

National Education Policy - 2020

**Syllabus
Department of History
University of Kota, Kota (Raj.)**

STRUCTURE OF PG HISTORY SYLLABUS

2023

Syllabus checked and modified by:

S.N.	Name	Designation	Department	Affiliation
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M. A. (HISTORY) 2022-23

Course Code

Each paper contains 150 marks. For regular and non-collegiate students, theory paper will be of 100 marks. For regular students, internal evaluation of marks 50 are divided into 30 marks for written test and 20 marks for viva/presentation/Seminar/Assignment/Report Writing.

For non-collegiate students, internal evaluation marks 50 are divided into 30 marks for report writing and 20 marks for viva-voce. **Report writing and viva-voce:** non collegiate student will prepare report on any topic of each course in minimum one thousand words from the prescribed syllabus of the concerned theory paper/course. The student needs to submit the report to the concerned college within the prescribed time so that the college will arrange viva -voce on the report.

Students are required to take one course offered under CBCS (Choice-Based Credit System) for 4 credits in Sem. II & Sem. III compulsorily for 50 marks.

M.A. (Sem. I): There will be four papers –

Year/ Semester	Paper	Code	Nomenclature of Paper	Max. Marks	Min. Marks
1 st Year/ Sem. - I	I	HIS 511	Historiography	100	40
	II	HIS 512	History writing in India and Rajasthan	100	40
	III	HIS 513	History of Rajasthan (From Earliest Times to 1707 C. E.)	100	40
	IV	HIS 514	History of Rajasthan (From 1707 to 1956 C. E.)	100	40
		Internal	Internal Evaluation for Each Paper	50x4=200	20x4=80
			Total	600	240
1 st Year/ Sem. - II	I	HIS 521	Twentieth Century World	100	40
	II	HIS 522	Historical Application in Tourism with Special Reference to Rajasthan	100	40
	III	HIS 523	Women History in India	100	40
	IV	HIS 524	Constitutional Development of India (Till Independence)	100	40
	V	HIS 525	Choice Based Credit System	50	20
		Internal	Internal Evaluation for Each Paper	50x4=200	20x4=80
			Total	650	260
2 nd Year/ Sem. - III	I	HIS 631	Gandhian Studies	100	40
	II	HIS 632	Hadauti Historical and Cultural	100	40

	III		<u>Any one of the following</u>		
		HIS 633 A	History of India (Earliest Times to 78 C.E.)	100	40
		HIS 633 B	History of Medieval India (1200 to 1526 C.E.)	100	40
		HIS 633 C	History of Modern India (1761 to 1857 C.E.)	100	40
	IV		<u>Any one of the following</u>		
		HIS 634 A	History of India (78 C.E. to 650 C.E.)	100	40
		HIS 634 B	History of India (1526 to 1656 C.E.)	100	40
		HIS 634 C	History of India (1858-1919 C.E.)	100	40
		HIS 635	Choice Based Credit System	50	20
		Internal	Internal Evaluation for Each Paper	50x4=200	20x4=80
			Total	650	260
2 nd Year/ Sem. - IV	I	HIS 641	History of South India (700-1300 C.E.)	100	40
	II	HIS 642	Study of Indian Culture	100	40
	III		<u>Any one of the following</u>		
		HIS 643 A	Ancient India: Socio-Economic Life and Institution	100	40
		HIS 643 B	History of India (1656-1761 C.E.)	100	40
		HIS 643 C	History of India (1919-1965 C.E.)	100	40
	IV		<u>Any one of the following</u>		
		HIS 644 A	Elements of Indian Archaeology or Dissertation	100	40
		HIS 644 B	Medieval Society, Religion, Art and Architecture or Dissertation	100	40
		HIS 644 C	Social and Economic History of Modern India or Dissertation	100	40
		Internal	Internal Evaluation for Each Paper	50x4=200	20x4=80
			Total	600	240

Note: - In Sem. III and Sem. IV paper I & Paper II are compulsory. Student have to choose two papers by choosing one paper each from III group and IV group.

M.A. History

Sem. – I

Historiography

Paper - I

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain two sections as under –

The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.

Section-A: One compulsory question with 10 parts, having 2 parts from each unit.
Short answer in 30 words for each part.

Total marks: 10x2=20

Section-B: Contains 10 questions, 2 questions from each unit, attempted 5 questions, by taking one from each unit, answer approximately in 500 words.

Total marks: 16x5=80

Course Objective:

The objective of this course is to introduce students to the various theories, methods and visions of history. It aims to make students familiar with important historiographical interventions and issues related to history writings. This course will give students a clear understanding of the philosophy of history, different old and recent approaches to history and research methodologies in history.

Unit- I

1. Meaning, Nature, Scope of History.
2. History and other disciplines- (Inter disciplinary approach).

Unit- II

1. Objectivity
2. Interpretation
3. Great Man Theory
4. Causation

Unit- III

1. Approaches to History- Orientalist, Imperialist, Nationalist, Marxist.
2. Subaltern, Feminist and Post Modernist.

Unit- IV

1. Theories of History- Cyclical, Linear.
2. Spengler, Toynbee, Collingwood.

Unit-V

1. Research Methodologies in History.
2. Sources, Collection and Selection of Data.
3. Bibliography and Index Preparation.

Books Recommended:

1. E.H. Carr-What is History.
2. R.G. Collingwood-The Idea of History.
3. Walsh: An Introduction to Philosophy of History.
4. G.L. Renier: History: Its Purpose and Methods.
5. B. Sheik Ali- History: Its Theory and Method.
6. Pancholi and Mali- The Fundamentals of Research Methodology.
7. Patrick L. Gardiner (ed) Theories of History.
8. David Ludden- Reading Subaltern Studies.
9. जी.सी. पाण्डेय: इतिहास: स्वरूप एवं सिद्धान्त
10. झारखण्ड चौबे: इतिहास दर्शन
11. खुराना बंसल: इतिहास लेखन: धारणाएं एवं सिद्धान्त
12. ई. श्रीधरन, इतिहास लेख- एक पाठ्यपुस्तक (500 ई.पू. से 2000 तक)

Suggested Online Links:

- <https://ndl.iitkgp.ac.in/>
- <http://epgp.inflibnet.ac.in/>
- <http://egyankosh.ac.in/>
- <https://www.ncertbooks.guru/english-skills/>
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- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>
- <https://epustakalay.com>
- <https://archive.org>
- <https://ignou.ac.in>
- www.cec.nic.in

Course Learning Outcome: - This course will enable the students to learn the meaning, nature and scope of history. By the end of the course the students could be able to connect to the major Historiographical approaches, theories and methods that had influenced history writings during various time periods. They would be able to differentiate between the important contexts of historiographies like Marxists, imperialist, nationalist, feminist, subaltern and environmentalist etc. They would learn that simple retelling of facts always has a special historiographical context. They will be able to better understand the debates and shifts among the historians. Even this course will act as a foundation of all of their other courses.

M.A. History
Sem. – I
History writing in India and Rajasthan
Paper - II

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain two sections as under –

The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.

Section-A: One compulsory question with 10 parts, having 2 parts from each unit.
Short answer in 30 words for each part.

Total marks: 10x2=20

Section-B: Contains 10 questions, 2 questions from each unit, attempted 5 questions, by taking one from each unit, answer approximately in 500 words.

Total marks: 16x5=80

Course Objective: This paper studies the history writing tradition in India and Rajasthan in various periods of history. The course will enable the students to understand that there is a difference in history writing tradition in each era of History. In ancient India religious scriptures like Vedic literature Purana, Mahakavya, Buddhist and Jain literature, inscriptions and coins are rich in historical content. During the medieval period of Indian history, the history writing consisted of dynastic and regional histories, biography and memoirs while with the advent of Europeans in India history writing or historiography undergoes a drastic change not clearly in approaches, treatment and technique but also in volume of historical literature. The last unit of the paper aims to introduce the students with the bardic and modern tradition of history writing in Rajasthan.

Unit-I

1. Ancient Indian Tradition.
2. Sources- Scriptures, Eulogies, Travelogues, Inscriptions (Jain, Buddhist, Hindu), Numismatics.

Unit-II

Medieval Indian Historiography

1. Sultanate Period -Zia-ud-din Barni, Minhaj-us- Siraj, Ibn Batuta.
2. Mughal Period, Abdul Hamid Lahori, Nizamuddin Ahmad, Bernier, Travenier.

Unit-III

1. History Writing in Modern India.
2. Various schools-Cambridge, Marxist, Romantic, Subaltern.

Unit-IV

1. Major Representative Historians of India.
 - (a) Kalhana
 - (b) Amir Khusrau
 - (c) Abul Fazl
 - (d) V. Smith

- (e) J.N. Sarkar
- (f) Irfan Habib
- (g) Ranjit Guha

Unit-V

1. Tradition of History Writing in Rajasthan.
(i) Bardic Traditions- Shymal Das, Nensi,
2. Representative Historians-Tod, G.H. Ojha, Gopinath Sharma, V.K. Vashishtha.

Books Recommended: -

1. D.D. Kosambi-An Introduction to the Study of Indian History.
2. S.N. Mukherji (ed) India: History and Thought-Essay in Honour of A.L. Basham.
3. Warder, A.K.- An Introduction to Indian Historiography.
4. U.N. Ghosal-The Beginning & Indian Historiography and other Essays.
5. Sir H.M. Elliot-The History of India I as Told by its Own Historians (Vol I to VIII).
6. E. Sreedharan; A Text book of Historiography 500 BC to 2000 A.D. (Also-in Hindi).
7. Ernst Breisach: Historiography: Ancient, Medieval and Modern.
8. Ramesh Chandra Sharma: Historiography and Historians in India I since Independence.
9. Subaltern Studies, 11 Volumes.
10. Vinayak Chaturvedi (ed.): Mapping Subaltern Studies and the Post colonial.
11. D. Devahuti (ed.): Problems of Indian Historiography.
12. S.P. Sen-Historians and Historiography in Modern India.
13. Mohibul Hasan: Historians of Medieval India.
14. Ranjit Guha: On some Aspects of Historiography of Colonial India
15. G.P. Singh: Ancient Indian Historiography: Sources and Interpretation.
16. Shankar Goyal- History Writing of Early India: New Discoveries and Approaches.
17. Sabya Sachi Bhattacharya: Approaches of History: Essays in Indian Historiography.
18. Pancholi and Mali: The Fundamentals of Research Methodology.
19. Harbans Mukhiya: Historians and Historiography during the reign of Akbar.
20. K.N. Chitnis- Research Methodology in History.
21. लालता प्रसाद पाण्डे- भारतीय इतिहास दर्शन
22. जी.सी. पाण्डे-इतिहास स्वरूप व सिद्धांत
23. के. एस. गुप्ता व हुकुमसिंह भाटी (सं) - राजस्थान के इतिहासकार (खंड I व II)
24. आर.के. सक्सेना- सल्तनतकालीन इतिहासकार व इतिहास लेखन, मुगलकालीन इतिहासकार व इतिहास लेखन

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- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>
- <https://epustakalay.com>
- <https://archive.org>
- <https://ignou.ac.in>
- www.cec.nic.in

Course Learning Outcome: - At the end of the course the students would be able to understand the historiographical tradition of different periods of Indian history. They will learn the perspective method style content and historical context of historical traditions of Indian and Rajasthan History. They will learn the art of storytelling, narration and reconstruction of the past. The last unit of this paper will enable the students to understand and connect with the development of history writing tradition in Rajasthan from Khyats to modern History.

M.A. History
Sem. – I
History of Rajasthan (From Earliest Times to 1707 C. E.)
Paper - III

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain two sections as under –

The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.

Section-A: One compulsory question with 10 parts, having 2 parts from each unit.
Short answer in 30 words for each part.

Total marks: 10x2=20

Section-B: Contains 10 questions, 2 questions from each unit, attempted 5 questions, by taking one from each unit, answer approximately in 500 words.

Total marks: 16x5=80

Course Objective: Rajasthan forms part of the history of the great Indian subcontinent from the beginning of human life. The objective of the paper is to make students aware how the region of Rajasthan paved way in tandem with the rise and growth of civilization in India; the Kalibanga belonged to the Indus-Saraswati civilization and Ahar, to later Indus chalcolithic cultures spread throughout India. In historical periods, Rajputana was a constituent of every historical phase of India, the Mahajanapadas, the Mauryas, the Guptas and up to the origin of Rajputas, to whom it owed the name Rajputana. The outstanding rulers of Rajputana, the resistance to and cooperation of the rulers with the central powers, both Sulatenate and Mughal, are dealt with to throw light on the distinct history of Rajputana and the culture and traditions of the people.

Unit-I

1. Proto Historic Cultures- Kalibanga, Ahar, Bairath and other sites.
2. Janpads- Matsya, Shivi and Malav.

Unit-II

1. Various Theories of Origin of Rajputs.
2. Maharana Kumbha.

Unit-III

Resistance of Rajputs- Prithvi Raj Chauhan, Hammir, Maldev.

Unit-IV

Mughals and Rajputs: Resistance Sanga, Pratap, Durgadas, Chandrasen.

Unit-V

Mughals and Rajputs: Cooperation Jaisingh-I, Raisingh, Jaswant Singh

Book Recommended:

1. Dashrath Sharma : Rajasthan Through the Ages Vol-I
2. D.C. Shukla : Early history of Rajasthan

3. J.N. Asopa	:	Origin of Rajput
4. U.N. Day	:	Mewar under Maharana Kumbha
5. गोपी नाथ शर्मा	:	राजस्थान का इतिहास
6. आर.पी.व्यास	:	राजस्थान का वृहत इतिहास भाग-I

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- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>
- <https://epustakalay.com>
- <https://archive.org>
- <https://ignou.ac.in>
- www.ccc.nic.in

Course Learning Outcome: - The history of Rajasthan is multifarious under the paper as it covers a large span of time from the very start of the history of human culture and civilization up to the zenith of the Mughal empire. The outcome of the paper is in the union of the regional history with the national history and in the learning that be it any historical period in the history of India, Rajputana had strong footprints throughout and that the history of any region. With its own specificities, can be taught only in view of the national history. The Rajputs were concentrated in the area of Rajputana which added to its history chivalry, statecraft and culture of its own.

M.A. History
Sem. - I
History of Rajasthan (From 1707 to 1956 C. E.)
Paper - IV

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain two sections as under –

The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.

Section-A: One compulsory question with 10 parts, having 2 parts from each unit.
Short answer in 30 words for each part.

Total marks: 10x2=20

Section-B: Contains 10 questions, 2 questions from each unit, attempted 5 questions, by taking one from each unit, answer approximately in 500 words.

Total marks: 16x5=80

Course Objective: The objective of the paper is to make students aware of the history of the region of Rajputana under three historical phases, the weakening Mughals, the Marathas and the British. Death of Mughal emperor Aurangzeb marked relaxing of the Rajput rulers from the Mughal yoke on one hand, on the other it laid them bare for the overpowering by the Marathas. The decline of the Marathas at the hands of the British transferred the yoke to the government of East India Company. The uprising of first war of independence in 1857 had its trails in Rajputana states too. The Nationalism in Rajputana was different from that of the British India due to the difference in the nature of British domination over them. With the freedom of India, the Rajputana states were merged into the union of India as the state of Rajasthan where the history under the paper concludes.

Unit-I

1. Rise of Jaipur
2. Marathas and States of Rajasthan
3. Jhala Zalim Singh.

Unit-II

1. East India Company and states of Rajasthan
2. Treaties of 1818 and its Consequences.

Unit-III

1. Uprising of 1857 in Rajasthan: Causes, Events and Consequences.

Unit-IV

1. Rise of National Consciousness in Rajasthan.
2. Prajamandal Movements.

Unit-V

1. Peasant Movements.
2. Merger of States of Rajasthan in India
3. Reorganization of Rajasthan

Book Recommended:

- | | | |
|--------------------|---|---|
| 1. V.S. Bhatnagar | : | Life and Times of Sawai Jai Singh |
| 2. K.S. Gupta | : | Mewar Maratha relations |
| 3. Dr. G.N. Sharma | : | Rajasthan through the ages Vol. II |
| 4. Dr. M.S. Jain | : | Rajasthan through the ages Vol. II |
| 5. के.एम. सक्सेना | : | राजस्थान में राजनैतिक जागरण |
| 6. आर.पी. व्यास | : | आधुनिक राजस्थान का वृहद् इतिहास टक्स एण्ड |
| 7. बी.के. शर्मा | : | राजस्थान में आदिवासी एवं किसान आंदोलन |
| 8. विनीता परिहार | : | राजस्थान में प्रजामण्डल आंदोलन |
| 9. रघुवीर सिंह | : | पूर्व आधुनिक राजस्थान |

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- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>
- <https://epustakalay.com>
- <https://archive.org>
- <https://ignou.ac.in>
- www.cec.nic.in

Course Learning Outcome: - The outcome of the paper lies in comprehending the nature of different types of domination and their impact over Rajput states in three subsequent historical eras in transition. The fact that distinguishes the history of Rajputana from that of British India under the British domination is that the rise of resistance in peasantry in Rajputana states was the forerunner of the Prajamandal movements, known to be the native versions of the Indian National Congress. The states of Rajputana were organized into the state of Rajasthan and a new era in the history commenced with the independence of India.

M.A. History
Sem. III
Gandhian Studies
Compulsory Paper - I

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

- Section-A:** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10
- Section-B:** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50
- Section-C:** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: Gandhi is a leader of modern world who led the freedom movement of India through the means of Truth and Non-violence. The success of the freedom struggle of India further led to the unyoking of the nations from imperialism. He has influenced the world leaders and the way resistances are carried out in modern times. Gandhi has attained enhanced popularity throughout the world and the relevance of Gandhian methods has gained momentum achieved never before. So, the study of Gandhi, his life, philosophy and movements are desirable to enrich the students with the alternative methods he facilitated for human life, community development and a world order based on love and fraternity. The course has been designed to provide a comprehensive knowledge of Gandhi's ideas on politics, religion, society and economy. With the culture and history of India in the hindsight, Gandhi has unique additions to them the students should be aware of which and be capable of critical evaluation.

Unit-I

Life and Early Political Movements till 1920.

Non-Cooperation Movement.

Unit-II

Civil Disobedience Movement.

Quit India Movement.

Unit-III

Political Ideas.

Politics and Religion.

Concept of Swarajya.

Gram Swarajya

Unit-IV

Social Ideas.
Education.
Untouchability.
Antodaya.
Women.

Unit-V

Economic Ideas.
Swadeshi.
Trusteeship.
Sarvodaya.
Gandhi Plan (1944).
Hind Swarajya.

Books Recommended: -

1. M.K. Gandhi: My Experiments with Truth (Also available in Hindi)
2. Sriman Narayan-Gandhian Plan (1944).
3. Amratanand Das-Foundations of Gandhian Economics.
4. B.M. Sharma -Mahatma Gandhi and his Philosophy.
5. Judith M.Brown-Gandhi, Prisoner of Hope.
6. J.C Kumarappa: Economy of Permanence
7. Louis Fischer-The Life of Mahatma Gandhi
8. रोमां रोला – महात्मा गांधी जीवन और दर्शन।
9. प्रो. बी.एम.शर्मा, डॉ. रामकृष्ण दत्त शर्मा, डॉ. सविता शर्मा– गांधी दर्शन के विविध आयाम।
10. विनोबा भावे – गांधी जैसा मैंने देखा समझा।
11. रामचंद्र गुहा – गांधी–दक्षिण अफ्रीका से भारत आगमन और गोलमेज सम्मेलन तक (1914.31)

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- <https://epustakalay.com>
- <https://archive.org>
- <https://ignou.ac.in>
- www.cec.nic.in

Course Learning Outcome: - The study of the life, thoughts and deeds of Gandhi would instill the students with the knowledge of the traits of leadership and the transformation of the masses into a social force capable of rebutting the mighty imperialism. The philosophy of Gandhi of Swaraj and Sarvodaya, representative of the best features of Indian tradition of relationship between the state and the people, is pathbreaking among the philosophies of statesmanship in the world across times and beneficial to all. A world order consisting of nations having sustainable growth and cordial relations among them is a natural outcome of the ideas and functions of Gandhi and the same accords India a distinctive place. Thus, the study of Gandhi as a person, philosopher is crucial among the world leaders having an influence at specific historical junctures.

M.A. HISTORY
Sem. III
Hadauti Historical and Cultural
Compulsory Paper - II

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

Section-A: One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10

Section-B: 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50

Section-C: 04 questions (question may have sub divisions) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: The basis aim is to provide to students with a holistic understanding of the Hadauti region's cultural and historical dimensions, emphasizing the significance of preserving, interpreting and promoting its unit heritage.

Unit-I

1. Sources: Literary, Inscriptions
2. Prehistoric Hadauti – Various centers.
3. Origin of the Hada Rajputs and their rule in Bundi.

Unit-II

1. Rise of Kota
2. Relations of Rulers of Kota and Bundi with Neighboring States : Jaipur, Udaipur, Jodhpur.
3. Mughals and Rulers of Hadauti

Unit-III

1. Marathas, Pindaris and their relations with Bundi and Kota.
2. The British and Hadauti (1818), Rise of Jhalawar.

Unit-IV

1. Freedom Movement: 1857, Peasant Movements and Prajamandal Movements.
2. Integration with Indian Union.

Unit-V

1. Culture: Major Fairs, Festivals, Folk Culture
2. Painting, Architecture with special reference to Jhalrapatan, Gagron, Taragarh, Kolvi, Step wells of Hadauti.

Books Recommended: -

1. R.P. Shastri – Jhala Jalim Singh

2. Beni Gupta – Maratha Penetration into Rajasthan
3. Beni Gupta – Maratha Relations with Kota and Bundi
4. M.C. Beach – Rajput Paintings at Bundi and Kota
5. Brijraj Singh: The Kingdon That Was Kotah.
6. R.K. Saxena – Maratha Relation with the Major states of Rajasthan
7. हरिमोहन प्रधान – हाड़ौती तीरथ
8. चंद्रमणि सिंह – पुरा वैभव हाड़ौती
9. संपूर्णानंद सिंह – बूँदी के शिला लेख
10. एम. एल. साहू – आलनिया के शैल चित्रों का ऐतिहासिक व सांस्कृतिक विवेचन
11. एस.आर.खान – झालावाड़ राज्य का इतिहास
12. जगदीश सिंह गहलोत –कोटा राज्य का इतिहास
13. अरविन्द कुमार सक्सेना –बूँदी राज्य का इतिहास
14. मथुरा लाल शर्मा – कोटा राज्य का इतिहास
15. जगदीश सिंह गहलोत – बूँदी राज्य का इतिहास
16. पीतांबर दत्त शर्मा – बूँदी राज्य के ऐतिहासिक स्थल
17. जवाहर लाल माथुर – बूँदी के देवालयों का इतिहास
18. सज्जन पोसवाल – स्वतंत्रता आन्दोलन और हाड़ौती का साहित्य
19. सज्जन पोसवाल – हाड़ौती के प्रमुख स्वतंत्रता सेनानी भाग-1

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- <https://archive.org>
- <https://ignou.ac.in>
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Course Learning Outcome: Empowered to students with a nuanced understanding of Harauti's cultural and historical dimensions, emphasizing the significance of heritage preservation, cultural appreciations and responsible tourism development within the region.

M.A. HISTORY
Sem. III
Group-A History of India (Earliest Times to 78 C.E.)
Paper - III

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

- Section-A:** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10
- Section-B:** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50
- Section-C:** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: The objective of this course is to introduce the students with the earliest period of human past to 78 CE in the Indian subcontinents. The scores tries to explain the emergence of various cultures in India from paleolithic times down to iron age and it deals with the development and structure of early Indian society, polity, economy and art and architecture through the windows of Indus valley civilization, Vedic Age, Mauryan empire and Post Mauryan times.

Unit-I

1. Sources-Inscription, Coins, Literature, Greek Writings
2. Salient features of Paleolithic and Neolithic Cultures
3. Harappa Culture

Unit-II

1. Vedic age
2. Rise of Magadh empire up to the Nandas and their Achievements.

Unit-III

1. Rise of Mauryas and their empire: Chandragupta Maurya.
2. Ashok's Dhamma and his Missionary Activities
3. Mauryan administration

Unit-IV

1. The Shungas and their Achievements
2. The Indo-Greeks.
3. The Shakas of western India
4. Kharvela of Kalinga

Unit-V

1. Trade and Trade Routes with special Reference to Silk Route and Spice Routes
2. Society, Religion and Art (From 3rd BCE to 1st century C.E.)

Books Recommended: -

1. K.A. Nikanth Shastri: Comprehensive History of India Vol. II.
2. Mazumdar and Pusalkar: The History and Culture of Indian Paper Vol. II
3. Raychoudhy H.C.: Political History of Ancient India (Also in Hindi)
4. R.K. Mookherjee: Chandra Gupta Maurya and His Time (Also in Hindi)
5. Nilkanth Shastri, K.A.: The Age of Nands and Mauryas (Also in Hindi)
6. V.C. Pandey: Prachin Bhart ka Rajnitik tatha Sanskritika Itihas, Vol. I (Also in Hindi)
7. Bhandarkar, D.R.: Ashok (Also in Hindi)
8. Narain, A.K.: The Indo Greeks
9. Romila Thapar: Ashoka and Decline of Maurya (Also in Hindi)
10. Mookerjee, R.K.: Ashok (Also in Hindi)
11. डी.एन.झा एवं श्रीमाली : प्राचीन भारत का इतिहास
12. के.सी. श्रीवास्तव : प्राचीन भारत का इतिहास

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- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>
- <https://epustakalay.com>
- <https://archive.org>
- <https://ignou.ac.in>
- www.cec.nic.in
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Course Learning Outcome: This course will enable the students to analyze the various source material of ancient India. They could visualize the Harrapan Civilization and Vedic age. It will make them understand the process of emergence of the Mauryan empire. The students will get a chance to learn about Indo Greek connections and their impact on India. They would be familiar with the major development of society, religions, art and architecture, and trade during early period of Indian history.

M.A. HISTORY
Sem. III
Group-B History of Medieval India (1200 to 1526 C.E.)
Paper - III

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

Section-A: One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10

Section-B: 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C: 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: Analyzing the political landscape, including rise and fall of various dynasties such as the Delhi Sultanate, Vijayanagar and Bahmani's emperor. Enriched students comprehensive understanding of the multifaceted aspects of Delhi Sultanate encompassing politics, society, cultural, economy and transitions between different ruling powers.

Unit-I

1. Survey of Chief Sources.
2. The Ghorian and Turkish conquests of Northern India.

Unit-II

1. Iltutmish, Balban.
2. Iqta System.

Unit-III

1. The Khilji Revolution: Alauddin Khilji
2. Rajput Resistance

Unit-IV

1. Tughlaqs
2. Mohd. Bin Tughlaq
3. Firoz Tughlaq

Unit-V

1. Disintegration of Sultanate.
2. Afghans.
3. Vijayanagar and Bahmani

Books Recommended-

1. Habib Nizami : Comprehensive History of India Vol-V.

2. K.M. Ashraf : Life and Conditions of the People of Hindustan
(also in Hindi).
3. A.L. Shrivastava: History of India (also in Hindi)
4. सतीशचंद्र – मध्यकालीन भारत।

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- <https://epustakalay.com>
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Course Learning Outcomes: Aims to equip students with a comprehensive understanding of Delhi Sultanate's History while fostering critical thinking, analytical skills and the ability to interpret historical events in a broader context.

M.A. HISTORY
Sem. III
Group-C History of Modern India (1761 to 1857 C. E.)
Paper - III

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

Section-A: One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10

Section-B: 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C: 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: The advent of modernity is attributed to the western civilization, post renaissance and age of enlightenment. The material culture of industrial revolution and consequent colonization inflicted India along with other countries of the world. Proclaimed to be a benefactor for those governed, the colonizers had devastating impacts on the native polity, economy, society and culture. The course narrates the battles between the British and the Indian powers, their defeat and the establishment of British administration, land settlements, judiciary, religious and social policy. This forceful application resulted in the resistance from the masses of India and the first war of independence occurred in 1857. The course elaborates the history of India within the preview of capitalism and imperialism, the most crucial phenomena of world history in modern times.

Unit-I

1. Sources-Archival, Private Paper, Newspapers Periodicals.
2. Approaches and Interpretation-Different schools of Thought.

Unit-II

1. India in the mid-18th century-Polity, Economics, Society and Religion.
2. Third Battle of Panipat, Maratha Struggle with British.

Unit-III

1. Establishment of British Rule in Bengal.
2. Mysore, Punjab and Awadh their absorption in British empire.

Unit-IV

1. Development of British Indian. Administrative system (1756-58).
2. Rural and Urban Economy, Banking.

Unit-V

1. Pre 1857 Peasant and Tribal Resistance.
2. Revolt of 1857-Ideology, Program, Leadership at Various Levels, People's participation and British Repression and Response.

Books Recommended-

1. G.S. Sardesai: New History of the Marathas.
2. R.C. Majumdar: British Paramountcy and Indian Renaissance vol.IX.
3. SB Choudhary: Theories of the Indian Mutiny.
4. आर.एल.शुक्ल (सं.) : आधुनिक भारत का इतिहास ।
5. ग्रोवर एवम् यशपाल : आधुनिक भारत ।
6. विकास नोटियाल : प्लासी से परमाणु युग: आधुनिक भारत का वृहत इतिहास ।
7. ब्रज किशोर शर्मा : भारत का इतिहास 1750 से 1950

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- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>
- <https://epustakalay.com>
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- <https://ignou.ac.in>
- www.cec.nic.in

Course Learning Outcomes: The course is important in laying open the course of imperialism in India. It exposes the gaps between the political, military and financial systems of the colonizer and the colonized to comprehend the establishment of British domination. The interpretation of colonialism and the consequent resistances, through various schools of thought enables the expansion of the intellectual horizon of students from the perspective of different stakeholders, having vivid aspects of analysis. The undercurrent social forces, that of the dethroned rulers, their military, the peasants, aboriginals and the middle class, helped in creating an opposition to the foreign domination which led to the rise of Indian freedom struggle and the consequent achievement of freedom.

M.A. HISTORY
Sem. III
Group-A History of India (78 C.E. to 650 C.E.)
Paper - IV

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

- Section-A:** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10
- Section-B:** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50
- Section-C:** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: Developing in the students, ability to critically evaluate and interpret primary sources, archaeological finding, inscriptions and textual sources to reconstruct the History of Ancient India and provide to comprehensive understanding of the multifaceted aspects of Ancient Indian History, Encompassing politics, societies, culture, economy and historical transitions during this significant period.

Unit-I

1. Sources.
2. Kanishk and his Achievements.
3. Sangam Age.

Unit-II

1. Nahapan, Rudradaman-I and their Achievements.
2. Gautmiputra Satakarni

Unit-III

1. Guptas: Samudragupta, Chandragupta-II, Kumargupta.
2. Administrative Organization.

Unit-IV

1. Land Grants
2. Expansion of agriculture.
3. Coins and Currency.

Unit-V

1. Science and Technology
2. Art and Architecture
3. Harshavardhan and his Achievements.

Books Recommended-

1. Majumder and Pusalkar: The History and Culture of the Indian People, vol-II, III.
2. R.K. Mukherji: The Gupta Empire.
3. S.R. Goyal: The History of Imperial Guptas.
4. Majumdar and Alteker : The Vakataka.
5. D. Devahuti: Harsha-A Political Study
6. U.N. Day: Gupta Samrata va Unki Kala
7. G.S. Chatterji: Harsha Vardhan (In Hindi)
8. P.L. Gupta: History of Gupta Empire (also in Hindi)
9. पी.के. मजूमदार : भारत के प्राचीन अभिलेख ।
10. शिव कुमार गुप्ता (सं.) : प्राचीन भारत का इतिहास (78–650AD) ।
11. डी.एन.झा. प्राचीन भारत के इतिहास की रूपरेखा ।
12. श्री राम गोयल : गुप्त साम्राज्य का इतिहास ।
13. के.सी.श्रीवास्तव : प्राचीन भारत का इतिहास ।

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Course Learning Outcomes: Equip students with a comprehensive understanding of ancient Indian history while fostering critical thinking, analytical skills and the capability to interpret historical events within their broader context.

M.A. HISTORY
Sem. III
Group-B History of India (1526 to 1656 C.E.)
Paper - IV

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

Section-A: One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10

Section-B: 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words.

Total marks: 50

Section-C: 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: The course covers a very crucial period in the history of India, from foundation to zenith of the Mughal empire. The power and grandeur of the Mughal empire is assumed to be the highest among contemporaneous empires of the world. Four of the five great Mughals, from Babur to Shahjahan, are dealt with from the point of view of their exploits in founding, expanding and strengthening the empire in India. The Sur empire under Shershah Suri is an interpolation so far as the continuity of the lineage is concerned but not from the core of the empire. The administration of Shershah Suri laid basis for the policies of Akbar the Great. The objective of the course is to teach the students about an empire with an organized government, powerful military force and integration of all elements, i. e., *sulah-e-kul*.

Unit-I

1. Sources-Literary
2. Monuments

Unit-II

1. Babar
2. Humayun

Unit-III

1. Sher Shah Suri-Conquests, Administration.
2. Akbar – Mansabdari, Conquests.

Unit-IV

1. Jahangir
2. Shahjahan

Unit-V

1. North west Frontier Policy of Mughals.
2. Rajput Policy of Mughals.
3. Religious Policy of Mughals.

Books Recommended-

1. A.L. Shrivastava: History of India
2. R.P. Tripathi: Rise and Fall of Mughal Empire (also in Hindi).
3. K.R. Qanungo – Sher Shah and His Times.
4. ए.एल.श्रीवास्तवा – मुगलकालीन भारत ।

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Course Learning Outcome: - The course covers first four of the five great emperors of the Mughal empire; Babur, Akbar, Jahangir and Shahjahan. Babur laid foundation of the empire, it became composite under Akbar and acquired climax in art and architecture under Shahjahan. The disintegration of the empire started under the last great Mughal emperor, Aurangzeb. The Mughals adopted deliberate policies to give the empire a national structure, build a widespread administration and develop a composite culture. The administration of the Mughal empire was adopted by the government of British East India Company with adequate modifications. The course is important in acknowledging the students with the Mughal period as a pre-modern base of the modern period in Indian history.

M.A. HISTORY
Sem. III
Group-C History of India (1858 to 1919 C.E.)
Paper - IV

Duration: 3 hours

Question Paper

Max. Marks – 100

Note: The question paper will contain three sections as under –

- Section-A:** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 20 words for each part. Total marks: 10
- Section-B:** 10 questions, 2 questions from each unit, 5 questions to be attempted, taking one from each unit, answer approximately in 250 words. Total marks: 50
- Section-C:** 04 questions (question may have sub division) covering all units but not more than one question from each unit, descriptive type, answer in about 500 words, 2 questions to be attempted. Total marks: 40

Course Objective: The course is designed to inculcate in students the story of rise and development of Indian national movement. The nation was divided in British and princely India by the British Crown having different types of hegemonies over them. The Indian National Congress traversed through the liberal and aggressive phases in this period in British India. The more extreme in approach were the revolutionary nationalists to claim full freedom through violent measures. The aim of the national movement was to incorporate all people and all streams of resistances under its canopy. The growth of British paramountcy over princely states was relative to the growth of nationalism in British India to have them as a counterpoise of the national movement. The course elaborates the constitutional and administrative history of India during the prescribed period. The students are able to comprehend the history of India in totality.

Unit-I

1. Rise and Growth of Indian Nationalism.
2. The Emergence of Congress.

Unit-II

1. Moderate and Extremist phase of Congress and Surat split.
2. Partition of Bengal and Swadeshi Movement.

Unit-III

1. Revolutionary Activities.
2. Home Rule and Khilafat Movement.

Unit-IV

1. Relations with princely States and Growth of British Paramountcy.

Unit-V

1. Administrative Reorganization under the Crown (1858-1919).
2. Indian Council Act of 1861, 1909 and 1919.

Book Recommended:

1. R.C. Majumdar : British Paramountcy and Indian Renaissance
Vol. IX and X.
2. S. Gopal : British Policy in India (1858-1905)
3. Anil Seal : The Emergence of the Indian Nationalism
4. B.L. Grover : British Policy towards Indian Nationalism
- 5^प सुमित सरकार : आधुनिक भारत
- 6^प ताराचंद : भारतीय स्वतंत्रता आन्दोलन का इतिहास खण्ड I, II, III, IV
7. विपिन चन्द्र : भारत का स्वतन्त्रता संघर्ष

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- <https://ignou.ac.in>
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Course Learning Outcome: - Any nation possesses its own traditions of administration to rule its people and a distinctive culture. The imposition of alien administration and culture, unamenable to people, through force would not only create conflicts within the nation but also with the imposer. The onset of British imperialism was based on the consumption of the human and natural resources of India and was liable to invoke resistances from the different strata of its population. This formulated the structure of Indian nationalist movement to oust the British which ultimately succeeded in its motive. Through the course students are able to comprehend the history of the national movement in causative manner to grasp the uprooting of the British domination.