

NEP and Learning Outcome-Based Curriculum Framework (LOCF)

For

Post Graduate Program

Master of Arts History

(To be effective from the Academic Session 2026-27)



Department of History

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

Department of History**Scheme PG A1: M.A. History (Course work Only)****Semester-1**

Course Code	Course Title	Course ID	L	T	P	L		T	P	Total Credits	MARKS				
			(Hrs)				Credits				TI	TE	PI	PE	Total
	Core Course(s)														
CC-A01	Social Formations and Cultural Patterns of the Ancient World		3	1	0	3		1	0	4	30	70	-	-	100
CC-A02	History of India (From The Earliest Times Up to c. 400 BCE)		3	1	0	3		1	0	4	30	70	-	-	100
CC-A03	History of Modern Europe (c. 1789 CE-1871CE)		3	1	0	3		1	0	4	30	70	-	-	100
	Discipline Specific Elective Courses														
DSE-01	Rise of Modern West		2	1	0	2		1	0	3	25	50	-	-	75
	Multidisciplinary Course(s)														
MDC-01	History and Culture of Haryana		2	1	0	2		1	0	3	25	50	-	-	75
	Ability Enhancement Course(s)														
AEC-01	An Introduction to Indian Art		1	1	0	1		1	0	2	15	35	-	-	50
	Value-added Course(s)														
VAC-01	Understanding Popular Culture		1	1	0	1		1	0	2	15	35	-	-	50
Total Credits										22					550

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A04	Social Formations and Cultural Patterns of the Medieval World		3	1	0	3	1	0	4	30	70	-	-	100
CC-A05	History of India (From c.400 BCE to 400 CE)		3	1	0	3	1	0	4	30	70	-	-	100
CC-A06	History of Modern Europe (1871 CE-1945 CE)		3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-02	Historiography and Historical Methods		2	1	0	2	1	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-02	Historical Applications of Tourism		2	1	0	2	1	0	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-02	Ethics in History		2	1	0	2	1	0	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-01	Introduction to Archaeology		2	1	0	2	1	0	2	15	35	-	-	50
Total Credits									22					550

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)			Credits				TI	TE	PI	PE	Total	
Core Course(s)															
CC-A07	History of India (from c. 400 CE to 1200 CE)		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A08	Economic History of India (1757 CE-1947 CE)		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A09	Freedom Movement in India (1757 CE – 1947 CE)		3	1	0	3	1	0	4	30	70	-	-	100	
Discipline Specific Elective Courses															
DSE-03	History of Science and Technology from Earliest times to Pre- Colonial times		2	1	0	2	1	0	3	25	50	-	-	75	
Multidisciplinary Course(s)															
MDC-03	Environmental History of India		2	1	0	2	1	0	3	25	50	-	-	75	
Skill Enhancement Course(s)															
SEC-02	Archives and Museums		1	1	0	1	1	0	2	15	35	-	-	50	
Value-added Course(s)															
VAC-02	Understanding Heritage		1	1	0	1	1	0	2	15	35	-	-	50	
Seminar															
Seminar			0	0	4	0	0	2	2	15	35	-	-	50	
Internship/Field Activity#															
			0	0	8	0	0	4	4	30	70	-	-	100	
Total Credits									28					700	

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2-year PG Programme without taking exit option.

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A10	History of India (1206 CE -1707 CE)		3	1	0	3	1	0	4	30	70	-	-	100
CC-A11	Contemporary History of India (1947 CE -2000 CE)		3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-04	Issues in Contemporary World		2	1	0	2	1	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-04	Women in Indian History		2	1	0	2	1	0	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-03	Art and Science in History Writing		1	1	0	1	1	0	2	15	35	-	-	50
Community Engagement/Field Work/Survey/Seminar														
Seminar			0	0	12	0	0	6	6	50	100	-	-	150
Total Credits									22					550

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

GURUGRAM UNIVERSITY, GURUGRAM

SYLLABUS FOR MASTERS PROGRAM IN HISTORY AS PER NEP 2020

Introduction:-

History syllabus of M.A. is developed to enhance knowledge of the major historical events in India as well as the world with an in depth understanding of the interplay of the social, economic, political and cultural factors. It is designed to enhance the capacity of students to understand universal and domain-specific values in History. The major highlight is on emerging areas such as social and economic history, cultural heritage, and Indian knowledge systems in order to promote multi-disciplinary studies. This Post Graduate program highlights on developing abilities to discuss, debate, compare, contrast, and comprehend history in an objective way. The syllabus aims at developing skills amongst the students with the view of generating employability. It will enhance capacity building in sectors such as tourism, archaeology, archives and museums as well as create expertise in specific areas of historical knowledge apart from sensitizing students by offering courses on the history, art, traditions and crafts of marginalized groups

The two - year M.A. in History will comprise 4 Semesters. The curriculum will consist of 11 core papers of 4 credits, 4 Discipline Specific Courses of 3 credits, 4 Multi-Disciplinary courses each carrying 4 credits, 3 Ability Enhancement Compulsory Courses (AEC) each carrying 2 credits, 2 Skill Enhancement Courses (SEC) each carrying 2 credits and 2 Value Added Courses (VAC) each carrying 2 credits. There will be one Summer Internship of 4 credits in the 3rd semester and Community Engagement/Field Work/Survey/Seminar of 6 credits in the 4th Semester.

PROGRAM OUTCOMES(POs)

After doing Masters in History from the Gurugram University, Gurugram the students will be able to demonstrate comprehensive knowledge of scholarly research and conceptual clarity on topics relating to the discipline. This will further establish a platform from which the student can pursue research oriented studies in History. In addition to the skills specific to the discipline, the broader life skills of constructive debates, argumentation , deconstructing old paradigms with facts and approach based communication of historical data , ability to interpret historical settings with correlation of inter disciplinary approaches by studying human beings in their social context, in all its complexity that will ultimately



enable learners to grasp the causative factors of challenging socio-economic and political issues of contemporary times through their historical roots and to inspire them to lead productive and meaningful lives. It will help students develop critical thinking and analytical skills necessary for researching, analyzing, and interpreting historical data by employing theoretical approaches and methodologies used in historical research. It will also prepare students for a wide range of career opportunities, including teaching, research, journalism, civil services, and cultural tourism.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

- The courses of the department of History are designed with an aim to impart knowledge and skills in Ancient, Medieval and Modern Indian History, world history, contemporary history with emphasis on political, social, economic, religious, cultural developments, policies and changes.
- The ancient history courses encouraged the study on sources for the study, evolution of social structures, economy, civilizations, religious traditions, cultural developments, political processes as well as historical geography and chronology.
- Emphasis is also given to the study of Medieval history and culture with a focus on transition in Indian history from ancient to medieval and medieval to colonial period, through a reconstruction of structural continuities, regional polities, social and economic developments, as well as changes in the spheres of economic development, religion, culture and languages.
- The courses of historiography and historical methods intended to familiarize the students with approaches to historical studies with a focus on prominent historians and on the development of historical writing in modern India.
- The courses of contemporary history of India and world help the students to understand global relations and perspectives.
- The Tourism, skill development and science and technology courses can equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry.
- The curriculum makes it possible for students to have comprehensive knowledge in History so as to enable them to clear competitive exams like UPSC, UGC NET, SET and take up teaching and research careers with confidence.



Semester-I

CC-A01	Social Formations and Cultural Patterns of the Ancient World
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Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Examination Time: 3 hrs

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Trace the evolution of humans through numerous phases and understand their relationships with the landscapes, to resources and to social groups.

CO2: Understand the significance of early food production and the beginning of social complexity and appreciate the changes in the transitional phase.

CO3: Analyse the process of state formation and urbanism in the early Bronze Age Civilizations of Mesopotamia and the Egypt.

CO4: Understand the growth and development of civilizations in India and China vis a vis its origins, economic and political structures and cultural factors.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

Unit-I: Evolution of humankind and Hunting-Gathering cultures

- a. Comprehending prehistory and history: issues and interpretative frameworks
- b. Environmental and biological context of human evolution
- c. Features of Paleolithic cultures, Social and cultural adaptations; development of tools and lithic technologies; changes in the hunting gathering economy; social organization; art and graves.

Unit-II: Understanding the Mesolithic and Neolithic cultures

- a. Mesolithic as a transitional stage in prehistory, and its general Features.
- b. Features of the Neolithic, nature and size of settlements; tool-kits, artefacts and pottery; family and household.

Unit-III: The Bronze Age Civilizations:

Mesopotamia (Sumerian and Akkadian Period)/ Egypt(Old Period)



Ecological context, Kingship and state, social pattern and economy, Art, Religion and culture.

Unit IV: The Bronze Age Civilizations:

Harappan Civilization/ China(Shang Dynasty): Origin, authors and extent, Trade, Economy, political structure, Social and Religious Life, decline and legacy.

Essential Readings:

- Allchin, B&R The Rise of Civilization in India and Pakistan, Cambridge University Press, Cambridge, 1988
- Beers Burton F. World History: Patterns of Civilization, Prentice Hall, New Jersey, 1993.
- Child, V.G. What Happened in History, Penguin Books, 1964.
- Goyal, Shriram Vishva ki Prachin Sabhyatayen, Vishvavidyalaya Prakashan Varanasi, 1994.
- Kramer, S.N. The Sumerians, University Press Chicago, 1963.
- Pathak, S.M. Vishva ki Prachin Sabhyataon ka Itihas. Bihar Hindi Granth Academy, Patna, 1986. Possehi, G.L. (ed.) Harappan Civilization: A Contemporary Perspective, American Institute of Indian Studies, New Delhi. 1982.
- Ray, Uday Narayain, Vishva Sabhyata Ka Itihas, Lok Bharti, Allahabad, 1982.
- Silverman, David, R. Ancient, Egypt Oxford University Press, Oxford, 1997.
- Singh, Purushottam, The Neolithic Origins, Agam Kala Prakashan, Delhi, 1997.
- Spievoegi, Jackson, J. James, A. banks et.al. Ancient Civilization, McGraw Hill, New York, 2007.
- Thapiyal, K.K. & Shukla, S.P. Sindhu Sabhyata, Uttar Pradesh Hindi Granth Academy, Lucknow, 1976.

Semester-I

CC-A02	History of India (From the Earliest Times Up to c. 400 BCE)
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Credits: 4 (Hrs/week:4)

Maximum Marks: 100

Theory Examination: 70

Internal Assessment: 30

Time: 3 hrs

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Delineate changing perceptions on ‘Ancient/early’ India, explain the importance of sources for historical constructions and make comparative studies of different stages of stone age.

CO2: Understand the evolution of Indus Civilization with respect to its origins and socio-cultural patterns.

CO3: Appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent during vedic period.

CO4: Will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all.

2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.

3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

Unit-I Reconstructing Ancient Indian History:

- a. Early Indian notions of history and the idea of Bharat
- b. Sources and tools of historical reconstruction.
- c. Stone Age-Palaeolithic, Mesolithic and Neolithic: sequence and distribution, Tool typology and technology, subsistence patterns.

Unit-II Indus Civilization:

Origin, extent, Settlement patterns and Town Planning, Drainage system, craft production and trade, social and political organization, art and religion, decline.

Unit-III Vedic and Post Vedic Civilization:

Emergence of Tribal State and Kingship, Political Institutions, social stratification and State



Formation, Religion and philosophy, Role of Iron Technology.

Unit-IV Socio-political and Cultural transition (up to 400 BCE):

a) Mahajanapadas, political conflicts and Rise of Magadhan Empire, Persian and Macedonian Invasions, New Social elites- Gahapati and setthi, kinship, Varna and jati, Gender, family and household.

b) Buddhism and Jainism

Essential Readings:

- Agarwal D.P, The Archaeology of India, London, 1982.
- Basham A.L, The Wonder That Was India, London, 1954.
- Chakrabarti Dilip Kumar, An Oxford Companion to Indian Archaeology, New Delhi, 2006.
- Chakrabarti Dilip Kumar, India, An Archaeological History, Delhi, 1999
- Sharma R.S, Looking for the Aryans, 1995. Sharma R.S, Material Cultures and Social Formations in Ancient India, New Delhi, 1983.
- Thapar Romila, Early India: From the Origins to AD 1300, London, 2002
- Basham A.L ed. A Cultural History of India, New Delhi, 1975.
- Altekar A.S, The Position of Women in Hindu Civilization from Pre-historic times to the Present Day, New Delhi, 1962.
- Chattopadhyaya B.D, Studying Early India: Archaeology, Texts and Historical Issues. New Delhi, 2003. Kosambi D.D, An Introduction to the Study of Indian History, Bombay, 1956
- D.N, Ancient India: An Introduction, New Delhi, 1998
- Chattopadhyay D.P, Science and Society in Ancient India, Calcutta, 1977
- Allchin F.R. (ed). The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Cambridge, 1995.
- Possehl G.L, ed. Harappan Civilization- A Recent Perspective, Delhi, 1993 (second edition).
- Raychaudhuri H.C, Political History of Ancient India with a commentary by B.N.Mukherjee, New Delhi, 1996 (8th edition)
- Lahiri Nayanjyot, The Decline and Fall of the Indus Civilization, New Delhi, 2000.
- Chakraborty Ranabir, Exploring early India, upto circa AD 1300
- Kochar R., The Vedic People, New Delhi. 2000.
- Majumdar R.C (General Editor), The History & Culture of the Indian People, Volumes I – III, Bombay, 1951,1968, 1970
- Sharma R.S, Advent of the Aryans, Manohar, 1999.
- Sharma R.S, Aspects of Political Ideas and Institutions in Ancient India. New Delhi, 2005 (reprint). Sharma R.S, India's Ancient Past, New Delhi, 2005.
- Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.
- Thapar Romila, From Lineage to State, Delhi, 1996 (2nd Edition)
- Ratnagar Shireen, Understanding Harappa, Delhi 2001



- Bhattacharji Sukumar, Women and Society in Ancient India. Calcutta, 1994.
- Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008.

Semester-I

CC-A03	History of Modern Europe (c. 1789 CE-1871 CE)
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Credits: 4 (Hrs/week:4)

Maximum Marks: 100

Theory Examination: 70

Internal Assessment: 30

Time: 3 hrs

Course Outcomes (COs):

After completing the course, students will be able to:

CO1: Trace the origins and legacy of the French revolution and Empire-building by France.

CO2: Analyse the important factors behind revolutions and radical movements.

CO3: Distinguish the patterns of industrialization in Europe and assess the widespread impact of the industrial revolution and highlight the growth of labour movements and new ideologies in the industrial era.

CO4: Comprehend the broad varieties of nationalist aspirations that emerged in the nineteenth century, and the processes by which new nation-states were carved out in Italy and Germany.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

Unit I: The French Revolution and its European repercussions:

1. Causes, phases, Intellectual currents, and legacy
2. Napoleonic reforms and their impacts: authoritarian state, stirrings of nationalism in the First French Empire.

Unit II: Restoration and Revolution: c. 1815 - 1848:

1. Congress of Vienna and Concert of Europe
2. Social, Political and intellectual currents.
3. Revolutionary and Radical movements, 1830 - 1848.



Unit III Socio-economic transformations in the early 19th century

1. Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
2. Industrialization: patterns, changing nature of work, transformations in society, life in the industrial city.
3. Labour movements; rise of liberalism and early socialism.

Unit-IV: Nations and nationalism

1. Patterns of Nationalism
2. Unification of Italy and Germany

Essential Readings:

- Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
- C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.
- Norman Davies, Europe. J. Evans: The Foundations of a Modern State in 19th Century Europe.
- T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
- E.J. Hobsbawm: The Age of Revolution. Lynn Hunt: Politics, Culture and Class in the French Revolution.
- G. Barrowclough, An Introduction to Contemporary History.
- Fernand Braudel, History and the Social Science in M. Aymard and H. Mukhia Ed. French Studies in History, Vol. I (1989).
- Maurice Dobb: Soviet Economic Development Since 1917.
- E.J. Hobsbawm, Nations and Nationalism.
- J.M. Robert, Europe 1880 - 1985. J.J. Roth (ed.), World War I : A Turning Point in Modern History.
- Albert Soboul: History of the French Revolution (in two volumes).
- Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).
- Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.
- E.P. Thompson: Making of the English Working Class.
- Michel Vovelle, fall of the French Monarchy (1984)

Semester-I

DSE-01	Rise of Modern West
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Credit: 3 (Hrs/Week: 3)

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hrs

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Explain the transition from feudalism to capitalism

CO2: Analyze the causes and consequences of European expansion, including colonization, slavery, and global economic shifts.

CO3: Understand the intellectual and religious transformations of the Renaissance and Reformation and their impact on European society.

CO4: Examine major economic changes of the 16th century, including the Price Revolution and the rise of Atlantic trade.

CO5: Evaluate the emergence of the modern European state system and the rise of absolutist monarchies in comparative perspective.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two questions from each unit of 12 marks each. The candidate will be required to answer four questions in all.
2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Transition and Expansion (15th–16th Century)

- Transition from Feudalism to Capitalism: Problems and debates
- Voyages and explorations: Age of Discovery
- Conquest of the Americas: colonization, mining, plantation economy, and African slavery

Unit II: Intellectual and Religious Transformations

- Renaissance: Origins in Italy; spread of Humanism across Europe
- Reformation: Causes and background
- Protestant Reformation and impact of Reformation on European society, politics, and religion

Unit III: Economic Changes and State Formation

- Economic developments of the 16th century: Shift from Mediterranean to Atlantic economy
- Price Revolution
- Emergence of the European State System: Rise of Absolutism in Spain, France and England



Essential Readings:

- Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.
- Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy. 1000 – 1700. 3rd ed. (1993)
- Ralph Davis, The Rise of the Atlantic Economics.
- Maurice Dobb, Studies in the Development of Capitalism.
- J. R. Hale, Renaissance Europe.
- Christopher Hill, A Century of Revolutions.
- Rodney Hilton, Transition from Feudalism to Capitalism.
- H. G. Koenigsberger and G. L. Mosse, Europe in the Sixteenth Century.
- Stephen J. Lee, Aspects of European History, 1494 – 1789.
- G. Parker, Europe in Crisis. 1598- 1648.
- G. Parker and L. M. Smith, General Crisis of the Seventeenth Century.
- J. H. Parry, The Age of Reconnaissance.
- Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
- V. Poliselky, War and Society in Europe, 1618 – 48.
- Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.
- V. Scammell, The First Imperial “Age: European Overseas Expansion, 1400 – 1715.
- Jan de Vries, Economy of Europe in an Age of Crisis 1600 – 1750.
- M. S. Anderson, Europe in the Eighteenth Century.
- Perry Anderson, The Lineages of the Absolutist State.
- Stuart Andrews, Eighteenth Century Europe.
- B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 – 1850.
- The Cambridge Economic History of Europe. Vol. I – VI.
- James B. Collins, The State in Early Modern France : New Approaches to European History.
- G. R. Elton, Reformation Europe, 1517 – 1559.
- M. P. Gilmore, The World of Humanism. 1453 – 1517.
- Peter Kriedte, Peasants, Landdords and Merchant Capitalists.
- J. Lynch, Spain under the Hapsuburgs.
- Peter Mathias, First Industrial revolution.
- Harry Miskimin, The Economy of Later Renaissance Europe: 1460 – 1600.
- Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
- The New Cambridge Modern History of Europe, Vols. I – VII.
- L. W. Owie, Seventeenth Century Europe. D. H. Pennington, Seventeenth Century Europe.
- F. Rice, The Foundations of Early Modern Europe.

Semester-I

MDC-1	History and Culture of Haryana
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Credit: 3 (Hrs/Week: 3)

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hours

Course Outcomes (COs)

After completing this course, students will be able to:

CO1: Identify and interpret major sources for reconstructing the history of Haryana across ancient, medieval, and modern periods.

CO2: Explain the political, social, and economic developments in ancient and medieval Haryana, including regional powers and administrative systems.

CO3: Analyze the transformation of Haryana under colonial rule, including socio-religious reform movements and the freedom struggle.

CO4: Evaluate the emergence of regional identity and political consciousness in Haryana during the modern period.

CO5: Assess the geographical, economic, and socio-cultural profile of contemporary Haryana.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two questions from each unit of 12 marks each. The candidate will be required to answer four questions in all.
2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Ancient and Early Medieval Haryana

- Sources of Ancient Haryana
- Harappan Civilization: features and regional context
- Vedic expansion and the historicity of the Mahabharata tradition
- From Republic to Empire: Yaudheyas, Agras, Kunindas, and Pushpabhutis

Unit II: Medieval Haryana

- Sources of Medieval Haryana
- Haryana on the eve of Turkish invasion
- Delhi Sultanate period: revolts of Meos and Rajputs; provincial administration
- Mughal period: Battles of Panipat and role of Hemu, land revenue system, Bhakti and Sufi movements: spread and impact



Unit III: Modern Haryana

- Sources of Modern Haryana
- Political developments: rise of Marathas, Jats, Sikhs, and George Thomas
- Socio-religious movements: Arya Samaj and Sanatan Dharma
- Political movements: Indian Rebellion of 1857; National Movement phases (1885–1947): Non-Cooperation, Civil Disobedience, Quit India, Praja Mandal
- Regional consciousness: Unionist Party

Essential Readings:

- Buddha Prakash, Haryana through the Ages, Kurukshetra University, Kurukshetra, 1962.
- Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969.
- Das Gupta, K.K., Tribal History of Ancient India,
- Devahuti, D., Harsha: A Political Study, Oxford Clarendon Press, 1970.
- Dwivedi, H.N., Dilli ke Tomar (736-1193), Vidya Mandir Prakashan, Gwalior, 1973.
- Goyal, J.B., (ed.) Haryana-Puratattna, Itihas, Sanskriti, Sahitya evom Lokwarta, Delhi, 1966.
- Gupta, S.P. & Rama & Chandran, K.S., Mahabharata: Myth and Reality, Agam Prakashan, New Delhi, 1976.
- Phadke, H.A. Haryana: Ancient and Medieval, Harman Publication House, New Delhi, 1990.
- Phogat, S.R., Inscriptions of Haryana, Kurukshetra University Kurukshetra, 1978.
- Puri, B.N., History of Gurjar-Pratiharas, Munshiram Manoharlal, New Delhi, 1968.
- Sen, S.P. (Ed.), Sources of the History of India, Vol. II, Munshiram Manoharlal, New Delhi, 1979. Sharda, Sadhu Ram, Haryana-Ek Sanskritik Adyayan, Bhasha Vibhag, Haryana, Chandigarh, 1978. Sharma, D., Early History of Chahamanas, Delhi, 1959.
- Suraj Bhan, Excavations at Mithathal (1968) and other Explorations in Satluj Yamuna Divide, Kurukshetra University, Kurukshetra, 1975.
- Tripathi, R.S., History of Kanauj, Munshiram Manoharlal, New Delhi, 1964.
- Yadav, K.C., Haryana: Itihas evom Sanskriti, Part 1 & 2, Manohar Publisher, New Delhi, 1994 (2nd Ed.)
- Important state government sites for latest updates and relevant editorial articles.

Semester-I

AEC-1	An Introduction to Indian Art
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Credit: 2 (Hrs/Week: 2)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2 Hours

Course Outcomes (COs):

After completing the course, students will be able to:

CO1: Understand the chronological development of Indian art from ancient to modern periods.

CO2: Identify key features of major artistic traditions, including architecture, sculpture, and painting.

CO3: Analyze Indian art as a reflection of social, religious, and cultural contexts.

CO4: Compare different regional styles and artistic schools across historical phases.

CO5: Develop visual literacy and appreciation of India's artistic heritage through monuments, sites, and museum culture.

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: Foundations and Early Traditions of Indian Art

- Sources of Indian Art: (archaeological, literary, visual)
- Prehistoric and Harappan Art
Rock art traditions; artistic expressions of the Indus Valley Civilization—seals, terracotta figurines and Sculptures.
- Buddhist and Mauryan Art
Stupa architecture (Sanchi Stupa, Bharhut Stupa, Amaravati Stupa);
Mauryan pillars and sculpture (e.g., Didarganj Yakshi).
- Post-Mauryan and Gupta Art
Gandhara and Mathura schools of sculpture;
Classical achievements of the Gupta age—temple architecture and mural traditions (Ajanta).



Unit II: Medieval to Modern Developments in Indian Art

- Temple Architecture in Early Medieval India
Major styles: Nagara (North India), Dravida (South India), and Vesara (Deccan); key structural and stylistic features.
- Indo-Islamic Art and Architecture
Artistic developments under the Delhi Sultanate and Mughal rule—mosques, tombs, miniature painting traditions.
- Modern Indian Art
Transition under colonial influence; emergence of modern artistic expressions
- Living Art Traditions of India
Folk and tribal art forms; continuity and change in contemporary practices.

Essential Readings:

- Neumayer, Erwin, Lines of Stone: The pre-historic rock-art of India, South Asia Books, 1993
- Goswamy, B.N., Essence of Indian Art, Asian Art Museum of San Francisco, 1986
- Huntington, Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weatherhill, 1985
- Guha-Thakurta, Tapati, The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920, Cambridge University Press, 1992

Suggested Readings:

- Mitter, Partha, Indian Art, Oxford History of Art series, Oxford University Press, 2001
- Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi: D.K. Printworld and National Museum Institute (Introduction).
- Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992.
- Ray, Niharrranjan, An Approach to Indian Art, Calcutta, 1970

Semester-I

VAC-1	Understanding Popular Culture
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Credit:2 (Hrs/Week: 2)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2 Hours

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Define and interpret the concept of popular culture and analyze it in its historical context.

CO2: Identify diverse forms of popular culture such as folk traditions, visual arts, and performances, and interpret their themes.

CO3: Examine the role of cinema and television in shaping cultural expressions and public consciousness in modern India.

CO4: Evaluate the impact of globalization and digital media on the transformation of popular culture.

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: Concept and Forms of Popular Culture

- Defining popular culture: concepts, scope, and historiographical perspectives
- Folk traditions and visual culture: folk art, calendar art
- Popular practices: fairs, festivals, and rituals
- Performance traditions: theatre, music, folk tales, swang, nautanki—themes and social meanings

Unit II: Media and Global Popular Culture

- Audio-visual culture: cinema and television as cultural mediums
- Documentary films as expressions of popular culture
- Television and mass culture in India
- Popular culture in a globalized world: Impact of internet and digital media



Essential Readings:

- Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London
- John Storey, Cultural Theory and Popular Culture, London, 2001
- Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009
- Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998
- Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006 (Hindi)
- Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages.
- Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999
- Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

Semester-II

CC-A04	Social Formations and Cultural Patterns of the Medieval World
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Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3 hrs

Course Outcomes(COs):

After completing the course, students will be able to:

CO1: Identify the main historical developments in Ancient Greece and Rome and understand the reasons for rise of Christianity and the crisis in Roman World.

CO2: Gain an understanding of the rise of feudalism and its structure and identify main features of feudal state and society.

CO3: Explain the trends in the medieval economy and Analyze the rise of Islam

CO4: Understand the role of religion and other cultural practices in community organization and the trading systems in Medieval Europe.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

Unit I: Ancient Greece and Rome

1. Evolution of the 'polis' and changing political formations in Ancient Greece: Athens and Sparta.
2. Crisis of the Roman Empire, Religion and Rise of Christianity in the Roman World, Economic, social and political systems in the Roman Empire, slavery and the Roman Society, art and architecture.

Unit II: Feudal societies in medieval Europe (8th – 14 centuries)

1. Form and structure of feudalism, phases of Feudalism and its decline.
2. The emergence of Feudal states: Church, State and Society.
3. Feudal economy: patterns and transition.

Unit III: Early Islamic Societies in West Asia: Transition from tribe to state

1. Pre-Islamic tribal society in Arabia, Rise of Islam- Muhammad's life and teachings.
2. State formation: The Caliphate –Ummayyads and early Abbasids (c.632



CE to c. 800CE) society and economy.

Unit IV: Rise of Religion, Culture and Economy in Asia and Medieval Europe

Trade and commercial activities, Trading communities, trading routes, growth of craft production and technological innovations in Europe, christianisation of Europe.

Essential Reading:

- Anderson, Perry, (2000) (Reprint) Passages from Antiquity to Feudalism (London and New York: Veso Classics).
- Bloch, Marc, (2006) Feudal Society, Vol. 1 (New Delhi: Asha Jyoti Book Sellers and Publishers).
- Bloch, Marc, (2006) Feudal Society, Vol. 2 (New Delhi: Asha Jyoti Book Sellers and Publishers).
- Dobb, Maurice, (2006) (Reprint) Studies in the Development of Capitalism (New York: International Publishers).
- Duby, Georges, (1978) The Early Growth of the European Economy (New York: Cornell University Press).
- Farooqui, Amar, (2001) Early Social Formations (New Delhi: Manak Publications).
- Garnsey, Peter & Saller, Richard, (2014) The Roman Empire: Economy, Society and Culture (London: Bloomsbury).
- Gibbon, Edward, The Decline and Fall of the Roman Empire Vol. 1 (New York: The Modern Library).
- Hodgson, Marshall G. S., (1961) The Venture of Islam Vol. 1 (Chicago and London: The University of Chicago Press).
- Hilton, Rodney (ed.), (2006) (Reprint) The Transition from Feudalism to Capitalism (New Delhi: Aakar Books).
- Robinson, Chase F., (2010) The New Cambridge History of Islam, Vol.1 (Cambridge: Cambridge University Press).
- Whalen, Brett, E., (2014) The Medieval Papacy (London: Palgrave Macmillan).

Semester-II

CC-A05	History of India (From c. 400 BCE to 400 CE)
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Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3 hrs

Course Outcomes (COs)

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

CO1: Discuss the ways in which historians have questioned the characterization of the Mauryan state along with role of Ashoka's Dhamma and appreciate the social, economical and administrative structures of post Mauryan polities and Tamilakam.

CO2: Delineate changes in agriculture, technology, craft-production and development of trade and use of currency and Analyse critically the changes in the varna/caste systems and the changing nature of gender relations and property rights.

CO3: Analyse religious developments, philosophical traditions, art, architecture, and forms of patronage.

CO4: Examine rise of Republics and discuss the background of rise of Gupta Empire.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

Unit I: Development of Political Structures (c. 4th century BCE to c. 300 CE)

1. The Mauryan empire; the nature of dhamma, administration, economy, rock and pillar edicts.
2. Post-Mauryan polities with special reference to the Kushanas and the Satavahanas
3. Tamilakam-Sangam literature, society, economy and polity

Unit II: Economy and society (c. 4th century BCE to c. 4th century CE)

1. Expansion of agrarian economy and production relations
2. Urban growth: north India, central India, the Deccan and south India; craft production; trade interactions across the Indian sub-continent and beyond.



3.Social stratification: varna; jati; untouchability; gender; marriage and property Relations.

Unit III. Religion, Philosophy and Society (Circa 300 BCE- CE 400):

- (a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.
- (b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- (c) Art and architecture; forms of patronage (Sculptures, Stupas, Rock Cut Caves, and temples).

Unit IV:Republics :

- a) The Yaudheyas
- b) The Kunindas
- c) The Audumbras
- d) Political Condition of India before the rise of Guptas

Essential Readings :

- Mookerji, R.K. Chandragupta Maurya and His Times, Motilal Banarsidas, Delhi, 1966
- Bhandarkar, D.R. Ashoka (English and Hindi edition) University of Calcutta, 1969
- Thapar, Romila Ashoka and the Decline of the Mauryas, Oxford University Press, Delhi, 2004
- Sastri, K.A.N. The Age of Nandas and Mauryas, Motilal Banarsidass (2nd ed.) Delhi, 1967
- Sastri, K.A.N. (ed.) Comprehensive History of India, Vol. II, Delhi, 1987
- Chattopadhyaya, S. Early History of North India " Sakas in India, Visva-Bharti Prakashan, Calcutta, 1955 " Academicians in India
- Pargitar, F.E. Ancient Indian Historical Tradition, Motilal Banarsidass, Delhi, 1962
- Narain, A.K The Indo-Greeks, Oxford University Press, New Delhi, 1980
- Agrawala, V.S. India as known to Panini, Lucknow, 1957
- Puri, B.N India in the 'Times of Patanjali', Bombay, 1957
- Puri, B.N India under the Kusanas, Calcutta, 1963
- Lahiri, Bela Indigenous Republics of Ancient India
- Mc Crindle The Invasion of India by Alexander the Great, Today and tomorrow Printers and Publishers, New Delhi, 1982.
- Yazdani, G. The Early History of Deccan " Deccan Ka Prachina Itihas, Motilal Banarsidass, Delhi, 1995
- Mishra, S.N. Ancient Indian Republics, Upper India Publishing House, Lucknow, 1976.

Semester-II

CC-A06	History of Modern Europe (1871 CE-1945 CE)
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Credits: 4 (Hrs/week:4)

Maximum Marks: 100
 Theory Examination: 70
 Internal Assessment: 30
 Time: 3 hrs

Course Outcomes(COs)

After completing the course, students will be able to:

CO1: Understand the European economy with regards to changes in Industrialisation and growth of finance capital.

CO2: Analyse the origins of the First World War as well as the outbreak of a revolution in the Russian Empire during the War.

CO3: Deliberate the conflict between radical and conservative forces and the role of militarism and the economic crisis in post world war period in generating fascist forces.

CO4: Evaluate the reasons for the outbreak of the Second World War, and the course of the War as well as repercussions of the Second World War.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.

3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

Unit I: The European Economy in the late 19th century

1. Second Industrial Revolution, new business practices, new consumption patterns
2. The economic down turn of 1873; growth of finance capital

Unit II: European politics 1870-1918

1. Political developments in the Russian Empire(Revolutions of 1905; the Bolshevik Revolution of 1917).
2. The 'Eastern question' and Balkan nationalism; scramble for African colonies; imperialist rivalries; power blocks and alliances
3. The First World War 1914-1918

Unit III: Imperialism, War, and Crisis: c. 1880 -1939

1. Growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918
2. The post 1919 World Order: economic crises, the Great Depression and Recovery.
3. Fascism and Nazism.
4. The Spanish Civil War.

Unit IV: Catastrophe of World War II

1. World War II: Causes, civilian resistance to allied victory
2. Repercussions of WWII: UNO; origins of the Cold War

ESSENTIAL READINGS:

- M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981) : The Industrial Revolution.
- Norman Davies, Europe. J. Evans: The Foundations of a Modern State in 19th Century Europe.
- T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
- E.J. Hobsbawm : The Age of Revolution.
- Lynn Hunt: Politics, Culture and Class in the French Revolution.
- James Joll, Europe Since 1870.
- David Landes: Prometheus Unbound.
- George Lefebvre, Coming of the French Revolution.
- G. Barrowclough, An Introduction to Contemporary History.
- Fernand Braudel, History and the Social Science in M. Aymard and H. Mukhia eds. French Studies in History, Vol. I (1989).
- Maurice Dobb: Soviet Economic Development Since 1917.
- E.J. Hobsbawm, Nations and Nationalism.
- James Joll, Origins of the First World war (1989).
- Lawrence Stone, History and the Social Sciences in the Twentieth Century, The Past and the Present (1981).
- Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.
- E.P. Thompson: Making of the English Working Class.
- Michel Vovelle, fall of the French Monarchy (1984).
- H. Seton Watson: The Russian Empire.
- Raymond Williams: Culture and Society.

Semester-II

DSE-02	Historiography and Historical Methods
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Credit: 3 (Hrs/week:3)

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hours

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Explain the nature, scope, and interdisciplinary connections of history as a discipline.

CO2: Critically evaluate different types of historical sources and apply methods of source criticism and historical analysis.

CO3: Identify major traditions of historical writing in pre-modern societies and assess their characteristics.

CO4: Analyze modern historiographical approaches in India and the West, including their ideological frameworks and interpretations.

CO5: Develop an understanding of key methodological issues such as causation, objectivity, and generalization in historical research.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two question from each unit of 12 marks each. The candidate will be required to answer four questions in all.
2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Nature of History and Historical Methods

- Definition, nature, and scope of history
- Major thinkers on history: Ibn Khaldun ,G. W. F. Hegel, Karl Marx ,Fernand Braudel
- Historical methods : collection and selection of data; Internal and external criticism ;Concepts of causation, generalization, and objectivity

Unit II: Traditions of Historical Writing (Pre-modern)

- Early traditions: Greco-Roman historiography; Chinese historical traditions; Ancient Indian traditions
- Medieval traditions: Western medieval historiography, Arabic and Persian traditions; Indo-Persian historical writings
- Characteristics, limitations, and contributions of pre-modern historiography

Unit III: Modern Historiography and Approaches

- Modern Indian historiography: Colonial, Nationalist, Communalist, Marxist, Cambridge School, Subaltern Studies
- Modern approaches in history: Positivist approach, Marxist and Neo-Marxist approaches, Gender history, Environmental history
- Changing trends and interpretations in modern historical writing

Essential Reading:

- Bajaj, Satish K., Research Methodology in History, Anmol Publications, New Delhi, 2000
- Carr, E. H., What is History, Macmillan, London, 1969
- Collingwood, R. G., The Idea of History, Oxford University Press, Oxford, 1966
- Manickam, S., Theory of History and Method of Research, Pudumam Publishers, Madurai, 2000
- Manickam, V., On History and Historiography, Clio Publications, Madurai, 2003
- Rajayyan, K., History in Theory and Method, Ratna Publications, Madurai, 2000
- Sastri, K. A. N., & H. S. Ramanna, Historical Method in Relation to Indian History, Chennai, 1956
- Sheik Ali, B, History: Its Theory and Method, Macmillan, Chennai, 2001
- Sreedharan, E., A Text Book of Historiography (500 BC to AD 2000), Orient Longman, Chennai, 2000
- Subramanian, N., Historiography and Historical Methods, Ennes Publications, Udumalpet, 1999
- Venkateswaran, G., A Study of Historiography, V. C. Publications, Rajapalayam, 2005
- Bloch, Marc (1954) : The Historian's Craft (Knopf, 1953) Translated from French by Peter Putnam (in Hindi)
- Bloch, Marc (2000) : Itihaskar Ka Shilp
- Chaube, Jharkhande (1999) : Itihaas - Darshan
- Collingwood, R.G. (2004) : The Idea of History (Oxford University Press, 1946, 1972, 2004)
- Gardiner, Patrick (ed.) : Theories of History (New York 1969)
- Hobsbawm, Eric J. (2003) : Itihaskar ki Chinta
- Marwick, Arthur : The Nature of History (Macmillan, London, 1970, 1984) (in Hindi also)
- Marwick, Arthur (2008) : Itihas Ka Swarup
- Sheikh Ali, B. History : Its Theory and Method (Macmillan, Madras, 1978)
- Sreedharan, E. (2004) : A Textbook of Historiography 500 BC to AD 2000 (Orient Longman, Delhi, 2000)

- Stone, Lawrence (1987) : The Past and the Present (Revised)
- Verma, Lal Bahadur (1984) : Itihas Ke Bare Mein
- Guha, Ramchandra : Environmentalism : A Global History, New Delhi, Oxford University Press
- Hilton, Rodney (ed.) : The Transition from Feudalism to Capitalism, (available in Hindi) London, Verso
- Sarkar, Sumit : Writing Social History (Oxford University Press, Delhi, 1997
" : Samajik Itihaas - Lekhan Ki Chunauti, Delhi Granth Shilpi

Semester-II

MDC-2	Historical Applications of Tourism
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Credit: 3 (Hrs/week:3)

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hours

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Explain the concept, nature, and types of tourism and identify key components of tourism systems.

CO2: Analyze the role of history as a tourism resource and evaluate the importance of heritage in tourism development.

CO3: Examine different types of tourist destinations in India and assess their cultural, historical, and economic significance.

CO4: Evaluate the challenges and opportunities in tourism development, including infrastructure and sustainability concerns.

CO5: Assess the socio-cultural heritage of Haryana and its potential as a regional tourism hub.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two questions from each unit of 12 marks each. The candidate will be required to answer four questions in all.
2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Tourism – Concepts and Evolution

- Meaning, definition, and nature of tourism
- Forms and types of tourism (cultural, heritage, eco-tourism, etc.)
- Tourism products and services: tours, tourists, and destinations
- Determinants of tourism development

Unit II: History and Tourism Development

- History as a tourism product: heritage and its interpretation
- Development of travel and tourism infrastructure
- Challenges, threats and obstacles to tourism (environmental, economic, socio-cultural)
- Sustainable tourism practices



Unit III: Tourist Destinations and Regional Heritage

- Types of tourist destinations in India: Monuments and museums, Hill stations, beaches, and wildlife sanctuaries , Sarais and historical travel routes
- Important heritage circuits of India: Golden Triangle India (Delhi–Agra–Jaipur), Sanchi – Khajuraho, Belur – Halebidu – Hampi
- Tourism in Haryana: Socio-cultural heritage and tourist sites, performing arts, fairs and Folk culture

Essential Readings

- Archaeological Survey of India, Guide Books for Monuments
- Bhatia,A.K., Tourism Development: Principles and Practices, Sterling Publishers, New Delhi, 2007
- Husain, S. A., The National Culture of India, NBT, New Delhi Krishnadeva, Temples of North India
- National Cultures of India and Dance Forms of India, NBT, New Delhi
- Rajendhraprasad, B., The Art of South India, Andhra Pradesh
- Ramraju, B., Folk Cultures of India
- Sivaramamurthy, C., Indian Painting
- Srinivasan, K.R., Temples of South India

Semester-II

AEC-2	Ethics in History
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Credit: 2 (Hrs/week:2)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2 Hours

Course Outcomes (COs)

After completing this course, students will be able to:

CO1: Critically analyze the meaning, scope, and historical determinants of ethical systems across cultures.

CO2: Evaluate major ethical concepts in Indian philosophical traditions, including Vedic, Dharmashastric and heterodox systems.

CO3: Assess the ethical contributions of modern Indian thinkers in relation to socio-political contexts.

CO4: Compare and critique key ethical theories in Western philosophy from classical to modern periods.

CO5: Develop the ability to apply historical ethical frameworks to contemporary moral and social issues.

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: Foundations of Ethics and Indian Ethical Traditions

- Conceptual Foundations of Ethics
Meaning, nature, and scope of ethics; relationship between ethics and history.
- Ethics in Early Indian Traditions
Ethical ideas in the Vedic period; concepts of *ṛta*, *dharma*, and social duty.
- Philosophical and Religious Ethics
Ethical systems in Hindu traditions, Buddhism (middle path, compassion), and Jainism (ahimsa, aparigraha).

Unit II: Ethical Thought in Indian Modernity and Western Philosophy

- Modern Indian Ethical Thinkers
Ethical philosophies of Mahatma Gandhi (truth, non-violence), Sarvepalli Radhakrishnan



(spiritual humanism), and Sri Aurobindo (integral philosophy and evolution of consciousness).

- Classical Western Ethical Thought
Ethical ideas of Aristotle (virtue ethics) and Epicurus (hedonism and happiness)
- Early Modern and Enlightenment Ethics
Contributions of Thomas Hobbes (social contract), Sir John Locke, Jeremy Bentham (utilitarianism), Rousseau
- Modern Ethical Theories
Ethical frameworks of Immanuel Kant and John Stuart Mill (refined utilitarianism)

Essential Readings:

- Sreedharan, E. : A Textbook of Historiography
- Carr, E.H. : What is History
- Ali Sheik, : History, Theory and Method.
- Chaudhry, K.P., (1975) Effective teaching of History in India, New Delhi; National Council of Education and Research and Training,
- Collingwood, R.G, (1951), The Idea of History, London; Oxford University Press,
- Ghate, V.D., (1953) Suggestions for the Teaching of History, Bombay; Oxford University Press

Semester-II

SEC-01	Introduction to Archaeology
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Credit: 2 (Hrs/week: 2)

Max. marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2 Hours

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Define archaeology, explain its aims and scope, and trace the development of archaeological studies in India and the world.

CO2: Identify key methods of archaeological exploration and excavation, along with techniques of documentation and recording.

CO3: Understand basic principles of chronology, stratigraphy, and dating methods used in archaeology.

CO4: Recognize new trends in archaeology and evaluate the importance of conservation and preservation of archaeological heritage.

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: Foundations and Methods of Archaeology

- Definition, aims, and scope of archaeology
- History of Indian archaeology: Alexander Cunningham and Mortimer Wheeler
- Methods of data extraction and documentation: Exploration: aims and techniques;
Excavation methods: vertical and horizontal excavation

Unit II: Dating, New Trends, and Conservation

- Chronology in archaeology: Stratigraphy and Dating methods: relative and absolute techniques
- New trends in archaeology: Marine Archaeology, New Archaeology (processual archaeology), Industrial archaeology
- Conservation and preservation: Methods of protecting archaeological remains; Importance of heritage conservation



Essential Readings:

- Binford, L. R., An Archaeological Perspective, London, 1972.
- Daniel, G. A., Hundred Years of Archaeology, London, 1950.
- Sankalia, H. D., New Archaeology: Its Scope and Application in India, Lucknow, 1977.
- Wheeler, M., Archaeology from the Earth, New Delhi, 1968.
- Chakrabarti, D. K. 1988, History of Indian Archaeology. Delhi: Munshiram Manoharlal.
- Fagan, Brian. 1994. In the Beginning: An Introduction to Archaeology. London.
- Agrawal, D.P and M.D. Yadava. 1995. Dating the Human Past. Pune: ISPQS.
- Allchin, B. and F. R. Allchin. 1982. The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press. 37
- Allchin, B. and F. R. Allchin. 1997. Origins of a Civilization: The Prehistory and Early Archaeology of India. New Delhi: Penguin Books India.
- Chakrabarti, D. K. 2012, Fifty Years of Indian Archaeology (1960-2010): Journey of a Foot Soldier. New Delhi: Aryan Books International
- Dhavalikar, M.K. 1999. Historical Archaeology of India. Delhi: Books and Books.
- Ghosh, A. 1989. An Encyclopaedia of Indian Archaeology. Vols. I and II. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Sengupta, G. and K. Gangopadhyay. 2009. Archaeology in India – Individuals, Ideas and Institutions. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Skeates, R., C. McDavid and J. Carman. 2012, The Oxford Handbook of Public Archaeology. Oxford: Oxford University Press.
- Walker, M. 2005. Quaternary Dating Methods. West Sussex: John Wiley and Sons.

Semester-III

CC-A07	History of India (From c. 400 CE to 1200 CE)
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Credits:4 (Hrs/week:4)

Maximum Marks :100
Theory Examination:70
Internal Assessment: 30
Examination Time: 3 hrs.

Course Outcomes (COs)

After completing the course, students will be able to:

CO1: Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.

CO2: Identify the historical importance of the accelerated practice of land grants issued by ruling houses.

CO3: Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.

CO4: Understand the causes of Tripartite struggle and the rise of Southern Empires.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.

3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

Unit 1: Towards Establishment of the Empire: Survey of the Sources , The Guptas and the Vakatakas: Administration, economy, society, territorial expansion under the Gupta Rulers , Glory and Decline

Unit 2: Towards Early Medieval times: Debate and Issues.

Changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas and emergence of the Rajput Kingdoms

Unit 3: Polity, Economy and Society :

Development of Feudalism ; Agrarian developments and land grants ; Urban patterns, trade and currency ; the proliferation of Jatis: changing norms of marriage and inheritance.

Religious and Cultural Developments: Continuity of classical traditions alongside the emergence of regional styles in art, architecture, and literature.

Unit 4: Rashtrakutas, Palas and Pratiharas: Tripartite struggle for supremacy; The Cholas

and Pallavas : State and administration, economy and culture.

Essential Readings

- Sharma, R.S. (1995). “An Analysis of Land grants and their Value for Economic History” in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal.
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson.
- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan.
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar.
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas.
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)

Semester-III

CC-A08	Economic History of India (1757 CE-1947 CE)
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Credits:4(Hrs/week:4)

Maximum Marks :100
Theory Examination:70
Internal Assessment:30
Examination Time: 3 hrs.

Course Outcomes (COs):

CO1: Students understand about how colonial policies changed the urban and rural economic structures.

CO2: Critically analyze the growth of new irrigation systems and famines in the colonial period.

CO3: Critically analyze the impact of Industrial capitalism on the handloom industries and the growth of trade union movements.

CO4: Students understand the drain of wealth theory and colonial policies on environment.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making if the total weight age to 70 marks.

UNIT- 1

Pre-Colonial Indian Economy: Main trends in Rural and Urban Economy, Disintegration of Pre-colonial Economy, Debate over De-Industrialization.

Colonial land revenue settlements : Permanent Settlement, Ryotwari and Mahalwari; Commercialization of agriculture, Problem of Rural Indebtedness in Colonial India, Peasant Revolts.

Unit-II

Irrigation system and changes during the colonial period; Canal Colonies

Famines : Causes, geographical spread of famines and colonial policy regarding famines in colonial period.

Unit-III

Foreign trade in colonial India with reference to Mercantilism .

Industrial capitalism and Industrial policy in colonial India, Artisans and small-scale industry with special reference to handlooms, Labour and the trade union movement.



Unit-IV

Financial Capitalism, Banking system, Consequences of colonial rule on Indian economy, Urban Markets and growth/decline of urban centres in colonial India; Drain of Wealth Theory Environment, Forests Policies in the Colonial State

Essential Readings

- Bagchi, Amiya Kumar: Presidency Banks and the Indian Economy, 1876-1914 (Calcutta, 1989)
- Bagchi, Amiya Kumar: Private investment in India, 1900-1939 New Delhi : 1972-1979
- Bhattacharya, Dhires : A Concise History of Indian Economy : From the Mid-Eighteenth to the Present Century, New Delhi : Prentice-Hall of India, 1989
- Bhattacharya, Sabyasachi: Adhunik Bharat Ka Arthik Itihaas, New Delhi and Patna : Rajkamal Prakashan, 1990
- Chandvarkar, Rajnarayan: Imperial Power and Popular Politics : Class, Resistance and the State in India, 1850-1950, Cambridge : Cambridge University Press, 1998
- Chaudhari, K.N. : Foreign Trade and Balance of Payments (1757-1947) in Dharma Kumar (ed.) (1983), Cambridge Economic of India Volume II, 1983
- Davey, Brian : The Economic Development of India Nottingham : Spokesman Books, 1975
- Gadgi, D.R. : The Industrial Evolution of India in recent Times, 1860-1939 (Delhi :Oxford University Press, Fifth ed. 1973
- Habib, Irfan (Revised edn.) : Indian Economy 1858-1914, New Delhi ; Tulika Books, 2006
- Kumar, Dharma (ed.) : The Cambridge Economic History of India, Volume 2: c . 1757-c. 1970, Hyderabad : Orient Longman, 1984
- Mishra, Girish : Adhunik Bharat Ka Arthik Itihaas, New Delhi : Granth Shilpi, 2004
- Ray, Rajat K. : Industrialization in India : Growth and Conflict in the Private Corporate Sector, 1914-47, Delhi : Oxford University Press, 1979
- Roy, Tirthankar : Traditional Industry in the Economy of Colonial India, Cambridge ; Cambridge University Press, 1999 Apart from handlooms, this book deals with Gold Thread, brassware, leather and carpets also.
- Roy, Tirthankar : The Economic History of India, 1857-1947 Second Edition, New Delhi, Oxford University Press, 2006
- Singh, V.B. (ed.) : Economic History of India, 1857-1956 New Delhi ; Allied Publishers, 1975
- Tomlinson, B.R. (Indian edition) : The Economy of Modern India, 1860-1970 The New Cambridge History of India III, 3, New Delhi : Foundation Books, 1998

Semester-III

CC-A09	Freedom Movement in India (1757 CE -1947 CE)
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Credits:4 (Hrs/week:4)

Maximum Marks :100
Theory Examination:70
Internal Assessment: 30
Examination Time: 3 hrs

Course Outcomes (COs):

After completing the course, students will be able to:

CO1: Learn the nature of the British Colonial State, Government and its Administration in India and its impact.

CO2: Understand the emergence of Indian Nationalism and National Movement in India.

CO3: Grasp the growth of Indian National Movement during the Gandhian era.

CO4: Acquaint with the role of non-Congress outfits in national movement and the circumstances leading to partition and independence of India.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

UNIT- 1

Establishment and Consolidation of British Power: Battle of Plassey, Battle of Buxer , Political Settlement of 1765, Subsidiary Alliance System , Political Settlement of 1817-1818, Doctrine of Lapse

The Indian Resistance: Anglo Mysore Relations 1767-1799, Anglo –Maratha Relations 1775-1818; Revolt of 1857: Nature, Causes and Consequences

Unit-II

Nature of the British Colonial State and Government: Land Revenue Administration, Civil and Judicial Administration - Indian Civil Services and Bureaucracy; Relations with the Princely States; Capitalist Change and Emergence of the New Social Order

Unit-III

Cultural Renaissance and Emergence of Indian Nationalism: Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Satyashodak Samaj and Ramakrishan Mission; Founding of Indian National Congress, The Moderates and the Extremists: Ideology and Politics; Rise of Revolutionary Movement; Founding of the Muslim League and its Politics; Depressed Class Movement and the Role of B.R. Ambedkar

Unit IV

The Gandhian Era: Earlier Satyagrahas, Non Cooperation Movement, Civil-Disobedience Movement, Quit India Movement, Subhas Chandra Bose and Indian National Army, Rise of the Left & Right Wings in Indian Politics, Round Table Conference and the conclusion of Poona Pact, Growth of Communalism, Demand of Pakistan; Cripps Mission, Cabinet Mission and Mountbatten Plan: Partition and its Effect

Essential Readings :

- Dodwell, H.H (ed.) : The Cambridge History of India Vol. V, Cambridge, 1934, 1937
- Sutherland, Lucy : The East India Company in the 18th Century Politics, Oxford, 1952
- Gupta, Brijan K. : Siraj-ud-daula and the East India Company, 1962
- Khan, Mohibul Hasan : Tipu Sultan
- Roberts, P.E. : India under Wellsley
- Sinha N.K. : Ranjit Singh
- Sen, S.N. : Eighteenth Fifty Seven, Delhi, 1957, Calcutta, 1958
- Majumdar, R.C. (ed.) : British Paramountacy and India's Renaissance Vol. X, Pt.1, Bombay, 1965-68
- Tara Chand : History of Freedom Movement Vol. I & II, Delhi, 1991
- Misra, B.B. : Central Administration of the East India Company 1773-1834, Macmillan, 1959
- Stokes, Eric : English Utilitarian and India, Oxford, 1959
- Philips, C.H. : The East India Company, 2nd edn., London, 1962
- Metcalfe, T.R. : Aftermath of the Revolt, Princeton, 1964
- Pannikar, K.M. : An Introduction to the study of the Relations of Indian States with the Government of India, London, 1932
- Spear, P. : History of India, Vol. II, Penguin, 1965
- Banerjee, A.C. : A New History of Modern India 1757-1947
- Sardesai, G.S. : New History of the Marathas - Vols II. III, Bombay, 1946
- Sardesai, G.S. : The Main Current of Maratha History.
- Norris. J.A : The First Afghan War, 1838-42
- Penderel Moon : Warren Hastings and British India, London, 1954
- R.C. Majumdar, and Dutta K.K. & Ch., H.C. Ray : Advanced History of India Vol. III, 4th ed. Delhi, 1978
- Prasad Bisheshwar : : Bondage and Freedom, Vol. I
- Gopal S. : The viceroyalty of Lord Ripon 1880-84, London, 1899
- Dodwell H. (ed.): : Cambridge History of India Vol. VI, Cambridge, 1934

- Majumdar, R.C. : The British Paramounty and Indian Renaissance Vol. IX, X Pt. I
Bombay
- Dilks, David : Curzon in India 3 Vol.
- Lover, Frazer: : India under Curzon and Afghan
- S. Chakarvarty : From Khyber to Oxus
- A.C. Banerji : The Conquest of Burma
- Ravinder Kumar : India and the Perisian Gulf Region
- Bisheshwar Prasad : Bondage and Freedom Vol. 2

Semester-III

DSE-03	History of Science and Technology in India from Earliest Times to Pre-Colonial Times
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Credits: 3

Maximum Marks :75
Theory Examination: 50
Internal Assessment: 25
Examination Time: 2 hrs

Course Outcomes (COs):

After completing this course, students will be able to:

CO1. Understand the scope, sources, and significance of the history of science and technology in India.

CO2. Evaluate major contributions in astronomy, mathematics, and medicine by scholars such as Aryabhata and others.

CO3. Examine the evolution of medical and scientific knowledge systems, including interactions between different traditions.

CO4. Develop a critical understanding of technological innovations in pre-colonial India and their historical significance.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two question from each unit of 12 marks each. The candidate will be required to answer four questions in all.

2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.

3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Foundations of Science and Technology in Early India

- Meaning, scope, and importance of the history of science and technology; sources and interdisciplinary approaches
- Beginnings of agriculture and its impact on settlement, knowledge systems, and technological advancement
- Science and technology in Vedic and later Vedic periods: developments in physical and biological sciences

Unit II: Classical Developments in Science and Knowledge Systems (c. 1st–1200 CE)

- Major developments in science and technology from the early centuries CE to c. 1200
- Astronomy and mathematics: contributions of Aryabhata, Varahamihira, and Bhaskara I

- Medicine and surgery: knowledge systems reflected in Charaka Samhita and Sushruta Samhita

Unit III: Scientific Interactions and Technological Innovations in Pre-Colonial India

- Developments in medical knowledge: interaction between Unani and Ayurveda; alchemy and early chemical knowledge
- Technological innovations: Persian wheel, gunpowder, textile production, irrigation, and bridge-building techniques
- Developments in astronomy: Arab contributions and their influence in India with reference to Sawai Jai Singh II

Essential Readings:

- Arnold David : Science, Technology and medicine in Colonial India. The New Cambridge History of India Series, OUP, Cambridge, 1999.
- Kumar, Deepak : Science and the Raj, OUP, Delhi, 1995
- Prakash Gyan : Another Reason: Science and the Imagination of Modern, OUP, Delhi, 2000
- Qaiser, A.J. : The Indian Response to European Technology and Culture, OUP, Delhi, 1982.
- Raina, D. and Habib I. (Ed.) : Situating History of Science: Dialogues with Joseph Needham, OUP, Delhi, 1999
- Sangwan, S. : Science, Technology and Colonization: Indian Experience, Anamika, Delhi, 1990
- Debiprasad Chattopadhyaya, *Science and Society in Ancient India*
- Debiprasad Chattopadhyaya (ed.), *History of Science, Philosophy and Culture in Indian Civilization* (Vols. I–III)
- A. Rahman (ed.), *History of Indian Science, Technology and Culture (AD 1000–1800)*
- Dharampal, *Indian Science and Technology in the Eighteenth Century*
- Joseph Needham, *Science and Civilisation in China* (for comparative perspective)
- Alok Kumar, *Ancient Indian Science and Technology*
- B. V. Subbarayappa, *Science in India: A Historical Perspective*
- Brajadulal Chattopadhyaya, *Studying Early India: Archaeology, Texts and Historical Issues*
- Irfan Habib, *Technology in Medieval India (c. 650–1750)*
- Irfan Habib (ed.), *Medieval India: The Study of a Civilization*
- R. C. Majumdar (ed.), *The History and Culture of the Indian People* (relevant volumes)
- Romila Thapar, *Early India: From the Origins to AD 1300*
- David Pingree, *Jyotiḥśāstra: Astral and Mathematical Literature*
- G. J. Meulenbeld, *A History of Indian Medical Literature*
- P. C. Ray, *A History of Hindu Chemistry*

Semester-III

MDC-03	Environmental History of India
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Credits: 3

Maximum Marks :75
Theory Examination:50
Internal Assessment: 25
Examination Time: 2 hrs

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Explain the concept of environmental history and analyze human–nature interactions in different historical contexts.

CO2: Examine pre-colonial ecological systems and assess the impact of colonial policies on land, forests, and water resources.

CO3: Analyze contemporary environmental issues in India and their global linkages.

CO4: Evaluate the role of social movements and community resistance in shaping environmental discourse.

CO5: Understand challenges such as climate change, biodiversity loss, and sustainable development in historical perspective.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two question from each unit of 12 marks each. The candidate will be required to answer four questions in all.
2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Understanding Environmental History and Pre-Colonial Ecologies

- Environmental history: concept, scope, and recent trends
- Human–nature interactions in historical perspective
- Ecological features in pre-colonial India: Land use patterns, Forests and pastures, Monsoon systems and coastal environments

Unit II: Colonial Interventions and Environmental Transformations

- Colonial policies and ecological change: Land revenue systems and agrarian transformation, Forest policies and commercialization, Water management and irrigation systems

- Impact of colonialism on environment and society
- Resistance to colonial environmental regimes: Peasants, tribal, and pastoral communities

Unit III: Contemporary Environmental Issues and Global Perspectives

- Development vs environment: dams, displacement, and ecological degradation
- Agriculture and food security: Green Revolution and its environmental impact
- Climate change and global environmental efforts
- Environmental movements and alternative visions of development

Essential Readings

- Agarwal Anil and S. Narain, eds. The Fifth Citizen's Report on the Environment in India. Delhi: Centre for Science and Environment, 1999.
- Agarwal Anil and S. Narain, eds. The Second Citizen's Report on the Environment in India, 1984-85. Delhi: Centre for Science and Environment, 1985.
- Agarwal, Anil, et al, eds. The First Citizens' Report on the Environment in India. Delhi: Centre for Science and Environment, 1982. (Hindi translation Available)
- Divyabhanusinh. The End of a Trail: History of Cheetah in India. New Delhi: Oxford University Press, 1990.
- Gadgil Madhav & Ramachandra Guha. This Fissured Land: An Ecological History of India. New Delhi: Oxford University Press, 1992.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. Nature and the Orient: The Environmental History of South and Southeast Asia. New Delhi: Oxford University Press, 2000.
- Guha R. Environmentalism: A Global History. New Delhi: Oxford University Press, 2001.
- Lahiri Nayanjot. ed. The Decline and Fall of the Indus Civilization. Ranikhet: Permanent Black, 2002.
- McNeill J.R., Something New Under the Sun: An Environmental History of Twentieth Century World. New York & London: W.W. Morton & Company, 2000.
- Rajan S. Ravi, 'Toward a metaphysics of Environmental Violence: The Case of the Bhopal Gas Disaster' in Violent Environments. Edited by Nancy Lee Peluso and Michael Watts, 380-98. Ithaca and London: Cornell University Press, 2001.
- Rangarajan Mahesh, ed. Environmental Issues in India. New Delhi: Pearson, 2007. (Hindi translation available)
- Rangarajan Mahesh and K. Sivaramakrishnan, eds. India's Environmental History. Two Volumes. Ranikhet: Permanent Black, 2012.
- Ratnagar Shereen. Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika, 2001.
- Shiva Vandana. The Violence of the Green Revolution. London and New Jersey: Zed Books, 1993

Semester-III

SEC-02	Archives and Museums
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Credits:2

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Examination Time: 2 hrs

Course Outcomes (COs):

After completing this course, students will be able to:

- CO1:** Understand the conceptual foundations of archives and museums
- CO2:** Apply methods of archival organization, preservation, and documentation
- CO3:** Analyze the role of museums in representation of history and culture
- CO4:** Evaluate challenges related to heritage management, ethics, and accessibility
- CO5:** Develop practical skills through field-based learning and critical observation

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: Archives – Concepts and Practices

- Meaning, scope, and types of archives (public, private, institutional, digital)
- Role of archives in historical research and knowledge production
- Collection, classification, cataloguing, and indexing of records
- Preservation techniques: conservation, restoration, and digitization
- Archival institutions in India: National Archives of India, State Archives

Unit II: Museums – Theory, Functions and Public Engagement

- Definition and types of museums (art, archaeology, ethnographic, virtual)
- Functions of museums: collection, documentation, conservation, exhibition, education
- Role of museums in public history, identity, and cultural heritage
- Major museums in India: Indian Museum, National Museum
- Contemporary issues: repatriation, inclusivity, digitization, and community participation

Essential Readings:

- A Guide to the National Museum. New Delhi: National Museum, 1997.
- Agarwal, O.P. Essentials of Conservation and Museology. Delhi: Sundeeprakashan, 2007.
- Agarwal, O.P. Pustakalaya Samagri Aur Kala-VastuonKaParirakshan. Delhi: NBT, 1999.
- Edson, G. and D. David. Handbook for Museums. London: Routledge, 1986.
- GuhaThakurta, Tapati. Monuments, Objects, Histories: Institutions of Art in Colonial India. Delhi: Permanent Black, 2004.
- Kathpalia, Y.P. Conservation and Restoration of Archive Materials. UNESCO, 1973.
- Ridener, J. From Folders to Post Modernism: A Concise History of Archival Theory. LLC: Litwin Books, 2009.

Semester-III

VAC- 02	Understanding Heritage
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Credits:2

Maximum Marks: 50
Theory Examination:35
Internal Assessment: 5
Examination Time: 2 hrs

Course Outcomes (COs):

After completing this course, students will be able to:

- CO1.** Understand key concepts and categories of heritage, including tangible and intangible forms.
- CO2.** Identify major challenges facing heritage resources, including environmental, social, and economic pressures.
- CO3.** Evaluate conservation strategies and the importance of sustainable heritage management.
- CO4.** Analyze the relationship between heritage and tourism in contemporary contexts.

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: Concepts of Heritage and Legal Frameworks

- Defining heritage: meaning and scope of antiquity, archaeological sites, tangible and intangible heritage
- Institutional framework: role of heritage-related government departments, museums, and regulatory bodies such as the Archaeological Survey of India
- Conservation initiatives and policies for protection and management of heritage

Unit II: Challenges, Conservation, and Heritage Practices

- Challenges to heritage: urban development, encroachment, antiquity smuggling, and impact of conflicts (case studies)
- Conservation of heritage: methods, policies, and community participation in safeguarding heritage sites
- Heritage and tourism: relationship between cultural heritage, landscape, and travel; emerging trends

Essential Readings

- Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge: Cambridge University Press.
- Lahiri, N. (2012). *Marshalling the Past- Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapter 4 and 5)
- Singh, U. (2016). *The Idea of Ancient India: Essays on Religion, Politics and Archaeology*. New Delhi: Sage. (Chapters 7, 8).
- Biswas, S.S. (1999). *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH, • Layton, R.P. Stone and J. Thomas. (2001). *Destruction and Conservation of Cultural Property*. London: Routledge.
- Biswas, S.S. (1999). *Protecting the Cultural Heritage (National Legislation and International Conventions)*. New Delhi: INTACH. • Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History*. Cambridge: Cambridge University Press.
- Agrawal, O.P. (2006). *Essentials of Conservation and Museology*. Delhi: Motilal Banarsidas. • Chainani, S. (2007). *Heritage and Environment*. Mumbai: Urban Design Research Institute.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

Semester-IV

CC-A10	History of India (1206 CE -1707 CE)
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Credits:4(Hrs/week:4)

Maximum Marks :100
 Theory Examination:70
 Internal Assessment:30
 Examination Time: 3 hrs.

Course Outcomes(COs):

After completing the course, students will be able to:

CO1: Identify and describe the key political events and figures of the Delhi Sultanate and the Mughal Empire, including the establishment of the empires, significant rulers (e.g., Babur, Akbar, Aurangzeb), and their major policies.

CO2: Understand the administrative structures and systems of governance during the Delhi Sultanate and Mughal periods, including land revenue systems (e.g., Mansabdari), military organization, and judicial practices.

CO3: Explain the social and economic changes that occurred during this period, including the rise of new social classes, the development of trade and commerce, and the role of agriculture and urbanization.

CO4: Describe the major socio-religious movements of the period, such as the Bhakti movement, the Sufi orders, and the emergence of the Sikh faith.

CO5: Identify and discuss the major cultural developments of the period, including art, architecture, literature, and music.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.
2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

Unit I: Establishment of the Sultanate:

Survey of sources; Early Turks, Expansion and Consolidation under Khaljis and Tughlaqs, Sayyids and Lodhis, administration, State and Ulema, Nature of State, decline and disintegration.

Unit II : Establishment of the Mughal Empire:

Babar, Expansion and consolidation under Akhbar, Jahangir, Shahajahan and Aurangzeb, Mansabdari and Jagirdari, decline and disintegration, Emergence of Regional Political Formations: Vijayanagara and Bahmani.

Unit III: Economy and Integrated patterns of exchange:

Agricultural production, Trade and commerce, land Revenue administration, Monetization; market regulations; Rise of urban centres

Unit IV: Religion, society and cultures:

Sufi and Bhakti Movements , Religious policy of Akbar, Rise of Composite Culture, social classes, Art and Architecture under Delhi Sultanate and Mughal Empire, Miniature paintings

Essential Readings:

- Satish Chandra – *Medieval India* (Hindi: मध्यकालीन भारत)
- Peter Jackson – *The Delhi Sultanate*
- Percival Spear – *A History of India, Vol. II*
- Bipan Chandra – *भारत का स्वतंत्रता संग्राम* (contextual reading for later transition)
- John F. Richards – *The Mughal Empire*
- Muzaffar Alam & Sanjay Subrahmanyam – *The Mughal State*
- Irfan Habib – *The Agrarian System of Mughal India* (Hindi available)
- Shireen Moosvi – *Mughal Economy*
- W. H. Moreland – *India at the Death of Akbar*
- K. A. Nizami – *Religion and Politics in India*
- Annemarie Schimmel – *Mystical Dimensions of Islam*
- Harbans Mukhia – *The Mughals of India*
- Catherine B. Asher – *Architecture of Mughal India*
- Ebba Koch – *Mughal Architecture*
- Richard M. Eaton – *The Rise of Islam and the Bengal Frontier*
- Burton Stein – *Vijayanagara*
- Noboru Karashima – *South Indian History and Society*
- R. S. Sharma – *भारत का प्राचीन इतिहास* (background reading)
- Irfan Habib – *मुगल भारत की कृषि व्यवस्था* (Hindi translation)
- Harish Chandra Verma – *मध्यकालीन भारत*

Semester-IV

CC-A11	Contemporary History of India (1947 CE - 2000 CE)
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Credits: 4(Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Examination Time: 3 hrs

Course Outcomes (COs)

After completing this course, students will be able to:

CO1. Understand the key challenges of nation-building in post-independence India, including Partition and state integration.

CO2. Evaluate major political events such as the Emergency in India and their long-term impact.

CO3. Examine the process and implications of economic reforms and globalization in the 1990s.

CO4. Assess social and cultural transformations including caste politics, gender issues, and environmental concerns.

CO5. Develop a critical understanding of contemporary challenges related to democracy, secularism, and identity politics in India.

Note:

1. The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

2. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus.

3. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

Unit I: Nation-Building and Early Challenges (1947–1964)

- Independence and Partition: causes, consequences, and refugee crisis
- Integration of princely states and linguistic reorganization of states
- Framing of the Constitution and establishment of democratic institutions
- Policies and leadership of Jawaharlal Nehru: planning, industrialization, and Non-Alignment

Unit II: Political Developments and Crisis of the State (1964–1984)

- Political developments after Nehru: Lal Bahadur Shastri and Indira Gandhi
- Green Revolution: achievements, limitations, and regional disparities
- The Emergency in India: causes, nature, and consequences
- Regional movements, 1971 war, and internal security challenges (Punjab crisis)

Unit III: Economic Reforms and Political Transformation (1984–2000)

- Leadership of Rajiv Gandhi: modernization and technological change
- Political instability and emergence of coalition governments in the 1990s
- Economic crisis and 1991 reforms: liberalization, privatization, and globalization
- Growth of new sectors: IT, communication, and rise of the middle class

Unit IV: Society, Culture, and Contemporary Issues

- Caste and politics: Mandal Commission and changing social dynamics
- Communalism and secularism: Ayodhya dispute and its implications
- Women's movements, human rights, and social justice issues
- Environmental movements and cultural transformations: media, cinema, and identity politics

Essential Readings

- Ambedkar B. R., Federation Versus Freedom, Thakkar and Co, Mumbai ,1939.
- Bandyopadhyay J, The Making of the India's Foreign Policy, Allied Publishers, New Delhi, 1970.
- Bandyopadhyay Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, New Delhi, 2004.
- Bannerjee A. C. The New History of Modern India, Bagchi & Co. Delhi, 1983.
- Brown Judith , Modern India: The Origins of an Asian Democracy, OUP.
- Chandra Bipan et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.
- Chandra Bipin Rise and Growth of Economic Nationalism in India, Delhi, 1966.
- Chatterjee, Partha (ed.) State and Politics in India, Oxford University Press ,New Delhi, 1997.
- Divekar R. R. (ed.) Social Reform Movement in India, Bombay, 1991.
- Dreze, Jean and ,AmartyaSen, India: Economic Development and Social Opportunity, Clarendon, Oxford University Press, Oxford, 1998.
- Dutt, V.P, India's Foreign Policy, Vikas Publishing House, New Delhi, 1984.
- Forbes Geraldine Forbes, Women in Modern India, Cambridge University Press, Cambridge, 1996.
- Forbes, Geraldine, The New Cambridge History of India: Women in Modern India, IV Cambridge University Press, Cambridge. 1996.
- Grover B.L. and Grover S. A New Look at Modern Indian History, S. Chand & Co. New Delhi.
- Guha, Ramchandra, India after Gandhi: The History of the World's Largest, Pan Macmillan India, 2017.
- Guha Ramchandra, Makers of Modern India, Penguin Books, New Delhi, 2012.
- Gupta Dipankar (ed. Social Stratification OUP, New Delhi, 1991.
- Gupta M. L. Glimpses of Indian History: Past and Present, Anmol Publisher, 2002.

- Kumar Dharma (ed.), The Cambridge Economic History of India, Vol. II, c. 1757-2003, Orient Longman in association with Cambridge University Press, New Delhi, 2005.
- Kumar Radha, The History of Doing, Zubaan, New Delhi, 2007.
- Majumdar R.C. Comprehensive History of India, Vol. 3 (Part III) : Peoples Publishing House.
- Nanda B. R. Essays in Modern Indian History, O.U.P., Mumbai.
- Nanda B.R. Making of a Nation: India's Road to Independence, Delhi, 1998.
- Pylee M. R., Constitutional History of India S. Chand & Co. Ltd, New Delhi, Fifth Edition – 2011.
- Sen, Sukomal, Working Class of India: History of Emergence and Movement, 1830-1970. K.P.Bagchi and Company, Calcutta, 1977.
- Shah Ghanshyam (ed.), Caste and Democratic Politics in India, Permanent Black, Delhi. 2002.
- Shekhar Baly Metcalf , A concise History of Modern India. Thompson, Edward & Garratt G.T. History of British Rule in India , Vol. II, Atlantic Publishers and Distributors, Delhi, 1999

Semester-IV

DSE-04	Issues in Contemporary World
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Credits: 3

Maximum Marks :75
Theory Examination:50
Internal Assessment:25
Examination Time: 2 hrs

Course Outcomes (COs)

After completing this course, students will be able to:

CO1. Critically analyze major political transformations in the post-Cold War world and the changing nature of global power structures.

CO2. Examine the impact of globalization and economic policies on development, inequality, and global interdependence.

CO3. Assess contemporary global issues such as climate change, migration, and human rights from an interdisciplinary perspective.

CO4. Develop advanced critical thinking and research skills to interpret contemporary world issues in a historical and analytical framework.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two question from each unit of 12 marks each. The candidate will be required to answer four questions in all.

2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.

3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Global Political Transformations and Power Structures

- End of the Cold War and emergence of a unipolar/multipolar world order
- Role of international organizations: United Nations, IMF and WTO
- Rise of new global powers: China, India, and regional blocs
- Contemporary conflicts: terrorism, civil wars, and geopolitical tensions (Middle East, Ukraine, Indo-Pacific)

Unit II: Global Economy, Development, and Inequality

- Globalization and its impact: liberalization, privatization, and economic integration
- Development vs. underdevelopment: Global North–South divide and sustainable development
- Economic crises and challenges: financial instability, unemployment, and inequality

Unit III: Society, Environment, and Emerging Global Challenges

- Climate change and environmental issues: global warming, resource depletion, and sustainability
- Human rights, migration, and refugee crises in a globalized world
- Identity politics: race, ethnicity, religion, and gender movements
- Science, technology, and society: digital revolution, AI, cyber security, and media influence

Essential Readings:

- Dietmar Rothermund. (2006). The Routledge Companion to De colonisation. Routledge.
- Falkner, R. (Ed.). (2013). The Handbook of Global Climate and Environment Policy. John Wiley & Sons Inc.
- Fitzpatrick, S. (2022). The Shortest History of the Soviet Union. Picador India.
- Khapoya, V. B. (2015). The African Experience. Routledge.
- Lowe, N. (2013). Mastering Modern World History. Palgrave.
- Sepulveda, M., et al. (2004). Human Rights Reference Handbook. University for Peace.
- Steger, M., & Roy, R. (2010). Neoliberalism: A Very Short Introduction. Oxford University Press.
- Storey, J. (2008). Cultural Theory and Popular Culture: An Introduction (5th ed.). Pearson.
- Walters, M. (2006). Feminism: A Very Short Introduction. Oxford University Press.

Semester-IV

MDC-04	Women in Indian History
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Credits: 3

Maximum Marks :75
Theory Examination:50
Internal Assessment:25
Examination Time: 2 hrs

Course Outcomes (COs):

After completing this course, students will be able to:

CO1. Understand key concepts of gender, patriarchy, and historiography in the study of women's history.

CO2. Analyze the position and roles of women in ancient India, including legal rights, social norms, and economic participation.

CO3. Evaluate the role of women in social reform movements and the nationalist struggle in modern India.

CO4. Assess the gendered impact of major historical events such as Partition.

Note:

1. The question paper will consist of three Units containing six questions with internal choices from each unit i.e. two question from each unit of 12 marks each. The candidate will be required to answer four questions in all.
2. Three questions will have to be attempted from three units and the fourth question which is compulsory shall be of short answer type question covering the entire syllabus.
3. Fourth Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 50 marks ($12 \times 3 = 36 + 14 = 50$)

Unit I: Women in Ancient India

- Understanding gender and patriarchy: key concepts and theoretical frameworks in gender studies
- Historiography of women's history in India: sources, approaches, and debates
- Women's rights and roles: property and inheritance in Hindu law; status of women with reference to Tamilakam traditions

Unit II: Women in Medieval India

- Women in the Mughal state: the harem, household, and structures of power
- Social and cultural roles of women in medieval society: status, customs, and practices
- Women and literary activities: contributions to literature, education, and intellectual life



Unit III: Women in Modern India

- Women and 19th-century social reform movements: education, abolition of social evils, and legal changes
- Women and Indian nationalism (pre-1920): early participation ,mobilization and political awakening
- Women and Partition: trauma, displacement, recovery, and rehabilitation

Essential Readings

- Bhasin, Kamla. Understanding Gender. New Delhi: Women Unlimited, 2000.
- Bokhari, Afshan. 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India'. In Arrangements of the Mystical in the Muslim World, 1200 1800. Taylor and Francis, 2011.
- Chakravarti, Uma. 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'. Economic and Political Weekly, 28(14), 3 April 1993, pp.579-85.
- Forbes, Geraldine. Women in Modern India. Cambridge: Cambridge University Press, 1996.
- Gupta, Charu, ed. Gendering Colonial India: Refo/rms, Print, Caste and Communalism. Delhi: Orient Blackswan, 2012 [Introduction].
- Kumar, Radha. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. Delhi: Zubaan, 1997 [Also available in Hindi].
- Lal, Ruby. Domesticity and Power in the Early Mughal World. Cambridge: Cambridge University Press, 2005.
- Menon, Ritu and Kamla Bhasin. Borders& Boundaries. Delhi: Kali for Women, 1998.
- Ramaswamy, Vijaya. 'Aspects of Women and Work in Early South India'. In Kumkum Roy, ed. Women in Early Indian Societies. New Delhi: Oxford University Press, 2000.
- Shah, Shalini. 'Patriarchy and Property'. In The Making of Womanhood: Gender Relations in the Mahabharata, Revised edn. Delhi: Manohar, 2012, pp. 32-62.
- Sharma, Sunil. 'From 'Ā' esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women'. Journal of Persianate Studies, 2, 2009, pp. 148-164

Semester-IV

AEC-03	Art and Science in History Writing
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Credits:2

Maximum Marks :50
Theory Examination:35
Internal Assessment:15
Examination Time: 2 hrs.

Course Outcomes (COs):

After completing this course, students will be able to:

CO1: Understand the evolution of history as a scientific and analytical discipline

CO2: Critically evaluate the role of evidence, objectivity, and methodology in history writing

CO3: Analyze history as a narrative and interpretative practice

CO4: Develop critical skills in engaging with visual, digital, and public history sources

Note:

1. Five questions shall be set in all, two questions from Unit I & II of 14 marks each and Question No 1 that is Compulsory Question of 7 marks, by taking COs into consideration.
2. The Compulsory Question shall consist of seven short answer type questions of 01 marks each which shall be spread over the whole syllabus.
3. The candidate shall be required to attempt THREE questions in all selecting one question each from Unit I & II and the Compulsory Question.

Unit I: History as Science — Rationalism, Evidence, and Positivism

- Early forms of historical consciousness: myth, memory, and oral traditions
- Historical traditions in ancient India: Itihasa–Purana, epics, and genealogies
- Enlightenment and the emergence of modern historiography
- Development of positivism and the idea of history as a “science”
- Methods of historical research: evidence, verification, and causation

Unit II: History as Art — Narrative, Imagination, and Interpretation

- History as narrative: role of storytelling, language, and imagination
- Popular history vs academic history: purpose, audience, and style
- Interdisciplinary approaches: linking history with literature, sociology, and anthropology
- Visual and cultural sources: paintings, films, photography as historical texts
- Emerging fields: environmental history, digital history, and data-driven methods

Essential Readings:

- **Chakrabarty, D. (2016).** *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*. Chicago: University of Chicago Press.

- **Guha, R. (2010).** *India After Gandhi: The History of the World's Largest Democracy*. New York: HarperCollins.
- **Thapar, R. (2002).** *Early India: From the Origins to AD 1300*. Berkeley: University of California Press.
- **Sen, A. (2005).** *The Argumentative Indian: Writings on Indian History, Culture and Identity*. London: Allen Lane.
- **Ghosh, A. (2002).** *The Glass Palace*. New Delhi: Penguin Books (Exemplar of narrative history/fiction blending).
- **Sarkar, S. (1983).** *Modern India, 1885–1947*. Delhi: Macmillan.
- **Chandra, B. (2009).** *India's Struggle for Independence*. New Delhi: Penguin Books.
- **Dalrymple, S. (2025).** *Shattered Lands*. (Note: Focuses on rigorous archival research and memory).
- **Nehru, J. (1946).** *The Discovery of India*. Calcutta: Signet Press.
- **Chatterjee, P. (1993).** *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press.
- **Carr, E.H. (1961).** *What is History?*. London: Penguin Books.
- **Burke, P. (2001).** *New Perspectives on Historical Writing*. Pennsylvania: Pennsylvania State University Press.
- **Kuhn, T.S. (1962).** *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press (Often applied to shifts in historical paradigms).
- **Guha, R. (Ed.). (1982).** *Subaltern Studies I: Writings on South Asian History and Society*. Delhi: Oxford University Press.
- **Ali, B.S. (1978).** *History: Its Theory and Method*. Bangalore, Macmillan