-0	**30**	**70**	**100**
		Total Credits	**22**	-	**180**	**420**	**600**

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M.A. IVth Semester

Semester IV	M.A. IVthSem.				Marks Division		
S No	Name of Course	Types of course	Credits	L-T-P	Internal	External	Total
1	History of Indian National Movement and Constitutional Development	Core-11 (MAHIS401)	4	4-0-0	30	70	100
2	Modern History of India (1857AD-1950AD)	DEC-3 (MAHIS402)	4	4-0-0	30	70	100
3	Historical application in Tourism	EEC	2	2-0-1	30	70	100
4	Research Project/Dissertation	PC-4	12	0-0-12	30	70	100
		Total Credits	22	-	120	280	400

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M.A. History 2 years Programme

Programme/Class	M.A.	Course Core-1	Subject-History	Year -1st	Semester- I
Paper Name/Paper Code-MAHIS101	Historiography: Concepts, Methods & Tools.				

Course Objectives.

CO-1: To explain the concept, scope, and evolution of historiography.

CO-2: To introduce students to primary and secondary historical sources and their analytical value.

CO-3: To familiarize learners with historical research methods such as collection, verification, and interpretation of evidence.

CO-4: To analyze major historiographical traditions including ancient, colonial, nationalist, Marxist, and Subaltern approaches.

CO-5: To develop an understanding of interdisciplinary connections between history and fields like sociology, literature, and anthropology.

Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40 (28+12)

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Introduction to Historiography-What is historiography? Why do we study historiography?Difference between history and historiography.	12
Unit- II	Sources and Methods in History-Types of sources: Primary and secondary,Written sources: Inscriptions, texts, documents,Material sources: Monuments, coins, tools, Historical methods: Collection, verification, interpretation.	14
Unit-III	Major Approaches in Historiography-Ancient and classical traditions (Greek, Roman).Explore colonial, nationalist, Marxist, and Subaltern historiography through global lenses with key texts by E.H. Carr and RomilaThapar.	12
Unit- IV	Themes in Historiography-Political and Social history: Caste, class, gender, Economic history: Agriculture, trade,Religion, art, language.	12

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Unit-V	Historiography, Interdisciplinary approaches history with sociology, literature etc.	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to define historiography and differentiate it clearly from history.
CLO-2: Students will be able to identify, classify, and evaluate primary and secondary sources of history.
CLO-3: Students will apply historical methods—collection, authentication, and interpretation—in academic research.
CLO-4: Students will critically evaluate classical, colonial, nationalist, Marxist, and Subaltern historiographical approaches.
CLO-5: Students will integrate interdisciplinary perspectives from sociology, literature, and economics into historical analysis.

Suggested Readings:-

- **Khurana, K. L.**(2017). Concepts and Methods of Historiography. LNA Books.
- **Sreedharan, E.**(2004). A Textbook of Historiography: 500 BC to AD 2000. Orient BlackSwan.
- **Srivastava, B. K.**(2020). Historiography: Concepts, Methods and Tools. SBPD Publications.
- **Mukhopadhyay, S. K.**(2009). Evolution of Historiography in Modern India, 1900–1960: A Study of the Writing of Indian History by Her Own Historians. Progressive Publishers.
- **Phadke, H. A.**(2005). Essays on Indian Historiography. Rawat Publications.
- **Bhattacharya, S.**(Ed.). (2011). Approaches to History: Essays in Indian Historiography. Primus Books.
- **Singh, G. P.**(2017). Ancient Indian Historiography: Sources and Interpretations (2nd ed.). D.K. Printworld.
- **Kumar, R.** (1993). The Cambridge Economic History of India. Cambridge University Press.
- **Sharma, R. S.** (2005). Aspects of Political Ideas and Institutions in Ancient India. MotilalBanarsidass.
- **Sastri, K. A. N.** (2002). Historical Method in Relation to Problems of South Indian History. University of Madras.
- **Sastri, K. A. N.** (2002). South Indian Influences in the Far East. University of Madras.
- **Kumar, R.** (2005). India's Ancient Past. Oxford University Press.
- Carr, E. H. (1961). What is history? London: Macmillan.
- Thapar, R. (2006). A history of India: Volume 1. London: Penguin Books.

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- Thapar, R. (2002). Early India: From the origins to AD 1300. New Delhi: Penguin Books.
- **Bose, S. C.** (1935). The Indian Struggle 1920–1942. Lawrence &Wishart.
- **Guha, R.** (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.

Programme/Class	M.A.	Course Core-2	Subject-History	Year -1st	Semester- I
Paper Name/Paper Code-MAHIS102	Political History of Ancient India (upto to 606AD)				

Course Objectives

CO-1: To familiarize students with the various literary and archaeological sources used for reconstructing ancient Indian history.

CO-2: To develop an understanding of the social, economic, and political life of the Harappan Civilization and the Vedic Age.

CO-3: To analyze the emergence of Mahajanapadas and the rise of Magadha as a major political power.

CO-4: To study the foundation, administration, economy, and decline of the Mauryan Empire with special reference to Ashoka.

CO-5: To examine the political, social, economic, and cultural developments from the post-Mauryan to the Gupta period.

Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

Total No.of Lectures- Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Literary sources: Vedas, Epics, Buddhist and Jain texts, Sangam literature, Archaeological sources: Inscriptions, Coins, Monuments	12
Unit- II	Harappan Civilization: Society and Economy,Vedic Age: Political and social institutions,Mahajanapadas and the rise of Magadha.	14
Unit-III	Chandragupta Maurya and the foundation of the Mauryan Empire Administration under Ashoka: Dhamma and policies Mauryan economy: Agriculture, trade, and taxation,Ashokan inscriptions and EdictsDecline of the Mauryas	12
Unit- IV	Shungas, Kanvas, Satavahanas, and Kushanas,Political structure and administration,Indo-Greek, Saka, and Parthian influences Social changes: Caste, guilds, and status of women	12

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Unit-V	Political expansion and administration under the Guptas,Economy: Land grants, agriculture, and trade,Society and religion: Varna system, position of women, and religious developments,Science, art, and education in Gupta Age Decline of the Gupta Empire	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to identify and evaluate literary and archaeological sources such as inscriptions, coins, and monuments.

CLO-2: Students will gain the ability to explain the societal and economic features of the Harappan and Vedic civilizations.

CLO-3: Students will be able to describe the political developments leading to the rise of Magadha and the Mauryan Empire.

CLO-4: Students will understand Mauryan administration, Ashoka's Dhamma, economic practices, and factors responsible for the decline of the Mauryas.

CLO-5: Students will be able to critically assess the administrative systems, social changes, religious developments, and cultural achievements of the post-Mauryan and Gupta periods

Suggested Readings:

- R S Sharma – India's Ancient Past – Oxford University Press
- R S Sharma – Material Culture and Social Formations in Ancient India – Macmillan India
- DDKosambi – An Introduction to the Study of Indian History – Popular Prakashan
- RomilaThapar – Early India From the Origins to AD 1300 – Penguin Books India
- A L Basham – The Wonder That Was India – Rupa Publications
- Upinder Singh – A History of Ancient and Early Medieval India – Pearson Education
- D N Jha – Ancient India in Historical Outline – Manohar Publishers
- H C Raychaudhuri – Political History of Ancient India – Oxford University Press
- K A NilakantaSastri – A History of South India – Oxford University Press
- R C Majumdar – Ancient India – MotilalBanarsidass
- R S Sharma – Sudras in Ancient India – MotilalBanarsidass
- UmaChakravarti – Gendering Caste Through a Feminist Lens – Stree Publishers

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NayanjotLahiri – The Archaeology of Indian Trade Routes – Oxford University Press

Programme/Class	M.A.	Course Core-3	Subject-History	Year -1st	Semester- I
Paper Name/Paper Code-MAHIS103	Political History of Ancient India (606A.D.-1206A.D.)				

Course Objectives.

CO-1: To introduce students to archaeological, inscriptional, literary, and foreign sources for the study of early medieval Indian history.

CO-2: To analyze the political unification, administration, religious policy, and cultural achievements under Harsha.

CO-3: To examine the Tripartite Struggle and the emergence of major regional dynasties in North and Central India.

CO-4: To understand the rise of major South Indian powers including the Chalukyas, Pallavas, and Cholas with special focus on administration and culture.

CO-5: To study social changes, land grant systems, feudalism debate, and the impact of early Turkish invasions on India.

Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

Total No.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Archaeological, inscriptional, literary, and foreign sources, Political unification under Harsha,Administration and religious policy,Cultural achievements and foreign relations,Role of Harsha in early medieval north India	12
Unit- II	The Tripartite Struggle-Rise and conflicts among Palas, Pratiharas, and Rashtrakutas, Regional Powers in North and Central India-Kalachuris, Paramaras, Chandellas, Gahadavalas Dynasties	14
Unit-III	Rise and rule of the Chalukyas (Badami and Kalyani), Pallava administration and temple culture, Conflict and diplomacy between northern and southern powers.	12
Unit- IV	Foundation and expansion of Cholapower,Administration: Central and local institutions ,Military expeditions and naval strength,Cultural and architectural achievement	12

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Unit-V	Position of women and education,Social change and continuity,Land grants: Brahmadeya, Devadana, and Agrahara, Feudalism debate in Indian context. Invasions of Mahmud of Ghazni and Muhammad Ghori.	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to identify and interpret archaeological, inscriptional, literary, and foreign sources for reconstructing early medieval history.

CLO-2: Students will acquire the ability to explain the political, administrative, religious, and cultural contributions of Harsha to North India.

CLO-3: Students will be able to analyze the Tripartite Struggle and the political role of the Palas, Pratiharas, Rashtrakutas, and other regional dynasties.

CLO-4: Students will understand the administrative systems, military strength, temple culture, and cultural achievements of the Chalukya, Pallava, and Chola dynasties.

CLO-5: Students will critically evaluate social structure, position of women, education, land grants, the debate on feudalism, and the impact of the invasions of Mahmud of Ghazni and Muhammad Ghori.

Suggested Readings:

- R S Sharma – Indian Feudalism – Macmillan India
- R S Sharma – Early Medieval Indian Society A Study in Feudalisation – Orient BlackSwan
- B D Chattopadhyaya – The Making of Early Medieval India – Oxford University Press
- RomilaThapar – Early India From the Origins to AD 1300 – Penguin Books India
- D N Jha – Early India A Concise History – Manohar Publishers
- K A NilakantaSastri – A History of South India – Oxford University Press
- K A NilakantaSastri – The Cholas – University of Madras
- Upinder Singh – A History of Ancient and Early Medieval India – Pearson Education
- Satish Chandra – History of Medieval India 800–1700 – Orient BlackSwan
- IrfanHabib – Essays in Indian History Towards a Marxist Perception – Tulika Books
- Niharranjan Ray – Maurya and Post-Maurya Art – Indian Council of Historical Research
- R C Majumdar – The History and Culture of the Indian People Vol III and IV – BharatiyaVidyaBhavan
- H C Raychaudhuri – Political History of Ancient India – Oxford University Press
- D DKosambi – An Introduction to the Study of Indian History – Popular Prakashan
- Kesavan Veluthat – The Political Structure of Early Medieval South India – Orient BlackSwan

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- RomilaThapar – From Lineage to State – Oxford University Press
- Burton Stein – Peasant State and Society in Medieval South India – Oxford University Press
- AlokaParasher-Sen – Subordinate and Marginal Groups in Early India – Oxford University Press
- Hermann Kulke and DietmarRothermund – A History of India – Routledge
- RanabirChakravarti – Trade and Traders in Early Indian Society – Manohar Publishers.

Programme/Class	M.A.	Course Core-4	Subject-History	Year -1st	Semester- I
Paper Name/Paper Code-(MAHIS104)	Ancient Indian Numismatics.				

Course Objectives

CO-1: To introduce students to the definition, scope, and importance of numismatics as a discipline of historical research.

CO-2: To explain the role of coins as reliable sources for understanding economic, political, and cultural history.

CO-3: To study the origin, characteristics, symbols, materials, and techniques of punch-marked coins and their role in early Indian trade.

CO-4: To examine the coinage of the Indo-Greeks, Kushans, and the religious iconography of Kanishka's coins.

CO-5: To analyze the nature, significance, and decline of Gupta and post-Gupta coinage in relation to economy and trade.

Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

TotalNo.of Lectures- Tutorials -Practical(inhoursper week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Definition and scope of numismatics.Importance of coins in historical research.Coins as sources of economic, political, and cultural history.	12

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Unit- II	Punch-marked Coins,Characteristics and symbols of punch-marked coins, Materials and techniques used,Role in trade and economy,	14
Unit-III	Coinage of Early Historic and Classical Periods-Indo-Greek coinage: Kushancoins:Kanishka and religious iconography	12
Unit- IV	Gupta and Post-Gupta Coinage-Gupta gold coins: design, titles, and religious motifs,Political and economic significance of Gupta coinage.	12
Unit-V	Coins of post-Gupta dynasties and decline of gold standard,trade and commerce.	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to define numismatics and explain its scope and importance in historical reconstruction.

CLO-2: Students will be able to interpret coins as sources of political authority, economic conditions, and cultural traditions.

CLO-3: Students will gain the ability to describe the features, symbols, and economic role of punch-marked coins.

CLO-4: Students will be able to analyze the Indo-Greek and Kushan coinage with special reference to Kanishka's religious imagery.

CLO-5: Students will be able to assess the political, economic, and commercial significance of Gupta and post-Gupta coinage, including the decline of the gold standard.

Suggested Readings:

- Rapson, E. J. (1908). Catalogue of Indian Coins in the British Museum: Indo-Scythic Coins. British Museum.
- Narain, A. K. (1984). The Coinage of the Gupta Empire. Numismatic Society of India.
- Wheeler, R. E. M. (1962). Coins of the Gupta Empire. Indian Museum.
- Sinha, B. P. (1992). Ancient Indian Coins. MunshiramManoharlal.
- Bopearachchi, O. (1991). Monnaiesgréco-bactrienneset indo-grecques: Catalogue raisonné. Bibliothèquenationale de France.
- Sharma, R. S. (2003). India's Ancient Past. Oxford University Press.
- Sharma, M. (1980). Ancient Indian Numismatics. D.K. Printworld.
- Bhagwat, S. (2007). Numismatics of Ancient India. National Museum.
- Mishra, S. (2015). Coins and Currency System in Ancient India. Aryan Books International.

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- Raychaudhuri, T. (1965). Political History of Ancient India. University of Calcutta.
- Basham, A. L. (1954). The Wonder That Was India. Grove Press.
- Gupta, S. (2006). Coinage of Ancient India: From the Earliest Times to the Gupta Period. Abhinav Publications.
- Dutt, R. C. (1894). Coins of Ancient India. MotilalBanarsidass.
- Singh, G. P. (2009). Ancient Indian Coins and Currency System. PrabhatPrakashan.
- Chakrabarti, D. K. (2006). The Archaeology of Ancient Indian Cities. Oxford University Press.
- Pollock, S. (2006). The Language of the Gods in the World of Men. University of California Press.
- Salomon, R. (1998). Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages. Oxford University Press.
- Cribb, J., & Glover, I. C. (2007). Coins and Power in Late Ancient India. British Museum Press.
- Sutherland, J. (1990). Ancient Coins of the Indian Subcontinent. Cambridge University Press.
- Ray, H. P. (2007). Monetary System in Ancient India. Archaeological Survey of India.
- Nayar, B. K. (1993). Numismatics and the History of Ancient India. Oriental Book Distributors.
- Mukherjee, B. N. (1985). Indian Numismatics: A Critical Study. PunthiPustak.
- Sharma, K. (1999). History and Numismatics of Ancient India. MotilalBanarsidas.

Programme/Class	M.A.	Course Core-5	Subject-History	Year -1st	Semester- II
Paper Name/Paper Code-MAHIS201	Study of Epigraphy and Palaeography				

Course Objectives

CO-1: To introduce students to the definition, scope, and importance of epigraphy and paleography in the study of history.

CO-2: To familiarize students with different types of inscriptions and writing materials used in ancient and medieval India.

CO-3: To study the origin, development, and regional variations of major ancient Indian scripts such as Brahmi, Kharoshthi, Sharada, and Kutila.

CO-4: To examine the inscriptions of Ashoka and evaluate their historical, political, and religious significance.

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CLO-5: To analyze important post-Ashokan inscriptions and their contribution to the reconstruction of Indian history.

➢ Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Introduction to Epigraphy and Paleography - Definition, scope, and importance of epigraphy and paleography in historical studies.	12
Unit- II	Types and Materials of Inscriptions -Different types of inscriptions: rock edicts, pillar inscriptions, copper plate grants, coins, temple inscriptions.Writing materials: stone, metal, palm leaf, paper etc.	14
Unit-III	Origin and development of major ancient Indian scripts: Brahmi&KharoshthiSharada, Kutila -Regional variations and their historical significance.	12
Unit- IV	Inscriptions of Ashokaand their Historical Significance- Bhabru Edict, Thirteenth Rock Edict,Seventh Pillar Edict.	12
Unit-V	Post-Ashokaninscriptions: Rudradaman`sJunagadhInscription,Dhandev`sAyodhya inscription, Mehrauli Iron Pillar Inscription	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to define epigraphy and paleography and explain their relevance in historical research.

CLO-2: Students will be able to identify various types of inscriptions and writing materials and assess their historical value.

CLO-3: Students will acquire the ability to trace the development of ancient Indian scripts and understand their regional and historical importance.

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CLO-4: Students will be able to interpret Ashokan inscriptions such as the Bhabru Edict, Thirteenth Rock Edict, and Seventh Pillar Edict.

CLO-5: Students will be able to analyze major post-Ashokan inscriptions including the Junagadh Inscription of Rudradaman, Ayodhya Inscription of Dhandev, and the Mehrauli Iron Pillar Inscription for historical reconstruction.

Suggested Readings:

- Sircar, D. C. (1965). Indian epigraphy. Delhi: MotilalBanarsidass.
- Sircar, D. C. (1996). Select inscriptions bearing on Indian history and civilization. Delhi: MotilalBanarsidass.
- Sharma, R. S. (1970). Epigraphy and Indian history. Delhi: MunshiramManoharlal Publishers.
- Pandey, R. (2008). Paleography of India. Varanasi: Chowkhamba Sanskrit Series Office.
- Salomon, R. (1998). Indian epigraphy: A guide to the study of inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan lan.guages Delhi: Oxford University Press India.
- Aggarwal, J. C. (1993). Introduction to Indian paleography. Delhi: MotilalBanarsidass.
- Goyal, S. K. (2005). Ancient Indian paleography. New Delhi: Aryan Books International.
- Majumdar, R. C. (1981). Inscriptions and their role in Indian history. Calcutta: BharatiyaVidyaBhavan.
- Thakur, D. N. (2003). Epigraphy and history. Patna: Kashi Prasad Jayaswal Research Institute.
- Dikshit, K. N. (1965). EpigraphiaIndica. Delhi: Archaeological Survey of India.
- Mitra, R. K. (1972). Studies in Indian epigraphy. Kolkata: Indian Research Institute.
- Pandey, A. N. (2010). Scripts and inscriptions of ancient India. Varanasi: Chowkhamba Sanskrit Series.
- Rajgor, P. R. (1995). Ancient Indian scripts and paleography. Ahmedabad: L.D. Institute of Indology.
- Mishra, V. N. (2014). Epigraphy and palaeography in India: Methods and applications. New Delhi: Aryan Books International.
- Reddy, K. N. (2007). Indian inscriptions: Methods and meanings. Hyderabad: University Press.
- Sharma, P. V. (2002). Indian epigraphical glossary. Delhi: MunshiramManoharlal.

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Programme/Class	M.A.	Course Core-6	Subject-History	Year -1st	Semester- II
Paper Name/Paper Code-MAHIS202	State Formation in medieval India				

Course Objectives

CO-1: To analyze the nature of the state and theories of kingship under the Delhi Sultans with special reference to the Slave rulers, Khaljis, and Tughlaqs.
CO-2: To examine the changing composition of nobility, concessions, privileges, and hereditary claims under the Delhi Sultanate, especially during the reign of Firoz Shah Tughlaq.
CO-3: To study the revenue administration, Iqta system, and economic measures introduced by Alauddin Khalji, Muhammad bin Tughlaq, and Firoz Shah Tughlaq.
CO-4: To understand the central, provincial, and local administration of the Delhi Sultanate and the relationship of the Ulema and Sufis with the state.
CO-5: To examine the Mughal theory of kingship, administrative structure, land revenue systems of Sher Shah and Akbar, Mansab and Jagir systems, and the causes of the decline of the Mughal Empire.

➢ Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Delhi sultanate-nature of State. Theory of kingship of Slave rulers, Khaljis and tughlaqs, Changing composition of Nobility under the Delhi sultans. Concessions and special Privilege to the nobility under Firoz Shah Tughlaq, Hereditary claims.	12
Unit- II	Revenue Administration of Slave rulers, Khiljis and Tughlaqs: Iqta System, economic measures of AlauddinKhalji, Muhammad Bin tughlaq and firoz Shah Tughlaq, Irdari.	14
Unit-III	Central, Provincial and Local Administration of Delhi Sultanate, relationship of Ulema and Sufis with the state, role of state for Benevolence and Development.	12
Unit- IV	Mughal Theory of Kingship, Nature of State, composition of Nobility under the Mughals, Central, Provincial and Local Administration of Mughals Religous	12

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	policies of Mughal emperors. State Formationolity and role of Religion.	
Unit-V	Land Revenue Administration under Sher Shah and Akbar, Different aspects of Mansab and Jagir system and Collapse of Mughal Empire and its Various theories	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the nature of the Delhi Sultanate state and evaluate the theories of kingship of the Slave, Khalji, and Tughlaq rulers.

CLO-2: Students will be able to analyze the changing structure of the nobility, concession systems, and hereditary privileges under the Delhi Sultans.

CLO-3: Students will acquire the ability to describe and assess the revenue administration, Iqta system, and economic reforms of the major Delhi Sultans.

CLO-4: Students will understand the working of central, provincial, and local administration and the role of Ulema and Sufis in relation to the state and society.

CLO-5: Students will be able to critically evaluate the Mughal theory of kingship, administrative institutions, religious policies, land revenue administration, Mansab and Jagir systems, and the major theories regarding the decline of the Mughal Empire.

Suggested Readings:

- Ahdul, Aziz, The Manasabdari System and he Mughal Army. Delhi. 1972.
- AfzalHussain, Nobility under Akbar and Jahangir, A Stud)' of Family Group, New Delhi. 1999.
- Ali. M. Athar, Mughal Nobility under Aurangzeb, Bombay. 1966, reprint. 1970.
- Ali. M, Ather, TheAppartus of Empire, Aligarh, 1985.
- Chandra, Satish, Essays in Medieval Indian Economic 1-listory, New Delhi. 1987.
- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by MadhuTrivedi entitled Madhyakalin Bharat Sultanate se Mugaltak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, TheRajputs and The Deccan, New Delhi 1993.

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- Chandra, Satish, Parties and Politics at the Mughal Court, 1707-1740, New Delhi 1979. Das. K. R., Raja Todarmal, Calcutta, 1925.
- The History and Culture of the Indian People – Volume V edited by R.C. Majumdar – Encyclopedic coverage, BharatiyaVidyaBhavan, 1967.
- Medieval India: Society, Culture and Religion by R.S. Sharma – Exploration of medieval social changes, Macmillan India, 2005.
- The Mughal World by Abraham Eraly – Narrative of Mughal society and governance, Penguin Books India, 2007.
- Sher Shah and His Times by IrfanHabib – Study of Sher Shah Suri's reforms, Orient Longman, 2002.
- History of Medieval India by J.N. Sarkar – Detailed medieval account, Orient Longman.
- Medieval India by Satish Chandra – Focused study on Sultanate and Mughal eras, Har-Anand Publications.

Programme/Class	**M.A.**	**Course Core-7**	**Subject-History**	**Year -1st**	**Semester-II**
Paper Name/Paper Code-MAHIS203	**Socio- Religious reform movements in India.**				

Course Objectives

CO-1: To understand the social, religious, and cultural conditions of Indian society in the 18th and 19th centuries that led to reform movements.

CO-2: To examine the nature and contributions of major Hindu reform movements such as the Brahmo Samaj, Arya Samaj, Ramakrishna Mission, and the Theosophical Society.

CO-3: To study reform movements among Muslims, Sikhs, and Parsis and their impact on social and religious life.

CO-4: To analyze the role of reformers in promoting women's rights, education, widow remarriage, and the abolition of social evils.

CO-5: To assess the movements for caste reform and Dalit upliftment and their significance in the struggle for social justice.

Credits–4	**Max.Marks:100 (70+30)**	**Min.PassingMarks:40(28+12)**
Total No.of Lectures- Tutorials –Practical(in hours per week): 4-0-0		

Unit	**Topic**	**No. of Lectures**

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Unit- I	Background and Causes of Socio-Religious Reform-Condition of Indian society in the 18th–19th centuries Social evils: sati, child marriage, untouchability, casteism etc.	12
Unit- II	Major Hindu Reform Movements-BrahmoSamaj – Raja Ram Mohan Roy:,AryaSamaj – Swami DayanandSaraswati,RamakrishnaMission– Swami Vivekananda,TheosophicalSociety– Annie Besant	14
Unit-III	Reform Movements in Other Religious Communities- Sir Syed Ahmed KhanDeobandMovementSikh reforms: Singh Sabha and AkaliMovements,Parsireform:RahnumaiMazdayasnanSabha	12
Unit- IV	Movements for Social Justice and Gender Equality-Education, widow remarriage, abolition of sati,Reformers: Ishwar Chandra Vidyasagar, PanditaRamabai, SavitribaiPhule,	12
Unit-V	Caste and Dalit upliftment:-JyotiraoPhule and SatyashodhakSamaj,Dr. B.R. Ambedkar and anti-untouchability campaigns	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the background, causes, and nature of socio-religious reform movements in modern India.

CLO-2: Students will gain the ability to describe the objectives, activities, and impact of major Hindu reform movements and their leaders.

CLO-3: Students will be able to evaluate the reform initiatives in Muslim, Sikh, and Parsi communities and their role in social transformation.

CLO-4: Students will understand the contributions of social reformers toward gender equality, women's education, and the eradication of social evils.

CLO-5: Students will be able to critically analyze the efforts for caste reform and Dalit upliftment led by Jyotirao Phule and Dr. B. R. Ambedkar and their long-term impact on Indian society.

Suggested Readings:

- Pandey, G. (1990). The Construction of Communalism in Colonial North India. Oxford University Press.
- Majumdar, R. C. (1963). History of the Freedom Movement in India. Ferma KLM.

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- Ramanujan, A. K. (Ed.). (1991). Religion and Society in South India. Oxford University Press.
- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Pan Macmillan.
- Jones, K. W. (1976). Socio-Religious Reform Movements in British India. Cambridge University Press.
- Bayly, S. (1983). Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770-1870. Cambridge University Press.
- Nanda, B. R. (1988). Mahatma Gandhi: A Biography. Oxford University Press.
- Basu, A. (2008). The Growth of Education and Political Development in India. University of Calcutta Press.
- Sarkar, S. (1973). Modern India 1885–1947. Macmillan.
- Khilnani, S. (1997). The Idea of India. Farrar, Straus and Giroux.
- Chatterjee, P. (1993). The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton University Press.
- Bose, S., & Jalal, A. (2017). Modern South Asia: History, Culture, Political Economy. Routledge.
- Jones, K. W. (1995). Religious Controversy in British India: Dialogues in South Asian Languages. SUNY Press.
- Robinson, F. (2004). The Cambridge Illustrated History of the Islamic World. Cambridge University Press.
- Thomas, N. (1993). Religion and the Rise of Nationalism. Oxford University Press.
- Dalmia, V. (2006). The Nationalization of Hindu Traditions. Oxford University Press.
- Bandyopadhyay, S. (2004). From Plassey to Partition: A History of Modern India. Orient Blackswan.
- Chakrabarty, D. (1999). Habitations of Modernity: Essays in the Wake of Subaltern Studies. University of Chicago Press.

Programme/Class	M.A.	Course Core -08	Subject-History	Year -1st	Semester- II
PaperName/Paper Code-MAHIS204	Women in Indian History.				

Course Objectives.

CO-1: To highlight the importance of studying women's history and familiarize students with various sources

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sed for its reconstruction.

CO-2: To examine the status, rights, and contributions of women in the Vedic and post-Vedic periods as reflected in religious and literary texts.

CO-3: To analyze the changing position of women during the Sultanate and Mughal periods, including women rulers and administrators.

CO-4: To study the impact of colonial rule and reform movements on women's social, educational, and legal status.

CO-5: To understand the constitutional provisions, political participation, and women's movements in post-independence India.

Credits–4	**Max.Marks**:**100 (70+30)**	**Min.PassingMarks**:**40(28+12)**

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**
Unit- I	Importance of studying women's history,Sources for reconstructing women's history: textual, archaeological, oral, visual.	12
Unit- II	Women in Vedic and post-Vedic periods,Representation in epics and religious texts,Property rights, education, and family life,Contributions to religion, arts, and philosophy	14
Unit-III	Changing status during Sultanate and Mughal periods,Social customs: sati, purdah, child marriage, widowhood, Women rulers and administrators: Razia Sultan, Chand Bibi, Rani Durgavati	12
Unit- IV	Colonial impact on traditional structures,Reform movements: sati abolition, widow remarriage, female education,Rise of women reformers and writers: PanditaRamabai,Women in the nationalist movement: Annie Besant, Sarojini Naidu, Kasturba Gandhi	12
Unit-V	Constitutional and legal reforms post-1947,Participation in politics, workforce, education,Women's movements in post-independence India	10
	Total	60

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Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the importance of women's history and identify textual, archaeological, oral, and visual sources for its reconstruction.

CLO-2: Students will gain an understanding of the social status, education, property rights, and family life of women in ancient India and their representation in religious texts.

CLO-3: Students will be able to analyze the position of women during the Sultanate and Mughal periods, including social customs and the role of women rulers.

CLO-4: Students will understand the impact of colonialism and reform movements on women's empowerment and the contributions of women reformers and nationalists.

CLO-5: Students will be able to evaluate the role of women in post-independence India with reference to constitutional reforms, political participation, education, workforce, and women's movements.

Suggested Readings:

- Bader, Clarisse. (2001) Women in Ancient India. Trubner's Oriental Series, Routledge.
- Kumar, Radha. (1993) History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1900. New Delhi: Kali for Women.
- Forbes, Geraldine. (1996)Women in Modern India, The New Cambridge History of India. Vol.4.Cambridge: Cambridge University Press.
- Sangari, Kumkum and SudeshVaid, (Ed.) (1990) Recasting Women: Essays in India Colonial History. New Jersey: Rutgers University Press.
- Offor, Evans. (2000)Women Empowerment. Snaap Press.
- Barber, Elizabeth Wayland. (1995) Women's Work: The First 20,000 Years Women, Cloth and Society in Early Times. USA: W.W. Norton.
- Asmat, Shamim and Chanda Devi (Ed.) (2012)Women Empowerment in India, Mittal Publications
- Parpart, Jane L., Shirin M. Rai, Kathleen A. Staudt Taylor and Francis. Rethinking Empowerment: Gender and Development in Global/Local World. Routledge: Warwick Studies
- Ahuja, Ram. (2002) Indian Social System. Jaipur: Ravatt Publications
- Andal,N. (2002) Women and Indian Society-Options and Constrains. USA: WW Norton and Co.
- Kumar, Premjith T.B. (2014) KeralathileSthreeShaktheekaranavum London Missionary

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Prasthanavum.(Mal.) Thiruvananthapuram: Raven Publications.39

- Gopalakrishnan, Bismi. (2013) Shakti: laws to Ensure Gender Justice. Thiruvananthapuram: University of Kerala
- Myneni S.R., (2008 2nd Ed.)Women and Law. Hyderabad: Asia Law House
- Andermahr,Sonya., Terry Lovell and Carol Wolkowitz. (2000) A Glossary of feminist Theory. NewYork: Oxford University Press
- Singh S. Kans A.K. Singh. (2004) OBC Women Status and Educational Empowerment. Lucknow:New Royal Book Co.
- Singh, U.B. Empowerment of Women in Urban Administration. New Delhi: Serials Publications

Programme/Class	M.A.	Course Core-09	Subject-History	Year -2nd	Semester- III
PaperName/Paper Code-MAHIS301	Modern History of India (1707 A.D. – 1857 A.D.)				

Course Objectives

CO-1: To examine the political, military, and administrative causes responsible for the decline of the Mughal Empire after Aurangzeb.

CO-2: To study the rise, administration, and impact of regional powers such as Awadh, Hyderabad, Bengal, and the Marathas.

CO-3: To analyze the arrival, expansion, and rivalry of European trading companies with special reference to the British East India Company.

CO-4: To understand the nature and impact of British administrative and economic policies, including land revenue systems.

CO-5: To evaluate the socio-cultural changes, popular revolts, and the significance of the Revolt of 1857 in Indian history.

Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures

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Unit- I	Decline of the Mughal Empire:-Death of Aurangzeb and weakening of central authority, Succession wars and rise of weak Mughal rulers, Decline of Mughal military and administrative structures, Impact of internal rebellions by Sikhs, Jats, Rajputs, Gradual loss of power to regional states	12
Unit- II	Rise of Regional Powers:-Emergence of powerful regional states: Awadh, Hyderabad, Bengal, Marathas, Role and administration of these states, Conflicts and alliances among regional powers, Expansion of Maratha influence, Impact on Mughal authority and Indian political landscape	14
Unit-III	Arrival and Expansion of European Companies:-Arrival of Portuguese, Dutch, French, British traders, Anglo-French rivalry and Carnatic Wars, Battles of Plassey (1757) and Buxar (1764), Establishment of Dual System of Government in Bengal, Early territorial and administrative expansion by East India Company	12
Unit- IV	British Administrative and Economic Policies:-Administrative reforms by Clive, Hastings, Cornwallis, and others, Land revenue systems: Permanent Settlement, Ryotwari, Mahalwari, Impact of British trade policies on Indian industries	12
Unit-V	Socio-Cultural Changes and Revolts:-Social reform movements led by Raja Ram Mohan Roy, Vidyasagar, others,Conditions of peasants, artisans, and landlords, Tribal and peasant uprisings: Sanyasi, Chuar, Santhal revolts, The Revolt of 1857: causes, key events, leaders, and consequences.	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the major causes and processes involved in the decline of the Mughal Empire and the weakening of central authority.

CLO-2: Students will gain the ability to analyze the emergence, administration, and mutual conflicts of regional states and their impact on Indian politics.

CLO-3: Students will be able to describe the arrival of European powers, the Anglo-French rivalry, Carnatic Wars, and the outcomes of the Battles of Plassey and Buxar.

CLO-4: Students will understand British administrative reforms, land revenue settlements, and their effects on agriculture, trade, and Indian industries.

CLO-5: Students will be able to critically assess the nature of peasant, tribal, and popular revolts and explain the causes, course, and consequences of the Revolt of 1857.

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Suggested reading-

- Satish Chandra – Medieval India: From Sultanat to the Mughals (Part II), Har-Anand Publications
- J.L. Mehta – Advanced Study in the History of Modern India (Vol. I: 1707–1813), Sterling Publishers
- J.L. Mehta – Advanced Study in the History of Modern India (Vol. II: 1813–1905), Sterling Publishers
- R.C. Majumdar – The History and Culture of the Indian People (Vol. VII: The Mughals), BharatiyaVidyaBhavan
- R.C. Majumdar – British Paramountcy and Indian Renaissance (Vol. IX), BharatiyaVidyaBhavan
- IrfanHabib – Agrarian System of Mughal India, Tulika Books
- HarbansMukhia – The Mughals of India, Cambridge University Press India
- MuzaffarAlam – The Crisis of Empire in Mughal North India, Oxford University Press India
- ShireenMoosvi – People, Taxation and Trade in Mughal India, Oxford University Press India
- Satish Chandra – Parties and Politics at the Mughal Court, Oxford University Press India
- C.A. Bayly – Indian Society and the Making of the British Empire, Cambridge University Press India
- P.J. Marshall – The Eighteenth Century in Indian History, Oxford University Press India
- SeemaAlavi – The Eighteenth Century in India, Oxford University Press India
- S.R. Sharma – The Founding of British Rule in India, Macmillan India
- Bipan Chandra – Modern India, Orient Blackswan
- Percival Spear – Twilight of the Mughals, Cambridge University Press India
- R.C. Majumdar – The Sepoy Mutiny and the Revolt of 1857, Macmillan India
- S.N. Sen – Eighteen Fifty-Seven, Publications Division, Govt. of India
- SekharBandyopadhyay – From Plassey to Partition and After, Orient Blackswan
- A.R. Desai – Social Background of Indian Nationalism, Popular Prakashan
- B.L. Grover and S. Grover – A New Look at Modern Indian History, S. Chand
- K.K. Ghai – Modern Indian History, Kalyani Publishers
- SumitSarkar – Modern India (1885–1947), Macmillan India

Programme/Class	M.A.	Course Core-10	Subject-History	Year -2nd	Semester-III

HEAD
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PaperName/Paper Code-MAHIS302	Nationalism In India

Course Objectives

CO-1: To understand the role of political organizations such as the Muslim League and Hindu Mahasabha and the impact of the Khilafat Movement on Hindu–Muslim unity.

CO-2: To examine constitutional developments including the Lucknow Pact, Montagu Declaration, and the emergence of the Swaraj Party.

CO-3: To analyze India's freedom struggle through Gandhian, revolutionary, and regional perspectives using key ideological writings.

CO-4: To study major political negotiations and movements such as the Gandhi–Irwin Pact, Round Table Conferences, Poona Pact, Cripps Mission, and Quit India Movement.

CO-5: To highlight the contribution of Subhas Chandra Bose, the INA trials, the Mountbatten Plan, and the role of women in the national struggle.

Credits–4	**Max.Marks**:100 (70+30)	**Min.PassingMarks**:40 (28+12)

Total No.of Lectures- Tutorials –Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Muslim League, Hindu Mahasabha,Khilafat Movement and its impact on Hindu-Muslim unity.	12
Unit- II	Demanded self-government within the British Empire.Lucknow Pact (1916):Agreement between Congress and Muslim League for joint political action. Montagu Declaration (1917): Promised gradual development of self-governing institutions.Swaraj party.	14
Unit-III	Explore India's freedom struggle through Gandhian, revolutionary, and regional views using writings of Gandhi, Ambedkar, Savarkar, and Congress documents.	12
Unit- IV	Gandhi-Irwin Pact and Round Table Conferences, Communal Award and Puna pact-1932.Cripps Mission and Cabinet Mission 1942 ,Quit India Movement and Subhas Chandra Bose and INA trials ,Mountbatten Plan	12
Unit-V	Role of women in national struggle: Madam Bhikajikama,Sarojini Naidu, Annie Besant, Aruna Asaf Ali, Kasturba Gandhi Women's organizations.	10
	Total	60

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Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the role of communal and nationalist organizations and assess the impact of the Khilafat Movement on Indian politics.

CLO-2: Students will gain the ability to analyze constitutional and political developments from the Lucknow Pact to the Swaraj Party.

CLO-3: Students will be able to interpret the freedom movement through Gandhian, revolutionary, and regional viewpoints based on primary political writings.

CLO-4: Students will understand the significance of the Gandhi–Irwin Pact, Round Table Conferences, Poona Pact, Cripps Mission, Quit India Movement, and INA trials.

CLO-5: Students will be able to evaluate the nature and importance of women's participation in the national movement and the functioning of women's organizations.

Suggested Readings:

- **Majumdar, R. C.** (1962). History of the Freedom Movement in India (Vol. 1). Firma K.L. Mukhopadhyay.
- **Majumdar, R. C.** (1962). History of the Freedom Movement in India (Vol. 2). Firma K.L. Mukhopadhyay.
- **Majumdar, R. C.** (1962). History of the Freedom Movement in India (Vol. 3). Firma K.L. Mukhopadhyay.
- **Majumdar, R. C.** (1962). History of the Freedom Movement in India (Vol. 4). Firma K.L. Mukhopadhyay.
- **Ghosh, S. C.** (2001). Freedom Movement in India. National Book Trust.
- **Chandra, B.** (2009). India's Struggle for Independence. Penguin Books India.
- **Guha, R.** (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.
- **Nehru, J.** (1946). The Discovery of India. Signet Press.
- **Azad, M. A. K.** (1959). India Wins Freedom. Orient BlackSwan.
- **Savarkar, V. D.** (1909). The Indian War of Independence 1857. SethaniKampani.
- **Bose, S. C.** (1935). The Indian Struggle 1920–1942. Lawrence &Wishart.
- **Chatterjee, P.** (1993). The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton University Press.
- **Tharoor, S.** (1989). The Great Indian Novel. Viking Press.
- **Khilnani, S.** (2016). Incarnations: India in Fifty Lives. Penguin Books India.
- **Chatterjee, P.** (1986). Nationalist Thought and the Colonial World: A Derivative Discourse?. Zed Books.
- **Sarkar, S.** (1983). Modern India 1885–1947. Macmillan India.
- **Sarkar, S.** (1993). The Swadeshi Movement in Bengal 1905–1908. People's Publishing House.
- **Sarkar, J.** (1989). The History of Bengal. Firma KLM.

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Rao, S. R. (1972). The Archaeology of the Deccan and the South. MunshiramManoharlal Publishers.

- **Kumar, R.** (1993). The Cambridge Economic History of India. Cambridge University Press.
- **Battacharya, B.** (2003). The Cultural Heritage of India. Ramakrishna Mission Institute of Culture.

Programme/Class	M.A.	DEC-1	Subject-History	Year -2nd	Semester- III
Paper Name/Paper Code-MAHIS303	History of the Modern World (1453A.D. to 1947A.D.)				

Course Objectives

CO-1: To introduce students to the Renaissance and Reformation movements and their impact on European society, politics, and religion.

CO-2: To analyze the Industrial Revolution and the American and French Revolutions with reference to their causes, significance, and global impact.

CO-3: To understand the role of Napoleon Bonaparte in shaping modern Europe and the process of nation-state formation in Italy and Germany.

CO-4: To examine the causes and consequences of the First World War, the Paris Peace Settlement, and the rise of new political ideologies.

CO-5: To study the causes and impact of the Second World War and to evaluate the role, achievements, and limitations of the United Nations and major world ideologies.

➢ Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

Total No.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Renaissance: Its Causes, Feature and Impact on the western nations, Reformation Movement in Europe and Role of Martin Luther, Glorious Revolution.	12
Unit- II	Industrial Revolution in 18th Century.American Revolution , French Revolution: Causes, Significance and Impact on world.Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy	16
Unit-III	Making of nation-states in Italy & Germany	10
Unit- IV	Causes leading to First world war. Paris Peace Convention and treaty of Versailles,The Bolshevik Revolution,Ideology of Nazism and Fascism.	12
Unit-V	Second World War: Causes and its Worldwide Impact	10

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	U.N.O. : Organisation, Achievements and Failure. Capitalism, Socialism, Communism, Regionalism	
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the causes, features, and impact of the Renaissance and Reformation on Western nations.

CLO-2: Students will gain the ability to analyze the Industrial, American, and French Revolutions and assess their influence on the modern world.

CLO-3: Students will be able to evaluate the reforms and foreign policy of Napoleon Bonaparte and explain the making of nation-states in Italy and Germany.

CLO-4: Students will understand the causes of the First World War, the Treaty of Versailles, the Bolshevik Revolution, and the ideology of Nazism and Fascism.

CLO-5: Students will be able to critically assess the causes and global impact of the Second World War and evaluate the role of the United Nations and the major political ideologies of Capitalism, Socialism, Communism, and Regionalism.

Suggested reading-

- L. Mukherjee – A Textbook of World History,Publisher: Surjeet Publications, approx. 2020
- Norman Lowe – Mastering Modern World History,Publisher: Bloomsbury Academic, 6th edition, April 18, 2023;
- J.B. Wells – Modern World History,Publisher: Pearson; latest edition (~2021
- ArjunDev& Indira ArjunDev – History of the World: From the Late 19th to the Early 20th Century (NCERT),Publisher: NCERT, Delhi; latest reprint 2018;
- K.L. Khurana – World History (1453–1945),Publisher: Lakshmi NarainAgarwal; 12th edition, 2022
- B.V. Rao – World History,Publisher: Prajasakti Book House; 3rd edition, 2019
- Grant &Temperley – Europe in the Nineteenth and Twentieth Centuries,Publisher: Longman; 5th edition, 2006
- H.A.L. Fisher – History of Europe,Publisher: HarperCollins; reprint edition, 2001
- E.J. Hobsbawm – The Age of Revolution / Age of Capital / Age of Empire / Age of Extremes,Publisher: Abacus editions; original publications between 1962–1994
- R.R. Palmer – A History of the Modern World,Publisher: McGraw-Hill; 11th edition, 2017

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- William Woodruff – A Concise History of the Modern World,Publisher: Thames & Hudson; 4th edition, 2014
- David Thompson – Europe Since Napoleon,Publisher: Penguin Books
- C.D.M. Ketelbey – A History of Modern Times from 1789,Publisher: Hutchinson's University Library; 1990

Programme/Class	M.A.	DEC-2	Subject-History	Year -2nd	Semester- III
Paper Name/Paper Code-MAHIS304	South-East Asia in Transition: Reform, Resistance, and Revolution in the 19th–20th Century				

Course Objectives.

CO-1: To examine the decline of the Qing Dynasty, the impact of the Opium Wars, major rebellions, reform movements, and the 1911 Revolution in China.

CO-2: To understand the Meiji Restoration and the processes of industrial, military, and political modernization in Japan.

CO-3: To analyze Japanese imperialism, the Russo-Japanese War, and Japan's growing role in World War I.

CO-4: To study European colonialism in Southeast Asia and its economic, social, religious, and educational impact on regions such as Indonesia, Burma, and the Philippines.

CO-5: To examine the effects of World War II in East Asia, including Japanese occupation, nationalist movements, post-war reconstruction, and the Chinese Civil War.

Credits–2	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 2-0-0

Unit	Topic	No. of Lectures
Unit- I	Decline of Qing Dynasty, Opium Wars, Taiping and Boxer Rebellions, reform movements, and 1911 revolution ending monarchy.	5
Unit- II	Meiji Restoration, industrial and military modernization in Japan, Russia-Japanese Wars, rise of Japanese imperialism, and Japan's role in World War I.	6
Unit-III	European colonialism in Southeast Asia, economic and social	7

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	impactIndonesia, Burma, and the Philippines, influenced by religion, and education.	
Unit- IV	Japanese occupation during World War II, Nanjing Massacre, nationalist movements' role, decline of colonial empires, and post-war reconstruction challenges	6
Unit-V	Chinese Civil War and People's Republic of China, U.S. occupation of Japan,	6
	Total	30

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the causes and consequences of the decline of the Qing Dynasty and the significance of the 1911 Chinese Revolution.

CLO-2: Students will gain an understanding of the Meiji Restoration and evaluate Japan's rapid industrial and military modernization.

CLO-3: Students will be able to analyze the rise of Japanese imperialism and its impact on Asia and global politics up to World War I.

CLO-4: Students will understand the nature and consequences of European colonial rule in Southeast Asia and its socio-economic and cultural impact.

CLO-5: Students will be able to critically assess the effects of World War II in East Asia, including Japanese occupation, nationalist struggles, the Chinese Civil War, the establishment of the People's Republic of China, and the U.S. occupation of Japan.

Suggested Readings:

- N. Jayapalan – History of China and Japan, Atlantic Publishers
- K. Rajayyan – A History of East Asia (China, Japan and Korea), Ratna Publications
- S. Natarajan – History of Southeast Asia, Lakshmi NarainAgarwal
- V. Raghavan – Modern Asia: History and Development, Prestige Books
- M. Rajan – The Far East: A Modern History of China and Japan, Sterling Publishers
- R.C. Majumdar – History of the Far East in Modern Times, Surjeet Publications
- B.V. Rao – History of Asia (From 1800 to the Present Day), Sterling Publishers
- R.S. Sharma – International Relations and Foreign Policy of Major Powers, Surjeet Publications
- B.P. Chandra – Modern World History, Vikas Publishing House
- A.K. Majumdar – World History: Modern Times, Lakshmi NarainAgarwal

Krishna Murthy – History of Modern East Asia, Wisdom Press

- S.R. Bakshi – Studies in Modern Asia, Anmol Publications
- S.K. Saraswati – Cultural Contacts between India and Southeast Asia, MunshiramManoharlal Publishers
- N. Subrahmanian – International Relations Since 1919, Ennes Publications
- L.N. Rangarajan – East and Southeast Asia: A Political History, National Book Trust
- D.P. Singhal – India and World Civilization, University of Michigan Press (Indian edition available)
- K.M. Panikkar – Asia and Western Dominance, BharatiyaVidyaBhavan
- P.K. Mishra – History of Modern World, Aakar Books
- S.B. Rao – Modern Asia and the World, Neelkamal Publications
- Uma Chakravarti – Gendering Caste and Colonialism in Asia, Stree (Kolkata)
- Sugata Bose – Modern South and Southeast Asia: Beyond Borders, Oxford University Press India
- MushirulHasan – Nationalism and Communal Politics in Asia, Oxford University Press India
- ParshotamMehra – India and Southeast Asia: A Historical Survey, Vikas Publishing House
- AnirudhDeshpande – The First World War and Asia, Primus Books

Programme/Class	M.A.	OEC	Subject-History	Year -2nd	Semester- III
Paper Name-	History of Education and Knowledge Systems in India				

Course Objectives.

CO-1: To introduce students to indigenous knowledge systems and the nature of education in the Vedic and post-Vedic periods.

CO-2: To study medieval knowledge traditions with special reference to Islamic education through madrasas and maktabs.

CO-3: To examine the impact of colonial rule on Indian education, including Western education, missionary activities, and major educational policies.

CO-4: To analyze the relationship between education, gender, identity, and social reform with reference to Nai Talim and Shantiniketan.

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O-5: To familiarize students with post-independence educational institutions, policies, and contemporary trends in Indian education.

Credits–2	**Max.Marks:100 (70+30)**	**Min.PassingMarks:40(28+12)**

TotalNo.of Lectures- Tutorials -Practical(in hours per week): 2-0-0

Unit	Topic	No. of Lectures
Unit- I	Indigenous Knowledge and Education in Ancient India,Vedic and Post-Vedic educational system.	8
Unit- II	Medieval Knowledge Traditions and Educational Institutions,Islamic education: Madrasas and Maktabs,	4
Unit-III	Colonial Impact and Educational Reforms,Introduction of Western education and English language,Role of missionaries and Charter Act of 1813,Macaulay's Minute (1835), Wood's Despatch (1854	5
Unit- IV	Education and gender reform: women's access to knowledge,Gandhian NaiTalim and Tagore's Shantiniketan ,Education and identity: caste, region, and language	5
Unit-V	Role of the University Grants Commission (UGC)Right to Education Act (RTE-2009)National Education Policy 2020: Key features and reformsContemporary trends: Digital learning, MOOCs, SWAYAM platform	8
	Total	30

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the features of indigenous, Vedic, and post-Vedic educational systems in ancient India.

CLO-2: Students will understand the nature of medieval Islamic education and the functioning of madrasas and maktabs.

CLO-3: Students will be able to analyze the impact of Western education, missionary activities, the Charter Act of 1813, Macaulay's Minute, and Wood's Despatch on Indian education.

CLO-4: Students will gain the ability to evaluate the role of education in gender reform, social identity, and alternative models like Nai Talim and Tagore's Shantiniketan.

CLO-5: Students will be able to assess the role of the UGC, the Right to Education Act (2009), National Education Policy 2020, and the growth of digital learning platforms such as MOOCs and SWAYAM.

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Suggested Readings:

- Altekar AS – Education in Ancient India, Nand Kishore & Bros, Varanasi, 1944
- Mookerji RK – Ancient Indian Education Brahmanical and Buddhist, MotilalBanarsidass Publishers, 1960
- BasuAparna – The Growth of Education and Political Development in India 1898–1920, Oxford University Press, 1974
- Nurullah S and Naik JP – A History of Education in India During the British Period, Macmillan, 1951
- Aggarwal JC – Landmarks in the History of Modern Indian Education, Vikas Publishing House, 2010
- Sharma RN – History of Education in India, Atlantic Publishers, 2000
- Pathak RP – Philosophical and Sociological Principles of Education, Pearson Education, 2012
- Kumar Krishna – Political Agenda of Education A Study of Colonialist and Nationalist Ideas, Sage Publications, 2005
- Mukherjee SN – Education in India Today and Tomorrow, Acharya Book Depot, 1972
- Bhattacharya Sabyasachi – Education and the Disprivileged Nineteenth and Twentieth Century India, Orient Blackswan, 2002
- PattnaikJyotsna (Ed) – Early Childhood Education in India History Trends Issues and Achievements, Springer, 2022
- Naik JP – The Education Commission and After, Allied Publishers, 1982
- Jayapalan N – History of Education in India, Atlantic Publishers, 2005
- ChatterjeePartha – The Nation and Its Fragments Colonial and Postcolonial Histories, Oxford University Press, 1993
- RainaVinod and Fernandes Walter (Eds) – Basic Education Contours of Change, Sage Publications, 1993
- Goel DR – National Education Policy 2020 Vision for New India, Shipra Publications, 2021
- Singh YK – National Education Policy 2020 Principles and Perspectives, APH Publishing Corporation, 2021
- Kumar Krishna – Education in India Policy Planning and Practice, Aakar Books, 2021

Programme/Class	M.A.	COURSE CORE 11	Subject-History	Year -2nd	Semester- IV
Paper Name/Paper Code-MAHIS401	History of Indian National Movement and Constitutional Development				

Course Objectives

CO-1: To trace the constitutional evolution of India during the Company's Rule through the Regulating Act of 1773 and Pitt's Act of 1784.

CO-2: To examine the impact of the Revolt of 1857 and the constitutional changes introduced by the

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overnment of India Act, 1858, and the Indian Councils Act, 1861.

CO-3: To analyze the growth of nationalism through the formation of the INC, the Moderate and Extremist phases, and the Councils Acts of 1892 and 1909.

CO-4: To study the Home Rule Movement, the entry of Mahatma Gandhi into Indian politics, and the provisions of the Government of India Acts of 1919 and 1935.

CO-5: To understand the developments leading to independence including the August Offer, Cripps Mission, Wavell Plan, Cabinet Mission, Mountbatten Plan, and the Indian Independence Act of 1947.

Credits–4	**Max.Marks:100 (70+30)**	**Min.PassingMarks:40(28+12)**

TotalNo.of Lectures- Tutorials –Practical(in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**
Unit- I	Constitutional development of India during Company's Rule: Regulating Act of 1773, Pitts Act of 1784.	12
Unit- II	1857 & First War of India's Independence; Government of India Act of 1858; Indian Council Act of 1861	14
Unit-III	Establishment of INC; the Moderate Phase; the Indian Council Act of 1892; Establishment of Muslim League; The Extremist Phase; the Indian council Act of 1909	12
Unit- IV	Home Rule League; Advent of Mahatma Gandhi; Government of India Act of 1919; Government of India Act of 1935	12
Unit-V	August offer, Cripps Mission; Wavell's Plan; Cabinet Mission Plan; Attlee's Declaration; Mountbatten's Plan & Partition; The Indian Independence Act of 1947.	10
	Total	60

- **Course Learning Outcomes (CLOs)**

CLO-1: Students will be able to explain the early constitutional framework introduced during Company rule through the Regulating Act and Pitt's Act.

CLO-2: Students will gain the ability to assess the constitutional significance of the Revolt of 1857 and the administrative changes after 1858.

CLO-3: Students will be able to analyze the role of the INC, the Moderate–Extremist phases, and the constitutional reforms of 1892 and 1909.

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CLO-4: Students will understand the impact of the Home Rule Movement, Gandhian leadership, and the constitutional reforms of 1919 and 1935.

CLO-5: Students will be able to critically evaluate the constitutional process leading to the partition of India and the enactment of the Indian Independence Act, 1947.

Suggested Readings:

- Chandra, B., Mukherjee, M., Mukherjee, A., Mahajan, S., &Panikkar, K. N. (1987). India's Struggle for Independence. Penguin Random House.
- Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. HarperCollins.
- Guha, R. (2018). Gandhi: The Years That Changed the World, 1914–1948. Penguin Allen Lane.
- Bose, S. C. (1935). The Indian Struggle 1920–1942. Lawrence &Wishart.
- Bhatnagar, M., &Agarwal, R. C. (1994). Constitutional Development and National Movement of India. S. Chand Publishing.
- Chandra, B. (2000). Modern India 1885–1947. Orient Longman.
- Sarkar, S. (1983). Modern India 1885–1947. Macmillan India.
- Sarkar, S. (1993). The Swadeshi Movement in Bengal 1905–1908. People's Publishing House.
- Sarkar, J. (1989). The History of Bengal. Firma KLM.
- Rao, S. R. (1972). The Archaeology of the Deccan and the South. MunshiramManoharlal Publishers.
- Khilnani, S. (1997). The Idea of India. Farrar, Straus & Giroux.
- Das, G. (2000). India Unbound: From Independence to Global Information Age. Penguin Books India.
- Dutt, R. C. (1906). The Economic History of India in the Victorian Age. Longmans, Green and Co.
- Nehru, J. (1946). The Discovery of India. Signet Press.
- Azad, M. A. K. (1959). India Wins Freedom. Orient BlackSwan.
- Savarkar, V. D. (1909). The Indian War of Independence 1857. SethaniKampani.
- Chatterjee, P. (1993). The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton University Press.
- Tharoor, S. (1989). The Great Indian Novel. Viking Press.
- Khilnani, S. (2016). Incarnations: India in Fifty Lives. Penguin Books India.
- Chatterjee, P. (1986). Nationalist Thought and the Colonial World: A Derivative Discourse?. Zed Books.

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Programme/Class	M.A.	DEC-3	Subject -History	Year -2nd	Semester- IV
Paper Name-	Modern History of India (1857AD-1950AD)				

Course Objectives

CO-1: To understand the establishment of British Crown rule after 1858 and the administrative, social, and economic changes that followed.

CO-2: To analyze the rise of Indian nationalism with the formation of the Indian National Congress and the role of moderate leaders.

CO-3: To examine the growth of the extremist and revolutionary movements and their contribution to the freedom struggle.

CO-4: To study the Gandhian era and the transformation of the national movement into a mass movement.

CO-5: To assess the developments leading to independence, partition, and the end of British rule in India.

➢ Credits–4	Max.Marks:100 (70+30)	Min.PassingMarks:40(28+12)

Total No.of Lectures- Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit- I	Establishment of British Rule (1858–1870):-End of East India Company's rule and beginning of direct British Crown rule. Administrative reorganization and policies.Impact of the 1857 Sepoy Mutiny on British policies.Social and economic conditions and initial reform efforts.	12
Unit- II	Rise of Indian Nationalism (1885–1905):- Formation of the Indian National Congress. Moderate phase of the nationalist movement.Social, economic, and political foundations. Contributions of key leaders like DadabhaiNaoroji, Gopal Krishna Gokhale, and BalGangadharTilak. Impact of the Partition of Bengal	14
Unit-III	Revolutionary Movement and Extremist Phase (1905–1919):-Growth of extremist leaders and revolutionary activities. Role of BalGangadharTilak, Bipin Chandra Pal, and LalaLajpatRai.Impact of World War I. Home Rule Movement.	12

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Unit- IV	Gandhian Era and Mass Movements (1919–1939):-Mahatma Gandhi's return to India and the principle of non-violence. JallianwalaBaghmassacre.Non-Cooperation and Civil Disobedience Movements.Increasing participation of peasants, workers, and women	12
Unit-V	Towards Independence and Partition (1939–1947):-Quit India Movement. Impact of World War II. Role of Subhas Chandra Bose and the Indian National Army. Rise of communalism and demand for Pakistan.Indian Independence Act and the Partition of India.	10
	Total	60

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to explain the impact of the 1857 Revolt and the nature of British administrative reorganization after 1858.

CLO-2: Students will gain the ability to analyze the growth of early nationalism, the role of the Indian National Congress, and the impact of the Partition of Bengal.

CLO-3: Students will be able to evaluate the contribution of extremist leaders, revolutionary activities, and the Home Rule Movement.

CLO-4: Students will understand the significance of Gandhian ideology and major mass movements such as Non-Cooperation and Civil Disobedience.

CLO-5: Students will be able to critically assess the role of World War II, the INA, communal politics, and the processes leading to Independence and Partition.

Suggested Readings:

- Bipan Chandra – India's Struggle for Independence, Penguin Books
- Bipan Chandra – Rise and Growth of Economic Nationalism in India, Har-Anand Publications
- Bipan Chandra – Nationalism and Colonialism in Modern India, Orient Blackswan
- SumitSarkar – Modern India (1885–1947), Macmillan India
- SekharBandyopadhyay – From Plassey to Partition and After, Orient Blackswan
- A.R. Desai – Social Background of Indian Nationalism, Popular Prakashan
- R.C. Majumdar – History of the Freedom Movement in India (3 Vols), Firma KLM
- R.C. Majumdar – The Sepoy Mutiny and the Revolt of 1857, Macmillan India
- S.N. Sen – Eighteen Fifty-Seven, Publications Division, Government of India
- SumitSarkar – The Swadeshi Movement in Bengal, Permanent Black

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Judith M. Brown – Gandhi's Rise to Power, Oxford University Press India
- Anil Seal – Emergence of Indian Nationalism, Cambridge University Press India
- PattabhiSitaramayya – History of the Indian National Congress, Congress Publications
- Tara Chand – History of the Freedom Movement in India, Ministry of Information & Broadcasting
- A. B. Rajput – Indian National Movement and Independence, S. Chand
- B.L. Grover and S. Grover – A New Look at Modern Indian History, S. Chand
- K.K. Ghai – Indian National Movement, Kalyani Publishers
- Krishna Kumar – Revolutionaries in India, PustakMahal
- K.C. Yadav – Modern Indian Political Thought, National Book Trust
- R. Satyanarayana – Gandhian Era and National Movement, Lakshmi NarainAgarwal
- H.M. Hyndman – The Bankruptcy of India, Aakar Books
- M.K. Gandhi – Hind Swaraj, Navajivan Publishing House
- Ayesha Jalal – The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan, Cambridge University Press India
- P.M. Chopra – Quit India Movement, Criterion Publications

Programme/Class	M.A.	EEC	Subject-History	Year -2nd	Semester- IV
Paper Name-	Historical application in tourism				

Course Objectives

CO-1: To introduce students to the definition, scope, and significance of historical and heritage tourism and its relationship with history and culture.

CO-2: To familiarize students with different types of historical tourism such as cultural, heritage, and archaeological tourism.

CO-3: To study the classification, characteristics, and historical importance of various historical sites with special reference to Meerut.

CO-4: To analyze the economic, social, cultural, and environmental impacts of tourism on historical and heritage sites.

CO-5: To understand the principles of guiding, types of tourist guides, and strategies for marketing and promoting historical tourism along with future challenges and opportunities.

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Credits–2	Max.Marks:100 (70+30)	Min.Passing Marks:40 (28+12)

Total No.of Lectures-Tutorials -Practical(in hours per week): 2-0-0

Unit	Topic	No. of Lectures
Unit- I	Definition and scope of historical and heritage tourism. Relationship between history, culture, and tourism.	6
Unit- II	Types of historical tourism: cultural tourism, heritage tourism, archaeological tourism.Significance of history in tourism development	5
Unit-III	Classification and characteristics of historical sites .Historical sites with special reference to Meeruthistorical events.	5
Unit- IV	Economic, social, and environmental impacts of tourism on historical sites-Folk cultures, Arts ,Festivals and religions.	7
Unit-V	Principle of guiding and Types of guides.Marketing and promotion strategies for historical tourism,Future challenges and opportunities in historical tourism	7
	Total	30

Course Learning Outcomes (CLOs)

CLO-1: Students will be able to define historical and heritage tourism and explain its scope and relationship with history and culture.

CLO-2: Students will gain the ability to identify and differentiate between various types of historical tourism and evaluate their role in tourism development.

CLO-3: Students will be able to classify historical sites and explain their features with special reference to historical events of Meerut.

CLO-4: Students will understand the economic, social, environmental, and cultural impacts of tourism on historical sites, including folk culture, arts, festivals, and religion.

CLO-5: Students will be able to apply the principles of tourist guiding, analyze marketing strategies, and assess future challenges and opportunities in historical tourism.

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CLO-5: Students will be able to apply the principles of tourist guiding, analyze marketing strategies, and assess future challenges and opportunities in historical tourism.

Suggested Readings:

- **Gupta, S. P., Lal, K., & Bhattacharyya, M.** (2017). *Cultural Tourism in India*. MotilalBanarsidass Publishers.
- **Jacob, R., Mahadevan, P., & Joseph, S.** (2012). *Tourism Products of India: A National Perspective*. Abhijeet Publications.
- **Chanchani, N.** (2019). *Mountain Temples and Temple Mountains: Architecture, Religion, and Nature in the Central Himalayas*. University of Washington Press.
- **Chand, S.** (2023). *Historical Cultural Tourism in India and North East India*. NE Books.
- **Nivedita, S.** (1915). *Footfalls of Indian History*. Green and Co.
- **Aitken, B.**(2004). *Seven Sacred Rivers*. HarperCollins India.
- **Gupta, S. P.** (2002). *The Roots of Indian Art*. MotilalBanarsidass Publishers.
- **Bhattacharyya, M.** (2002). *Bidri Collection in the National Museum, New Delhi*. National Museum, New Delhi.
- **Sarkar, J.** (1984). *A History of Jaipur, c. 1503–1938*. Firma KLM.
- **Sarkar, J.** (1960). *Military History of India*. Firma KLM.

M.A. Syllabus Developed by:

Sr.N.	Name	Designation	Department	College/ University
1.	Dr. Sudhir Tyagi	Professor& (Dean)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
2.	Dr. Krishnakant Sharma	Professor &(HOD) External Expert	Department of History	Chaudhary Charan Singh University
3.	Dr. Manoj Kumar Tripathi	Associate Professor & (HOD)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
4.	Dr.Durvesh Kumar	Assistant Professor (Internal Eepert)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
5.	Dr. Ajay Kumar Verma	Assistant Professor (Internal Eepert)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University
6.	Mr. Kapil Kumar	Assistant Professor (Internal Eepert)	Faculty of Arts and Social Sciences	Swami Vivekanand Subharti University

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