

Department of History
Kurukshetra University Kurukshetra
(Establishment by the State Legislature Act XII of 1956)
Rectified Syllabus, Courses of Reading and Scheme of Examinations of M.A.- History
Programme
(under CBCS/LOCF)

For the Regular Students of Department of History, KUK
To be introduced w.e.f. the Session 2021-22 in Phased Manner

I. About the Programme:

The M.A. History Programme is designed to impart a comprehensive and analytical understanding of Indian History and World History to students. The Department offers variety of challenging courses to equip students with the knowledge of the nature of history, historiography, historical methods and approaches, with specific focus on Medieval Indian History and Modern Indian History. Other recent trends and themes in history such as regional history, agrarian history, Dalit studies and gender history are also taught. The MA (History) Programme intend to provide students with knowledge that is applicable to a wide range of careers such as administrative work, archival work, teaching, publishing, diplomats, global charity work. The Programme also equips them to pursue higher education and research in future.

II. Programme Structure:

The M.A. History is a two years Programme comprising 20 Courses covered over a period of four semesters. The students will take Five Courses in each Semester, i.e., 20 Courses in the full Programme. Each Course will carry 100 marks out of which 20 marks shall be earmarked for Internal Assessment. The students will also have the opportunity to take at least two Courses outside the Department during their second and third semesters. The University follows a credit-based semester system of teaching and evaluation.

III. Programme Outcomes:

Programme Outcomes (PO) of Post Graduate Social Sciences Programmes/Courses in the Faculty of Social Sciences, Kurukshetra University, Kurukshetra are as under:

- 1. Self-Directed Learning:** Develop the ability to work independently as well as effectively in the changing environment.
- 2. Knowledge:** Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behavior and social issues.

3. **Problem Solving:** Visualize, conceptualize, articulate and solve complex problems through experimentation and observation using theoretical framework of social science disciplines.
4. **Critical Thinking:** Critically analyze everyday problems faced by the society, evaluate specific policy proposals, compare arguments with different conclusions to a specific societal issue and assess the role played by assumptions in such arguments.
5. **Scientific Enquiry:** Develop the capability of defining problems, formulate hypothesis, collect relevant data, develop empirical evidence and interpret the results of such analyses.
6. **Usage of Analytical Tools:** Develop the ability to apply appropriate quantitative/qualitative techniques used in social science disciplines along with ICT, softwares etc.
7. **Specialization and Employability:** Develop deeper understanding, creativity, originality, analytical and critical skills in chosen specialized areas of social science disciplines leading to employability.
8. **Inter-disciplinary Knowledge & Adaptation:** Enhance the ability to integrate as well as synthesize the acquired knowledge within the social sciences and beyond.
9. **Ethics:** Articulate and apply ethics, values and ideals that demonstrate awareness of current societal challenges.
10. **Leadership:** Build skills to work as part of a team and lead others, setting directions and formulating inspiring vision.
11. **Communication:** Communicate conclusions, interpretations and implications clearly, concisely and effectively, both orally and in writing for different types of audiences.
12. **Project Management:** Use investigative skills necessary for conducting disciplinary-appropriate projects/ research documents/term papers etc.

IV. Programme Specific Outcomes (PSOs):

Programme Specific Outcomes (PSO) of M.A.- History Programme (Regular) are as under:

PSO1: The M.A. History Programme not only facilitate the students in enhancing their knowledge of the specializations of their choice, but also in fostering other important attributes of a civilized human society.

PSO2: The students will acquire conceptual understanding of different processes, currents and streams of History and the significance of historical developments since the professionalization of the discipline and their relevance to a student's specialist area of study.

PSO3: The students will acquire comprehensive understanding of the epistemological and methodological distinctiveness of history as a discipline, and an ability to reflect on the significance of the influence of other disciplines on the development of historical method.

PSO4: The students will acquire such a critical understanding of the historiographical developments which would further enable them to assess critical and scholarly writing in history.

V. The Scheme of Examinations and Credits for M.A. History Programme (Regular):

The Scheme of Examination will be as under:

Time	:	3 Hours
Maximum Marks of a Course:	:	100 Marks
Theory (External)	:	80 Marks
Internal Assessment	:	20 Marks, Division of Marks as given below:
A. Two Assignments/Seminars	:	50% (For Each Course) (Out of Two Units)
B. Two Class Tests	:	50 % (For Each Course) (Out of the Remaining Two Units) (One Period Duration)

The Examination System will be based on the **CBCS (Choice Based Credit System) and LOCF (Learning Outcomes-Based Curriculum Framework)** as per UGC/University guidelines. Under the CBCS system, the students will have a choice to study two more Additional Courses specifically offered in the syllabi of Non-History Programmes of the Master's Degree for such students in 2nd and 3rd Semester. Similarly, in M.A. History Programme such two Additional Courses will be offered in the course of 2nd and 3rd Semester to the students of Non-History Programmes of Master's Degree. Under the LOCF system, the syllabus of M.A. History Programme (Regular) has been designed to attain the desired outcomes by the students under the Choice Based Credit System.

The M.A. Examination in History (Regular) has been divided into four Semesters spread over two years. Every student has to pass 84 Credits (32 Compulsory + 48 Optional Credits and 4 Credits (2 in Semester-II and 2 in Semester-III from Additional Courses from other

Department/Discipline) out of 168 Credits as necessary to earn the Degree under the New Scheme.

In each Semester, 8 Compulsory Credits and 12 Optional Credits shall be offered to the students. In addition to this, One Optional Course from Other Department/ Discipline of 2 Credits each in Semester-II and III shall also be offered to the students. However, the choice of Optional Credits is subjected to the availability of teaching faculty in the Department.

Note: In case of the Specialization Courses, the candidate opting for a particular specialization in M.A. Previous (1st & 2nd Semesters), shall take the same specialization in M.A. Final (3rd and 4th Semesters). Similarly, the candidate opting for a particular Optional Course in the Odd Semester shall take the corresponding Optional Course in the Even Semester. *The choice of the specialization as well as Optional Courses in M.A. Programme shall be determined on the basis of merit. However, the Department shall decide the number of Optional Courses to be offered in a particular year.*

VI. Course Outcomes and Mapping Matrix:

1. Each Course of the M.A. History Programme results in four Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
2. Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows (Table 1):

Table: Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome

A. COs Attainment Levels for Internal Assessment:

Table given below shows the CO attainment levels for Internal Assessment assuming the set target of 60% marks:

Attainment Levels	Attainment of Course Outcomes
1 (Low level of Attainment)	60% of Students score more than 60% of marks in Assignments/Class Tests of a course
2 (Medium level of Attainment)	70% of Students score more than 55% of marks in Assignments/Class Tests of a course

3 (High level of Attainment)	80% of Students score more than 50% of marks in Assignments/Class Tests of a course
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B. CO Attainment Levels for End Semester Examination (ESE):

Table given below shows the CO attainment levels for End Semester Examination assuming the set target of 60% marks.

Attainment Levels	Attainment of Course Outcomes
1 (Low level of Attainment)	60% of Students obtained letter grade of A or above (for CBCS Programme) or score more than 60% of Marks (for non-CBCS Programme) in ESE of a course
2 (Medium level of Attainment)	70% of Students obtained letter grade of A or above (for CBCS Programme) or score more than 55% of Marks (for non-CBCS Programmes) in ESE of a course
3 (High level of Attainment)	80% of Students obtained letter grade of A or above (for CBCS Programme) or score more than 50% of Marks (for non-CBCS Programmes) in ESE of a course

VII. The Programme Courses Details Semester-wise:

Course No.	Name of the Course	No. of Credit	Teaching Scheme (Hrs./Week)			Examination Scheme (Marks)		
			L	T	P	(Sem. Theory Exam)	Internal Assessment	Total
M.A.(Previous) Semester-I History								
HIS-C-1	Medieval Societies – I	4	4	½ hrs.G	-	80	20	100
HIS-C-2	Modern World – I	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-II):								
HIS-E-3(i)	Medieval Indian Polity (1200-1750)	4	4	½ hrs.G	-	80	20	100
HIS-E-3(ii)	Colonial India – I (1757-1857)	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Courses (the corresponding option has to be taken in Semester-II):								
HIS-E-4	History of China in Modern Times	4	4	½ hrs.G	-	80	20	100
HIS-E-5	History of Europe – I (1789-1871)	4	4	½ hrs.G	-	80	20	100

HIS-E-6	History of the U.S.A. – I (1776-1865)	4	4	½ hrs.G	-	80	20	100
HIS-E-7	History of Britain – I (1688-1815)	4	4	½ hrs.G	-	80	20	100
HIS-E-8	History of Imperial Russia (1855-1917)	4	4	½ hrs.G	-	80	20	100
HIS-E-9	Medieval Europe	4	4	½ hrs.G	-	80	20	100
HIS-E-10	Imperialism & Colonialism: Historical Investigations	4	4	½ hrs.G	-	80	20	100
HIS-E-11	Colonialism in South Asia	4	4	½ hrs.G	-	80	20	100
HIS-E-12	The Big History	4	4	½ hrs.G	-	80	20	100
HIS-E-13	History and Cinema	4	4	½ hrs.G	-	80	20	100
HIS-E-14	History: Theory and Methods	4	4	½ hrs.G	-	80	20	100
M.A.(Previous) Semester-II History								
HIS-C-15	Medieval Societies - II	4	4	½ hrs.G	-	80	20	100
HIS-C-16	Modern World - II	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-I):								
HIS-E-17(i)	Medieval Indian Economy (1200 -1750)	4	4	½ hrs.G	-	80	20	100
HIS-E-17(ii)	Colonial India - II (1757- 1857)	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Courses (the corresponding option has to be taken in Semester-I):								
HIS-E-18	History of Japan in Modern Times	4	4	½ hrs.G	-	80	20	100
HIS-E-19	History of Europe -II (1871-1914)	4	4	½ hrs.G	-	80	20	100
HIS-E-20	History of the U.S.A.- II (1865-1945)	4	4	½ hrs.G	-	80	20	100
HIS-E-21	History of Britain - II (1815-1914)	4	4	½ hrs.G	-	80	20	100
HIS-E-22	History of Soviet Russia (1917-1991)	4	4	½ hrs.G	-	80	20	100
HIS-E-23	Rise of Modern West	4	4	½ hrs.G	-	80	20	100

HIS-E-24	Imperialism, Knowledge Production and the Oriental World	4	4	½ hrs.G	-	80	20	100
HIS-E-25	Nationalism in South Asia	4	4	½ hrs.G	-	80	20	100
HIS-E-26	The Global History	4	4	½ hrs.G	-	80	20	100
HIS-E-27	History of World Cinema	4	4	½ hrs.G	-	80	20	100
HIS-E-28	History of Historical Writing	4	4	½ hrs.G	-	80	20	100
OESS	Candidate is required to take one Option Elective, other than History, from the Common Lists of Courses of Social Sciences (Syllabus enclosed in the end)	2	2	-	-	40	10	50
M.A.(Final) Semester-III History								
HIS-C-29	Historiography	4	4	½ hrs.G	-	80	20	100
HIS-C-30	History of Haryana-I	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-IV):								
HIS-E-31(i)	Society in Medieval India 1200-1750	4	4	½ hrs.G	-	80	20	100
HIS-E-31(ii)	Modern India 1858-1947	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Courses (the corresponding option has to be taken in Semester-IV)								
HIS-E-32(i)	Social History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-32(ii)	Cultural History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-33(i)	Economic History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-33(ii)	Agrarian History of India	4	4	½ hrs.G	-	80	20	100
HIS-E-34(i)	State in Indian History-I	4	4	½ hrs.G	-	80	20	100
HIS-E-34(ii)	History of the Partition of	4	4	½ hrs.G	-	80	20	100

	India							
HIS-E-35(i)	Gender Studies: History & Popular Culture	4	4	½ hrs.G	-	80	20	100
HIS-E-35(ii)	Dalit Studies: History & Popular Culture	4	4	½ hrs.G	-	80	20	100
HIS-E-36(i)	History of Science & Technology in India-I	4	4	½ hrs.G	-	80	20	100
HIS-E-36(ii)	History of Architecture of India-I	4	4	½ hrs.G	-	80	20	100
HIS-E-37(i)	Environmental History of India-I	4	4	½ hrs.G	-	80	20	100
HIS-E-37(ii)	Intellectual History of India-I	4	4	½ hrs.G	-	80	20	100
OESS	Candidate is required to take one Option Elective, other than History, from the Common Lists of Courses of Social Sciences of the same Subject as taken in Semester-II (Syllabus enclosed in the end)	2	2	-	-	40	10	50
M.A.(Final) Semester-IV History								
HIS-C-38	Approaches of History	4	4	½ hrs.G	-	80	20	100
HIS-C-39	History of Haryana-II	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-III):								
HIS-E-40(i)	Art, Architecture and Culture in Medieval India 1200 -1750	4	4	½ hrs.G	-	80	20	100
HIS-E-40(ii)	Indian National Movement 1885-1947	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Course (the corresponding option has to be taken in Semester-III):								
HIS-E-41(i)	Socio-Religious Movements in India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-41(ii)	Health and Medicine in India 1200-1947	4	4	½ hrs.G	-	80	20	100

HIS-E-42(i)	Business History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-42(ii)	Peasant Movements in India	4	4	½ hrs.G	-	80	20	100
HIS-E-43(i)	State in Indian History - II	4	4	½ hrs.G	-	80	20	100
HIS-E-43(ii)	Republic of India 1947- 1964	4	4	½ hrs.G	-	80	20	100
HIS-E-44(i)	Women in Indian History	4	4	½ hrs.G	-	80	20	100
HIS-E-44(ii)	Depressed Class Movements in India	4	4	½ hrs.G	-	80	20	100
HIS-E-45(i)	History of Science & Technology in India-II	4	4	½ hrs.G	-	80	20	100
HIS-E-45(ii)	History of Architecture of India-II	4	4	½ hrs.G	-	80	20	100
HIS-E-46(i)	Environmental History of India-II	4	4	½ hrs.G	-	80	20	100
HIS-E-46(ii)	Intellectual History of India-II	4	4	½ hrs.G	-	80	20	100
Total	-	84	-	-	-	1680	420	2100

Detailed Syllabus, Courses of Reading and Mapping Matrix

M.A. (Previous) History, 1st- Semester

LIST OF COURSES

Course No.	Name of the Course	No. of Credits	Teaching Scheme (Hrs./Week)			Examination Scheme (Marks)		
			L	T	P	(Sem. Theory Exam)	Internal Assessment	Total
HIS-C-1	Medieval Societies – I	4	4	½ hrs.G	-	80	20	100
HIS-C-2	Modern World – I	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-II):								
HIS-E-3(i)	Medieval Indian Polity (1200-1750)	4	4	½ hrs.G	-	80	20	100
HIS-E-3(ii)	Colonial India – I (1757-1857)	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Courses (the corresponding option has to be taken in Semester-II):								
HIS-E-4	History of China in Modern Times	4	4	½ hrs.G	-	80	20	100
HIS-E-5	History of Europe – I (1789-1871)	4	4	½ hrs.G	-	80	20	100
HIS-E-6	History of the U.S.A. – I (1776-1865)	4	4	½ hrs.G	-	80	20	100
HIS-E-7	History of Britain – I (1688-1815)	4	4	½ hrs.G	-	80	20	100
HIS-E-8	History of Imperial Russia (1855-1917)	4	4	½ hrs.G	-	80	20	100
HIS-E-9	Medieval Europe	4	4	½ hrs.G	-	80	20	100
HIS-E-10	Imperialism & Colonialism: Historical Investigations	4	4	½ hrs.G	-	80	20	100
HIS-E-11	Colonialism in South Asia	4	4	½ hrs.G	-	80	20	100

HIS-E-12	The Big History	4	4	½ hrs.G	-	80	20	100
HIS-E-13	History and Cinema	4	4	½ hrs.G	-	80	20	100
HIS-E-14	History: Theory and Methods	4	4	½ hrs.G	-	80	20	100

Core Courses:

Course-HIS-C-1: Medieval Societies – I (Compulsory)		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the history of medieval societies of the world. At the end of the Course, the students will be able to:		
HIS-C-1.1	Understand the nature of historical transition from ancient Society to medieval Society.	
HIS-C-1.2	Learn the characteristics of agrarian systems under European feudalism.	
HIS-C-1.3	Grasp the organizational structure of non-agricultural production in medieval Europe.	
HIS-C-1.4	Comprehend the nature of trade, commerce and urbanization in feudal Europe.	

- Unit – I **Transition from Ancient Society to Medieval Society:** Medieval Europe: Feudal Institutions; Medieval State and Church; Clergy and its Socio-Economic Role
- Unit – II **Agrarian Systems under European Feudalism:** Agrarian Structure and Relations; The Manorial System; Changing Position of the Peasantry and the System of Serfdom; Agrarian Technology
- Unit – III **Organization of Non-Agricultural Production in Medieval Europe:** Major Non-Agricultural Productions; Artisans and Merchants
- Unit – IV **Trade, Commerce and Urbanization:** Local Trade under Feudalism; Growth of Foreign Trade and Commerce; Urbanization: Urban Centers and Society; Decline of Feudalism in Europe

Suggested Readings:

Anderson, Perry
Bloch, March

Passages from Antiquity to Feudalism
Feudal Society, 2 Vols.

Cipolla, Carlo (ed.)	<i>The Fontana Economic History of Europe : The Middle Ages</i>
Coleman, D.C.	<i>Revisions in Mercantilism</i>
Dobb, Maurice & Sweezy Dobb	<i>Studies in the Development of Capitalism</i>
Faruqqi, Amar	<i>Prachin Aur Madhyakalin Samajik Sanrachanayen aur Sanskritiyan</i> (Hindi tr.)
Gunshot, F.L.	<i>Feudalism</i>
Hall, A.R.	<i>The Scientific Revolution 1500-1800</i>
Heaton, Herbert	<i>Economic History of Europe</i>
Hilton, Rodina (ed.)	<i>Transition from Feudalism to Capitalism</i>
Hodgetts, A.J. Gerald	<i>A Social and Economic History of Medieval Europe</i>
Pirenne, Henri	<i>Economic and Social History of Medieval Europe</i>
Rolls, Eric	<i>History of Economic Thought</i>
Takashesh et.	<i>The Transition from Feudalism to Capitalism</i>
White, Lynn	<i>Medieval Technology and Social Change</i>

Mapping Matrix of Course HIS-C-1

Table 1: CO-PO Matrix for the Course HIS-C-1

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-1.1	3	3	3	3	2	2	3	3	2	-	3	-
HIS-C-1.2	3	3	3	3	2	2	3	3	2	-	3	-
HIS-C-1.3	3	3	3	3	2	2	3	3	2	-	3	-
HIS-C-1.4	3	3	3	3	2	2	3	3	3	-	3	-
AVERAGE	3	3	3	3	2	2	3	3	2.25	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-1

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-1.1	3	3	2	3
HIS-C-1.2	3	3	2	3
HIS-C-1.3	3	3	2	3
HIS-C-1.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-C-2: Modern World – I (Compulsory)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of modern world. At the end of the Course, the students will be able to:	

HIS-C-2.1	Understand the nature of historical transition from feudalism to capitalism in Europe.
HIS-C-2.2	Learn the historical developments related to the rise of capitalism and colonialism in western world.
HIS-C-2.3	Grasp the historical upheavals related to the rise of liberalism in Europe.
HIS-C-2.4	Comprehend the growth of Industrial capitalism and its political implications.

Unit – I	Transition from Feudalism to Capitalism in Europe: Renaissance and its Impact; Reformation and its Impact; Enlightenment and Scientific Revolution
Unit – II	Rise of Capitalism and Colonialism: Economic Developments during the 16th Century: Shift of Economic Balance from the Mediterranean Region to Atlantic Region; Emergence of Capitalism: Mercantile Revolution – Origins, Nature and Impact; Old Colonial System and its Consequences
Unit-III	Rise of Liberalism: ‘Glorious’ Revolution – Nature and Impact; American Revolution – Nature and Impact; French Revolution – Nature and Impact
Unit- IV	Growth of Industrial Capital and its Political Implications: Industrial and Technological Revolution – Origins, Nature and Impact; Nationalism in Central Europe; Imperialism: Origins, Interpretations and Consequence

Suggested Readings:

Bronowski, J., and Bruce Mazlish	<i>The Western Intellectual Tradition</i>
Chauhan, D. S.	<i>Europe Ka Itihas</i> (Hindi)
Chauhan, D. S.	<i>Samkalin Europe</i> (Hindi)
Cipolla, Carlo M	<i>Before the Industrial Revolution: European Society and Economy 1000-1700</i>
Cipolla, Carlo M.	<i>Fontana Economic History of Europe, Vols II and III.</i>
Coleman, D. C. (ed.)	<i>Revisions in Mercantilism</i>
Davis, H. A. (ed.).	<i>Outline History of the World</i>
Davis, Ralph	<i>The Rise of the Atlantic History</i>
Dobb, Maurice	<i>Studies in the Developments of Capitalism</i>
Fisher, H.A.L.	<i>A History of Europe</i>
Gupta, Parthasarathi (ed.)	<i>Europe Ka Itihas</i> (Hindi)
Gupta, Parthasarathi (ed.)	<i>Adhunik Paschim Ka Uday</i> (Hindi)
Hall, J.R.	<i>From Galileo to Newton</i>
Henderson, O. P.	<i>The Industrial Revolution on the Continent</i>
Hill, Christopher	<i>From Reformation to Industrial Revolution</i>
Hilton, Rodney	<i>Transition From Feudalism to Capitalism</i>
Hobsbawm, E.J.	<i>The Age of Revolution</i>
Hobsbawm, E.J.	<i>Nation and Nationalism</i>
Joll, James	<i>Europe Since 1870: An International History</i>
Joll, James	<i>1870 Se Europe</i> (Hindi)
Keenigsberger, H.G. and G.L. Mousse	<i>Europe in the Sixteenth Century</i>
Langer, W.L.	<i>Diplomacy of Imperialism</i>
Lefebvre, Georges	<i>Coming of the French Revolution</i>

Lucass, Colin	<i>The French Revolution and the Making of Modern Political Culture, 2 Volumes</i>
Palmer, R.A. and Cotton Joel	<i>A History of Modern World</i>
Parker, G.	<i>Europe in Crisis 1598-1648</i>
Parker, G. and L. M. Smith	<i>General Crises of the Seventeenth Century</i>
Parks, H.B.	<i>The United States of America</i>
Parry, J.P.	<i>The Age of Renaissance</i>
Porter, Andrew	<i>European Imperialism 1860-1914</i>
Rabb, Theodore K.	<i>The Struggle for Stability in Early Modern Europe</i>
Soboul, Albert	<i>History of the French Revolution, 2 Volumes</i>
Stavrianes, L. S.	<i>The World Since 1500</i>
Stephen, J. Lee.	<i>Aspects of European History 1494-1789</i>
Thompson, David	<i>Europe Since Napoleon</i>

Mapping Matrix of Course HIS-C-2

Table 1: CO-PO Matrix for the Course HIS-C-2

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-2.1	3	3	3	3	2	2	3	2	2	2	3	-
HIS-C-2.2	3	3	3	3	2	2	3	2	2	2	3	-
HIS-C-2.3	3	3	3	3	2	2	3	3	2	2	3	-
HIS-C-2.4	3	3	3	3	2	2	3	3	2	3	3	-
AVERAGE	3	3	3	3	2	2	3	2.50	2	2.25	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-2

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-2.1	3	3	2	3
HIS-C-2.2	3	3	2	3
HIS-C-2.3	3	3	2	3
HIS-C-2.4	3	3	2	3
AVERAGE	3	3	2	3

Specialization Courses:

Course-HIS-E-3(i): Medieval Indian Polity (1200 – 1750)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of medieval Indian polity during 1200 – 1750.	

At the end of the Course, the students will be able to:	
HIS-E-3(i).1	Know comprehensively the sources and nature of medieval Indian polity.
HIS-E-3(i).2	Learn the characteristics of medieval theories of kingship and the nature of medieval states in India.
HIS-E-3(i).3	Grasp the various institutions of government in medieval India.
HIS-E-3(i).4	Comprehend the evolving composition of ruling classes and nobility in medieval India.

- Unit – I **Sources and Nature of Medieval Indian Polity:** Archival, Archaeological, Major Contemporary Historical Writings, Travel Accounts, European Factory Records; Nature of State: Delhi Sultanate and the Mughal Empire
- Unit – II **Medieval States and Theories of Kingship:** Delhi Sultanate - Balban and Alauddin Khalji; Afghan Theory of Kingship; Mughal Theory of Kingship; Nature of Regional States with special reference to Vijaynagar and Bahmani Kingdoms
- Unit – III **Institutional Structure of Government:** Iqta, Amaram, Mansab and Jagir; Central and Provincial Administration
- Unit-IV **The Ruling Classes:** Evolving Composition; Nature of Nobility and its Role; Local Alliances and Conflicts

Suggested Readings:

- Alam, Muzaffar and Subramanyam, *The Mughal State*
Sanjay (ed.)
- Ali, M. Athar, *The Mughal Nobility under Aurangzeb*
Satish Chandra *Medieval India : Society, the Jagirdari Crisis and the Village*
Satish Chandra *Medieval India: From Sultanate to Mughals, Vol. I – II*
Digby, Simon *War Horse and Elephant in the Delhi Sultanate : A Study in Military Supplies*
- Habib, Irfan *Medieval India, 4 Volumes*
Habib, Irfan *Essays in Indian History: Towards a Marxist Perception*
Habib, Mohammad *Politics and Society in Early Medieval Period, Vols. I & II*
Habib, Mohammad and *Comprehensive History of India A.D. 1206-1526, Vol. V*
K.A.Nizami (ed)
- Jackson, P *The Delhi Sultanate*
Khan, A.R. *Chieftains in the Mughal Empire During the Reign of Akbar*
Kulke, Hermann *The State in India AD 1000-1700*
- Nigam, S.B.P. *Nobility Under The Sultans of Delhi*
Nizami, Khaliq A. *Religion and Politics in the Thirteenth Century*
Richards, J.F.(ed.) *The Mughal Empire*
Sharma, G.D. *Madhyakalin Bharat Ki Rajnetik Aur Aarthik Sansthayen (Hindi)*
Stein, Burton *New Cambridge History of India: Vijaynagar*
Streisand, Douglas E. *The Formation of the Mughal Empire*
Verma, H.C. (ed.) *Madhyakalin Bharat, 2 Volumes (Hindi)*

Mapping Matrix of Course HIS-E-3(i)
Table 1: CO-PO Matrix for the Course HIS-E-3(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-3(i).1	3	3	3	3	2	2	2	-	2	3	3	-
HIS-E-3(i).2	3	3	3	3	2	2	2	-	2	3	3	-
HIS-E-3(i).3	3	3	3	3	2	2	2	-	2	3	3	-
HIS-E-3(i).4	3	3	3	3	2	2	2	-	2	3	3	-
AVERAGE	3	3	3	3	2	2	2	-	2	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-3(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-3(i).1	3	3	3	3
HIS-E-3(i).2	3	3	2	3
HIS-E-3(i).3	3	3	2	3
HIS-E-3(i).4	3	3	2	3
AVERAGE	3	3	2.25	3

Course-HIS-E-3(ii): Colonial India –I (1757-1857)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of colonial India during 1757-1857. At the end of the Course, the students will be able to:	
HIS-E-3(ii).1	Know comprehensively the sources of colonial India and the historical debates concerning pre-colonial India.
HIS-E-3(ii).2	Learn the historical events concerning expansion of British colonialism in India.
HIS-E-3(ii).3	Grasp the historical developments concerning consolidation of the British colonial power in India.
HIS-E-3(ii).4	Comprehend the evaluation of the British paramountcy in India.

Unit – I **Sources and Historical Debates:** Archival Records, Private Courses, News Courses, Periodicals and Oral Traditions; Debates on Pre-Colonial Order – Polity, Economy and Society

Unit – II **Colonial Expansion in India:** British Mercantilism, English East India Company and India; Bengal, Mysore and the Marathas

Unit – III **Consolidation of the Colonial Power:** Annexation of Awadh, Sindh and Punjab; Subsidiary Alliance System; Doctrine of Lapse

Unit – IV **Evaluation of the British Paramountcy:** The British Paramountcy – Motives and Phases; Changing Relations with the Princely States; Rise of the Colonial State and its Nature

Suggested Readings:

Arnold, David and Ramachandra Guha (eds.) *Nature, Culture and Imperialism : Essays on the Environmental History of South Asia*
 Bandopadhyay, Shekha *Palasi Se Vibhajan Tak (Hindi)*
 Bayly, C.A. *Indian Society and the Making of the British Empire (New Cambridge History of India)*
 Bipan Chandra *Colonialism and Nationalism in India*
 Brown, Judith *Modern India: The Origin of an Asian Democracy*
 Chicherov, A.L. *Indian Economic Developments in the Seventeenth and Eighteenth Century*
 Desai, A.R. *Social Background of Indian Nationalism*
 Elphinstone, M. *History of India*
 Fisher, M.H. (ed.) *Policies of British Annexation of India 1757-1857*
 Gopal, S. *British Policy in India*
 Guha, Ranjit (ed.) *Subaltern Studies: Writings on South Asian History and Society, Vols. I - XI*
 Habib, Irfan *Essays in Indian History: Towards a Marxist Perception*
 Mill, James *History of India, 6 Volumes*
 Mishra, Girish *Economic History of Modern India*
 Mishra, Girish *Adhunik Bharat Ka Arthik Itihas(Hindi tr.)*
 Panigrahi, D.N. (ed.) *Economy, Society and Politics in Modern India*
 Rai, Satya Murti (ed.) *Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)*
 Roberts, P.E. *History of British India*
 Shukla, Ram Lakhan (ed.) *Adhunik Bharat Ka Itihas (Hindi)*
 Siddiqui, Aisya (ed.) *Trade and Finance in Colonial India*
 Sinha, Manoj *Madhyakalin Bharat (Hindi)*

Mapping Matrix of Course HIS-E-3(ii)

Table 1: CO-PO Matrix for the Course HIS-E-3(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-3(ii).1	3	3	3	3	3	2	3	-	2	2	3	-
HIS-E-3(ii).2	3	3	3	3	2	2	3	-	2	3	3	-
HIS-E-3(ii).3	3	3	3	3	2	2	3	-	2	3	3	-
HIS-E-3(ii).4	3	3	3	3	2	2	3	-	2	3	3	-
AVERAGE	3	3	3	3	2.25	2	3	-	2	2.75	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-3(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-3(ii).1	3	3	3	3
HIS-E-3(ii).2	3	3	2	3
HIS-E-3(ii).3	3	3	2	3
HIS-E-3(ii).4	3	3	2	3

AVERAGE	3	3	2.25	2.25
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Optional Courses:

Course-HIS-E-4: History of China in Modern Times	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of China in modern times. At the end of the Course, the students will be able to:	
HIS-E-4.1	Know the earlier developments which shaped the historical destiny of modern China.
HIS-E-4.2	Learn the historical events concerning intellectual awakening and the rise of Chinese republic.
HIS-E-4.3	Grasp the historical developments related to the political struggle and the civil war until the Communist revolution of 1949.
HIS-E-4.4	Understand the process of founding of the Peoples' Republic in China.

- Unit – I **Shaping Forces of Modern China:** The Canton System of Trade; The Opium Wars; The Taiping Revolt; The Boxer Uprising
- Unit – II **Intellectual Awakening and the Rise of Chinese Republic:** Revolution and the Republic of 1911; Dr. Sun Yat Sen - Ideology and contributions; The May 4th Movement
- Unit – III **Political Struggle and the Civil War:** Rise of the Communist Party- Early Agenda and Initiatives, Relations with the Kuomintang; The Civil War and Communist Revolution 1945-1949; Causes of the Communist's Success
- Unit – IV **Founding of the Peoples' Republic:** Mao Tse Tung – Ideology and Work; Structure of the Communist State; Land Collectivization and Economic Reforms; Cultural Revolution

Suggested Readings:

Bianco, Lucien	<i>Origins of the Chinese Revolution 1915-1949</i>
Chen, Jerome	<i>Mao Tse Tung and the Chinese Revolution</i>
Chesneau, Jean et al	<i>China from Opium Wars to 1911 Revolution</i>
Chesneau Jean et al	<i>China from the 1911 Revolution to Liberation</i>
Clyde, P.H.	<i>Far East</i>
Clyde, P.H.	<i>Sudoor Purva (Hindi tr.)</i>
Fairback, John K.	<i>East Asia : Modern Transformation</i>
Fairback ,John K.	<i>The United States of China</i>

Fairback ,John K.	<i>The Great Chinese Revolution</i>
Hsia, R.	<i>Economic Planning in Communist China</i>
Hsu, Immanuel	<i>The Rise of Modern China</i>
Jansen, M.B.	<i>Japan and China : From War to Peace 1894-1972</i>
Johnson, C. A.	<i>Peasant Nationalism and Communist Power : The Emergence of Red China 1937-1945</i>
Mao Tse-Tung	<i>Selected Works</i>
Mohanti, Manoranjan	<i>The Political Philosophy of Mao Tse Tung</i>
Mohanti, Manoranjan (ed.)	<i>Cheenee Kranti (Hindi)</i>
Purcell, Victor	<i>The Boxer Uprising : A Background Study</i>
Schwartz, Benjamin I.	<i>Chinese Communism and the Rise of Mao</i>
Thomas, S.B.	<i>Government and Administration in Communist China</i>
Thomas, S.B.	<i>Recent Political and Economic Developments in China</i>
Tse-Tung, Chow	<i>The May Fourth Movement : Intellectual Revolution in Modern China</i>
Vinayake	<i>Purvi Asia Ka Itihas (Hindi)</i>
Wright, Mary C.	<i>China in Revolution : The First Phase 1900-1913</i>

Mapping Matrix of Course HIS-E-4

Table 1: CO-PO Matrix for the Course HIS-E-4.1

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-4.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-4.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-4.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-4.3	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-4

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-4.1	3	3	2	3
HIS-E-4.2	3	3	2	3
HIS-E-4.3	3	3	2	3
HIS-E-4.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-5: History of Europe –I (1789-1871)

Total Credit: 4
Time: 3 Hrs.
Marks: 100
External: 80
Internal : 20

Note: The Question Paper will consist of *nine* questions. The candidate shall attempt *five* questions in all. Question No. 1 will be *compulsory*, which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).

Course Outcomes: The Course is designed to provide adequate understanding of the history of Europe during 1789-1871.	
At the end of the Course, the students will be able to:	
HIS-E-5.1	Know the historical upheavals occurred during the French revolution of 1789.
HIS-E-5.2	Learn the historical developments related to ‘undoing’ the impact of French revolution under the Metternich system.
HIS-E-5.3	Grasp the revolutionary upheavals occurred during 1830-1850 in Europe.
HIS-E-5.4	Understand the rise of nationalist upsurge after 1850 in Europe and its effects.

- Unit – I **French Revolution:** Crisis of the Old Regime, Intellectual Currents, Growth of Democratic Institutions, Impact of the Revolution; Napoleon Bonaparte: Emergence and Downfall
- Unit – II **‘Undoing’ the Impact of Revolution:** Congress of Vienna and Reconstruction of Europe; The Concert of Europe: Nature, Growth and Failure; The Metternich System and the Conservative Europe
- Unit – III **Revolutionary Europe:** Nature and Impact of the Revolutions of 1830 and 1848; Second French Republic and Second Empire
- Unit – IV **Nationalist Upsurge in Europe:** Unification of Italy and Germany; Process of Economic Change in Europe; The Eastern Question: Ethnicity and Nationalism among the Balkan States, Independence of Greece and Crimean War

Suggested Readings:

- Bart belt, C.J. *Peace, War and European Powers 1814-1914*
- Cipolla, C.M. *Fontana Economic History of Europe, Vol. III*
- Chauhan, D.S. *Europe of Itihas (Hindi)*
- Evans, J. *The Foundations of Modern State in 19th Century*
- Grant and Temporally *Europe in the Nineteenth and Twentieth Centuries*
- Gupta, Pathasarthi *Adhunik Pashchim Ka Uday (Hindi)*
(ed.)
- Gupta, Pathasarthi *Europe Ka Itihas (Hindi)*
(ed.)
- Hamerow, T.S. *Restoration, Revolution and Reaction: Economy and Politics in Germany*
- Hazen, C.D. *Modern Europe upto 1945*
- Hobsbawm, E.J. *Nation and Nationalism*
- Hobsbawm, E.J. *The Age of Revolution*
- Hoeborn, H. *A History of Modern Germany*
- Hunt, Lynn *Policies, Culture and Class in the French Revolution*
- Jelavich, Charles *Establishment of the Balkan National States 1840-1920*
- Joll, James *Europe Since 1870*
- Joll, James *1870 Se Europe (Hindi)*
- Lefebvre, George *Coming of the French Revolution*
- Lucas, Colin *The French Revolution and the Making of Modern Political Culture, Vol. 2*
- Marriot, J.A.R. *The Eastern Question*
- Morgan, K.O. *Oxford Illustrated History of Britain, Vol. 2*

Porter, Andrew	<i>European Imperialism 1860-1914</i>
Smith, Meek	<i>Italy: A Modern History, Vol. I</i>
Sabol, Albert	<i>History of the French Revolution</i>
Thomson, David	<i>Europe Since Napoleon</i>
Moville, Michel	<i>Fall of the French Monarchy</i>
Wood, Anthony	<i>History of Europe 1815-1860</i>

Mapping Matrix of Course HIS-E-5

Table 1: CO-PO Matrix for the Course HIS-E-5

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-5.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-5.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-5.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-5.4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-5

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-5.1	2	3	2	3
HIS-E-5.2	2	3	2	3
HIS-E-5.3	2	3	2	3
HIS-E-5.4	2	3	2	3
AVERAGE	2	3	2	3

Course-HIS-E-6: History of the U.S.A.-I (1776-1865)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of the U.S.A. during 1776-1865. At the end of the Course, the students will be able to:	
HIS-E-6.1	Understand the historical background, nature and significance of the American revolution of 1776.
HIS-E-6.2	Learn the historical developments related to the evolution of American democracy.
HIS-E-6.3	Grasp the nature of American foreign policy during 1776-1865.
HIS-E-6.4	Comprehend the rise of civil strife and civil war in USA and its effects.

Unit – I **American Revolution:** Colonial Background, Revolutionary Ideologies; Nature and Significance of the War of Independence; Making of the Constitution

- Unit – II **Evolution of American Democracy:** Rule of Thomas Jefferson and Andrew Jackson; Political Parties 1840-1860; Role of Judiciary; Position of Blacks and Women under American Democratic System
- Unit – III **American Foreign Policy:** The Monroe Doctrine; Expansion of Frontiers and Turner’s Thesis; Manifest Destiny; Mexico-American War
- Unit – IV **Civil Strife and Civil War in USA:** Origins and Growth of Sectional Conflict; The Civil War: Causes, Interpretations and Consequences; Abraham Lincoln: Role in National Building and the Emancipation of Slaves

Suggested Readings:

Aldon, John. R. *A History of the American Revolution*
 Beard, Charles *An Economic Interpretation of the Constitution of the United States*

Blum, John M. et. al. *The National Experience : A History of the United States*

Brood, Charles Mary *The Rise of American Civilization, 2 Vols.*
 Boyer, Paul, Harvard Setoff et. al. *The Enduring Vision : A History of the American People, Vol. 1*

Clark, Thomas *Frontiers of America*
 Current, Richard, M.T. Williams et. al. *American History : A Survey, Vol. 1*
 Endues, James F. *History of the United States*
 Faulkner, H.U. *American Economic History*
 Garratt, John. A. *The American Nation, Vol I*
 Grubb, Gerald N. and George A. Billings *Interpretations of American History : Patterns and Perspectives, 2 Vols.*
 Hicks, John D. et. al. *The American Nation*
 Kaushik, R.P. *Significant Themes in American History*
 Kristol, Irving and Gordon Wood et. al. *America’s Continuing Revolution*
 Morrison, S.E. et. al. *The Growth of the American Republic*
 Parkes, Hennery B.et. al. *The United States of America*
 Pratt, J. W. *A History of the United States Foreign Policy*
 Randal James et. al. *The Civil War and Reconstruction*
 Shihan, Donald *The Making of American History : The Emergence of a Nation, Vol. 1 & II*

Saxena, B.L. *Sanyukt Rajya America Ka Itihas (Hindi)*
 Tripathi, Dwijendra and S.C. Tiwari *Themes and Perspective in American History*

Mapping Matrix of Course HIS-E-6

Table 1: CO-PO Matrix for the Course HIS-E-6

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-6.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-6.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-6.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-6.4	3	3	3	3	2	2	3	-	3	3	3	-

AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-
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Table 2: CO-PSO Matrix for the Course HIS-E-6

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-6.1	3	3	2	3
HIS-E-6.2	3	3	2	3
HIS-E-6.3	3	3	2	3
HIS-E-6.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-7: History of Britain –I (1688-1815)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of Britain during 1688-1815. At the end of the Course, the students will be able to:	
HIS-E-7.1	Understand the historical upheavals occurred during the ‘Glorious’ revolution and its aftermath.
HIS-E-7.2	Learn the historical events occurred in Britain during 1776-1789.
HIS-E-7.3	Grasp the developments in Britain from the rise of mercantile system until the beginning of the <i>lessiez faire</i> era.
HIS-E-7.4	Know the process of social transition and change in Britain during 1688-1815.

- Unit – I **The ‘Glorious’ Revolution and its Aftermath:** The Revolution of 1688; Bill of Rights, Act of Settlement (1701); Growth of Whig and Tory Parties; Walpole and Cabinet System; Personal Rule of George -III and its Constitutional Significance
- Unit – II **Britain between the Two Great Revolutions:** The Britain and War of American Independence; Policy towards Ireland; Impact of French Revolution on Britain; Struggle against Napoleon Bonaparte and its Impact
- Unit – III **From Mercantile System to Lessiez Faire:** Mercantilism and British Colonialism; Origins of Industrial Revolution; Agrarian Revolution and its Impact; Increase in Trade and Commerce
- Unit – IV **Social Transition and Change:** Peasants, Working Class, Capitalist Class and the Bourgeoisie; Methodist and Evangelical Movements

Suggested Readings:

- | | |
|---------------|---|
| Adams, G.B. | <i>The Constitutional History of England</i> |
| Briggs, A. | <i>Age of Empowerment 1784-1867</i> |
| Clapham, J.H. | <i>An Economic History of Modern Britain, 3 vols.</i> |

Coleman, D.C.	<i>The Economy of England 1450-1750</i>
Gupta, Parthasarathi (ed.)	<i>Adhunik Pashchim Ka Uday</i> (Hindi)
Gupta, Parthasarathi (ed.)	<i>Britain Ka Itihas</i> (Hindi)
Hill C.	<i>The Century of Revolutions</i>
Hill, C.	<i>The World Turned Upside Down</i>
Hobsbawm, E.J.	<i>Industry and Empire</i>
Jones, J.R.	<i>The Revolution of 1688 in England</i>
Joliffe	<i>Constitutional History of England Since 1485</i>
Marriot, J.A.R.	<i>English Political Institutions</i>
Mathias, Peter	<i>The First Industrial Nation</i>
Morgan, Kenneth O.	<i>The Oxford Illustrated History of Britain</i> Vols. 1 & 2
Muir, Ramsay	<i>A Short History of British Commonwealth</i>
Peeling, H.	<i>A History of British Trade Unionism</i>
Russell, C.	<i>The Crisis of Parliaments 1509-1660</i>
Stone, Lawrence	<i>Crisis of the Aristocracy</i>
Stone, Lawrence	<i>Causes of the English Revolution</i>
Thomson, M.A.	<i>A Constitutional History of England 1642-1801</i>
Thompson, E.P.	<i>Making of the English Working Class</i>
Trevelyan, G.M.	<i>English Social History</i>
Ward, J.T. (ed.)	<i>Popular Movements</i>
Watson, R.W.S.	<i>Britain in Europe 1789-1914</i>
Webb, R.K.	<i>Modern England (From 18th Century to Present)</i>
White, R.J.	<i>The Making of English Constitution</i>

Mapping Matrix of Course HIS-E-7

Table 1: CO-PO Matrix for the Course HIS-E-7

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-7.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-7.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-7.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-7.4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-7

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-7.1	3	3	2	3
HIS-E-7.2	3	3	2	3
HIS-E-7.3	3	3	2	3
HIS-E-7.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-8: History of Imperial Russia (1855-1917)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
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Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of Imperial Russia during 1855-1917. At the end of the Course, the students will be able to:	
HIS-E-8.1	Know the reforms of Alexander –II in Russia and its effects.
HIS-E-8.2	Learn the imperial policies aiming at restoration of Russian supremacy.
HIS-E-8.3	Grasp the growth of different revolutionary ideas and movements in Russia and its impact.
HIS-E-8.4	Understand the circumstances leading to the emergence of crisis in Russian empire during 1905-1917.

- Unit – I **Reforms of Alexander -II:** Abolition of Serfdom and its Results; Other Reforms – Local Government, Educational, Legal, Military and Financial
- Unit – II **Towards the Russian Supremacy:** Problem of Multilingual Groups and the Policy of Russification; Economic and Industrial Developments in the 19th Century
- Unit – III **Growth of Revolutionary Ideas:** Populism; Nihilism; Social Democrats; Marxism – Bolsheviks and Mensheviks
- Unit – IV **Emergence of Crisis in Empire:** The Russo-Japanese War; Revolution of 1905: Causes and Consequences; The Constitutional Monarchy 1905-1917; Russia and World War - I

Suggested Readings:

Dukes, Paul	<i>A History of Russia</i>
Hans, Conn	<i>Basic History of Modern Russia</i>
Hobsbawm, Eric	<i>Age of Extremes: The Short Twentieth Century</i>
Kirchnev, Walter	<i>History of Russia</i>
Kohan, Lionel	<i>The Making of Modern Russia</i>
Lenin, V.I.	<i>The Development of Capitalism in Russia</i>
Milicakov, P.Seignobos	<i>History of Russia, Vol. III</i>
Omytryshyn, Basil	<i>A History of Russia</i>
Semyonov, T.L. (ed.)	<i>A Short History of U.S.S.R., 2 Vols.</i>
Seton-Watson, H	<i>The Decline of Imperial Russia</i>
Stevenson, David	<i>The Outbreak of the First World War</i>
Sumner, R.H.	<i>A Survey of Russian History</i>
Thanden, Edward, C.	<i>Russia Since 1801</i>
Thornton, Anderson	<i>Russian Political Thought</i>
Watson, Seton	<i>The Russian Empire</i>
Westwood, J.N.	<i>Endurance and Endeavour</i>

Mapping Matrix of Course HIS-E-8

Table 1: CO-PO Matrix for the Course HIS-E-8

COURSE	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1
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OUTCOME S	1	2	3	4	5	6	7	8	9	0	1	2
HIS-E-8.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-8.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-8.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-8.4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-8

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-8.1	3	3	2	3
HIS-E-8.2	3	3	2	3
HIS-E-8.3	3	3	2	3
HIS-E-8.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-9: Medieval Europe	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of medieval Europe. At the end of the Course, the students will be able to:	
HIS-E-9.1	Understand the rise of Carolingian empire in medieval Europe after the downfall of Roman empire.
HIS-E-9.2	Learn the major historical events and developments in medieval Europe during the reigns of great emperors like Otto the Great, Frederic Barbossa, Frederic-II and Philip Augustus.
HIS-E-9.3	Grasp the rise and nature of feudalism in medieval Europe and the features of economy, society and culture of Feudal Europe.
HIS-E-9.4	Comprehend the rise of Papacy in medieval Europe and the developments during the regimes of great Popes like Gregory-VII and Pope Innocent-III.

- Unit – I **The Carolingian Empire:** Downfall of Roman Empire; Coronation of Charlemagne; Administration of Charles the Great; Carolingian Renaissance
- Unit – II **The Imperial Age:** Otto the Great; Frederic Barbossa; Frederic-II; Philip Augustus; Economy, Society and Culture under the Imperial Age
- Unit – III **Feudal Europe:** Rise of Feudalism; State and Feudalism; Feudal Institutions; Feudal Economy; Serfdom under Feudalism; Society and Culture of Feudal Europe, Decline of Feudalism

Unit –IV **Rise of Papacy:** Investiture Controversy; Pope Gregory-VII; Pope Innocent-III; Papacy and the Institution of Church; Papacy and State; Crusades: Causes and Effects; Rise and Retrogression of Catholic Religion under Papacy

Suggested Readings:

Anderson, Perry, *Passages from Antiquity to Feudalism*. London: NLB, 1974.
 Burns, J.H (ed.), *The Cambridge History of Medieval Political Thought, 350-1450*. Cambridge: CUP, 2008.
 Fig, Kristen Mossler and John Block Friedman(ed.), *Arts and Humanities through the Ages: Medieval Europe, 814-1450*. New York: Thomson Gale, 2005.
 Gibbon, Edward, *The History of the Decline and Fall of the Roman Empire*. New York: Harper and Brothers, 1836 (4 Volumes).
 Gies, Frances and Joseph Gies, *Life in a Medieval Village*. London: HarperCollins, 2016.
 Hummer, Hans J., *Politics and Power in Early Medieval Europe: Alsace and Frankish Realm, 600-1000*. Cambridge: CUP, 2005.
 Lawrence, C.H., *Medieval Monasticism: Forms of Religious Life in Western Europe in the Middle Ages*. New York: Routledge, 2015.
 Mitchell, Linda E., *Family Life in the Middle Ages*. London: Greenwood Press, 2007.
 Nelson, Janet L., *Politics and Ritual in Early Medieval Europe*. London: The Hambledon Press, 1986.
 Pirenne, Henry., *Economic and Social History of Medieval Europe*. New York: A Harvest Book, 1937.
 Pirenne, Henry., *Medieval Cities: Their Origins and the Revival of Trade*. Princeton: Princeton University Press, 1969.
 Poston, M.M (ed.), *The Cambridge Economic History of Europe (Vol. III)*. Cambridge: CUP, 1965.
 Singman. Jeffrey L., *Daily Life in Medieval Europe*. London: Greenwood Press, 1999.
 Smith, Julia M.H., *Europe after Rome: A New Cultural History, 500-1000*. New York: OUP. 2005.
 Wickham, Chris, *Framing the Early Middle Ages: Europe and the Early Mediterranean, 400-800*. New York: OUP, 2005.
 Whalen Brett, Edward, *The Medieval Papacy*. London: Palgrave Macmillan, 2014.

Mapping Matrix of Course HIS-E-9

Table 1: CO-PO Matrix for the Course HIS-E-9

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-9.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-9.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-9.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-9.4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-9

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-9.1	3	3	2	3

HIS-E-9.2	3	3	2	3
HIS-E-9.3	3	3	2	3
HIS-E-9.4	3	3	2	3
AVERAGE	3	3	2	3

Course- HIS-E-10: Imperialism & Colonialism: Historical Investigations		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the historical debates on the origins, nature and implications of imperialism and colonialism in the modern times. At the end of the Course, the students will be able to:		
HIS-E-10.1	Understand the meanings and nature of colonialism and imperialism and its growth in the age of mercantilism.	
HIS-E-10.2	Learn the growth of imperial ideas and the prominent imperial thinkers in Europe and America.	
HIS-E-10.3	Comprehend the relation between nationalism and imperialism and the ideas corresponding imperial dimensions of nationalism.	
HIS-E-10.4	Grasp the Marxist discourse on the relation between imperialism and capitalism and the debate on ‘Communist Imperialism’.	

Unit – I Understanding Imperialism and Colonialism: Meanings and Nature of Distinction between Colonialism and Imperialism; Mercantilism, Colonialism and Imperialism; Mercantilism and the Crown: Centralization; Colonialism and Slavery – The Plantation System

Unit – II The Imperial Ideology: Growth of Imperial Ideas in Spain, France and Britain; The ‘Discovery’ of America – Rights of the Conquest and ‘Res Nullius’; Commerce, Wealth and War – 17th and 18th Century Commentators – Hugo Grotius, Adam Smith, Edmund Burke, Denis Diderot

Unit – III Nationalism and Imperialism: The French Revolution, Napoleonic Imperialism and its ‘Reception’ in Germany – Immanuel Kant, Johann Gottlieb Fichte, Johann Wolfgang von Goethe, W.F.G. Hegel; Race, Culture and ‘Nationalism’ – Imperial Dimensions; Imperial Ideology in the Late 18th & 19th Century: Alexis de Tocqueville and John Stuart Mill; The Century of Nationalism?

Unit – IV Imperialism, Capitalism and Marxism: Imperial Ideology in the 20th Century; Imperialism and Finance Capital – J.A. Hobson, Rudolf Hilferding, V.I. Lenin and Rosa Luxemburg; The ‘Informal Empire; Imperialism: A Viable Political Category? Debate on ‘Communist Imperialism’

Suggested Readings:

Arendt, Hannah, *Origins of Totalitarianism* New York: Schocket Books, 2004.
 Cohn, Bernard, *Colonialism and Its Forms of Knowledge*, Princeton: Princeton University Press, 1996.
 Hall, Catherine, *Civilizing Subjects: Colony and Metropole in the English Imagination, 1830-1867*
 Chicago, IL: University of Chicago Press, 2002.
 Frisch, Jorge, *Cheap Lives and Dear Limbs*, Wiesbaden, F. Steiner, 1983.
 Greenblatt, Stephen, *Marvelous Possessions: The Wonder of the New World*, Chicago: University of Chicago Press, 1991).
 James, C.L.R., *Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, New York: Vintage Books, 1963 [1938]; new ed., New York: Penguin, 2001.
 Kid, Colin, *Nations and Nationalism*, New York, CUP, 1999.
 Mehta, Uday Singh, *Liberalism and Empire* Chicago: University of Chicago Press, 1999.
 Padden, Anthony, *Lords of the World: Ideologies of Empire in Britain, Spain and France, 1500-1800* New Haven: Yale University Press, 1996
 Pits, Jennifer, *Turn To Empire: The Rise of Imperial Liberalism in Britain and France* Princeton: Princeton University Press, c2005.
 Robert, Brenner, *Merchants and Revolution*, London New York: Verso, 2003
 Sidney, Mintz, *Sweetness and Power: The Place of Sugar in Modern History* New York: PenguinBooks, 1986
 Timothy Mitchell, *Colonizing Egypt*, Berkeley: University of California Press, 1988.
 Todorov, Tzvetan, *The Conquest of America: The Discourse of the Other*, trans. Richard Howard, New York: Harper & Row paperback, 1984.
 Trouillet, Michel-Ralph, *Silencing the Past: Power and the Production of History*, Boston, Mass.: Beacon Press, 1995.
 Wolff, Larry, *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*, Stanford: Stanford University Press, 1994.
 Wallenstein, Immanuel, *Capitalist Agriculture and the Origins of the European World Economy in the 16th Century* New York, Academic Press 1974.
 Winichakul, Thongchai, *Siam Mapped: A History of the Geo-Body of a Nation*, University of Hawaii Press

Mapping Matrix of Course HIS-E-10

Table 1: CO-PO Matrix for the Course HIS-E-10

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-10.1	3	3	3	3	3	2	3	3	3	3	3	-
HIS-E-10.2	3	2	3	3	3	2	3	3	3	3	3	-
HIS-E-10.3	3	3	3	3	3	2	3	3	3	3	3	-
HIS-E-10.4	3	2	3	3	3	2	3	3	3	3	3	-
AVERAGE	3	2.5	3	3	3	2	3	3	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-10

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-10.1	3	3	3	3

HIS-E-10.2	3	3	3	3
HIS-E-10.3	2	3	3	3
HIS-E-10.4	3	3	3	3
AVERAGE	3	3	3	3

Course-HIS-E-11: Colonialism in South Asia		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the history of the advent, expansion and consolidation of western colonialism in South Asia. At the end of the Course, the students will be able to:		
HIS-E-11.1	Understand the meaning, nature and theories of colonialism and its stages with special reference to South Asia.	
HIS-E-11.2	Learn the advent, emergence and nature of colonialism in South Asia.	
HIS-E-11.3	Grasp the expansion and consolidation of the British colonial empire in South Asia.	
HIS-E-11.4	Comprehend the economic effects of colonialism in South Asia.	

- Unit – I **Understanding Colonialism:** Meaning and Nature of Colonialism; Basic Aspects of Colonialism; Features and Theories of Colonialism and Imperialism; Stages of Colonialism with special reference to South Asia
- Unit – II **Advent of Imperial Powers in South Asia:** The Importance of South Asia for European Powers and their Advent in the Region: the Portuguese, the Dutch, the English and the French; Imperialist Rivalries among the European Powers; The English East India Company and India
- Unit – III **Expansion and Consolidation of the British Colonialism in South Asia:** Establishment of the British Power; Policies and Programmes of Expansion in South and West India; Instruments of Expansion: Wars, Annexations and Diplomacy; Expansion towards Burma and Afghanistan; Expedition to Tibet
- Unit – IV **Economic Effects of Colonialism in South Asia:** Land Revenue Policies and Settlements of the British; Flow of Foreign Capital and its Impact; Commercialization of Agriculture; Decline of Handicraft Industries; Drain of Wealth and its Effects; Occurrence of Famines and the Famine Policy

Suggested Readings:

- | | |
|-------------------------------|---|
| Bayly, C.A. | <i>Indian Society and the Making of the British Empire</i> |
| Bose, Sugata and Ayesha Jalal | <i>Modern South Asia</i> |
| Chandhuri , K.N. | <i>The Trading World of Asia and the English East India Company 1660-1760</i> |

Chandra, Bipan	<i>Essay on Colonialism</i>
Chandra, Bipan	<i>Colonialism and Nationalism in India</i>
Chandra, Bipan	<i>India's Struggle for Independence</i>
Chandra, Bipan	<i>Rise and Growth of Economic Nationalism in India</i>
Chatterjee, Partha	<i>The Nation and its Fragments</i>
Desai ,A.R. (ed.)	<i>Peasant Struggle in India</i>
Dodwell, H.L.	<i>Cambridge History of India, Vol. V, VI</i>
Dutt ,R.C.	<i>Economic History of India, Vol.-I& Vol. II</i>
Dutt, R.P.	<i>India Today</i>
Guha ,Ranjit	<i>Elementary Aspects of Peasants insurgency in Colonial India</i>
Hardeman , David (ed.)	<i>Peasant Resistance in India 1858-1914</i>
Heeds , Peter	<i>India's Freedom Struggle 1858-1947</i>
Kumar, Dharma	<i>The Cambridge Economic History of India, Vol. II</i>
Majumdar, R.C.	<i>British Paramountcy and the Indian Renaissance, Part I & II</i>
Metcalf, Charles	<i>Ideology of the Raj</i>
Metcalf, D. Barbara and Thomas Metcalf	<i>A Concise History of India</i>
Mill, James	<i>History of British India</i>
Naraji ,Dada Bhai	<i>Poverty and Un British Rule in India</i>
Pannikkar ,K.M.	<i>Asia and Western Dominance</i>
Roy Tirthonker	<i>Economic History of India 1856-1947</i>
Sarkar, Sumit	<i>Modern India</i>
Tara Chand	<i>History of Freedom Movement in India, Vol. I and II</i>
Tomlinson, B.R.	<i>Economy of Modern India</i>

Mapping Matrix of Course HIS-E-11

Table 1: CO-PO Matrix for the Course HIS-E-11

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-11.1	3	3	3	3	2	2	3	2	3	3	3	-
HIS-E-11.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-11.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-11.4	3	3	3	3	2	2	3	2	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	2	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-11

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-11.1	3	3	2	3
HIS-E-11.2	3	3	2	3
HIS-E-11.3	3	3	2	3
HIS-E-11.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-12: The Big History		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the Big History, a branch of Historical Sciences. At the end of the Course, the students will be able to:		
HIS-E-12.1	To know the concept of Big History and also comprehend historically the beginning and expansion of the universe.	
HIS-E-12.2	Learn historically the creation of solar system, earth and the arrival of primates and animals on the earth.	
HIS-E-12.3	To understand the phases of the history of human civilization upto modern times.	
HIS-E-12.4	To grasp the arrival of the age of modernity and to deliberate upon the sustainability and future of human civilization.	

- Unit – I **Towards Big History:** Meaning, Scope and Subject Matter of Big History; Beginning of Cosmos – Religious and Scientific Theories; The Expansion of Cosmos: Stars and Galaxies; The Solar System
- Unit – II **The Earth:** The Formative Phase – Atmosphere and Geological Changes; The Coming of Life – Plants and Animals
- Unit – III **The Human:** Evolution and Early Phase; The Age of Anthropocene: Agriculture; Early Civilizations; Ancient and Medieval World
- Unit – IV **Modernity Arrives:** Ideas and Progresses; The Conflict between Tradition and Modernity; Crisis of Modernity; Sustainability and Future

Suggested Readings:

- Alvarez, Walter (2016), *A Most Improbable Journey: A Big History of Our Planet and Ourselves*, W.W. Norton & Company.
- Benjamin, Craig, Esther Quaedackers and David Baker (2020), *The Routledge Companion to Big History*, UK: Routledge.
- Brown (2001), *History and Climate Change: A Eurocentric Perspective*, Routledge
- Christian, David, Cynthia Stokes Brown, and Craig Benjamin (2013), *Big History: Between Nothing and Everything*, New York: McGraw-Hill Education.
- Christian, David (2004), *Maps of Time: An Introduction to Big History*, London: University of California press
- Ehlers, Eckert and Thomas Kraft -Eds. (2006), *Earth System Science in the Anthropocene: Emerging Issues and Problems*, Springer.
- Dukes, Paul (2011), *Minutes to Midnight: History and the Anthropocene Era from 1763*, Anthem Press.

Darwin, Charles (1981), *The Descent of Man and Selection in Relation to Sex*, Princeton University Press.

Hawkins, Stephen (1998), *A Brief History of Time*, Bantam Publisher

Huggett, Richard (1998), *Fundamentals of Biogeography*, Routledge

Macquarie University Big History Institute (2016), *Big History: Examines Our Past, Explains Our Present, Imagines Our Future*, London: DK.

Singh, Savinder (2020), *Physical Geography*, Pravalika Publication (Hindi and English)

Spire, Fred (2015), *Big History and the Future of Humanity*, Wiley Blackwell, UK

Sverre Raffnsøe (2016), *Philosophy of the Anthropocene: The Human Turn*, Palgrave Macmillan, UK

The Big History Project, David Christian at Macquarie University, May 27, 2015:

<https://www.youtube.com/watch?v=rWzUSgPMRD4>

The Journal of Big History, Different volumes: <https://jhb.journals.villanova.edu/>

Mapping Matrix of Course HIS-E-12

Table 1: CO-PO Matrix for the Course HIS-E-12

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-12.1	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-12.2	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-12.3	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-12.4	3	3	3	3	2	2	3	3	2	-	3	-
AVERAGE	3	3	3	3	2	2	3	3	2	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-12

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-12.1	3	3	3	3
HIS-E-12.2	3	3	2	3
HIS-E-12.3	3	3	2	3
HIS-E-12.4	3	3	2	3
AVERAGE	3	3	2.25	3

Course-HIS-E-13: History and Cinema	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the relation between History and Cinema and the possibility and limitations of the 'Film History'. At the end of the Course, the students will be able to:	
HIS-E-13.1	Understand the historical context of the beginning of cinema, its significance and interpretations.

HIS-E-13.2	Learn the relation between history and cinema and the treatment of historical themes in cinema.
HIS-E-13.3	Comprehend some selected historical themes of cinema like biopics; world wars; racism; gender, poverty and caste/untouchability.
HIS-E-13.4	Grasp the historical representation in documentaries and popular TV shows in cinema.

Unit – I The Background: Survey of Literature on Cinema – Significance and Interpretations; Film Theory and Criticism; Cinema as a Means of Entertainment and Knowledge Production; Nineteenth Century and the Beginning of Cinema; The Early Years and Spread of Cinema

Unit – II Cinema and History: Cinema as a Source of History – Possibility and Limitations; The ‘Film History’ – Treatment of Historical Themes in Cinema; Official History, Propaganda and Cinema

Unit – III Select Historical Themes and Cinema: Biopics; World Wars; Racism; Gender, Poverty and Caste/Untouchability

Unit – IV Documentary, TV Shows and History: Difference between Documentary and Cinema; Documentary as a Source of History; Popular TV Shows and Historical Representation

Suggested Reading:

Andrew, Dudley, *The Major Film Theories: An Introduction*, Oxford: Oxford University Press, 1976.

Altman, Rick, *Film/Genre*, London: 1999.

Barber, Sian, *Using Film as a Source*, Manchester University Press, Manchester, 2015

Bazin, Andre. *What is Cinema?* Foreword by Francois Truffaut. Berkeley: University of California Press, 2005.

Bhaskar, Ira & Ranjani Mazumdar, *Film and History*.

Bloomington, *Introduction to Documentary*, Indiana University Press, 2001.

Braudy, Leo & Marshall Cohen (eds.), *Film Theory and Criticism: Introductory Readings*, 7th edition, New York: Oxford University Press, 2009.

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Calhan, Vicki et.al., *Reclaiming the Archive: Feminism and Film History*, Wayne State University Press, 2010

Cousins, Mark, *The Story of Film*, Pavilion, Revised edition, 2020

Etherington-Wright, Christine & Doughty, Ruth, *Understanding Film Theory*, London: Palgrave, 2011.

Hoffman, Hilmar, *The Triumph of Propaganda: Film and National Socialism, 1933-45*

Hayward, *Cinema Studies: The Key Concepts*, Routledge, 1996

O'Connor, John E, "Image as Artifact: Historians and the Moving-Image Media." *OAH Magazine of History* Vol. 16, no. 4 (2002): 23-24

Rutsky, R.L. and Jeffrey Geiger (eds.), *Film Analysis*, New York: W. W. Norton & Company, 2005.

Stover, John, "Framing Social Movements through Documentary Films", *Contexts*, Vol.12, no. 4 (2013): 56-58

Stevenson, Brenda E, "12 Years a Slave: Narrative, History and Film", *The Journal of African American History*, Vol. 99, No. 1-2. (2014): 106-18.

<http://doi.org/10.5323/jafriamerhist.99.1-2.0106>.

Villarejo, *Film Studies: The Basics*, Routledge, 2006

Study the Select Films and Documentaries: *The Birth of the Nation, Triumph of the Will, Gandhi, The Pianist, 12 Years a Slave, Padmavat, India's Daughter* (BBC Documentary)

Topline, Robert Brent, "From the Editor: Invigorating History: Using Film in the Classroom." *OAH Magazine of History*, Vol.16, no. 4 (2002): 5-6

Turner, *The Film Cultures Reader*, Routledge, 2001.

Mapping Matrix of Course HIS-E-13

Table 1: CO-PO Matrix for the Course HIS-E-13

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-13.1	3	3	3	3	2	2	3	3	3	2	3	2
HIS-E-13.2	3	3	3	3	2	2	3	3	3	3	3	2
HIS-E-13.3	3	3	3	3	2	2	3	3	3	3	3	2
HIS-E-13.4	3	3	3	3	2	2	3	3	3	3	3	2
AVERAGE	3	3	3	3	2	2	3	3	3	2.75	3	2

Table 2: CO-PSO Matrix for the Course HIS-E-13

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-13.1	3	3	3	3
HIS-E-13.2	3	3	3	3
HIS-E-13.3	3	3	3	2
HIS-E-13.4	3	3	3	2
AVERAGE	3	3	3	2.50

Course-HIS-E-14: History: Theory and Methods	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the meaning, nature and scope of the discipline of History and major theoretical and methodological issues in	

History. At the end of the Course, the students will be able to:	
HIS-E-14.1	Know the meaning, nature and scope of history and other introductory themes/aspects of history.
HIS-E-14.2	Learn the debates over major theoretical issues in history.
HIS-E-14.3	Grasp the debates over major methodological issues in history.
HIS-E-14.4	Understand the types, tools and methods of research in history.

- Unit – I **Understanding History:** Meaning, Nature and Scope; Subject Matter of History; Utility of History; Emerging Trends: New History, Big History, Global History, Gender History, Intellectual History, Environmental History, Sub Histories; Idea of Progress in History
- Unit – II **Theoretical Issues in History:** Problems of Bias and Subjectivity in History; Uses and Abuses of History – Commitment of a Historian; Value Judgment in History; Nature of Historical Explanation and Interpretation
- Unit – III **Methodological Issues in History:** Types of Historical Sources; Historical Evidence – Nature and Transmission; Role of Historian in History; Data Collection and Selection; Generalization and Historical Imagination
- Unit – IV **Types, Tools and Methods of Research:** Types a Research: Report, Research Paper, Project, Dissertation and Thesis; Use of ICT in Historical Research: MS Word, PPT, Basic Excel, Using Internet and Reliability of Internet Information; Quantitative Methods and Textual Criticism; Qualitative Methods; Documentation of Research: Footnotes, Charts, Tables, Arrangement of References, Indexing, Appendices and Bibliography

Suggested Readings:

- Ali, B. Sheikh *History: its Theory and Method* , Madras, 1978
- Atkinson, R.F. *Knowledge and Explanation in History* , London , 1978
- Bajaj, Satish, K. *Recent Trends in Historiography*, New Delhi, 1988
- Barnes, H.E. *A History of Historical Writing* , Oklahoma Norman , 1937
- Bentley, Michael (ed.) *Companion to Historiography* , London, 1997
- Block, Marc *The Historian's Craft*, Manchester, 1954
- Buddha Prakash *Itihas Darshan (Hindi)* , Varanasi , 1962
- Butterfield, H. *The Whig Interpretation of History* , London, 1951
- Cannon, John (ed.) *The Historian at Work*, London 1980
- Carr , E.H. *What is History*, Reprint, London, 1983 (First Publication: 1964)
- Clark, K. *Guide for Research Students Working on Historical Subjects.*
Cambridge, 1969
- Collingwood, R. G. *The Idea of History*, Oxford , 1946
- Delanlez, Jean (ed.) *A Guide to Historical Method* , New York, 1946
- Dictionary of History of Ideas*, Vols. 1 & 2 , New York, d.d.
- Dray, Arthur *On History and Philosophers of History*, New York, 1989
- Durant, Will and Ariel *The Story of Civilization*, Vols. I-IX, d.d.
- Durant
- Elton, Geoffrey *The Practice of History*, London, 1967
- Elton, Geoffrey *Returns to Essentials: Some Reflections on the Present State of*

Historical Study, Cambridge, 199

Encyclopedia of Islam, New Edition, Vols. 3 & 4, 1979

Evans, j. Richard *In Defense of History*, London, 1997

Gayle, Peter *Debates with Historians*, New York, 1958

Gooch, G. P. *History and Historians of the Nineteenth Century*, London 1952
(First Publication : 1913)

Hegel, G.P. *The Philosophy of History*, New York, 1958

Hackett, H.C. *The Critical Method in Historical Research and Writing*, New York, 1955

Hughes, Warrington *Fifty Key Thinkers on History*, London, 2000

Hasan, Mohibbul (ed.) *Historians of Medieval India*, Meerut, 1968

Marwick, Arthur *The Nature of History*, Reprint, London, 1970 (First Publication : 1984)

Marwick, Arthur *What History Is and Why It Is Important?* Buckinghamshire, 1970

Munslow, Alan *Deconstructing History*, London, 1997

Reiner, G.T. *History : Its Purpose and Method*, London, 1961

Russel, Bertrand *History of Western Philosophy*, London, 1947

Shafer, R. J. *A Guide to Historical Method*, Homewood, 1974

Sridharan, E. *A Textbook of Historiography 500 B.C. to A. D. 2000*, New Delhi, 2004

Thompson, J. W. & Holm Bernard *A History of Historical Writing*, Vols. 1 & 2, New York, 1942

Mapping Matrix of Course HIS-E-14

Table 1: CO-PO Matrix for the Course HIS-E-14

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-14.1	3	3	3	3	3	2	3	3	3	-	3	-
HIS-E-14.2	3	3	3	3	3	2	3	3	3	-	3	-
HIS-E-14.3	3	3	3	3	3	2	3	3	3	-	3	-
HIS-E-14.3	3	3	3	3	3	3	3	3	3	-	3	-
AVERAGE	3	3	3	3	3	2.25	3	3	3	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-14

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-14.1	3	3	3	3
HIS-E-14.2	3	2	3	3
HIS-E-14.3	3	2	3	3
HIS-E-14.4	3	2	3	3
AVERAGE	3	2.25	3	3

M.A. (Previous) History, 2nd - Semester

LIST OF COURSES

Course No.	Name of the Course	No. of Credits	Teaching Scheme (Hrs./Week)			Examination Scheme (Marks)		
			L	T	P	(Sem. Theory Exam)	Internal Assessment	Total
HIS-C-15	Medieval Societies - II	4	4	½ hrs.G	-	80	20	100
HIS-C-16	Modern World - II	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-I)								
HIS-E-17(i)	Medieval Indian Economy (1200 -1750)	4	4	½ hrs.G	-	80	20	100
HIS-E-17(ii)	Colonial India - II (1757-1857)	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Courses (the corresponding option has to be taken in Semester-I)								
HIS-E-18	History of Japan in Modern Times	4	4	½ hrs.G	-	80	20	100
HIS-E-19	History of Europe -II (1871-1914)	4	4	½ hrs.G	-	80	20	100
HIS-E-20	History of the U.S.A.- II (1865-1945)	4	4	½ hrs.G	-	80	20	100
HIS-E-21	History of Britain - II (1815-1914)	4	4	½ hrs.G	-	80	20	100
HIS-E-22	History of Soviet Russia (1917-1991)	4	4	½ hrs.G	-	80	20	100
HIS-E-23	Rise of Modern West	4	4	½ hrs.G	-	80	20	100
HIS-E-24	Imperialism, Knowledge Production and the Oriental World	4	4	½ hrs.G	-	80	20	100
HIS-E-25	Nationalism in South Asia	4	4	½ hrs.G	-	80	20	100
HIS-E-26	The Global History	4	4	½ hrs.G	-	80	20	100

HIS-E-27	History of World Cinema	4	4	½ hrs.G	-	80	20	100
HIS-E-28	History of Historical Writing	4	4	½ hrs.G	-	80	20	100
OESS	Candidate is required to take one option elective, other than History, from the Common lists of Courses of Social Sciences (Syllabus enclosed in the end)	2	2	-	-	-	-	50

Core Courses:

Course HIS-C-15: Medieval Societies – II		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the history of medieval societies of the world. At the end of the Course, the students will be able to:		
HIS-C-15.1	Know the circumstances leading to the rise of Islam and its impact.	
HIS-C-15.2	Learn the evolution of Islamic state and society under the Caliphs.	
HIS-C-15.3	Grasp the growth of Islamic culture under the Arab empire.	
HIS-C-15.4	Understand the process of the advent of Islam in India and its impact.	

- Unit – I **Rise of Islam and its Effects:** Arabia before Islam: Political, Socio-Religious and Economic Conditions; Rise of Islam under the Prophet; Islam as a Socio-Religious System; Relations of Muslims with Arab Tribes, Jews and Christians
- Unit – II **Islamic State and Society under the Caliphs:** Evolution of State from the Pious Caliphs to the Abbasids; Society, Culture and Economy under the Prophet and the Caliphs
- Unit – III **Growth of Culture under the Arab Empire:** Growth of Art and Architecture; Education; Intellectual Contributions: Language, Literature and Sciences
- Unit – IV **Advent of Islam in India:** Process and Impact; Nature of Polity and Administrative Set Up under Delhi Sultanate

Suggested Readings:

Agenizes, N.	<i>Muhammadan Theories of Finance</i>
Bakhsh, Khuda	<i>The Arab Civilization</i>
Satish Chandra	<i>Medieval India: From Sultanate to Mughals, Vol. I</i>
Digby, Simon	<i>War Horse and Elephant in the Delhi Sultanate : A Study in Military Supplies</i>
Faruqui, Amar	<i>Prachin Aur Madhyakalin Samajik Sanrachanayen Aur Sanskritiyan (Hindi)</i>
Granebaum	<i>Medieval Islam</i>
Habib, Irfan	<i>Medieval India, 4 Volumes</i>
Habib, Irfan	<i>Essays in Indian History: Towards a Marxist Perception</i>
Habib, Mohammad	<i>Politics and Society in Early Medieval Period, Vols. I & II</i>
Habib, Mohammad and K.A. Nizami (ed.)	<i>Comprehensive History of India A.D. 1206-1526, Vol. V</i>
Hitti, P.K.	<i>History of Arabs</i>
Jackson, P	<i>The Delhi Sultanate</i>
Kulke, Hermann	<i>The State in India AD 1000-1700</i>
Lambton	<i>Landlords and Peasants in Persia</i>
Levy, P	<i>The Social Structure of Islam</i>
Nizami, Khaliq A.	<i>Religion and Politics in the Thirteenth Century India</i>
Richards, J.F.	<i>New Cambridge History of India: The Mughal Empire</i>
Sahu, K.P.	<i>Islam : Udbhav Aur Vikas (Hindi)</i>
Sharma, G.D.	<i>Madhyakalin Bharat Ki Rajnetik Aur Aarthik Sansthayen (Hindi)</i>
Verma, H.C. (ed.)	<i>Madhyakalin Bharat, 2 Volumes (Hindi)</i>

Mapping Matrix of Course HIS-C-15

Table 1: CO-PO Matrix for the Course HIS-C-15

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-15.1	3	3	3	3	2	2	3	2	3	-	3	-
HIS-C-15.2	3	3	3	3	2	2	3	2	3	-	3	-
HIS-C-15.3	3	3	3	3	2	2	3	2	3	-	3	-
HIS-C-15.4	3	3	3	3	2	2	3	2	3	-	3	-
AVERAGE	3	3	3	3	2	2	3	2	3	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-15

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-15.1	3	3	2	3
HIS-C-15.2	3	3	2	3
HIS-C-15.3	3	3	2	3
HIS-C-15.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-C-16: Modern World – II	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
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Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of modern world. At the end of the Course, the students will be able to:	
HIS-C-16.1	Understand the historical developments in Europe during and after the World War-I.
HIS-C-16.2	Learn the historical developments related to the Paris Peace Settlement and its historical Consequences in Europe.
HIS-C-16.3	Grasp the great economic and political crisis in Europe during 1929-1945.
HIS-C-16.4	Comprehend the historical transition and upheavals leading to a decolonized bipolar world after 1945.

Unit – I	Europe during and after the World War-I: Origins and Consequences; Socialism and the Bolshevik Revolution in Russia; Growth of Liberalism: Parliamentary Reforms in Europe – England, France, Germany and Russia
Unit-II	The Peace Settlement and its Outcome: Peace Settlement Treaties and its Consequences; Working of the League of Nations; The Collective Security System and Disarmament
Unit-III	Emerging Economic and Political Crisis: The Great Depression of 1929 and its Effects; Rise of Fascism: Italy and Germany; World War-II: Origins and Consequences
Unit-IV	Towards a De-Colonized Bipolar World: United Nations Organization and World Peace; Nationalist Movements and the Process of De-Colonization in Asia and Africa; The Cold War: Origins, Strategic Alliances and Phases

Suggested Readings:

Barracrough, G.	<i>An Introduction to Contemporary History</i>
Carr, E.H.	<i>The Bolshevik Revolution, 1917-23</i> 3 Vols.
Carr, E.H.	<i>1917 : Before and After</i>
Chauhan, D. S.	<i>Samkalin Europe</i> (Hindi)
Cipolla, Carlo M.	<i>Fontana Economic History of Europe</i> , Vols. II and III
Davis, H. A. (ed.).	<i>Outline History of the World</i>
Dorpalen, Andreas	<i>Europe in the 20th Century</i>
Fisher, H.A.L.	<i>A History of Europe</i>
Gupta, Parthasarathi (ed.)	<i>Europe Ka Itihas</i> (Hindi)
Hobsbawm, E.J.	<i>The Age of Revolution</i>
Hobsbawm, E.J.	<i>Age of Extremes : The Short Twentieth Century (1914-1991)</i>
Hobsbawm, E.J.	<i>Nation and Nationalism</i>
Joll, James	<i>Europe Since 1870: An International History</i>
Joll, James	<i>1870 Se Europe</i> (Hindi)
Joll, James	<i>Origins of the First World War</i>
Langer, W.L.	<i>Diplomacy of Imperialism</i>

Lee, F. B.	<i>Europe Since 1914</i>
Mergan, R.P.	<i>German Social Democracy and The First International</i>
Morgan, K.O.	<i>Oxford Illustrated History of Britain (1789-1983), 2 Volumes</i>
Palmer, R.A. and Cotton Joel	<i>A History of Modern World</i>
Roberts, J.M.	<i>Europe 1880-1945</i>
Robertson, E.(ed.)	<i>The Origins of the Second World War</i>
Roth, J.J. (ed.)	<i>World War II : A Turning Point in Modern History</i>
Stavrianes, L.S.	<i>The World Since 1500</i>
Taylor A.J.P.	<i>The Struggle for Mastery in Europe</i>
Taylor, A.J.P.	<i>The Origins of the Second World War</i>
Thompson, David	<i>Europe Since Napoleon</i>
Wiskemann, E.	<i>Europe of the Dictators</i>
Wood, Anthony	<i>History of Europe 1915-1960</i>

Mapping Matrix of Course HIS-C-16

Table 1: CO-PO Matrix for the Course HIS-C-16

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-16.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-C-16.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-C-16.3	3	3	3	3	2	2	3	-	3	2	3	-
HIS-C-16.4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-16

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-16.1	3	3	2	3
HIS-C-16.2	3	3	2	3
HIS-C-16.3	3	3	2	3
HIS-C-16.4	3	3	2	3
AVERAGE	3	3	2	3

Specialization Courses:

Course-HIS-E-17(i): Medieval Indian Economy (1200 – 1750)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the medieval Indian economy during 1200 – 1750. At the end of the Course, the students will be able to:	
HIS-E-17(i).1	Understand the characteristics and nature of medieval Indian agronomy

	during the period 1200-1750.
HIS-E-17(i).2	Learn the features of industrial and handicraft production and producing/mercantile in medieval India.
HIS-E-17(i).3	Grasp the growing trade, commerce and capital accumulation in medieval Indian urban centers.
HIS-E-17(i).4	Comprehend the circumstances leading to the systemic crisis in Mughal empire and the historical upheavals during the 18 th century.

- Unit – I **Medieval Indian Agronomy:** Land Ownership and Production; Nature and Magnitude of Taxation; Agrarian Communities and Land Relations
- Unit – II **Industrial and Handicraft Production:** Textiles and Agro-Industries; Metal Technology; Artisans; Mercantile Classes/Groups and their Role in Production
- Unit – III **Trade, Commerce and Capital Accumulation:** Trade and Commerce; Currency, Banking and Hundi System; Process of Urbanization
- Unit – IV **Systemic Crisis in Mughal Empire:** The Agrarian Crisis; Sources of Tensions and Conflicts inherent in the Imperial System; Patterns of Resistance; Decline and Fall of Mughal Empire; Interpreting the 18th Century: Historical Debate

Suggested Readings:

- Alam, Muzaffar and Subramanyam, Sanjay (ed.) *The Mughal State*
- Alavi, Seema (ed.) *Eighteen Century in India*
- Ali, Athar *Mughal India*
- Satish Chandra *Medieval India : Society, the Jagirdari Crisis and the Village Parties and Politics in the Mughal Court 1707-1740*
- Satish Chandra *The Eighteenth Century in India : Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*
- Satish Chandra *Medieval India: From Sultanate to Mughals, Vols. I – II*
- Chaudhuri, K.N. *Trade and Civilization in the Indian Ocean*
- Eaton, Richard M. *The Rise of Islam and the Bengal Frontier (1204-1760)*
- Fukazawa, Hiroshi *The Medieval Deccan : Peasants, Social System and States during Sixteenth to Eighteenth Centuries*
- Gordon, Stewart *The Marathas, 1600-1818*
- Grewal, J.S. (ed.) *State and Society in Medieval India*
- Habib, Irfan *Agrarian System of Mughal India 1526-1707*
- Habib, Irfan *Essays in Indian History : Towards a Marxist Perception*
- Hasan, S. Nurul *Thoughts on Agrarian Relations in Mughal India*
- Khan, A.R. *Chieftains in the Mughal Empire During the Reign of Akbar*
- Kulke, Hermann *The State in India A.D. 1000-1700*
- Marshall, P.J. (ed.) *Eighteenth Century India : Evolution or Revolution*
- Moosvi, Shireen *Economy of the Mughal Empire : A Statistical Study*
- Naqvi, H.K. *Urbanization and Urban Centre under the Great Mughals 1556-1707*
- Raychaudhuri, Tapan and Irfan Habib (eds.) *Cambridge Economic History of India 1200 –1750, Vol I*
- Richards, J.F.(ed.) *The Imperial Monetary System of Mughal India*

Richards, J.F.(ed.)
Sangwan, R.S.
Sharma, G.D.
Singh, Chetan
Verma, H.C. (ed.)
Wink, Andre

The Mughal Empire
Jodhpur and the Later Mughals A.D. 1707-1752
Madhyakalin Bharat Ki Rajnaitik Aur Aarthik Sansthayen (Hindi)
Region and Empire : Punjab in the 17th Century
Madhyakalin Bharat (Hindi), 2 Volumes
Land and Sovereignty in India : Agrarian society and Politics
under the Eighteenth Century Maratha Swarajya

Mapping Matrix of Course HIS-E-17(i)

Table 1: CO-PO Matrix for the Course HIS-E-17(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-17(i).1	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-17(i).2	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-17(i).3	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-17(i).4	3	3	3	3	2	2	3	3	2	-	3	-
AVERAGE	3	3	3	3	2	2	3	3	2	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-17(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-17(i).1	3	3	2	3
HIS-E-17(i).2	3	3	2	3
HIS-E-17(i).3	3	3	2	3
HIS-E-17(i).4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-17(ii): Colonial India-II (1757-1857)		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the history of colonial India during 1757-1857. At the end of the Course, the students will be able to:		
HIS-E-17(ii).1	Understand the characteristics and nature of the iron and steel framework of the British colonial state in India.	
HIS-E-17(ii).2	Learn the role of different imperialist schools of thoughts in shaping the British social policy in India and its impact.	
HIS-E-17(ii).3	Grasp the process of implementation of imperialist agenda in India through	

	colonial educational and economic policies.
HIS-E-17(ii).4	Comprehend the roots, nature and consequences of the Indian resistance against the British colonial state.

- Unit – I **Construction of the Colonial State:** The ‘Iron’ Framework – Armed Forces and Law; The ‘Steel’ Framework– Civil Administration and Bureaucracy
- Unit – II **British Policy towards Indian Society:** Role of Orientalists, Evangelicals and Utilitarians; The British Imperialist Ideology – Political, Economic and Cultural Theories; Colonial State and Social Reforms
- Unit – III **Implementing the Imperialist Agenda:** Introduction of Modern Education; Introduction of Railways; Colonial Capitalism and its Impact on Indian Economy
- Unit – IV **Resistance to the Colonial State:** The Pre-1857 Risings Civil, Tribal and Peasant Revolts; The Uprising of 1857 – Causes, Nature and Consequences

Suggested Readings:

- Arnold, David and Ramachandra Guha (eds.) *Nature, Culture and Imperialism : Essays on the Environmental History of South Asia*
- Bandopadhyay, Shekha *Palasi Se Vibhajan Tak* (Hindi)
- Bayly, C.A. *Indian Society and the Making of the British Empire (New Cambridge History of India)*
- Bipan Chandra *India’s Struggle for Independence*
- Bipan Chandra *Colonialism and Nationalism in India*
- Bipan Chandra *Bharat Ka Sawtantrata Sangharsh* (Hindi)
- Brown, Judith *Modern India : The Origin of An Asian Democracy*
- Chicherov, A.L. *Indian Economic Development in the Seventeenth and Eighteenth Century*
- Desai, A.R. *Social Background of Indian Nationalism*
- Fisher, M.H. (ed.) *Policies of the British Annexation of India 1757-1857*
- Gopal S. *British Policy in India*
- Guha, Ranjit *Rule of Property for Bengal : An Essay on the Idea of Permanent Settlement*
- Guha, Ranjit (ed.) *Subaltern Studies: Writings on South Asian History and Society, Vols. I - XI*
- Joshi, P.C. *Rebellion – 1857*
- Kumar, Dharma (ed.) *Cambridge Economic History of India, Vol.-II*
- Mill, James *History of India, 6 Vols.*
- Mishra, Girish *Economic History of Modern India*
- Mishra, Girish *Adhunik Bharat Ka Arthik Itihas* (Hindi tr.)
- Rai, Satya Murti (ed.) *Bharat Mein Upniveshwad Aur Rashtrawad* (Hindi)
- Ravindra Kumar *Social History of Modern India*
- Raychandhary, Tapan *Indian Economy in the 19th Century : A Symposium*
- Sarkar, Sumit *Modern India 1885-1947*
- Sarkar, Sumit *Adhunik Bharat* (Hindi)
- Shukla, Ram Lakhan (ed.) *Adhunik Bharat Ka Itihas* (Hindi)
- Siddiqui, Aisya (ed.) *Trade and Finance in Colonial India*
- Sinha, Manoj *Madhyakalin Bharat* (Hindi)

Mapping Matrix of Course HIS-E-17(ii)

Table 1: CO-PO Matrix for the Course HIS-E-17(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-17(ii).1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-17(ii).2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-17(ii).3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-17(ii).4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-17(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-17(ii).1	3	3	2	3
HIS-E-17(ii).2	3	3	2	3
HIS-E-17(ii).3	3	3	2	3
HIS-E-17(ii).4	3	3	2	3
AVERAGE	3	3	2	3

Optional Courses:

Course-HIS-E-18: History of Japan in Modern Times	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of Japan during the modern times. At the end of the Course, the students will be able to:	
HIS-E-18.1	Understand the process of transition leading to the Meiji restoration in Japan.
HIS-E-18.2	Learn the historical transformation in Japan occurred during the Meiji era.
HIS-E-18.3	Grasp the circumstances leading to the failure of democracy in Japan and its drastic effects.
HIS-E-18.4	Comprehend the process of all-round remodeling in the post-war Japan.

Unit – I **The Period of Transition:** Japan in the 19th Century; Western Contact and its Implications; Circumstances leading to the Meiji Restoration

Unit – II **The Meiji Era:** Meiji Restoration – Nature and Significance; Political Reforms; Educational and Social Restructuring; Economic and Industrial Transformation

- Unit – III **Failure of Democracy:** Political Party System and its Drawbacks; Growth of Militarism – Expansion and Aggression; Japan and World War-II
- Unit – IV **The Post-War Japan:** Process of Disarmament and Demilitarization; Democratization - New Political System; Economic and Industrial Remodeling up to 1960; Social and Educational Remodeling upto 1960

Suggested Readings:

Akita, George *Foundations of the Constitutional Government in Modern Japan*

Allen, George C. *Modern Japan and its Problem*

Allen, George C. *A Short Economic History of Modern Japan 1867-1937*

Beasley, W.G. *The Modern History of Japan*

Beckmann, George M. *The Making of the Meiji Constitution*

Clyde, P.H. *Far East*

Clyde, P.H. *Sudoor Purva (Hindi tr.)*

Dangerfield, R.J. *The New Japan*

Fairback, John K. *East Asia : Modern Transformation*

Fine, S.M. *Japan's Post-War Industrial Recovery*

Hall, John W. *Japan: From Prehistory to Modern Times*

Haltom, D.C. *Modern Japan and Shinto Nationalism*

James, David H. *The Rise and Fall of the Japanese Empire*

Jansen, M.B. *Japan and China : From War to Peace 1894-1972*

Kostan, E.E.N *Militarism and Foreign Policy in Japan*

Lockwood, William *The Economic Development of Japan : Growth and Structural Change*

Jansen, M.B. (ed.) *The Cambridge History of Japan, Vols V to VI*

Myers, Ramon H. and Mark R. Patrick (eds.) *The Japanese Colonial Empire 1895-1945*

Norman, E.H. *Japan's Emergence as a Modern State*

Pyle, Kenneth B. *The Making of Modern Japan*

Scaloppini, Robert A. *Democracy and the Party Movement in Pre-War Japan*

Smith, Thomas C. *Political Change and Industrial Development in Japan : Government Enterprise*

Tannin, O and Johan, E. *Militarism and Fascism in Japan*

Yanaga, Chitoshi *Japan Since Parry*

Young, A. Morgan *Imperial Japan 1926-1938*

Mapping Matrix of Course HIS-E-18

Table 1: CO-PO Matrix for the Course HIS-E-18

COURSE OUTCOME S	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-18.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-18.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-18.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-18.4	3	3	3	3	2	2	3	-	3	3	3	-

AVERAGE	3	3	3	3	3	2	2	-	3	3	3	-
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Table 2: CO-PSO Matrix for the Course HIS-E-18

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-18.1	3	3	2	3
HIS-E-18.2	3	3	2	3
HIS-E-18.3	3	3	2	3
HIS-E-18.4	3	3	2	2
VERAGE	3	3	2	3

Course-HIS-E-19: History of Europe –II (1871-1914)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of Europe during 1871-1914. At the end of the Course, the students will be able to:	
HIS-E-19.1	Understand the beginning of diplomatic alignments in Europe after 1871.
HIS-E-19.2	Learn the emerging nationalist and imperialist rivalries in Europe and its impact.
HIS-E-19.3	Grasp the nature of different diplomatic alliances which caused polarization of European powers in two poles.
HIS-E-19.4	Comprehend the deepening diplomatic crisis in Europe and the coming of the World War-I.

- Unit – I **Beginning of Diplomatic Alignments:** State, Politics and Society in Europe in 1871; Bismarck and his Diplomatic Alignments: Three Emperors’ League, Dual Alliance, Triple Alliance and Re-Insurance Treaty
- Unit – II **Nationalist and Imperialist Rivalries in Europe:** Franco-German Relations 1871 –1890; The Eastern Question: Revolt in Bosnia and Russo-Turkish War, Berlin Congress, Bulgarian Crisis; European Imperialist Interests in Africa and its Partition
- Unit – III **Towards Diplomatic Polarization:** Franco-Russian Alliance, Anglo-French Alliance, Anglo-Russian Alliance and Formation of Triple Entente; Shifting Positions of Italy; Nature of the Triple Alliance and Triple Entente 1907-1914
- Unit –IV **Coming of the World War-I:** Morocco Crisis, Bosnian Crisis and Agadir Crisis; Anglo-German Naval Rivalry; Balkan League and Balkan Wars; World War-I: Origins and Responsibility and Consequences

Suggested Readings:

- Bartbelt , C.J. *Peace, War and European Powers 1814-1914*
Chauhan, D.S. *Europe Ka Itihas* (Hindi)

Chauhan, D.S.	<i>Samkalin Europe (Hindi)</i>
Evans, J.	<i>The Foundations of A Modern State in 19th Century</i>
Fay, S.B.	<i>Origins of the First World War</i>
Gooch, G.P.	<i>History of Modern Europe 1878-1920</i>
Grant and Temporally	<i>Europe in the Nineteenth and Twentieth Centuries</i>
Gupta, Parthsarathi (ed.)	<i>Europe Ka Itihas (Hindi)</i>
Gupta, Parthsarathi (ed.)	<i>Samkalin Europe (Hindi)</i>
Hazen, C.D.	<i>Modern Europe upto 1945</i>
Hobsbawm, E.J.	<i>Nation and Nationalism</i>
Joll, James	<i>Europe Since 1870</i>
Joll, James	<i>1870 Se Europe (Hindi)</i>
Joll, James	<i>Origins of the First World War</i>
Langer, W.L.	<i>The Diplomacy of Imperialism</i>
Langer, W.L.	<i>European Alliances and Alignments</i>
Marriot, J.A.R.	<i>The Eastern Question</i>
Marriot, J.A.R.	<i>The Remaking of Modern Europe</i>
Porter, Andrew	<i>European Imperialism 1860-1914</i>
Post, Ken	<i>Revolution and European Experience 1789-1914</i>
Roberts, J.M.	<i>Europe 1880-1945</i>
Robertson, C.G.	<i>Bismarck</i>
Roth, J.J. (ed.)	<i>World War I : A Turning Point in Modern History</i>
Stevenson, David	<i>The Outbreak of the First World War</i>
Taylor, A.J.P.	<i>Bismarck : The Man and Statesman</i>
Taylor, A.J.P.	<i>Struggle For the Mastery in Europe</i>
Thomson, David	<i>Europe Since Napoleon</i>

Mapping Matrix of Course HIS-E-19

Table 1: CO-PO Matrix for the Course HIS-E-19

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-19.1	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-19.2	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-19.3	3	3	3	3	2	2	3	-	3	3	3	-
HIS-E-19.4	3	3	3	3	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-19

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-19.1	3	3	2	3
HIS-E-19.2	3	3	2	3
HIS-E-19.3	3	3	2	3
HIS-E-19.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-20: History of the U.S.A. –II (1865-1945)	Total Credit: 4 Time: 3 Hrs. Marks: 100
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	External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of the U.S.A. during 1865-1945. At the end of the Course, the students will be able to:	
HIS-E-20.1	Understand the process of reconstruction in U.S.A. after the civil war.
HIS-E-20.2	Learn the rise of various popular movements in U.S.A. and the initiatives of political reforms by American Presidents.
HIS-E-20.3	Grasp the events related to the emergence of U.S.A. as an imperial power.
HIS-E-20.4	Comprehend the developments in U.S.A. between the period of two world wars.

- Unit – I **Reconstruction after Civil War:** Presidential, Radical and Congressional Plans; Economic Changes: Growth of Capitalism and the Big Business; Growth of Industries and Agriculture
- Unit – II **Popular Movements and the Political Reforms:** Farmers’ Unrest and Populism; Causes of the Labour Unrest and Rise of Unionism; The Progressive Movement and Reforms under Roosevelt, Taft and Wilson
- Unit – III **Emergence of U.S.A. as an Imperial Power:** Spanish-American War; Foreign Policies of Roosevelt, Taft and Wilson; U.S.A. and World War-I
- Unit – IV **U.S.A. between Two Wars:** Post-War Developments from Harding to Hoover; Economic Depression and its Effects; Franklin D. Roosevelt and the New Deal; U.S.A and World War – II

Suggested Readings:

Blum, John M. et. al.	<i>The National Experience : A History of the United States</i>
Brood, Charles Mary	<i>The Rise of American Civilization, 2 Vols.</i>
Boyer, Paul, Harvard Setoff et. al.	<i>The Enduring Vision : A History of the American People, Vol. I</i>
Current, Richard, M.T. Williams et. al.	<i>American History : A Survey, Vol. 1</i>
Dunning, William A.	<i>Reconstruction : Political and Economic History of the United States</i>
Endues, James F.	<i>American Economic History</i>
Faulkner, H.U	<i>From Slavery to Freedom</i>
Franklin, John Hope	<i>Interpretations of American History : Patterns and Perspectives, 2 Vols.</i>
Grubb, Gerald N. and George A. Billings	<i>The Federal Union: A History of U.S.A. Since 1865</i>
Hicks, John D.	<i>The American Nation</i>
Hicks, John D. et. al.	<i>Significant Themes in American History</i>
Kaushik, R.P.	<i>The World War and American Isolation</i>
May, E.R.	<i>The American Republic Since 1865</i>
Mofstadter, R.W.N.	<i>The Growth of the American Republic</i>
Morrison, S.E. et. al.	

Nicholas, Jeannette P.
 Parkes, Hennery B.et. al.
 Pratt, J. W.
 Saxena, B.L.
 Shihan, Donald

The Republic of United States : A History
The United States of America
A History of the United States Foreign Policy
Sanyukt Rajya America Ka Itihas (Hindi)
The Making of American History : The Emergence of A Nation, Vols. 1 & II
Themes and Perspectives in American History

Tripathi, Dwijendra and S.C. Tiwari

Mapping Matrix of Course HIS-E-20

Table 1: CO-PO Matrix for the Course HIS-E-20

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-20.1	3	3	3	2	2	2	3	-	3	3	3	-
HIS-E-20.2	3	3	3	2	2	2	3	-	3	3	3	-
HIS-E-20.3	3	3	3	2	2	2	3	-	3	3	3	-
HIS-E-20.4	3	3	3	2	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	2	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-20

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-20.1	3	3	2	3
HIS-E-20.2	3	3	2	3
HIS-E-20.3	3	3	2	3
HIS-E-20.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-21: History of Britain –II (1815-1914)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of Britain during 1815-1914. At the end of the Course, the students will be able to:	
HIS-E-21.1	Understand the process of industrialization and political reforms in Britain after 1815.
HIS-E-21.2	Learn the making and features of British colonial, foreign and home policies.
HIS-E-21.3	Grasp the emergence of capitalist society in Britain and its outcome.
HIS-E-21.4	Comprehend the nature of the British diplomatic policy and its outcome.

Unit – I **Industrialism and the New Reforms:** Society and Economy in Britain in 1815; Industrial Revolution and its Impact; Political System before the Parliamentary

	Reforms; Parliamentary Reforms; The Chartist Movement; Changes in the Party System
Unit – II	Colonial, Foreign and Home Policies: Durham Report and the New Colonial Policy; Home and Foreign Policies of Palmerston, Gladstone and Disraeli
Unit – III	Emergence of a Capitalist Society: Growth of Capitalism and the British Economy; Society and Social Legislations; Labour Unrest and Trade Unionism; Rise of Labour Party; Parliament Act of 1911
Unit – IV	The British Diplomatic Policy: Policy of ‘Splendid Isolation’ and its Abandonment; The British Diplomacy and the System of Alignments; Britain’s Involvement into World War – I and its Outcome

Suggested Readings:

Ashton, T.S.(ed.)	<i>An Economic History of England 1870-1939</i>
Best, Geoffrey	<i>Mid-Victorian Britain 1851-1875</i>
Cape, Jonathan	<i>England in the 19th Century 1815-1914</i>
Clapham, J.H.	<i>An Economic History of Modern Britain, 3 vols.</i>
Clark, G. Kittson	<i>The Making of Victorian England</i>
Cole, G.D.H. and P. Raymond	<i>The Common People</i>
Ensor, R.C.K.	<i>England 1870-1914</i>
Evans, R.J.	<i>The Victorian Age</i>
Gupta, Parthasarathi (ed.)	<i>Europe Ka Itihas (Hindi)</i>
Gupta, Parthasarathi (ed.)	<i>Britain Ka Itihas (Hindi)</i>
Halevy, Elie	<i>History of British People in the 19th Century, Vols. I to IV</i>
Herbert, L.P.	<i>A History of Modern Britain 1815-1961</i>
Marriot, R.J.	<i>England Since Waterloo</i>
Morgan, Kenneth O.	<i>The Oxford Illustrated History of Britain, Vols. 1&2</i>
Norman, Edward	<i>A History of Modern Ireland</i>
Peeling, H.	<i>A History of British Trade Unionism</i>
Stevenson, David	<i>The Outbreak of the First World War</i>
Thomson, David	<i>England in the 19th Century</i>
Thompson, Dorothy	<i>Chartist: Popular Politics in the Industrial Revolution</i>
Trevelyan, G.M.	<i>British History in the 19th Century and After</i>
Trevelyan, G.M.	<i>English Social History</i>
Ward, J.T.(ed.)	<i>Popular Movements</i>
Watson, R.W.S.	<i>Britain in Europe 1789-1914</i>
Webb, R.K.	<i>Modern England (From 18th Century to Present)</i>
White, R.J.	<i>Waterloo to Peterloo</i>
Woodward, L.	<i>The Age of Reform</i>

Mapping Matrix of Course HIS-E-21

Table 1: CO-PO Matrix for the Course HIS-E-21

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-21.1	3	3	3	2	2	2	3	-	3	3	3	-
HIS-E-21.2	3	3	3	2	2	2	3	-	3	3	3	-

HIS-E-21.3	3	3	3	2	2	2	3	-	3	3	3	-
HIS-E-21.4	3	3	3	2	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	2	2	2	3	-	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-21

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-21.1	3	3	2	3
HIS-E-21.2	3	3	2	3
HIS-E-21.3	3	3	2	3
HIS-E-21.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-22: History of Soviet Russia (1917-1991)	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of Soviet Russia during 1917-1991. At the end of the Course, the students will be able to:	
HIS-E-22.1	Understand the background, nature and consequences of the revolutions of 1917 in Russia.
HIS-E-22.2	Learn the historical upheavals and developments leading to the establishment of socialism in Russia.
HIS-E-22.3	Grasp the growth and changing nature of Soviet foreign and home policies during 1933-1964.
HIS-E-22.4	Comprehend the historical transition and circumstances leading to the disintegration of the Soviet Union in 1990s.

- Unit – I **Revolutions of 1917:** Political, Social and Economic Conditions of Russia in 1917; The February Revolution; The Provisional Government and its Limitations; The October Revolution: Causes, Nature and Consequences
- Unit – II **Establishment of Socialism:** ‘War Communism’ and Establishment of the Soviet State; New Economic Policy under Lenin; Intra-Party Struggle after Lenin; Economic Planning and Land Collectivization under Stalin
- Unit – III **The Soviet Foreign and Home Policies:** Foreign Policy during 1933-1941; Soviet Union and World War-II; Stalinist Policies of Recovery; U.S.S.R. and the Cold War; De-Stalinization under Khrushchev
- Unit – IV **Towards Disintegration of the Soviet Union:** Symptoms of Stagnancy in Soviet State under Brezhnev; Gorbachev’s Reforms with special reference to ‘Perestroika and ‘Glasnost; Disintegration of the U.S.S.R.: Causes, Course and Consequences

Suggested Readings:

Argo, Louis	<i>A History of U.S.S.R. from Lenin to Khrushchev</i>
Omytrychyn, Basil	<i>A History of Russia</i>
Brar, Bhupinder	<i>Explaining Communist Crisis</i>
Carr, E.H.	<i>The Interregnum 1923-24</i>
Carr, E.H.	<i>1917 : Before and After</i>
Carr, E.H.	<i>The Bolshevik Revolution 1917-1923</i>
Detacher, Isaac	<i>Stalin : A Political Biography</i>
Dobb, Maurice	<i>Soviet Economic Development Since 1917</i>
Girtin, C.H. and H.H.	<i>Bolsheviks and the World War</i>
Fisher	
Hill, Christopher	<i>Lenin and the Russian Revolution</i>
Hobsbawm, Eric	<i>Age of Extremes : The Short Twentieth Century (1914-1991)</i>
Hobsbawm, Eric	<i>The Age of Revolution</i>
Kochan, Lionel B.	<i>The Making of Modern Russia</i>
Kochan, Lionel B.	<i>Russia in Revolution 1890-1918</i>
Male, D.J.	<i>Russian Peasant Organization Before Collectivization : A Study of Commune and Gathering 1925-1930</i>
Nogoer, Joseph L. and Robert H. Donaldson	<i>Soviet Foreign Policy Since World War II</i>
Nave, Alec	<i>An Economic History of the U.S.S.R.</i>
Robinson, Nail	<i>Ideology and the Collapse of Soviet System : A Critical History of Soviet Ideological Discourse</i>
Schapir, Leonard	<i>The Government and Politics of the Soviet Union</i>
Shrub, David	<i>Lenin</i>
Trotsky, L.	<i>Lenin</i>

Mapping Matrix of Course HIS-E-22

Table 1: CO-PO Matrix for the Course HIS-E-22

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-22.1	3	3	3	3	2	2	2	2	3	3	3	-
HIS-E-22.2	3	3	3	3	2	2	2	2	3	3	3	-
HIS-E-22.3	3	3	3	3	2	2	2	-	3	3	3	-
HIS-E-22.4	3	3	3	3	2	2	2	-	3	3	3	-
AVERAGE	3	3	3	3	2	2	2	2	3	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-22

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-22.1	3	3	3	3
HIS-E-22.2	3	3	2	3
HIS-E-22.3	3	3	2	3
HIS-E-22.4	3	3	2	3
AVERAGE	3	3	2.25	3

Course-HIS-E-23: Rise of Modern West		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the historical processes and developments leading to the rise of modern west. At the end of the Course, the students will be able to:		
HIS-E-23.1	Learn the major historical developments in the age of renaissance and reformation.	
HIS-E-23.2	Comprehend the discovery of new lands in Africa, America, Asia and the rise of earlier colonial system.	
HIS-E-23.3	Grasp the developments leading to the growth of modernity in the western world.	
HIS-E-23.4	Understand the structural changes of 18 th and 19 th centuries which led to the rise of modern west.	

- Unit – I **Age of Renaissance and Reformation:** The ‘Total History’ Approach to the Study of Renaissance and Reformation; Renaissance: Humanism, Rationalism and Individualism; Renaissance in Culture and Visual Arts; Society: Families, Sexualities and Gender Relations; Reformation and the Protestant Movements; Intellectual Debates on Religion, God and Holy Book; Social Repercussions of Reformation; Counter-Reformation
- Unit – II **Geographical Discoveries and Rise of Mercantilism and Colonialism:** Cartography, Cosmology and Navigation; Discovery of New Lands: Africa, America, Asia; Mercantile Revolution: Origins, Theories and Results; Mercantilism and European Economics; Earlier Colonial System and Colonization of North & South America
- Unit – III **The Growth of Modernity:** Transition from Tradition to Modernity; Mapping Mentalities 1500-1700: Printing Revolution, Books and Reading Habits; Changing Popular Culture in Europe – Debates, Manners and Festivals; Witchcraft, Magic and Science; Crisis in Europe in the 17th Century; Scientific Revolution – Philosophical Foundations, Nature and Results
- Unit – IV **Rise of Modern West:** Origins of Enlightenment; Democratic Ideas and the Growth of Liberalism – Parliamentary Monarchy and Enlightened Despotism; State, Religion and Secularism; Technological Revolution and Structural Change in Industrial Production; Revolution in War Techniques; Emergence of Industrial Capitalism; Rise of Middle and Working Classes and Growth of Socialism; Women, Witch Trials and Genesis of Feminism

Suggested Readings:

- Anderson M.S, *Europe in the Eighteenth Century* Holt, Rinehart and Winston, 1961
- Anderson, Perry, *The lineages of the Absolutist States*. Verso, 1979
- Aston, T.H and Phillipine C.H.E (eds.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, Cambridge University Press, 2005.
- Burke, Peter, *The Historical Anthropology of Early Modern Europe: Essays on Perception and Communication*, CUP, 1986.
- Butterfield, Herbert. *The Origins of Modern Science, 1300-1800*. New York: The Free Press, 1957.
- Cipolla Carlo M., *Fontana Economic History of Europe*, Vols. II and III Collins/ Fontana Books; 1978.
- Cipolla Carlo M., *Before the Industrial Revolution, European Society and Economy, 1000-1700*, W. W. Norton & Company; 3rd edition 1994
- Coleman D.C (ed.), *Revisions in Mercantilism*, Methuen & Co, 1969.
- Davis, Natalie Zeeman, *Society and Culture in Early Modern France*, Stanford University Press, 1967.
- Davis, Ralph, *The Rise of the Atlantic Economics*, Cornell University Press, 1973
- Dobb Maurice, *Studies in the Development of Capitalism*, International Publishers, 1947
- Hall, A. Rupert. *From Galileo to Newton*. New York: Dover Publications, 1981
- Findlen, Paula (ed.). *The Italian Renaissance: The Essential Readings*. Malden, USA: Blackwell, 2002.
- Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. USA: Johns Hopkins University Press, 1992.
- Muir, Edward, *Ritual in Early Modern Europe* (CUP, 1997).
- Ozment, Steven E. *The Reformation in the Cities: The Appeal of Protestantism to Sixteenth century Germany and Switzerland*. New Haven, USA: Yale University Press, 1975.
- Ozment, Steven E. *When Fathers Ruled: Family Life in Reformation Europe*. Cambridge: Harvard University Press, 1983.
- Parker, G., *Europe in Crisis, 1598-1648*, Ithaca, N.Y., Cornell University Press, 1980
- Parry, J.H., *The Age of Reconnaissance*, University of California Press, 1981
- Parry, Marvin. *An Intellectual History of Modern Europe*. Boston: Houghton Mifflin, 1992.
- Phukan, Meenaxi, *Rise of the Modern West: Social and Economic History of Early Modern Europe*, Laxmi Publications 2013.
- Polanyi, Karl. *The Great Transformation: The Political and Economic Origins of Our Times*. Boston, MA: Beacon Press, 2001.
- Polansky. V, *War and Society in Europe, 1618-48*, Cambridge University Press, 2008
- Rabb Theodore K., *The Struggle for Stability in Early Modern Europe*, Oxford University Press, 1975.
- Scammell V., *The First Imperial Age: European Overseas Expansion, 1400-1715*, Routledge, 2003.
- Smith, Adam. *Wealth of Nations*. New York: Random House, 1985.
- Varies Jande, *Economy of Europe in an Age of Crisis 1600-1750*. New York: Cambridge University Press, 1976.
- Wisner, Merry E., *Women and Gender in early Modern Europe*, CUP, 1993.
- Wood, Ellen Meiksins. *The Origin of Capitalism*. London: Verso, 2017.

Mapping Matrix of Course HIS-E-23

Table 1: CO-PO Matrix for the Course HIS-E-23

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-23.1	3	3	3	3	2	2	3	2	3	3	3	-
HIS-E-23.2	3	3	3	3	2	2	3	2	3	2	3	-
HIS-E-23.3	3	3	3	3	2	2	3	2	3	2	3	-
HIS-E-23.4	3	3	3	3	2	2	3	2	3	3	3	-
AVERAGE	3	3	3	3	2	2	3	2	3	2.50	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-23

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-23.1	3	3	2	3
HIS-E-23.2	3	3	2	3
HIS-E-23.3	3	3	2	3
HIS-E-23.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-24: Imperialism, Knowledge Production and the Oriental World		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the growth of discursive formations of Imperialism and its implications in knowledge production in the Oriental World. At the end of the Course, the students will be able to:		
HIS-E-24.1	Understand the discursive formations of ‘orientalism’ and its growth as a disciplinary apparatus of imperialism & colonialism.	
HIS-E-24.2	Learn the growth of ‘Indology’ as an apparatus of imperialism/colonialism and cultural politics of knowledge production in the disciplines like Anthropology and History.	
HIS-E-24.3	Comprehend the making of Indian pasts under the Indological, archaeological and historical studies.	
HIS-E-24.4	Grasp the nature of law and language under British imperialism in India and the imperial discursive interventions in indigenous law, customs and caste system.	

Unit – I Discursive Formations of ‘Orientalism’: The Idea of ‘Orientalism’ and Imperialism/Colonialism; Criticisms of ‘Orientalism’ – Edward Said and his Predecessors; Epistemological Imperatives of the Colonial State; Exhibitionary Regimens and Disciplinary Apparatuses of Imperialism/Colonialism

Unit – II Imperialism, ‘Indology’ and the Cultural Politics of Knowledge: Indological Studies – ‘The Wonder that was India’; Understanding the Peoples of India:

- Ethnography and Anthropometry; Indian Anthropology and its Relation with Imperialism/Colonialism; Representations of Terror and the Terror of Representation; Documents of Civilization and Documents of Barbarism
- Unit – III Colonialism and the Making of Indian Pasts:** Narratives of History and the Power of Discursivity; Formulating Chronology and Periodization of Indian Pasts – James Mill and Others; The Making of Ancient India: Linguistics, Archeology and Numismatics; The Making of Medieval India: Elliot and Dowson Project, The Medieval Chronicle; The ‘Mutiny’ of 1857
- Unit – IV British Imperialism in India and its Law and Language:** Jeremy Bentham, Emerging ‘Science of Jurisprudence’ and India; The ‘Native Informant’ and Knowledge Production; Indigenous Law and the Idea of Sovereignty – The ‘Land Settlements’; Legislation around ‘Religion’ and ‘Crime’ – Sati and Thuggee; Language and the Law – ‘Mosaic Ethnology’ in 18th Century and Indigenous Conceptions; The Reconfiguration of Race, Language and Nation in British India; Race and the Imperial Discourse on Caste

Suggested Readings:

- Bayley, C.A (ed.) *The Raj: India and the British, 1600-1947*, London: National Portrait Gallery Publications, 1990.
- Dirks, Nicholas, *Castes of Mind: Colonialism and the Making of Modern India*, Delhi: Permanent Black, 2006.
- Duncan Derrett, *Religion, Law and State in India*, Delhi/ New York, Oxford University Press, 1999.
- Elliot, H.M. and John Dowson, *The History of India as Told by its Historians: The Muhammadan Period*, 8 vols, London, 1867-77. [Reprint, Delhi, 2001]
- Fallon, S. W., *A New Hindustani English Dictionary (1879)*, Delhi: National Council for the Promotion of Urdu, 2004 (second edition).
- Guha, Ranajit, *A Rule of Property for Bengal*, Paris, Mouton, 1963.
- Johannes Fabian, *Time and the Other: How Anthropology Makes Its Objects*, New York: Columbia University Press, 1983.
- James, C.L.R., *Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution*, New York: Vintage Books, 1963 [1938]; new ed., New York: Penguin, 2001.
- Jorgen Fitch, *Cheap Lives and Dear Limbs*, Wiesbaden, F. Steiner, 1983.
- Kid, Colin, *Nations and Nationalism*, New York, CUP, 1999.
- Linebough, Peter, *London Hanged*, Cambridge University Press, 1993.
- Nandini Bhattacharaya-Panda, *Appropriation and Invention of Tradition*, New Delhi, Oxford University Press, 2008.
- Nandy, Ashis, *The Intimate Enemy: Loss and Recovery of Self under Colonialism*, Delhi: Oxford, 1983.
- Postman, G.J., *Bentham and the Common Law Tradition*, Oxford, Clarendon Press, 1986
- Guha-Thakurta, Tapat, *Monuments, Objects, Histories*, Oxford University Press, Delhi, 2004.
- Greenblatt, Stephen, *Marvelous Possessions: The Wonder of the New World*, Chicago: University of Chicago Press, 1991).
- Nizami, K.A (ed.) *Politics and Society during the Early Period: Collected Works of Professor Mohammad Habib*, Vol. 1, New Delhi: People’s Publishing House, 1974.
- Said, Edward, *Orientalism*, New York: Viking, 1978.

Selected Writings from Blackstone, Bentham, Jones, Roy, Mill, Fitz James Stephens, Maine and others.

Shahid Amin (ed.) *A Concise Encyclopedia of North Indian Peasant Life*, New Delhi:Manohar, 2005.

Singh, Upinder, *The Discovery of Ancient India*, Delhi: Permanent Black, Distributed byOrient Longman, 2004.

Sangha, Radhika, *Despotism of Law: Crime and Justice in Early Colonial India*,Delhi/ New York, Oxford University Press, 1998.

Timothy Mitchell, *Colonizing Egypt*, Berkeley: University of California Press, 1988.

Todorov, Tzvetan, *The Conquest of America: The Discourse of the Other*, trans. Richard Howard, New York: Harper & Row paperback, 1984.

Trotman, Thomas, *Aryans and British India*, Berkeley, University of CaliforniaPress, 1997.

Winichakul, Thongchai, *Siam Mapped: A History of the Geo-Body of a Nation*, University ofHawaii Press.

Wolff, Larry, *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*, Stanford: Stanford University Press, 1994.

Mapping Matrix of Course HIS-E-24

Table 1: CO-PO Matrix for the Course HIS-E-24

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-24.1	3	3	3	3	3	2	3	3	3	-	3	-
HIS-E-24.2	3	3	2	3	3	2	3	3	3	-	3	-
HIS-E-24.3	3	3	2	3	3	2	3	3	3	-	3	-
HIS-E-24.4	3	3	3	3	3	2	3	3	3	-	3	-
AVERAGE	3.00	2.25	2.25	3	3	2	3	3	3	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-24

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-24.1	3	3	3	3
HIS-E-24.2	2	3	2	3
HIS-E-24.3	2	3	2	3
HIS-E-24.4	3	3	2	3
AVERAGE	3	3	2.25	3

Course-HIS-E-25: Nationalism in South Asia	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of	

nationalism and national movements in South Asia during the modern times. At the end of the Course, the students will be able to:	
HIS-E-25.1	Understand the emergence and nature of nationalism in South Asia.
HIS-E-25.2	Learn the peoples' resistance to colonialism in South Asian countries during the 19 th century.
HIS-E-25.3	Grasp the trends and processes concerning to the growth of national movements in South Asian countries.
HIS-E-25.4	Comprehend the process of emergence of the new nation states in South Asia.

- Unit – I **Emergence of Nationalism in South Asia:** Evangelicals, Utilitarians and Social Change; Socio-Religious Reform Movements: Rise of Cultural Nationalism; Modern Education and Nationalism
- Unit – II **Resistance to the Colonialism in South Asia:** Peasant and Tribal Uprisings before 1857; Causes, Nature and Consequences of the Uprising of 1857; Beginning of the Organized Nationalism in South Asia during the 19th Century
- Unit – III **Growth of National Movements in South Asia:** Indian National Congress and Gandhian Movements in India; Peasant Movements in 1920s; Working Class Movement in 1930s; Communal Politics in 1940s and the Pakistan Movement; Emergence of India and Pakistan
- Unit – IV **Emergence of the New Nation States in South Asia:** Ceylon National Congress, Sri Lankan National Movement and Independence of Sri Lanka; Constitutional Process and Establishment of Parliamentary System in Nepal 1951-60; Awami League and the War of Liberation for Bangladesh; Mukti Bahni and Independence of Bangladesh

Suggested Readings:

- | | |
|--|---|
| A Shagar H. Bilgrani | <i>Afghanistan and British India : A Study in Foreign Relations</i> |
| Brown, Judith | <i>Gandhi's Rise to Power ; Indian Politics 1915-22</i> |
| Brown, Judith | <i>Gandhi : The Prisoner of Hope</i> |
| Chakraverty, S.R. and Virendra Narain (eds.) | <i>Bangladesh Domestic Policies, Vol. II</i> |
| Chakraverty, S.R. and Virendra Narain (eds.) | <i>Bangladesh Global Politics, Vol. III</i> |
| Chand Tara | <i>History of the Freedom Movement in India Vols. I-IV</i> |
| Chandra Bipan | <i>Rise and Growth of Economic Nationalism in India</i> |
| Chandra Bipan | <i>Colonialism and Nationalism in India</i> |
| Chandra Bipan | <i>Essays on Nationalism</i> |
| Chandra Bipan | <i>India Since Independence</i> |
| Chandra, Bipan | <i>Essay on Colonialism</i> |
| Chandra, Bipan | <i>Colonialism and Nationalism in India</i> |
| Chandra, Bipan | <i>Indira Struggle for Independence</i> |
| Chandra, Bipan | <i>Rise and Growth of Economic Nationalism in India</i> |
| Dodwell, H.L. | <i>Cambridge History of India, Vol. V & VI</i> |
| Dutt, R.P. | <i>India Today</i> |
| Hasan, Mushirul | <i>India's Partition : Process, Strategy and Mobilization</i> |

Hasan, Mushirul	<i>Nationalism and Communal Politics in India 1916-1928</i>
Hasan, Zoya	<i>Politics and State in India</i>
Jayaswal, K.P.	<i>Chronology and History of Nepal</i>
Kodikara Shelton U	<i>Foreign Policy of Sri Lanka</i>
Kumar, Dharma	<i>The Cambridge Economic History of India, Vol. II</i>
Majumdar, R. C	<i>British Paramountcy and Indian Renaissance Vols. IX-X</i>
Majumdar, R. C.	<i>History of the Freedom Movement in India, Vols. I-IV</i>
Menon. V.P.	<i>Indian Foreign Policy</i>
Metcalf, Charles	<i>Ideology of the Raj</i>
Mill, James	<i>History of British India</i>
Mohammed, Ayooob	<i>Bangladesh.</i>
Roy, Tirthonker	<i>Economic History of India 1856-1947</i>
Sarkar, Sumit	<i>Modern India</i>
Singh, Amarjit	<i>Punjab Divided : Politics of Muslim League and Partition 1935-1947</i>
Stein Burton	<i>Thomas Munro : The Origins of the Colonial State and his Vision of the Empire</i>
Sugata Bose and Ayesha Jalal	<i>Modern South Asia</i>
Tomlinson, B.R.	<i>Cambridge and Economic History of India</i>
Wilson, A.J.	<i>Politics in Sri Lanka 1947-1979</i>
Wright, D.	<i>History of Nepal</i>

Mapping Matrix of Course HIS-E-25

Table 1: CO-PO Matrix for the Course HIS-E-25

COURSE OUTCOME S	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-25.1	3	3	3	3	2	2	2	-	2	3	3	-
HIS-E-25.2	3	3	3	3	2	2	2	-	2	3	3	-
HIS-E-25.3	3	3	3	3	2	2	2	-	2	3	3	-
HIS-E-25.4	3	3	3	3	2	2	2	-	2	3	3	-
AVERAGE	3	3	3	3	2	2	2	-	2	3	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-25

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-25.1	3	3	2	3
HIS-E-25.2	3	3	2	3
HIS-E-25.3	3	3	2	3
HIS-E-25.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-26: The Global History	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i>	

questions in all. Question No. 1 will be compulsory , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the Global History, a branch of Historical Studies. At the end of the Course, the students will be able to:	
HIS-E-26.1	Understand the idea and the concept of Global History.
HIS-E-26.2	Learn the larger regions of historical studies in Global History.
HIS-E-26.3	Grasp the broad themes of study in Global History like empires, religions, liberalism and free trade capitalism.
HIS-E-26.4	Comprehend the broad themes of study in Global History like socialist movement, gender; environmentalism and the issue of food.

- Unit – I **The Idea of Global History:** Concepts of ‘World’ and ‘Global’ History; Narratives of Global History: Genealogy and Prehistory of Globalization; Archaic Globalization; Globalization in World History
- Unit – II **Regions in Global History:** Trans-National Histories – Europe in World History; A Hemispherical History of the Americas – Discovery of the ‘New World’, Unity and Divergences of the Americas; Inner Eurasia – Asia before Europe
- Unit – III **Themes in Global History-I:** Empires and ‘Imperial Religions’ in World History; Liberalism in Global History; Free Trade Capitalism in Global History
- Unit – IV **Themes in Global History-II:** Socialism in Global History; Gender in Global History; Environmentalism in Global History; Food in Global History

Suggested Readings:

- Bayley, C.A. (2004) *The Birth of the Modern World: Global Connections and Comparisons 1780-1914*, Oxford UK: Blackwell.
- Braudel, Ferdinand (1993), *A History of Civilizations*, Tr. Richard Mayne, Viking Penguin, New York
- Chaudhuri, K.N. (1990), *Asia Before Europe: Economy and Civilization of the Indian Ocean from the rise of Islam to 1750*, Cambridge UK.
- Fernandez-Armesto, F. (2003), *The Americas: A Hemispherical History*, New York.
- Grew, Raymond (ed.) (1999), *Food in Global History*, Boulder, Colorado: Westview Press.
- Guha, Ramachandra (1999), *Environmentalism: A Global History*, Longman.
- Hopkins, A.G. (2002), *Globalization in World History*, W. W. Norton & Company. Stearns,
- Osterhammel, Jurgen & Petersson, Niels P. (2005), *Globalization: A Short History*, Princeton, NJ: Princeton University Press.
- Peter N. (2009) *Globalization in World History*, Routledge.
- Stearns, Peter N. (2006), *Gender in World History* (1st ed. 2000) New York & London.

Mapping Matrix of Course HIS-E-26

Table 1: CO-PO Matrix for the Course HIS-E-26

COURSE OUTCOME	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2

S												
HIS-E-26.1	3	3	2	3	2	2	3	2	2	-	3	-
HIS-E-26.2	3	3	2	3	2	2	3	2	2	-	3	-
HIS-E-26.3	3	3	2	3	2	2	3	2	2	-	3	-
HIS-E-26.4	3	3	2	3	2	2	3	2	3	-	3	-
AVERAGE	3	3	2	3	2	2	3	2	2.25	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-26

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-26.1	2	3	3	2
HIS-E-26.2	2	3	3	2
HIS-E-26.3	2	3	3	2
HIS-E-26.4	2	3	3	2
AVERAGE	2	3	3	2

Course-HIS-E-27: History of World Cinema	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of world cinema during the modern times. At the end of the Course, the students will be able to:	
HIS-E-27.1	Understand the birth and beginning of cinema in modern times and the representative cinematic movements in world.
HIS-E-27.2	Grasp the prominent issues of concern in cinema.
HIS-E-27.3	Comprehend the broader forms of cinema, e.g., short films, documentaries, animated films, cult films and also understand major Hollywood film makers and their films.
HIS-E-27.4	Learn the beginning, evolution, ideology and culture of Hindustani Cinema and changing representations of the subjects/characters in it upto the age of globalization.

- Unit – I** **The Birth and Beginning of Cinema:** Films in Early Years 1895-1915; Representative Cinematic Movements: German Expressionism, Italian Neo-Realism, French New Wave, Bollywood Parallel Cinema and Third Cinema
- Unit – II** **Issues of Concerns in Cinema:** Freedom of Expression and Cinema; Social Responsibilities and Cinema; Objectification and Dehumanization in Cinema; Globalization and the World of Cinema
- Unit – IV** **The World of Cinema at a Glance:** Broader Forms of Cinema – Short Films, Documentaries, Animated Films, Cult Films; History of Cinema Awards –

Oscar; History of Film Studios; Understanding Major Film Makers – Study Any Four Hollywood Makers and their Films

Unit – IV The Hindustani Cinema: Beginning in the Colonial Age; Early Film Makers and Forms and Content of the Early Cinema; Post-1947 Hindustani Cinema: Evolution, Ideology, Culture and Nation; The New Wave Cinema; Changing Representations of Gender, Class and Caste; Social and Cultural Contours of Hindustani Cinema in the Age of Globalization

Suggested Reading:

Andre Bazin, *The Evolution of the Language of Cinema*.

Allen, Robert & Douglas Geometry, *Film History: Theory and Practice*, New York, McGraw Hill, 1987.

Andrew, Dudley, *The Major Film Theories: An Introduction*, Oxford: Oxford University Press, 1976.

Altman, Rick, *Film/Genre*, London: 1999.

Bhaskar, Ira and Richard Allen, *Islamicate Cultures of Bombay Cinema*, Tulika Books, NewDelhi, 2009.

Bloomington, *Introduction to Documentary*, Indiana University Press, 2001.

Boggs, Joseph M. & Petrie, Dennis W., *The Art of Watching Films*, 7th ed. NY: McGraw-Hill, 2008.

Bardwell, David and Thompson, Kristin, *Film Art: An Introduction*, 7th ed New York: McGraw-Hill Co., 2004.

Bardwell, David and Kristin Thompson, *Film Art: An Introduction*, 9th edition (New York, McGraw-Hill, 2009).

Braudy, Leo & Marshall Cohen (eds.), *Film Theory and Criticism: Introductory Readings*, 7th edition, New York: Oxford University Press, 2009.

Burgoyne, Robert, *The Epic Film in World Culture*, Routledge, 2010

Chaudhary, Saumyabrata & Samik Bandopadhyaya, *Cultural Studies and Performance: Aesthetic Thought and the Concept of Performance*.

Cohn, Bernard, *Colonialism and its Forms of Arts*.

Cook, David A., *A History of Narrative Film*, 4th Ed. New York: W.W. Norton & Co., 2004.

Chakravarty, S. S., *National Identity in Indian Popular Cinema 1947-1987*, Oxford University Press, Delhi, 1998

Chaudhry, Prem, *Colonial India and the Making of Empire Cinema: Image, Ideology and Identity*, Manchester University Press, Manchester, 2000.

Claudia Gorbmen, *Audio-Vision: Sound on Screen*, Columbia Press, 1994.

Cook, Pam, *The Cinema Book*, 3rd ed. London: BFI, 2007.

Corrigan, Timothy and Patricia White, *The Film Experience: An Introduction*, 2nd edition, New York: Bedford/St. Martins, 2008.

Corrigan, Timothy, *Short Guide to Writing about Film*, 8th edition, New York: Longman,

2011.

Cullen, Jim, *Essaying the Past: How to Read, Write and Think about History*, Wiley-Blackwell, 2012

Deshpande, Anirudh, *Class, Power and Consciousness in Indian Cinema and Television*, Primus Books, New Delhi, 2009.

Dwyer, Rachel, *All You Want is Money, All You Need is Love: Sex and Romance in Modern India*, Cassell, London & New York, 2000.

Hayward, Susan, *Cinema Studies: The Key Concepts*, 3rd edition (New York and London: Routledge, 2006.

Furstenau, Marc (ed.), *Film Theory Reader: Debates & Arguments*, New York and London: Routledge, 2010.

Gibbs, John and Douglas Pye (eds.), *Style and Meaning: Studies in the Detailed Analysis of Film*, Manchester, UK: Manchester University Press, 2005.

Gledhill, Christine & Linda Williams (ed.), *Reinventing Film Studies*, London, Arnold, 2000.

Gomery, Douglas and Clara Pafort-Overduin, *Movie History: A Survey*, 2nd edition, New York and London: Routledge, 2011.

Jane, Gayness (ed.), *Classical Hollywood Narratives: The Paradigm Wars*, Duke University Press,

Landyn, Marcia (ed.), *The Historical Film: History and Memory in Media*, The Athlone Press, London, 2001.

Lye, J, *Ideology and Film-A Brief Guide*, (web), 1997.

Manovich, Lev, *The Language of New Media*, Cambridge, MIT Press, 2001.

Monaco, James, *How to Read a Film: Movies, Media, and Beyond*, 4th edition (New York, Oxford University Press, 2009.

Nichols, Bill, *Engaging Cinema: An Introduction to Film Studies*, New York: W. W. Norton & Company, 2010.

Nowell-Smith, Geoffrey (ed.), *Oxford History of World Cinema*, New York: Oxford University Press, 1997.

Pramaggiore, Maria, and Tom Wallis, *Film: A Critical Introduction*, 3rd edition, New York and London: Pearson, 2011.

Simpson, P., Andrew U., & Shepherdson K.J. (eds.), *Film Theory: Critical Concepts in Media and Cultural Studies*, New York and London: Routledge, 2004.

Stam, Robert, *Film Theory: An Introduction*, London: Blackwell, 2000.

Stam, Robert & Toby Miller (ed.), *Film and Theory: An Anthology*, London, Blackwell, 2000. -----, *A Companion to Film Theory*, London, Blackwell, 1999.

Rees, A L, *A History of Experimental Film and Video*, Palgrave Macmillan 2011.

Thompson, Bardwell and Janet Stager, *The Classical Hollywood Cinema-Film Style and Mode of Production to 1969*, Routledge 1985.

Mapping Matrix of Course HIS-E-27

Table 1: CO-PO Matrix for the Course HIS-E-27

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-27.1	3	3	3	3	2	2	2	2	2	-	3	-
HIS-E-27.2	3	3	3	3	2	2	2	2	2	-	3	-
HIS-E-27.3	3	3	3	3	2	2	2	2	2	-	3	-
HIS-E-27.4	3	3	3	3	2	2	2	2	2	-	3	-
AVERAGE	3	3	3	3	2	2	2	2	2	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-27

	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-27.1	3	3	2	3
HIS-E-27.2	3	3	2	3
HIS-E-27.3	3	3	2	3
HIS-E-27.4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-28: History of Historical Writing	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of historical writing through the ages. At the end of the Course, the students will be able to:	
HIS-E-28.1	Know the major traditions of historical writing in ancient times.
HIS-E-28.2	Learn the major traditions of historical writing in medieval times.
HIS-E-28.3	Grasp the major traditions of historical writing in modern times.
HIS-E-28.4	Understand the new trends of historiography in modern and contemporary times.

Unit – I **Historical Writing in Ancient Times:** Introduction and the Beginning of the History of Historical Writing; Greco-Roman Historiography; Chinese Historiography; Ancient Indian Historiography

Unit – II **Historical Writing in the Medieval Times:** Church History and Western Historiography upto Renaissance; Islamic Historiography – Arabic and Persian Traditions, Medieval Indian Historiography

Unit – III **Historical Writing in Modern Times:** Historiography during Renaissance, Reformation and Age of Enlightenment; Romantic Historiography – Nationalist

and Idealist Expressions; The Berlin Revolution: Niebuhr and Ranke; The Positivist and Materialist Assertions: Comte and Marx

Unit – IV New Trends of Historiography: Annals Tradition of Historiography; Post-Modern Historiography; Critical Theory and Historiography; Post-Colonial Historiography – Subaltern History

Suggested Readings:

- Ali, B. Sheikh *History: its Theory and Method* , Madras, 1978
 Atkinson, R.F. *Knowledge and Explanation in History* , London , 1978
 Bajaj, Satish, K. *Recent Trends in Historiography*, New Delhi, 1988
 Barnes, H.E. *A History of Historical Writing* , Oklahoma Norman , 1937
 Bentley, Michael (ed) *Companion to Historiography* , London, 1997
 Bitterns, Hans *The Idea of Post Modern : A History*, London, 1995
 Block, Marc *The Historian's Craft*, Manchester, 1954
 Buddha Prakash *Itihas Darshan (Hindi)* , Varanasi , 1962
 Butterfield, H. *The Whig Interpretation of History* , London, 1951
 Cannon, John (ed.) *The Historian at Work*, London 1980
 Carr , E.H. *What is History*, Reprint, London, 1983 (First Publication: 1964)
 Clark, K. *Guide for Research Students Working on Historical Subjects*.
 Cambridge, 1969
 Clark, Stuart *The Annals Historians: Critical Assessment*, Vol. I, London, 1999
 Collingwood, R. G. *The Idea of History*, oxford , 1946
 Delanlez, Jean (ed.) *A Guide to Historical Method* , New York, 1946
Dictionary of History of Ideas, Vols. 1 & 2 , New York, d.d.
 Dray, Arthur *On History and philosophers of History*, New York, 1989
 Durant, Will and Ariel *The Story of Civilization*, Vols. I-IX, d.d.
 Durant
 Elton, Geoffrey *The Practice of History*, London, 1967
 Elton, Geoffrey *Returns to Essentials: Some Reflections on the Present State of Historical Study*, Cambridge, 1991
Encyclopedia of Islam , New Edition , Vols. 3 & 4 , 1979
 Evans, j. Richard *In Defense of History*, London, 1997
 Foucault , Michel *Power /Knowledge: Selected Interviews and Others Writings*,
 Brighton, 1980
 Gayle , Peter *Debates with Historians* , New York, 1958
 Gooch, G. P. *History and Historians of the Nineteenth Century* , London 1952
 (First Publication : 1913)
 Hegel , G.P. *The Philosophy of History* , New York, 1958
 Hackett, H.C. *The Critical method in Historical Research and Writing*, New York,
 1955
 Hughes , Warrington *Fifty Key Thinkers on History*, London , 2000
 Hasan, Mohibbul (ed.) *Historians of Medieval India* , Meerut , 1968
 Jenkins , Keith (ed.) *Post-Modern History Reader*, London 1997
 Jenkins , Keith (ed.) *Why History? Reflections on the Possible End of History and Ethics Under the Impact of the Postmodern* , London , 1999

Marwick, Arthur *The Nature of History , Reprint , London , 1970 (First Publication : 1984)*

Marwick , Arthur *What History Is and Why It Is Important?* Buckinghamshire, 1970

Marx, Karl and Fredrick Angles *The Communist Manifesto* (edited by A. P. J. Taylor) , London 1974

Munslow, Alan *Deconstructing History*, London , 1997

Reiner , G.T. *History : Its Purpose and Method* , London, 1961

Russel , Bertrand *History of Western Philosophy* , London , 1947

Shafer, R. J. *A Guide to Historical Method* , Homewood, 1974

Sridharan , E. *A Textbook of Historiography 500 B.C. to A. D. 2000*, New Delhi, 2004.

Thompson, J. W. & Holm Bernard *A History of Historical Writing*, Vols. 1 & 2, New York, 1942

Mapping Matrix of Course HIS-E-28

Table I: CO-PO Matrix for the course HIS-E-28

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
HIS-E-28.1	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-28.2	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-28.3	3	3	3	3	2	2	3	3	2	-	3	-
HIS-E-28.4	3	3	3	3	2	2	3	3	2	-	3	-
Average	3	3	3	3	2	2	3	3	2	-	3	-

Table II: CO-PSO Matrix for the Course HIS-E-28

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-28.1	3	2	3	3
HIS-E-28.2	3	2	3	3
HIS-E-28.3	3	2	3	3
HIS-E-28.4	3	2	3	3
Average	3	2	3	3

M.A. (Final) Semester-III History

LIST OF COURSES								
HIS-C-29	Historiography	4	4	½ hrs.G	-	80	20	100
HIS-C-30	History of Haryana-I	4	4	½ hrs.G	-	80	20	100
One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-IV)								
HIS-E-31(i)	Society in Medieval India 1200-1750	4	4	½ hrs.G	-	80	20	100
HIS-E-31(ii)	Modern India 1858-1947	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Courses (the corresponding option has to be taken in Semester-IV)								
HIS-E-32(i)	Social History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-32(ii)	Cultural History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-33(i)	Economic History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-33(ii)	Agrarian History of India	4	4	½ hrs.G	-	80	20	100
HIS-E-34(i)	State in Indian History-I	4	4	½ hrs.G	-	80	20	100
HIS-E-34(ii)	History of the Partition of India	4	4	½ hrs.G	-	80	20	100
HIS-E-35(i)	Gender Studies: History & Popular Culture	4	4	½ hrs.G	-	80	20	100
HIS-E-35(ii)	Dalit Studies: History & Popular Culture	4	4	½ hrs.G	-	80	20	100
HIS-E-36(i)	History of Science & Technology in India-I	4	4	½ hrs.G	-	80	20	100
HIS-E-36(ii)	History of Architecture of India-I	4	4	½ hrs.G	-	80	20	100
HIS-E-37(i)	Environmental History of India-I	4	4	½ hrs.G	-	80	20	100
HIS-E-37(ii)	Intellectual History of India-I	4	4	½ hrs.G	-	80	20	100

OESS	Candidate is required to take one option elective, other than History, from the Common lists of Courses of Social Sciences of the same subject as taken in Semester-II (Syllabus enclosed in the end)	2	2	-	-	-	-	50
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Core Courses:

Course-HIS-C-29: Historiography	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of Historiography, the science of history-writing. At the end of the Course, the students will be able to:	
HIS-C-29.1	Understand the different discourses and epistemological/ontological debates in history and historiography.
HIS-C-29.2	Grasp the guiding parameters of the historiographical method.
HIS-C-29.3	Learn the preliminary operations of historiography and historical research.
HIS-C-29.4	Know the analytical, synthetical and concluding operations of historiography and historical research.

Unit – I **History and Historiography:** Discourses and Debates; History as Science and the Nature of Scientific Inquiry; History and Allied Disciplines; Knowability of the Past – Epistemological and Ontological Debates

Unit – II **The Historiographical Method:** Modern Historiography – Documentary Evidence and the Archives; Nature of Historical Facts; Objectivity in History; Causation in History

Unit – III **Historiographical Operations-I:** Preliminary Operations – Requisites of a Researcher of History; Selection of Theme; Preparation of Reading Lists/Tentative Bibliography; Survey of Literature – How to Review a Book; Drafting a Synopsis; Collection of Data: Different Techniques

Unit – IV **Historiographical Operations-II:** Analytical Operations – Scrutiny of Data and its Criticism; Synthetical Operations – Determining and Grouping of Facts,

Reasoning; Concluding Operations – Organization of Material, Generalization and Proposing Hypothesis; Writing Style and Strategies; Documentation

Suggested Readings:

Ali, B. Sheikh	<i>History : Its Theory and Method</i>
Bajaj, Satish, K.	<i>Recent Trends in Historiography</i>
Bentley, Michael (ed.)	<i>A Companion to Historiography</i>
Bloch, Marc	<i>The Historian's Craft</i>
Buddha Prakash	<i>Itihas Darshan (Hindi)</i>
Carr, E.H.	<i>What is History ?</i>
Collingwood, R.G.	<i>The Idea of History</i>
Elton, G.R.	<i>Practice of History</i>
Gardener, Patrick	<i>Theories of History</i>
Johnson, Allen	<i>Historian and Historical Evidence</i>
Ladurie, L. R.	<i>Territory of the Historian</i>
Leonard, M.M.	<i>The Nature of Historical Inquiry</i>
Majumdar, R.K. & A.N. Srivastava	<i>Historiography</i>
Marwick, Arthur	<i>The Nature of History</i>
Marwick, Arthur	<i>What History Is and Why It is Important ?</i>
Reiner, G.T.	<i>History : Its Purpose and Method</i>
Sridharan, E.	<i>A Textbook of Historiography</i>
Sridharan, E.	<i>Itihas Lekh (Hindi)</i>
Thompson, J.W.	<i>A History of Historical Writing 500 B.C. to A.D. 2000</i>
Topolski, Jerzy	<i>Methodology of History</i>
Walsh, W.H.	<i>Philosophy of History</i>
Wiggery, G.A.	<i>The Meaning of History</i>
William, S.H.	<i>The Modern Historian</i>

Mapping Matrix of Course HIS-C-29

Table 1: CO-PO Matrix for the Course HIS-C-29

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-29.1	3	3	3	3	3	2	3	3	2	-	3	-
HIS-C-29.2	3	3	3	3	3	2	3	3	2	-	3	-
HIS-C-29.3	3	3	3	3	3	2	3	3	2	-	3	-
HIS-C-29.4	3	3	3	3	3	2	3	3	2	-	3	-
AVERAGE	3	3	3	3	3	2	3	3	2	-	3.00	-

Table 2: CO-PSO Matrix for the Course HIS-C-29

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-29.1	3	2	3	3
HIS-C-29.2	3	2	3	3
HIS-C-29.3	3	2	3	3
HIS-C-29.4	3	2	3	3
AVERAGE	3	2	3	3

Course-HIS-C-30: History of Haryana-I		Total Credit: 4
		Time: 3 Hrs.
		Marks: 100
		External: 80
		Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the history of Haryana during the medieval and modern times. At the end of the Course, the students will be able to:		
HIS-C-30.1	Understand the concept of regional history and the historical perspective of the Haryana region.	
HIS-C-30.2	Learn the nature of polity and political powers in pre-modern Haryana.	
HIS-C-30.3	Grasp the historical developments related to the establishment of the British colonial rule in Haryana.	
HIS-C-30.4	Comprehend the nature of peoples' resistance to the British colonial rule in Haryana.	

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Unit – I **Historical Perspective:** Concept of Regional History; Sources of Medieval and Modern History; Establishment of the Turkish Hegemony; Local Resistance and Conciliation

Unit – II **Polity and Powers in Pre-Modern Times:** Polity and Administrative Set up under the Sultans of Delhi and the Mughals; The Imperial Decline and the Rise of Sikhs, Jats, Marathas and George Thomas

Unit – III **Establishment of the Colonial Rule:** Advent of the British in Haryana; Administration of East India Company 1803-1857 – Civil, Judicial and Land Revenue

Unit – IV **Resistance to the Colonial Rule:** The Pre-1857 Risings; The Uprising of 1857: Causes, Nature and Impact; Aftermath of the Revolt: Merger with Punjab and New Administrative Set up

Suggested Readings:

Bajaj, Satish K.

Buddha Prakash

Buddha Prakash

Darling, Malcolm

Griffin, L.H.

Gupta, H.R.

Jagdish Chandra

Juneja, M.M.

Kayo, John William

Kundu, C.L. and Udai Shankar

Recent Trends in Historiography

Glimpses of Haryana

Haryana Through the Ages

Punjab Peasantry in Prosperity and Debt

The Rajas of Punjab

The Marathas and Panipat

Freedom Movement in Haryana

History of Hisar

Life of Lord Metcalfe, Vols. I & II

Education in Haryana

Mittal, S.C.	<i>Haryana : A Historical Perspective</i>
Muztar, B.K.	<i>Haryana : Political and Cultural</i>
Naqvi, H.K.	<i>Urbanization and Urban Centers under the Great Mughals</i>
Phadke, H.A.	<i>Haryana : Ancient and Medieval</i>
Saini, B.S.	<i>Social and Economic History of Punjab</i>
Sarkar, J.N.	<i>Fall of the Mughal Empire</i>
Satish Chandra	<i>The Eighteenth Century in India : It Economy and Role of the Marathas, the Jats, the Sikhs and the Afghans</i>
Sen, S.N. (ed.)	<i>Sources of Indian History</i>
Sharma, S.R.	<i>Haryana Ke Swantantrata Sainani (Hindi)</i>
Singh, Chetan	<i>Region and Empire : Punjab in the 17th Century</i>
Singh, Fauja	<i>History of Punjab</i>
Talbot, Ian	<i>Punjab and the Raj</i>
Yadav, B.N.S.	<i>Society and Culture of Northern India in the 12th Century</i>
Yadav, K.C.	<i>Haryana: Studies in History and Culture</i>
Yadav, K.C.	<i>The Revolt of 1857 in Haryana</i>
Yadav, K.C.	<i>Haryana: Itihas Evam Sanskriti (Hindi), Vols. I & II</i>
Yadav, K.C. (ed.)	<i>Journal of Haryana Studies, Various Issues</i>

Mapping Matrix of Course HIS-C-30

Table 1: CO-PO Matrix for the Course HIS-C-30

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-30.1	3	3	3	2	2	2	3	-	2	2	3	-
HIS-C-30.2	3	3	3	2	2	2	3	-	2	3	3	-
HIS-C-30.3	3	3	3	2	2	2	3	-	3	3	3	-
HIS-C-30.4	3	3	3	2	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	2	2	2	3	-	2.50	2.75	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-30

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-30.1	3	3	2	3
HIS-C-30.2	3	3	2	3
HIS-C-30.3	3	3	2	3
HIS-C-30.4	3	3	2	3
AVERAGE	3	3	2	3

Specialization Courses:

Course-HIS-E-31(i): Society in Medieval India 1200-1750	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i>	

<p>questions in all. Question No. 1 will be compulsory, which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).</p>	
<p>Course Outcomes: The Course is designed to provide adequate understanding of the social history of medieval India during 1200-1750. At the end of the Course, the students will be able to:</p>	
HIS-E-31(i).1	Understand the historical processes exhibiting elements of continuity and change in medieval Indian society.
HIS-E-31(i).2	Learn the origins and growth of the Sufi movements in medieval India.
HIS-E-31(i).3	Grasp the origins and growth of the Bhakti movements in medieval India.
HIS-E-31(i).4	Comprehend the elements of conflict and synthesis in medieval Indian society.

Unit – I **Continuity and Change in Medieval Indian Society:** Islam and Social Transition; Composition and Stratification; Urban and Rural Society; Caste and Social Mobility; Slavery; Condition of Women

Unit – II **Origins and Growth of the Sufi Movements:** Chisti, Qadiri, Suhrawardi and Naqashbandi Silsilahs

Unit – III **Origins and Growth of the Bhakti Movements:** Nath Panthis, Kabir, Nanak, Ravidas, Satnamis, Dadu Dayal, Chaitanya and Tukaram

Unit – IV **Elements of Conflict and Synthesis in Medieval Indian Society:** Ruling Groups; State and Orthodoxy; Muslim Revivalist Movement under Sheikh Ahmad Sarhindi; Sectarian Communities

Suggested Readings:

Ashraf, K.M.	<i>Life and Conditions of the People of Hindustan</i>
Banga, Indu (ed.)	<i>The City in Indian History : Urban Demography, Society and Politics</i>
Chopra, P.N.	<i>Life and Letters under the Mughals</i>
Eaton, Richards M. (ed.)	<i>India's Islamic Tradition</i>
Grewal, J.S. (ed.)	<i>The State and Society in Medieval India</i>
Habib, Irfan (ed.)	<i>Medieval India 1200-1750</i>
Habib, Muhammad	<i>Politics and Society in Early Medieval Period, Vols. I & II</i>
Hasan, S. Nurul	<i>Religion, State and Society in Medieval India</i> (ed. by Satish Chandra)
Jackson, Peter	<i>The Delhi Sultanate</i>
Narashima, N.	<i>Towards a New Formation : South Indian Society under Vijayanagar</i>
Nigam, S.B.P.	<i>Nobility under the Sultans of Delhi</i>
Nizami, K.A.	<i>Religion and Politics in the 13th Century</i>
Richards, J.F.	<i>The Mughal Empire</i>
Rizvi, S.A.A.	<i>History of Sufism, Vols. I-II</i>
Rizvi, S.A.A.	<i>Muslim Revivalist Movement in Northern India in the 16th</i>

Rizvi, S.A.A.

Satish Chandra

Stein, Burton

Stein, Burton

Tara Chand

Umar, Muhammad

Umar, Muhammad

– 17th Centuries

Religious and Intellectual History of the Muslims in Akbar's Reign

Medieval India : Society, Jagirdari Crisis and the State

New Cambridge History of India : Vijayanagar

Peasant, State and Society in Medieval South India

Influence of Islam on Indian Culture

Muslim Society in North India During the 18th Century

Urban Culture in North India During the 18th Century.

Mapping Matrix of Course HIS-E-31(i)

Table 1: CO-PO Matrix for the Course HIS-E-31(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-31(i).1	3	3	3	3	2	2	3	-	3	-	3	-
HIS-E-31(i).2	3	3	3	3	2	2	3	-	3	-	3	-
HIS-E-31(i).3	3	3	3	3	2	2	3	-	3	-	3	-
HIS-E-31(i).4	3	3	3	3	2	2	3	-	3	-	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-31(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-31(i).1	2	3	2	3
HIS-E-31(i).2	2	3	2	3
HIS-E-31(i).3	2	3	2	3
HIS-E-31(i).4	2	3	2	3
AVERAGE	2	3	2	3

Course-HIS-E-31(ii): Modern India 1858-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of modern India during 1858-1947. At the end of the Course, the students will be able to:	
HIS-E-31(ii).1	Understand the nature of the British colonial state and government in India.
HIS-E-31(ii).2	Learn the apparatus of the colonial administration in India during the modern times.

HIS-E-31(ii).3	Grasp the nature of British foreign policy in India and their relations with the foreign and princely states.
HIS-E-31(ii).4	Comprehend the process of modernization under the colonial rule in India.

Unit – I **The British Raj:** Transfer of Power from East India Company to the Crown; Authorities at London; British Indian Government; Provincial Government; Local Self Government

Unit – II **Apparatus of the Colonial Control:** Land Revenue Administration; Civil Administration – Indian Civil Services and Bureaucracy; Law and Judicial Administration; Fiscal and Financial Administration

Unit – III **Foreign Relations:** Afghanistan, North-West Frontier, Burma, Tibet and Persia Gulf; Relations with Princely States

Unit – IV **Process of Modernization:** Capitalist Change and Emergence of Modern Social Order; Patterns of Urbanization; Growth of Press and its Impact; Growth of Literature and its Impact – Bengali and Hindi; Cultural Renaissance

Suggested Readings:

Bilgrani, Ashgar H.	<i>Afghanistan and British India : A Study in Foreign Relations</i>
Bipan Chandra	<i>Rise and Growth of Economic Nationalism in India</i>
Bipan Chandra	<i>Colonialism and Nationalism in India</i>
Brown, Judith	<i>Modern India : The Origin of An Asian Democracy</i>
Datta, K.K.	<i>Social History of Modern India</i>
Desai, A.R.	<i>Social Background of Indian Nationalism</i>
Dube, S.C.	<i>Contemporary India and its Modernization</i>
Dutt, R.C.	<i>Economic History of India, Vols. I & II</i>
Fraser, Lovet	<i>India under Curzon and After</i>
Gopal, S.	<i>British Policy in India</i>
Hasan, Zoya	<i>Politics and State in India</i>
Heimsath, Charles	<i>Indian Nationalism and Hindu Social Reform</i>
Jones, K.W.	<i>Socio-Religious Reform Movement in British India</i>
Kennedy, G.S.	<i>Providence and the Raj</i>
Kulkarani, V.B.	<i>British Dominion in India and After</i>
Kumar, Dharma (ed.)	<i>Cambridge Economic History of India, Vol.-II</i>
Kumar, Ravinder	<i>Social History of Modern India</i>
Majumdar, R.C. (ed.)	<i>British Paramountcy and Indian Renaissance, Vols. IX & X</i>
Mishra, B.B.	<i>The Administrative History of India 1834-1947</i>
Mishra, Girish	<i>Adhunik Bharat Ka Aarthik Itihas (Hindi)</i>
Munshi, K.M.	<i>Pilgrimage to Freedom</i>
Pavlov, V.I.	<i>The Indian Capitalist Class : A Historical Study</i>
Roy, Satya Murti (ed.)	<i>Bharat Me Upniveshavad Evam Rashtravad (Hindi)</i>
Roy, Tirthankar	<i>The Economic History of Modern India</i>
Sarkar, Sumit	<i>Modern India 1885-1947</i>
Sharma, M.P.	<i>Local Self - Government in India</i>
Shukla, R.L. (ed.)	<i>Adhunik Bharat Ka Itihas (Hindi)</i>

Mapping Matrix of Course HIS-E-31(ii)

Table 1: CO-PO Matrix for the Course HIS-E-31(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-31(ii).1	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-31(ii).2	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-31(ii).3	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-31(ii).4	3	3	3	3	2	2	3	-	2	2	2	-
AVERAGE	3	3	3	3	2	2	3	-	2	2.75	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-31(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-31(ii).1	3	3	2	3
HIS-E-31(ii).2	3	3	2	3
HIS-E-31(ii).3	3	3	2	3
HIS-E-31(ii).4	3	3	2	3
AVERAGE	3	3	2	3

Optional Courses:

Course-HIS-E-32(i): Social History of India 1200-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the social history of India during 1200-1947. At the end of the Course, the students will be able to:	
HIS-E-32(i).1	Know the sources and approaches of Social History of India and the institutions of Indian society.
HIS-E-32(i).2	Understand the nature and process of social transition and change in India during the medieval times.
HIS-E-32(i).3	Grasp the nature and effects of the British colonial intervention in Indian society.
HIS-E-32(i).4	Learn the process and developments related to social change in colonial India.

- Unit – I **Towards Indian Social History:** Social History of India – Sources and Approaches; Indian Social Institutions: Tribe, Caste (as well as Untouchability), Class and Community; Indian Society: Urban Centers and Village Communities
- Unit – II **Social Transition in Medieval India:** Impact of Islam; Stratification and Mobility; Position of Women; Educational Systems and Institutions; Syncretic Tradition and Cultural Synthesis
- Unit – III **Colonial Intervention in Indian Society:** The British Social Policy and Western Ideas – Role of Orientalists, Evangelicals and Utilitarians; Social Legislations and Social Reforms; Growth of Modern Education
- Unit – IV **Social Change in Colonial India:** Rise of New Social Classes; Transition in Caste Ridden Society: Debate on Sanskritization and De-Sanskritization/ Dalitization; Conflict between Tradition and Modernity; Changing Position of Women

Suggested Readings:

- | | |
|--------------------------|---|
| Ahmad, Aziz | <i>Studies in Islamic Culture in the Indian Environment</i> |
| Altekar, A.S. | <i>Position of Women in Hindu Civilization</i> |
| Ambedkar, B.R. | <i>The Untouchables</i> |
| Ashraf, K.M. | <i>Life and Conditions of the People of Hindustan</i> |
| Ballahatchet, K.S. | <i>Social Policy and Social Change in Western India</i> |
| Basu, Aparna | <i>The Growth of Education and Political Development 1898-1920</i> |
| Bayly, Susan | <i>Caste, Society and Politics in India from the Eighteenth Century to the Modern Age</i> |
| Datta, K.K. | <i>Social History of Modern India</i> |
| Desai, A.R. | <i>Social Background of Indian Nationalism</i> |
| Dube, S.C. | <i>Indian Society</i> |
| Dube, S.C. | <i>Contemporary India and its Modernization</i> |
| Habib, Irfan | <i>Interpreting Indian History</i> |
| Habib, Mohammad | <i>Politics and Society during the Early Medieval Period</i> |
| Jha, D.N. | <i>Economy and Society in Early India : Issues and Paradigms</i> |
| Krishnamurthi, J. | <i>Women in Colonial India</i> |
| Kumar, Ravindra | <i>Social History of Modern India</i> |
| Majumdar, R.C. | <i>British Paramountcy and Indian Renaissance, Vol. X</i> |
| Majumdar, R.C. | <i>The History and Culture of Indian People, Vols. V & VII</i> |
| Mishra, B.B. | <i>The Indian Middle Classes : Their Growth in Modern Times</i> |
| Mishra, Girish | <i>Economic History of Modern India</i> |
| Nurullah, S. & J.P. Naik | <i>History of Education in India</i> |
| O' Malley, L.S.S. | <i>Modern India and the West</i> |
| Potts, E. Daniel | <i>British Baptist Missionaries in India 1793-1837</i> |
| Rashid, Abdul | <i>Society and Culture in Medieval India</i> |
| Rizvi, S.A.A. | <i>Religious and Intellectual History of the Muslims in</i> |

Sarkar, Sumit
 Shah, A.B. & C.R.M. Rao
 Sharma, R.S.
 Smith, W.C.
 Sridharan, E.
 Sridharan, E.
 Srinivas, M.N.
 Srinivas, M.N.
 Stokes, Eric
 Tara Chand
 Vidyarathi, L.P.

Akbar's Reign
Writing Social History
Tradition and Modernity in India
Social Changes in Early Medieval India
Modern Islam in India
A Textbook of Historiography
Itihas Lekh (Hindi)
Social Change in Modern India
Caste in India and Other Essays
The English Utilitarians and India
Influence of Islam on Indian Culture
Tribal Culture of India

Mapping Matrix of Course HIS-E-32(i)

Table 1: CO-PO Matrix for the Course HIS-E-32(i)

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
HIS-E-32(i).1	3	3	3	3	2	2	3	3	3	-	2	-
HIS-E-32(i).2	3	3	3	3	2	2	3	3	3	-	2	-
HIS-E-32(i).3	3	3	3	3	2	2	3	2	3	-	2	-
HIS-E-32(i).4	3	3	3	3	2	2	3	3	3	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-32(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-32(i).1	3	3	3	3
HIS-E-32(i).2	3	3	2	3
HIS-E-32(i).3	3	3	2	3
HIS-E-32(i).4	3	3	2	3
AVERAGE	3	3	2.25	3

Course HIS-E-32(ii): Cultural History of India 1200-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the cultural history of India during 1200-1947. At the end of the Course, the students will be able to:	
HIS-E-32(ii).1	Understand the impact of Islam on Indian culture, growth of Sufi/Bhakti movements and the rise of new <i>Panths</i> in medieval India.
HIS-E-32(ii).2	Learn the process of cultural synthesis and the rise of composite culture in medieval India and also its implications in arts, architecture, literature and way

	of life in medieval times.
HIS-E-32(ii).3	Comprehend the impact of British colonialism on Indian culture and the growth of modernity and cultural renaissance in modern times.
HIS-E-32(ii).4	Grasp the emergence of popular culture in modern India and its implications in art, print, photography, music, dance, theatre, cinema and way of life in modern times.

Unit – I **Advent of Islam and Cultural Transitions in Medieval India:** Advent of Islam and its Impact on Indian Culture; Sects/Cults of Islam – Shias, Sunnis and Others; Ethnic Dimensions of Islam; The Sufi Ideology, Sufi Saints and the Indian Culture; The Idea of Bhakti, Bhakti Saints and the Indian Culture; Islam and the Non-Muslims; Growth of New *Panths* – Sikhism, Satnamis and Other Sects, Position of Women in Medieval Indian Culture

Unit – II **Cultural Contours of Medieval India:** Miniature Paintings and Architecture; Literature: Persian, Hindi and Urdu and its Eminent Scholars; Patronage to Persian Poetry; Cultural Contributions of Nurjahan, Shahjahan and Dara Shikoh; Cultural Synthesis and the Rise of Composite Culture; Growth of Cultural Centres – Lahore, Kashmir, Delhi, Awadh, Mewar, Malwa, Jaunpur, Deccan and Vijaynagar

Unit – III **Colonialism and Cultural Transitions in Modern India:** Colonial Intervention and Cultural Change – Impact of the West on Indian Culture; English Education, Literature and Press and its Cultural Impact; Rise of the Modern Social Order; Growth of Colonial Modernity; Conflict in Tradition and Modernity; Cultural Life: Customs, Practices and Recreation; Cultural Renaissance

Unit – IV **Popular Culture in Modern India:** Modern Art – Museums to Calendar; Popular Culture and Gender: Obscenity and Sexuality – ‘Recalcitrant’ Women; The World of Popular Print: Chap Books and Street Literature; Libraries and the Reading Culture; Photography: Remembering Pasts and Presents; Music and Dances – Classical to Modern; Theatre: Stage, Street and *Nautanki*; Cinema – Ideologies and Empire

Suggested Readings:

Ashraf, K. M., *Life and Conditions of the People of Hindustan*.

Bakhle, Janaki, *Two Men and Music: Nationalism in the Making of a Modern Classical Tradition*. Delhi: Permanent Black, 2005.

Brown, Percy, *Indo-Islamic Architecture*

Chand, Tara, *Influence of Islam on Indian*.

Eaton, Richard M., *Sufis of Bijapur, 1300 – 1700, Social Roles of Sufis in Medieval India*, reprint, New Delhi: Munshiram Manoharlal, 1996.

Eaton, Richard M., *Social History of the Deccan, 1300 – 1761, Eight Indian Lives*, Cambridge: Cambridge University Press. 2005..

Kreutzer, Gigs, *Xenophobia in Seventeenth-Century India*, Leiden: Leiden University Press, 2009

Ghosh, Anindita, *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society 1778-1905*. New Delhi: Oxford University Press, 2006.

Guha-Thakurta, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*. New York: Columbia University Press, 2004.

Hansen, Kathryn, *Grounds for Play: Nautanki Theatre of North India*. Delhi, OUP, 1992.

Husain, Yusuf, *Glimpses of Medieval Indian History*.

Kannabiran Kalpana, *The Violence of Normal Times: Essays on Women's Lived Realities*, New Delhi: Women Unlimited, 2005

Moreland, W H, *India from Akbar to Aurangzeb 2- India at the death of Akbar*

Nandy, Ashis, *The Intimate Enemy: Loss and Recovery of Self under Colonialism*, Delhi:Oxford University Press, 1982.

Oldenburg, Veena, *Dowry Murder: Imperial Origins of a Cultural Crime*, New York:Oxford University Press, 2002.

Orsini, Francesca, *Print and Pleasure*. Delhi: Permanent Black, 2009.

Pinney, Chris, *Camera Indica: The Social Life of Indian Photographs*. London:Reaktion Books, 1997.

Prasad, Madhava, *The Ideology of the Hindi Film: A Historical Reconstruction*. Delhi:OUP, 1998.

Rizvi, S A A, *History of Sufism in India Vol. II*.

Sarkar, Sushoban, *Bengal Renaissance*.

Singh, Lata (ed), *Theatre in Colonial India: Play-House of Power*. Delhi: OUP, 2009.

Subramanian, Lakshmi, *From the Tanjore Court to the Madras Music Academy: A Social History of Music in South India*. Delhi: OUP, 2006.

Uberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi: OUP, 2006.

Vasudevan, Ravi (ed.), *Making Meaning in Indian Cinema*. New Delhi: OUP, 2000.

Mapping Matrix of Course HIS-E-32(ii)

Table 1: CO-PO Matrix for the Course HIS-E-32(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-32(ii).1	3	3	3	3	3	2	3	2	2	-	3	-
HIS-E-32(ii).2	3	3	2	3	3	2	3	2	2	-	3	-
HIS-E-32(ii).3	3	3	3	3	3	2	3	2	2	-	3	-
HIS-E-32(ii).4	3	3	3	3	3	2	3	2	2	-	3	-
AVERAGE	3	3	3	3	3	2	3	2	2	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-32(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-32(ii).1	3	3	2	3
HIS-E-32(ii).2	3	3	2	3
HIS-E-32(ii).3	3	3	2	3

HIS-E-32(ii).4	3	3	3	3
AVERAGE	3	3	2	3

Course-HIS-E-33(i): Economic History of India 1200-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the economic history of India during 1200-1947. At the end of the Course, the students will be able to:	
HIS-E-33(i).1	Know the sources, approaches and issues of economic history of medieval and modern India.
HIS-E-33(i).2	Understand the nature and features of the traditional mode of production in medieval India.
HIS-E-33(i).3	Grasp the nature and features of new colonial mode of production in modern India.
HIS-E-33(i).4	Learn the impact of the British economic policies under the <i>lessiez faire</i> capitalism and the rise of industrial capitalism in India.

Unit – I **Towards Indian Economic History:** Sources of Medieval and Modern Indian Economic History; Problems and Issues – Different Approaches and their Limitations; Indian Indigenous Economy: Rural and Urban

Unit – II **Medieval Mode of Production:** Structure of Medieval Indian Economy: Rural and Urban; Agricultural and Non-Agricultural (Handicraft) Production; Indian Manufactures for External Market; Economic Basis of Medieval Indian State; Debate on Agrarian Crisis

Unit – III **Conquest of the British and New Colonial Mode of Production:** Emphasis on Export Crops and Commodities; Agrarian Settlements and Land Revenue; Commercialization of Agriculture; Change in Land Relations and Problem of Rural Indebtedness; Frequency of Famines and the British Policy

Unit – IV **Lessiez Faire and Rise of Capitalism:** Flow of Foreign Capital and its Impact; Effects of Free Trade – Decline of Handicraft Industry; Introduction of Railways and its Economic Effects; Rise of Modern Industries: Cotton Textile, Jute, Iron and Steel; Tariff and Excise Duties; Drain of Wealth: Different Channels

Suggested Readings:

Bhatia, B.M.

Famines in India

Bipan Chandra *The Rise and Growth of Economic Nationalism in India*
 Bipan Chandra *Colonialism and Nationalism in India*
 Bhattacharya, S. *Adhunik Bharat Ke Arthik Itihas (Hindi)*
 Brahmanand (ed.) *Famines in Colonial India*
 Dutt, R.C. *Economic History of India, Vols. I & II*
 Frykenberg, R.E. *Land Control and Social Structure in India*
 Guha, R. *A Rule of Property for Bengal : Essays in the Idea of Permanent Settlement*
 Habib, Irfan *Essays in Indian History : Towards A Marxist Perception*
 Habib, Irfan *The Agrarian System of Mughal India 1556-1707*
 Hasan, Nurul *Thought on Agrarian Relations in Mughal India*
 Ludden, David *An Agrarian History of South Asia*
 Mishra, Girish *Economic History of India*
 Mishra, Girish *Adhunik Bharat Ka Arthik Itihas (Hindi)*
 Mittal, S.C. *Bharat Ka Samajik Aur Aarthik Itihas 1758-1947*
 Morris D., Morris et. al. *The Indian Economy in the Nineteenth Century*
 Mukherjee, Mridula *Colonizing Agriculture : The Myth of Punjab Exceptionalism*
 Mukherjee, Nilmani *Ryotwari System in Madras 1792-1827*
 Raychaudhuri, Tapan and Irfan Habib *The Cambridge Economic History of India, Vols. I & II*
 Richards, J.F. *The Imperial Monetary System of Mughal India*
 Roy, Tirthankar *Economic History of India 1857-1947*
 Stein, Burton *The Making of Agrarian Policy in British India 1770-1900*
 Tomlinson, B.R. *The Political Economy of the Raj 1914-1947*
 Tomlinson, B.R. *Economy of Modern India 1860-1970*

Mapping Matrix of Course HIS-E-33(i)

Table 1: CO-PO Matrix for the Course HIS-E-33(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-33(i).1	3	2	3	3	2	2	3	3	2	-	2	-
HIS-E-33(i).2	3	3	3	2	2	2	3	3	2	-	2	-
HIS-E-33(i).3	3	3	3	3	2	2	3	3	2	-	2	-
HIS-E-33(i).4	3	3	3	3	2	2	3	3	2	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	2	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-33(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-33(i).1	3	3	3	3
HIS-E-33(i).2	3	3	2	3
HIS-E-33(i).3	3	3	2	3
HIS-E-33(i).4	3	3	2	3

VERAGE	3	3	2.25	3
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Course-HIS-E-33(ii): Agrarian History of India		Total Credit: 4		
		Time: 3 Hrs.		
		Marks: 100		
		External: 80		
		Internal : 20		
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).				
Course Outcomes: The Course is designed to provide adequate understanding of the agrarian history of India during the medieval and modern times. At the end of the Course, the students will be able to:				
HIS-E-33(ii).1	Know the nature and debates on agrarian history of medieval and modern India.			
HIS-E-33(ii).2	Understand the nature and features of the agrarian system in medieval India.			
HIS-E-33(ii).3	Grasp the nature and features of the political economy in colonial India and its impact on agrarian system.			
HIS-E-33(ii).4	Learn the historical transition and changes occurred in agrarian economy under the phase of industrial capitalism in colonial India.			

- Unit – I **Debate on Agrarian History:** Different Interpretations of the Nature of Agrarian Change in Pre-Colonial and Colonial India; Structure of the Pre-Colonial Rural Economy – Debate on ‘Village Self-Sufficiency’, ‘Village Community’ and Economic Stagnancy
- Unit – II **Agrarian System in Medieval India:** Agrarian Society – Ownership of Land and Agrarian Relations; Forms of Agrestic Slavery; Agricultural and Horticultural Products; Animal Husbandry; Medieval State and the Land Revenue Systems
- Unit – III **Colonial Political Economy in India and Agrarian Change:** Commercialization of Crops; Land Revenue Systems and its Effects: Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement; Change in Land Ownership and Relations; New Agricultural Technology and Irrigation System and its Impact
- Unit – V **Transition in Agrarian Economy:** Growth of the Money Lending Class and the Problem of Peasant Indebtedness; Changing Forms of Peasantry; Rise of Rich Peasantry with Special Reference to Punjab; Growth of Agrestic Serfdom; Growth of the Tenancy System; Agrarian Legislation and Reforms; Causes of Recurring Famines

Suggested Readings:

Bhaduri, Amit

The Economic Structure of Backward Agriculture

Bose, Sujata	<i>Peasant, Labour and Colonial Capital : Rural Bengal Since 1770</i>
Desai, A.R.	<i>Peasant Struggle in India</i>
Desai, M , S.H. Rudolph, and Ashok Rudra	<i>Agrarian Power and Agricultural Productivity in South Asia</i>
Dharma Kumar	<i>Land and Caste in South India</i>
Guha, Ranjit (ed.)	<i>Subaltern Studies, Vols. I-XI</i>
Guha, Sunit	<i>Growth, Stagnation or Decline: Agricultural Productivity in British India</i>
Gupta, Dipankar	<i>Rivalry and Brotherhood : Politics in the Life of Farmers in Northern India</i>
Habib, Irfan	<i>The Agrarian System of Mughal India</i>
Habib, Irfan	<i>Essays in Indian History : Towards A Marxist Perception</i>
Hardeman, David	<i>Feeding the Baniya : Peasants and Usurers in Western India</i>
Hardeman, David (ed.)	<i>Peasant Resistance in India</i>
Islam, Sirajul	<i>Rent and Raiyat : Society and Economy of Eastern Bengal (1859- 1928)</i>
Ludden, David	<i>An Agrarian History of South Asia</i>
Ludden, David	<i>Agricultural Production and Indian History</i>
Mukherjee, Mridula	<i>Colonizing Agriculture: The Myth of Punjab Exceptionalism</i>
Mukherjee, Mridula	<i>Peasants in India's Non-Violent Revolution</i>
Prakash, Gyan	<i>The World of the Rural Labourers in Colonial India</i>
Randhawa, M.S.	<i>A History of Agriculture in India, Vols. I-IV</i>
Robb, Peter	<i>Meanings of Agriculture : Essays in South Asian History and Economy</i>
Sahu, B.P.	<i>Land System and Rural Society in Early India</i>
Sen, Amartya	<i>Poverty and Famine : An Essay in Entitlement and Deprivation</i>
Sharma, R.S.	<i>Perspectives in Social and Economic History of India</i>
Singh, Jasbir	<i>An Agricultural Atlas of India</i>
Stein, Burton	<i>The Making of Agrarian Policy in British India</i>
Strokes, Eric///	<i>The Peasant and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India</i>

Mapping Matrix of Course HIS-E-33(ii)

Table 1: CO-PO Matrix for the Course HIS-E-33(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-33(ii).1	3	2	3	3	2	2	3	3	2	-	2	-
HIS-E-33(ii).2	3	3	3	2	2	2	3	3	2	-	2	-
HIS-E-33(ii).3	3	3	3	3	2	2	3	3	2	-	2	-
HIS-E-	3	3	3	3	2	2	3	3	2	-	2	-

33(ii).4												
AVERAGE	3	3	3	3	2	2	3	3	2	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-33(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-33(ii).1	3	3	3	3
HIS-E-33(ii).2	3	3	2	3
HIS-E-33(ii).3	3	3	2	3
HIS-E-33(ii).4	3	3	2	3
VERAGE	3	3	2.25	3

Course-HIS-E-34(i): State in Indian History – I	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of political state in India during the medieval times. At the end of the Course, the students will be able to:	
HIS-E-34(i).1	Know the theories, nature and functions of state in medieval India under the Delhi Sultanate.
HIS-E-34(i).2	Understand the theories, nature and functions of state in medieval India under the Mughals.
HIS-E-34(i).3	Grasp the major institutions of the Mughal state and its strengths and limitations.
HIS-E-34(i).4	Learn the process of state formation in south India and the nature of southern and regional states.

- Unit – I **The Delhi Sultanate:** Islamic Theory of State; Nature and Functions of the State; Theory of Kingship: Balban, Ala-ud-din-Khalji and the Afghans; The Iqta System
- Unit – II **The Mughal State:** Nature and Functions; Akbar’s Theory of Kingship; Ulema and the State; Policy towards Non-Muslims
- Unit – III **Institutional Basis of the Mughal State:** Mansabdari, Jagirdari and Zamindari Systems; Socio-Economic Basis of the Mughal State; Institutional Crisis and Decline of the Mughal Empire
- Unit – IV **Southern and Regional States:** State Formation in South India: Vijayanagar and Bahmani Empires; Nature of 18th Century Regional States: Marathas, Mysore and Sikhs

Suggested Readings:

Alam, Muzaffar	<i>Crisis of Empire in Mughal North India</i>
Alam, Muzaffar and Sanjay Subrahmanyam (eds.)	<i>The Mughal State</i>
Ali, M. Athar	<i>Apparatus of the Mughal Empire</i>
Bridge, Carle	<i>Holding India to the Empire</i>
Brown, Judith	<i>Modern India : The Origins of An Asian Democracy</i>
Day, U.N.	<i>The Mughal Government</i>
Jackson, Peter	<i>The Delhi Sultanate</i>
Joshi, Shashi and Bhagwan Josh	<i>Struggle for Hegemony in India, Vols. I, II & III</i>
Kennedy, G.S.	<i>Providence and the Raj</i>
Kulke, H.P.R.	<i>State in India 1000-1750</i>
Kurein, Mathew (ed.)	<i>India: State and Society</i>
Nande, B.R.	<i>Essays in Modern Indian History</i>
Nigam, S.B.P.	<i>Nobility under the Sultans of Delhi</i>
Nizami, K.A.	<i>Some Aspects of Religion and Politics in India During 13th Century</i>
Qureshi, I.H.	<i>The Administration of the Delhi Sultanate</i>
Qureshi, I.H.	<i>Central Government of the Mughals</i>
Richards, J.F.	<i>The Mughal Empire</i>
Satish Chandra	<i>Historiography, Religion and State in Medieval India</i>
Ramavtar Sharma & S. Yadav	<i>Bharatiya Rajya (Hindi)</i>
Stein, Burton	<i>Vijayanagar</i>
Streisand, D.E.	<i>Formation of the Mughal Empire</i>
Tripathi, R.P.	<i>Some Aspects of Muslim Administration in India</i>

Mapping Matrix of Course HIS-E-34(i)

Table 1: CO-PO Matrix for the Course HIS-E-34(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-34(i).1	3	3	3	3	2	2	3	-	2	2	3	-
HIS-E-34(i).2	3	3	3	3	2	2	3	-	2	2	3	-
HIS-E-34(i).3	3	3	3	3	2	2	3	-	2	2	3	-
HIS-E-34(i).4	3	3	3	3	2	2	3	-	2	2	3	-
AVERAGE	3	3	3	3	2	2	3	-	2	2	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-34(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-34(i).1	2	3	2	3
HIS-E-34(i).2	2	3	2	3
HIS-E-34(i).3	2	3	2	3
HIS-E-34(i).4	2	3	2	3
AVERAGE	2	3	2	3

Course-HIS-E-34(ii): History of the Partition of India	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of partition of India. At the end of the Course, the students will be able to:	
HIS-E-34(ii).1	Understand the historical processes and developments leading to the rise of Muslim communalism in colonial India.
HIS-E-34(ii).2	Know the historical developments leading to the emergence of Muslim separatism in colonial India.
HIS-E-34(ii).3	Grasp the major events and developments exhibiting the rise of demand of Pakistan.
HIS-E-34(ii).4	Learn the major events and developments leading to the partition of India.

Unit – I **Rise of Muslim Communalism in India:** Historical Perspectives; Idea of ‘Pan-Islamism’ and its Growth – Wahabi Movement; Emergence of Muslim Revivalism – Aligarh Movement; Indian Nationalism and Muslims; Beginning of the Communal Politics: Founding of the Muslim League

Unit – II **Emergence of Muslim Separatism:** Political Reforms and Muslims: Grant of Separate Electorates and its Effects; Indian Nationalist Politics and Muslims – Lucknow Pact to Khilafat Movement; Politics of the Muslim League 1922-1935; M.A. Jinnah and his 14 Points

Unit – III **The Demand of Pakistan:** ‘Two-Nation Theory’ and Genesis of the Idea of Pakistan; Elections of 1937: Impact on the Muslim Politics; Beginning of World War-II and Adoption of ‘Lahore Resolution’; Politics of Muslim League 1940-1942

Unit – IV **Towards Partition of India:** Cripps Mission and the Muslim Politics; Gandhi-Jinnah Negotiations; Wavell Plan; Cabinet Mission and the Muslim Mass Politics; Elections of 1946 and the Muslim League; Mountbatten Plan: Independence, Partition of India and Creation of Pakistan

Suggested Readings:

- | | |
|-------------------|--|
| Ambedkar,
B.R. | <i>Pakistan or the Partition of India</i> |
| Azad, A.K. | <i>India Wins Freedom</i> |
| Aziz, R.K. | <i>The Making of Pakistan: A Study in Nationalism</i> |
| Brown, Judith | <i>Modern India : The Origin of An Asian Democracy</i> |

Bipan Chandra	<i>India's Struggle for Independence</i>
Bipan Chandra	<i>Essays on Communalism</i>
Bipan Chandra	<i>Bharat Ka Swatantrata Sangharsh (Hindi)</i>
et. al.	
Chaudhery, K.	<i>Pathway to Pakistan</i>
Collins, L & D.	<i>Freedom At Midnight</i>
LA Pierre	
Coup land, R.	<i>The Constitutional Problem of India</i>
Desai, A.R.	<i>Social Background of Indian Nationalism</i>
Edwards, M.	<i>The Last Days of British India</i>
Fraser, Livet	<i>India under Curzon and After</i>
Gandhi, M.K.	<i>The Hindu-Muslim Unity</i>
Gopal, S.	<i>British Policy in India</i>
Hasan,	<i>Muslim Politics in Modern India</i>
Mushirul	
Hasan,	<i>India's Partition: Problems, Strategy and Mobilization</i>
Mushirul	
Jalal, Ayesha	<i>The Sole Spokesman: Jinnah, Muslim League and the Demand for Pakistan</i>
Kaura, Uma	<i>Muslim and Indian Nationalism: Emergence of the Demand for India's Partition 1928-40</i>
Kulkarani,	<i>British Dominion in India and After</i>
V.B.	
Lohia,	<i>Guilty Men of India's Partition</i>
Rammanhar	
Majumdar,	<i>History of the Freedom Movement in India, Vols. I-IV</i>
R.C.	
Menon, V.P.	<i>The Transfer of Power in India</i>
Mansergh, N.	<i>Transfer of Power Documents, Vols. I - XII</i>
(ed.)	
Moon,	<i>Divide and Quit</i>
Penderal	
Moore, R.J.	<i>Churchill, Cripps and India 1939-1945</i>
Moore, R.J.	<i>Mountbatten and the Partition of India</i>
Moore, R.J.	<i>Crisis of Indian Unity</i>
Nanda, B.R.	<i>Essays in Modern Indian History</i>
Page, David	<i>Prelude to Partition</i>
Philips, C.H.	<i>The Partition of India: Politics and Perspectives 1935-1947</i>
et. al.	
Prasad, Bimal	<i>Pathway Towards Partition: Foundation of the Muslim Nationalism</i>
Prasad, Bimal	<i>Pathway Towards Partition: Nation Within A Nation</i>
Prasad, Bimal	<i>Pathway Towards Partition: Making of Pakistan</i>
Prasad,	<i>India Divided</i>
Rajendra	
Sarkar, Sumit	<i>Modern India 1885-1947</i>
Singh, Amarjit	<i>Punjab Divided: Politics of the Muslim League and Partition 1935-</i>

Singh, Amarjit	1947 <i>Jinnah and Punjab: Shamsul Hasan Collection and Other Documents</i>
Singh, Anita Inder	<i>The Origins of the Partition of India 1936-1947</i>
Smith, W.C.	<i>Modern Islam in India</i>
Tanwar, R.	<i>Reporting Partition of Punjab 1947 : Press, Public and Other Opinions</i>
Tara Chand	<i>History of the Freedom Movement in India, Vols. I-IV</i>
Wolpert, Stanley	<i>Jinnah of Pakistan</i>
Wolpert, Stanley	<i>Shameful Fight</i>
Zakaria, Rafiq	<i>The Man Who Divided India</i>

Mapping Matrix of Course HIS-E-34(ii)

Table 1: CO-PO Matrix for the Course HIS-E-34(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-34(ii).1	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-34(ii).2	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-34(ii).3	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-34(ii).4	3	3	3	3	2	2	3	-	2	3	2	-
AVERAGE	3	3	3	3	2	2	3	-	2	3	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-34(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-34(ii).1	3	3	2	3
HIS-E-34(ii).2	3	3	2	3
HIS-E-34(ii).3	3	3	2	3
HIS-E-34(ii).4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-35(i): Gender Studies: History & Popular Culture	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	

Course Outcomes: The Course is designed to provide adequate understanding of the methodological and theoretical issues of Gender Studies, history of women through the ages and sociological and cultural debates in relation to the woman problem in India. At the end of the Course, the students will be able to:	
HIS-E-35(i).1	Understand the sources of gender studies and the methodological and theoretical issues related to it.
HIS-E-35(i).2	Learn the conditions of women in medieval European and non-European societies.
HIS-E-35(i).3	Comprehend the changing conditions of women in modern age from the beginning of Renaissance and Reformation upto the rise of feminist movement.
HIS-E-35(i).4	Grasp the changing conditions of women in modern Indian popular culture and the nature of politics of sexuality and voices of women.

Unit – I **Towards Gender Studies:** Sources and Approaches of Gender Studies; Women and History: Methodological and Theoretical Questions; Feminine, Masculine and Other Sexualities and Bodies – Reading Foundational Texts from Foucault to Butler; Gender, State, Nation and National Bodies: Female and Male; Reproduction and Race

Unit – II **Women in Medieval Times:** Medieval Queenship: Theory and Practice; Women in Medieval European Society – Family, Marriage, Sex, Health, Witchcraft and Religion; Female Labour and Woman Slaves in Medieval Europe; Women in Islam – The Quran, the Hadith and the Sharia; Women in Medieval Japan and China

Unit – III **Women in Modern Age:** Women in Renaissance and Reformation; Gender and the French Revolution; England – Industrialization, Victorian Age and Changing Conditions of Women; Women in Nazi Germany; Rise of Feminism in Europe and U.S.A.; Black Feminism: Theory and Praxis – Representing Black Bodies; Modern Popular Culture and Women – Imagining Masculinities and Sexualities; Obscenity and Sexuality – ‘Recalcitrant’ Women

Unit – IV **Women in Modern India:** Women in Private/Public Sphere in Modern India and the Middle Class Morality; Print, Media and Women – Representations of Male and Female Bodies; Gender, Caste and Dalit Feminism; Indian Constitution and Gender Justice; Social Legislation for Women – Hindu Code Bill and its Corollary Acts; Law against Dowry, Female Infanticide, Rape and Domestic Violence; Women’s Rights – Personal Laws and Land /Property Rights; Politics of Sexuality and Voices of Women

Selected Readings:

Ahmed, Leila. 1992. *Women and Gender in Islam: Historical Roots of a Modern Debate*. Yale University Press.
 Amt, Emilie, (ed.), *Women's Lives in Medieval Europe: A Sourcebook*, New York and London: Routledge, 1993.
 Baker, Derek, (ed.), *Medieval Women Studies in Church History: Subsidies*, I. Oxford: Basil Blackwell, 1978.

- Bennett, Judith, *Women in the Medieval English Countryside: Gender and Household in Brigstock before the Plague*, New York and Oxford: Oxford Univ. Press, 1987.
- Brown, Judith C. and Robert C. Davis (eds), *Gender and Society in Renaissance Italy*, Longman, New York, 1998.
- Bullough, Vern L & James Brundidge (eds.), *Sexual Practices and the Medieval Church*, Buffalo: Prometheus Books, 1982.
- Chowdhry, Prem, *The Veiled Women: Shifting Gender Equations in Rural Haryana*, Oxford University Press, Delhi, 1994.
- Crump, C.G. & E. F. Jacob, *In The Legacy of the Middle Ages*, Oxford: Clarendon Press, 1926.
- Dronke, Peter. *Women Writers of the Middle Ages*, Cambridge: Cambridge University Press, 1984.
- Forbes, Geraldine, *Women in Modern India*, Cambridge University Press, Cambridge, 1996.
- Foucault, Michel, *The History of Sexuality, Vol. 1: An Introduction* (Vintage Books, New York, 1990).
- Green, Monica. *The Trotula: A Medieval Compendium of Women's Medicine*, Philadelphia: University of Pennsylvania Press, 2001.
- Gupta, Charu, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, Permanent Black, Delhi, 2001.
- Guy-Sheftall, Beverly (ed.), *Words of Fire: An Anthology of African-American Feminist Thought*, W. W. Norton, 1995.
- Hambly, Gavin (ed.), *Women, Patronage and Self-representation in Islamic Societies*, Albany: 2000.
- Hanawalt, B. *Women and Work in Preindustrial Europe*, Bloomington: Indiana University Press, 1986.
- Herlihy, David. *Opera Muliebria, Women and Work in Medieval Europe*, New York: McGraw Hill, 1990.
- Johnson, Penelope. *Equal in Monastic Profession: Religious Women in Medieval France*, Chicago: University of Chicago Press, 1991.
- Jordan, William C. et al, *Order and Innovation in the Middle Ages*, Princeton: Princeton Univ. Press, 1976.
- Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*, Delhi, 1993.
- Landes, Joan B., *Women and the Public Sphere in the Age of the French Revolution*, Cornell University Press, Ithaca and London, 1988.
- Morgan, Sue (ed.), *The Feminist History Reader*, Routledge, London, 2006.
- Malhotra, Anshu, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab*, Oxford University Press, Delhi, 2002.
- Minault, Gail, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*, OUP, Delhi, 1998.
- Nichols, John A., and Shank, Lillian Thomas (ed.), *Distant Echoes: Medieval Religious Women*, Volume I, Kalamazoo: Cistercian Publications, Inc., 1984.
- Ozment, Steven. *Ancestors: The Loving Family in Old Europe*, Cambridge, Mass.: Harvard University Press, 2001.
- Parker, Andrew & Russo, Sommer, and Yaeger (eds), *Nationalisms and Sexualities*, Routledge, London, 1992.

- Parsons, J.C., *Queen and Society in Thirteenth-Century England*, New York: Macmillan, 1995.
- Parsons, John Carmi (ed.), *Medieval Queenship*, New York: St. Martins, 1993.
- Petroff, Elizabeth. *Body and Soul: Essays on Medieval Women and Mysticism*, New York: Oxford University Press, 1994.
- Pierce, Leslie P., *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*, New York: 1993.
- Rao, Anupama (ed.), *Gender and Caste*, Kali for Women, Delhi, 2003.
- Roberts, Elizabeth, *A Woman's Place: An Oral History of Working Class Women, 1890-1940*, Blackwell, Oxford, 1996.
- Rosenthal, Joel T. (ed.), *Medieval Women and the Sources of Medieval History*. Athens and London: University of Georgia Press, 1990.
- Rousseau, Constance M. and Joel T. Rosenthal, *Women, Marriage, and Family in Medieval Christendom*, Kalamazoo: Medieval Institute Publications, 1998.
- Sangari, Kumkum and Sudesh Vaid (eds), *Recasting Women: Essays in Colonial History*, Kali for Women, Delhi, 1989.
- Sarkar, Tanika & Urvashi Butalia (eds), *Women and the Hindu Right: A Collection of Essays*, Kali for Women, Delhi, 1995.
- Sarkar, Tanika, *Hindu Wife Hindu Nation*, Permanent Black, Delhi, 2001.
- Scott, Joan Wallach, *Gender and the Politics of History*, Columbia University Press, New York, 1999.
- Stibbe, Matthew, *Women in the Third Reich*, Oxford University Press, New York, 2003.
- Stuard, Susan Mosher, (ed.), *Women in Medieval History and Historiography*. Philadelphia: University of Pennsylvania Press, 1987.
- Uberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi: OUP, 2006.
- Wemple, Suzanne Fonay. *Women in Frankish Society: Marriage and the Cloister 500-900*, Philadelphia: University of Pennsylvania Press, 1981.
- Yuval-Davis, Nira, *Gender and Nation*, Sage, London, 1997.

Mapping Matrix of Course HIS-E-35(i)

Table 1: CO-PO Matrix for the HIS-E-35(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-35(i).1	3	2	3	3	2	3	3	3	3	-	2	-
HIS-E-35(i).2	3	3	3	2	2	2	3	3	3	-	2	-
HIS-E-35(i).3	3	3	3	3	2	2	3	3	3	-	2	-
HIS-E-35(i).4	3	3	3	3	2	2	3	3	3	-	2	-
AVERAGE	3	3	3	3	2	2.25	3	3	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-35(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-35(i).1	3	2	3	3
HIS-E-35(i).2	3	3	2	3

HIS-E-35(i).3	3	3	2	3
HIS-E-35(i).4	3	3	2	3
VERAGE	3	2.75	2.25	3

Course-HIS-E-35(ii): Dalit Studies: History & Popular Culture		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the historical, methodological and theoretical issues of Dalit Studies and the sociological, historiographical and cultural debates in relation to the Dalit problem in India. At the end of the Course, the students will be able to:		
HIS-E-35(ii).1	Understand the sources and approaches of the Dalit studies and the origins of the Dalit problem in India.	
HIS-E-35(ii).2	Learn the different interpretations of caste as a category and sociological and historiographical debates on caste.	
HIS-E-35(ii).3	Comprehend the Dalit historiography and its literature from Jotirao Phule to B.R. Ambedkar and others and the fresh historiography on the lower caste movements.	
HIS-E-35(ii).4	Grasp the issues of gender, class, religion and culture in relation to the Dalit problem.	

Unit – I **Towards Dalit Studies:** Sources and Approaches of the Dalit Studies; Dalits and History: Methodological and Theoretical Questions; Indian Society and Origins of the Dalit Problem – Varna, Caste and Untouchability; Problems of Depressed Classes – Social, Religious, Educational, Cultural, Economic and Political

Unit – II **Caste and Academic Discourses:** Caste as a Category and its History; Colonial Interpretations – Orientalist Discourse; Nationalist Discourse and their Use of Caste and its Politicization; Caste and Historiography – Marxist, Nationalist and Subaltern; Caste and Social Change – Sociological Debates on *Sanskritization*, *Desanskritization* and *Dalitization* Paradigms

Unit – III **Dalits, Historiography and Dalit Literature:** Writings of Jotirao Phule, Ayothee Dass and B.R. Ambedkar; Popular Dalit Histories – Rewriting 1857, Reassessing National Movement; Fresh Historiography on the Lower Caste Movements; Dalit Autobiographies: Daya Pawar, Om Prakash Valmiki and Others

Unit – IV **Dalits and the Issues of Gender, Class, Religion and Culture:** Gender and Dalit Feminism; Print, Media and Dalits – Representations of Male and Female Dalit Bodies; Labour Movements and Dalits; Communalism and Dalits; Issue of Conversions; Dalit Voices and Dalit Culture in Counter-Public Spheres

Selected Readings:

Ambedkar, B.R., *Annihilation of Caste with A Reply to Mahatma Gandhi's Criticism*

Ashraf, K. M., *Life and Conditions of the People of Hindustan.*

Bandyopadhyay, Shekhar, *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872-1947*, Curzon, Surrey, 1997.

Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, Cambridge, 1999.

Chahal, S.K., *Dalits Patronized: Indian National Congress and the Untouchables of India (1921-1947).*

———, *Dr. B.R. Ambedkar: The Maker of Modern India*

———, *Hindu Social Reform: The Framework of Jotirao Phule*

Chauhan, G.C., *Some Aspects of Early Indian Society*, Red Lead Press, Pittsburg, U.S.A., 2012.

Forbes, Geraldine, *Women in Modern India*, Cambridge University Press, Cambridge, 1996.

Heimsath, Charles. R., *Indian Nationalism and Hindu Social Reform*

Keer, Dhananjaya, *Ambedkar – Life and Mission*

———, *Mahatma Jyotirao Phule Father of Social Revolution*

Kshirsagar, R. K., *Dalit Movement in India and its Leaders*, MD Publications Pvt. Ltd., New Delhi, 1994.

Mahar, J. Michael (ed.), *The Untouchables in Contemporary India*, The University of Arizona Press, Tuscan, Arizona, 1972.

Narayan, Badri, and A.R. Misra ed., *Multiple Marginalities: An Anthology of Identified Dalit Writing*, Manohar, Delhi, 2004.

Omvedt, Gail, *Cultural Revolt in a Colonial Society: Non-Brahman Movement in Western India 1873-1930.*

———, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*

O'Hanlon, Rosalind. [1985] 2002, rpt. 2010. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India.*

Pai, Sudha, *Dalit Assertion and the Unfinished Democratic Revolution: The Bahujan Samaj Party in Uttar Pradesh*, Sage, Delhi, 2002.

Prasad, Chandra Bhan, *Dalit Diary: 1999-2003: Reflections on Apartheid in India*, Pondicherry, Navayana, 2004.

Rao, Anupama (ed.), *Gender and Caste*, Kali for Women, Delhi, 2003.

———, *The Caste Question: Dalits and the Politics of Modern India*, Permanent Black, Delhi, 2009.

Rege, Sharmila, *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan, Delhi, 2006.

Uberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi: OUP, 2006.

Webster, John C. B., *The Dalit Christians: A History*, New Delhi, ISPCCK, 1994, (2nd Edition).

Mapping Matrix of Course HIS-E-35(ii)

Table 1: CO-PO Matrix for the HIS-E-35(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-35(ii).1	3	2	3	3	2	3	3	3	3	-	2	-
HIS-E-35(ii).2	3	3	3	2	2	3	3	3	3	-	2	-
HIS-E-35(ii).3	3	3	3	3	2	3	3	3	3	-	2	-
HIS-E-35(ii).4	3	3	3	3	2	3	3	3	3	-	2	-
AVERAGE	3	3	3	3	2	3	3	3	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-35(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-35(ii).1	3	2	3	3
HIS-E-35(ii).2	3	2	3	3
HIS-E-35(ii).3	3	2	3	3
HIS-E-35(ii).4	3	2	3	3
VERAGE	3	2	3	3

Course-HIS-E-36(i): History of Science & Technology in India – I	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of science and technology in India during the medieval times. At the end of the Course, the students will be able to:	
HIS-E-36(i).1	Know the of meaning, sources and state of science and technology in India during the early medieval times.
HIS-E-36(i).2	Understand the arrival of major ideas in science and technology in India during the medieval times and its impact.
HIS-E-36(i).3	Grasp the new experiments and innovations in science, technology and medicine ('STM') in medieval India.
HIS-E-36(i).4	Learn the role of modern science and technology in the colonial conquest of India.

- Unit – I **Towards History of Science & Technology in India:** Meaning and Scope; Sources of the History of Science & Technology in India; Major Developments in Science & Technology in India till 12th Century with Special Reference to Astronomy, Medical Science and Mathematics
- Unit – II **Science & Technology in Medieval India:** Concept of Rationality and Scientific Ideas in Muslim Thought with Special Reference to Fathullah Shirazi; Arabic Technologies and its Impact: Persian Wheel, Gun Powder, Textiles, Bridge Building and Alchemy
- Unit – III **New Developments in ‘STM’ in Medieval India:** Developments in Medical Knowledge and Interaction between Unani and Ayurveda; Astronomy in the Arabic Science and its Impact on India with Special Reference to Sawai Jaisingh; Education of Science & Technology in Medieval India
- Unit – IV **Science, Technology and the Colonial Conquest:** State of Science & Technology in India on the Eve of Advent of the British; Conquest of the British: Role of Science & Technology; East India Company and Scientific Explorations

Suggested Readings:

- | | |
|-------------------------------------|---|
| Alavi, M.A. & A. Rahman | <i>Fathullah Shirazi : A Sixteenth Century Indian Scientist</i> |
| Baber, Zaheer | <i>The Science of Empire : Scientific Knowledge, Civilization and Colonial Rule in India</i> |
| Bag, A.K. (ed.) | <i>Technology in Ancient India</i> |
| Bose, D.M. et. al. | <i>A Concise History of Science in India</i> |
| Brooke, J.H. | <i>Science and Religion : Some Historical Perspectives</i> |
| Chattopadhyaya, Debiprasad | <i>History of Science and Technology in Ancient India</i> |
| Digby, Simon | <i>War-Horse and Elephant in the Delhi Sultanate</i> |
| Habib, Irfan (ed.) | <i>Akbar and his India</i> |
| Habib, Irfan | <i>Medieval Technology : Exchanges between India and Islamic World</i> |
| Hassan, Ahmad Y. & Donald R. Hill | <i>Islamic Technology: An Illustrated History</i> |
| Hedrick, Daniel R. | <i>The Tools of Empire</i> |
| Hitti, Philip K. | <i>History of Arabs</i> |
| Jaggi, O.P. | <i>Science and Technology in Medieval India</i> |
| Kumar, Deepak | <i>Science and the Raj</i> |
| Kumar, Deepak | <i>Disease and Medicine in India : A Historical Overview</i> |
| Macleod , Roy & Deepak Kumar (eds.) | <i>Technology and the Raj : Western Technology and Technical Transfers to India 1700-1947</i> |
| Qaisar, A.J. | <i>Indian Response to European Technology and Culture</i> |
| Ray, Aniruddha & S.K. Bagchi | <i>Technology in Ancient and Medieval India</i> |
| Ray, P.C. | <i>History of Chemistry in Ancient and Medieval India</i> |
| Sangwan, Satpal | <i>Science, Technology and Colonization : An Indian Experience</i> |
| Spangenburg, R. | <i>The History of Science : From the Ancient Greeks to the Scientific Revolution, Vols. I-V</i> |

Mapping Matrix of Course HIS-E-36(i)

Table 1: CO-PO Matrix for the HIS-E-36(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-36(i).1	3	2	3	3	2	2	3	3	-	-	2	-
HIS-E-36(i).2	3	3	3	2	2	2	3	3	-	-	2	-
HIS-E-36(i).3	3	3	3	3	2	2	3	3	-	-	2	-
HIS-E-36(i).4	3	3	3	3	2	2	3	3	-	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	-	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-36(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-36(i).1	3	3	3	3
HIS-E-36(i).2	3	3	2	3
HIS-E-36(i).3	3	3	2	3
HIS-E-36(i).4	3	3	2	3

Course-HIS-E-36(ii): History of Architecture of India – I	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of architecture of India during the medieval times. At the end of the Course, the students will be able to:	
HIS-E-36(ii).1	Understand the salient features of architecture in pre-medieval India.
HIS-E-36(ii).2	Learn the emergence of the Mughal architecture in India and its salient features.
HIS-E-36(ii).3	Grasp the growth of regional architectural styles in India under the states of Vijayanagar, Sharkis, Jaunpur and Gujarat.
HIS-E-36(ii).4	Comprehend the growth of regional architectural styles in India under the states of Rajputana, Daccan, Malwa and south India.

Unit – I **Architecture in Pre-Medieval India:** Salient Features; Architecture under the Sultans of Delhi: Tribute, Corbelled and Arcuate Techniques; The Pre-Mughal Structures: Tombs, Mosques, Forts and Temples

Unit – II **Emergence of the Mughal Architecture:** Central Asian, Turkish and Provincial Influences on Mughal Architecture; Development of Decorative Patterns and Designs under the Mughals; Taj Mahal: A Case Study of Architectural Evolution; The Later Stage of Mughal Architecture

Unit – III **Regional Architectural Styles:** Vijayanagar; Sharki; Jaunpur; Gujarat

Unit – IV **Regional Architectural Styles:** Rajputana; Daccan; Malwa; South India

Suggested Readings:

Abha Rani	<i>Tughlaq Architecture of Delhi</i>
Ameen, Farooq (ed.)	<i>Contemporary Architecture and City Form</i>
Asher, Catherine B.	<i>Architecture of Mughal India</i>
Banga, Indu (ed.)	<i>The City in Indian History : Urban Demography, Society and Politics</i>
Brown, Perry	<i>Indian Architecture and Painting under the Mughals</i>
Christopher W. (ed.)	<i>Architecture in Victorian and Edwardian India</i>
Crimson, Mark	<i>Empire Building</i>
Davis, Philip	<i>Splendors of the Raj</i>
Everson, Norma	<i>The Indian Metropolis</i>
Ferguson, James	<i>History of Indian and Eastern Architecture</i>
Hovel, E.B.	<i>Indian Architecture Through the Ages</i>
Hill, Derek & Ogling Graber	<i>Islamic Architecture and its Decoration</i>
Joglekar, M.N. & S.K. Das (ed.)	<i>Contemporary Indian Architecture</i>
Jon Lang, Madhavi Desai & Miki Desai,	<i>Architecture and Independence</i>
King, Anthony D.	<i>The Bungalow</i>
Koch, Ebb	<i>Mughal Architecture: An Outline of its History and Development 1528-1858</i>
Koch, Ebb	<i>Mughal Art and Imperial Ideology</i>
Lawrence, Fames	<i>Raj: The Making and Unmaking of British India</i>
Michel, George & Sneha I. Shah (ed.)	<i>Ahmedabad and Bombay</i>
Mitter, Partha	<i>Art and Nationalism in Colonial India 1850-1922</i>
Morris, Jones	<i>Stones of Empire</i>
Rajan, K.V.	<i>Islam Builds India</i>
Tara Chand	<i>Influence of Islam on Indian Culture</i>
Tillotson, G.H.R.	<i>The Tradition of Indian Architecture</i>

Mapping Matrix of Course HIS-E-36(ii)

Table 1: CO-PO Matrix for the HIS-E-36(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-36(ii).1	3	2	3	3	2	2	3	3	-	-	2	-
HIS-E-36(ii).2	3	3	3	2	2	2	3	3	-	-	2	-
HIS-E-36(ii).3	3	3	3	3	2	2	3	3	-	-	2	-

HIS-E-36(ii).4	3	3	3	3	2	2	3	3	-	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	-	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-36(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-36(ii).1	3	2	2	3
HIS-E-36(ii).2	3	2	2	3
HIS-E-36(ii).3	3	2	2	3
HIS-E-36(ii).4	3	2	2	3

Course-HIS-E-37(i): Environmental History of India-I	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the Environmental Studies and also the Environmental History of India during the pre-colonial times. At the end of the Course, the students will be able to:	
HIS-E-37(i).1	Learn the importance and scope of the study of environmental issues.
HIS-E-37(i).2	Grasp the concept of Environmental History and the issues related to it in the context of India.
HIS-E-37(i).3	Understand the growth of environmental and ecological consciousness in Indian society and culture from ancient times upto the early medieval period.
HIS-E-37(i).4	Know the growth of environmental and ecological consciousness in Indian society and culture during the medieval times.

- Unit – I **Towards Environmental Studies:** Importance and Scope of the Study of Environmental Issues; Our Environmental Understanding and Importance of Environment for Humans; The Three Realms of Earth: Lithosphere, Hydrosphere, Atmosphere; Eco-Pathway in Ecological System; Concept of Sustainability
- Unit – II **Environmental History and the Related Issues:** Concept of Environmental History; Environmental Degradation in Human History and its Impact; Geography of India: Natural and Manmade Resources; Social Issues in India and Concept of Environmental Ethics
- Unit – III **Environmental and Ecological Consciousness in Pre-Colonial India-I:** Concept of Nature and Environmental Consciousness in Indian Culture; Early History: Vedic, Buddhist and Jain Environmental Ethics; Exploitation of Natural Resources for Development during Early Medieval Period

Unit – IV **Environmental and Ecological Consciousness in Pre-Colonial India-II:**
Concept of Nature and Environmental Consciousness in Bhakti and Sufi Traditions; Exploitation of Natural Resources for Development during the Sultanate Period; Exploitation of Natural Resources for Development during the Mughal Period; Over Exploitation and Ecological Destabilization during Later Mughal Period

Suggested Readings:

- Agrawal, Anil (ed.), *The State of India's Environment*, The Second Citizen Report, Delhi, 1985.
- Agrawal, Arun and Kalyanakrishnan Sivaramakrishnan (eds.), *Social Nature, Resources, Representations and Rule in India*, Delhi: OUP, 2000.
- Ahsan, Mohd., *Forest and Wild Life Management in Ancient India*, Times, Paryavaran Gyan Yagya Samiti, Lucknow.
- Arnold, David and Ramchandra Guha (ed.), *Nature, Culture and Imperialism: Essay on Environmental History of South Asia*, New Delhi, 1995
- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, New Delhi: OUP, 1995.
- Baviskar, Amita Z. (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008
- Baviskar, Amita (ed.), *Contested Waterscapes*, Delhi: OUP, 2008.
- Chhokar, Kiran B., *Understanding Environment*, Sage Publication, 2004.
- Chauhan, G.C., *Some Aspects of Early Indian Society*, Red Lead Press, Pittsburg, U.S.A., 2012.
- Cunningham, William P. & Barbara Woodworth, *Environmental Science*, Sakigo, USA, 1990
- Grove, Richard, *Green Imperialism*, Delhi: OUP, 1998.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
- Guha, Ramachandra, *The Unquiet Woods*, Delhi: OUP, 1989, 2000, revised edition.
- Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
- Guha, Sumit, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.
- Jain, Pankaj, *Dharma and Ecology in Hindu Communities*, Ashgate 2011.
- Mishra, Anupam, *Abhi Bhi Ghire Hain Taalab*, Gandhi Peace Foundation, New Delhi, 1993
- Misra, S.P. (ed.), *Essential Environmental Studies*, Ane Books, New Delhi, 2008
- Nair, Janaki, *The Promise of a Metropolis*, Delhi: OUP, 2007.
- Odum, E.P. *Fundamentals of Ecology*, W.B. Philadelphia Pennsylvania USA-1959.
- Roseneranz, S. Divan & M.I. Noble, *Environmental Law and Policy in India: Cases, Material and Statutes*, Oxford University Press, 2002.
- Saberwal, V. K. et al ed., *Battles over Nature*, Delhi: Permanent Black, 2003.
- Sharma, P.D., *Ecology and Environment*, Rastogi Publications, Meerut, 1990
- Rajan, S Ravi, *Modernizing Nature*, Delhi: Orient Black Swan, 2008.
- Rangarajan, Mahesh, *India's Wildlife History, An Introduction*, Delhi: Permanent Black, in association with Ranthambhore Foundation, 2001.
- Rangarajan, Mahesh, *Fencing the Forest*, Delhi: OUP, 1996.
- Rangarajan, Mahesh (ed.), *Environmental Issues in India*, Pearson, New Delhi, 2006.

Rangarajan, Mahesh and K. Sivaramakrishnan ed, *India's Environmental History*, Volumes I and II, Ranikhet: Permanent Black, 2011.

Arupjyoti Saikia, *Forests and the Ecological History of Assam*, Delhi: OUP, 2011.

Verma, Harishchandra, *Bharat Mein Arthik Rashtravada Ka Udbhav Aur Vikas* (Hindi), D.U. Press, New Delhi.

Worster (ed), *The End of Earth: Perspective of Modern Environmental History*, New York, 1988.

World Commission on Environment and Development 1987, *Our Common Future*, Oxford University Press, U.S.A.

Mapping Matrix of Course HIS-E-37(i)

Table 1: CO-PO Matrix for the HIS-E-37(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-37(i).1	3	2	3	3	2	3	3	3	3	-	2	-
HIS-E-37(i).2	3	3	3	2	2	3	3	3	3	-	2	-
HIS-E-37(i).3	3	3	3	3	2	2	3	3	3	-	2	-
HIS-E-37(i).4	3	3	3	3	2	2	3	3	3	-	2	-
AVERAGE	3	3	3	3	2	2.50	3	3	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-37(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-37(i).1	3	2	3	3
HIS-E-37(i).2	3	2	3	3
HIS-E-37(i).3	3	3	2	3
HIS-E-37(i).4	3	3	2	3
VERAGE	3	2.50	2.50	3

Course-HIS-E-37(ii): Intellectual History of India-I	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the intellectual history of India during the medieval times. At the end of the Course, the students will be able to:	
HIS-E-37(ii).1	Know the political and socio-religious thoughts and other intellectual developments in the early Islamic East.
HIS-E-37(ii).2	Learn the political and socio-religious thoughts and other intellectual

	developments in the early Islamic states in India.
HIS-E-37(ii).3	Grasp the political and socio-religious thoughts and other intellectual developments in the Mughal India.
HIS-E-37(ii).4	Understand the Ideas of Bhakti, monotheistic thoughts and other intellectual developments in medieval India.

Unit – I The Political and Socio-Religious Thoughts and Other Intellectual Developments in the Early Islamic East: Theories of Governance – Al-Mawardi on Caliphate; Nizamul Tusi on *Wizarat*; The Orthodox Religious Tradition – The Asharites; The Ethical Thought – Al-Ghazali; The Rationalist Thought – The Mutazalites, Origins of Sufi Ideas and the Concept of Tassawuf: Development and Disputations - Bayazid Bostami, Mansu Hallaj and Skaykh Umar Shahabuddin; Ibn Arabi's Concept of *Wahdatul Wujud*; Jalauddin Rumi's *Masnavis*; Shaikh Ali Hujwiri's *Kashful Mahjub*

Unit – II The Political and Socio-Religious Thoughts and Other Intellectual Developments in the Early Islamic States in India: Prominent Political Thinkers and Other Intellectuals - Al Baruni, Ziyauddin Barni and Amir Khusrau; Early Sufism in India: Tradition and Legends – Ghazi Mian; Chishti and Suhrawardi Silsilas; The *Qalandars* and the *Darveshes*

Unit – III The Political and Socio-Religious Thoughts and Other Intellectual Developments in the Mughal India: Prominent Political Thinkers and Other Intellectuals – Abul Fazl, Fatuhullah Shiraji, Badaoni and Darashikoh; The Naqshbandi Tradition and Revivalist Tendencies – Shaikh Ahmad Sirhindi and Shah Waliullah; The Nuqtavi Tradition; Messianic Tradition – Mahdavi and Roshaniya Movements; Intellectual Interventions of Royal Ladies – Nurjahan and Jeebunissa

Unit – IV The Ideas of Bhakti, Monotheistic Thought and Other Intellectual Developments in Medieval India: Kabir, Dadu Dayal, Ravidas, Satnamis, Namdev and Tukaram; Rise of Sikhism: Guru Nanak, Formation of *Panth*, Compilation of *Guru Granth Sahib* and the Later Gurus; Intellectual Developments in Medieval Regional States – Mewar, Jaunpur and Vijayanagar

Suggested Readings:

- Bernard: *The Assassins: A Radical Sect in Islam*, London, 1968.
Brown, E.G.: *A Literary History of Persia*, Cambridge, 1951, Vols. III & IV.
Earnest, Carl: *The Eternal Garden*, New York, 1993.
Encyclopedia of Islam (relevant articles from the new edition)
Friedman, Y., *Shaikh Ahmad Sirhindi: An outline of his thoughts and a study of his image in the eyes of Posterity*, Mc. Gill, Canada: 1971.
Grewal, J.S., *History of Sikhism*, Reprint. New Delhi: 1998.
Grewal, J.S. & Irfan. Habib, *Sikh History through Persian Sources*, New Delhi, 2001.
Lebeskind, Lewis Claudia: *Piety on its Knees: Three Sufi Traditions of South Asia*.
Malouf, Amin: *The Crusades Through Arab Eyes*, London, 1986.
Nizami, K.A.: *Religion and Politics in India during the Thirteen Century*, Aligarh, 1961.
Nizami, K.A. (ed.), *Politics and Society during the Early Medieval period being the Collected Works of Prof. Mohammad Habib*, Reprint; New Delhi: 1992, 2 Volumes.

Rizvi, S.A.A.: *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*, Reprint. New Delhi: 1993.

Robinson, Francis, *Ulema of Firangi Mahal*, Oxford University Press, Delhi, 2000.

Tirmingham, J.S.: *Sufi Orders of Islam*, London, 1971.

Vaudeville, C.: *A Weaver named Kabir*, New Delhi, 1991.

Mapping Matrix of Course HIS-E-37(ii)

Table 1: CO-PO Matrix for the Course HIS-E-37(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-37(ii).1	3	3	3	3	3	2	3	-	2	2	3	-
HIS-E-37(ii).2	3	3	2	3	3	2	3	-	2	2	3	-
HIS-E-37(ii).3	3	3	3	3	3	2	3	-	2	2	3	-
HIS-E-37(ii).4	3	3	3	3	3	2	3	-	2	2	3	-
AVERAGE	3	3	3	3	3	2	3	-	2	2	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-37(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-37(ii).1	3	3	2	3
HIS-E-37(ii).2	3	3	2	3
HIS-E-37(ii).3	3	3	2	3
HIS-E-37(ii).4	3	3	3	3
AVERAGE	3	3	2	3

M.A. (Final) History 4th Semester

LIST OF COURSES

Course No.	Name of the Course	No. of Credits	Teaching Scheme (Hrs./Week)			Examination Scheme (Marks)		
			L	T	P	(Sem. Theory Exam)	Internal Assessment	Total
HIS-C-38	Approaches of History	4	4	½ hrs.G	-	80	20	100
HIS-C-39	History of Haryana-II	4	4	½ hrs.G	-	80	20	100

One Course to be chosen from any of the following Specialization Courses (the corresponding option has to be taken in Semester-III)								
HIS-E-40(i)	Art, Architecture and Culture in Medieval India 1200 -1750	4	4	½ hrs.G	-	80	20	100
HIS-E-40(ii)	Indian National Movement 1885-1947	4	4	½ hrs.G	-	80	20	100
Two Courses to be chosen from any of the following Optional Course (the corresponding option has to be taken in Semester-III)								
HIS-E-41(i)	Socio-Religious Movements in India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-41(ii)	Health and Medicine in India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-42(i)	Business History of India 1200-1947	4	4	½ hrs.G	-	80	20	100
HIS-E-42(ii)	Peasant Movements in India	4	4	½ hrs.G	-	80	20	100
HIS-E-43(i)	State in Indian History - II	4	4	½ hrs.G	-	80	20	100
HIS-E-43(ii)	Republic of India 1947-1964	4	4	½ hrs.G	-	80	20	100
HIS-E-44(i)	Women in Indian History	4	4	½ hrs.G	-	80	20	100
HIS-E-44(ii)	Depressed Class Movements in India	4	4	½ hrs.G	-	80	20	100
HIS-E-45(i)	History of Science & Technology in India-II	4	4	½ hrs.G	-	80	20	100
HIS-E-45(ii)	History of Architecture of India-II	4	4	½ hrs.G	-	80	20	100
HIS-E-46(i)	Environmental History of India-II	4	4	½ hrs.G	-	80	20	100
HIS-E-46(ii)	Intellectual History of India-II	4	4	½ hrs.G	-	80	20	100

Core Courses:

Course-HIS-C-38: Approaches of History		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the different philosophical approaches of history and also the major modern approaches of Indian history. At the end of the Course, the students will be able to:		
HIS-C-38.1	Understand the Idealistic and Positivist approaches of history, with special reference to the historical contributions of W.G.F Hegel, Auguste Comte and Leopold Von Ranke.	
HIS-C-38.2	Learn the Materialistic, Annals and Post-Modern approaches of history, with special reference to the historical contributions of Karl Marx, Lucian Febvre, Marc Bloch and Michael Foucault.	
HIS-C-38.3	Grasp the modern approaches of Indian history, with special reference to the historical contributions Imperialist, Cambridge, Nationalist schools.	
HIS-C-38.4	Comprehend the modern approaches of Indian history, with special reference to the contributions of historians associated with Marxist school, Subaltern Studies and Dalit Studies.	

Unit – I **The Philosophical Approaches:** The Idealistic Approach with Special Reference to W.G.F Hegel; The Positivist Approach: Auguste Comte and Leopold Von Ranke

Unit – II **The Philosophical Approaches:** The Materialistic Approach with Special Reference to Karl Marx; The Annals Tradition and the Idea of Total History; The Post-Modernist Challenge with Special Reference to Michael Foucault

Unit – III **Approaches of Indian History:** Early Imperialist Historiography; Cambridge School; Nationalist Historiography

Unit – IV **Approaches of Indian History:** Marxist Historiography; Subaltern Studies; Dalit Studies and Historiography on the Lower Castes' Movements

Suggested Readings:

Ali, B. Sheikh
Bajaj, Satish K.
Barns, H.D.
Buddha Prakash
Burtons, Hans
Carr, E.H.

History : Its Theory and Method
Recent Trends in Historiography
A History of Historical Writing
Itihas Darshan (Hindi)
The Idea of Post Modern : A History
What is History?

Clark, Stuart	<i>The Annals Historians</i>
Collingwood, R.G.	<i>The Idea of History</i>
Comte, August	<i>The Course of Positivist Philosophy</i>
Croce, Bandito	<i>Philosophy of Spirit</i>
Dray, Arthur	<i>On History and Philosophers of History</i>
Evans, J. Richard	<i>In Defense of History</i>
Foucault, Michael	<i>Madness and Civilization: A History of Insanity in the Age of Reason</i>
Gooch, G.P.	<i>History and Historians in the Nineteenth Century</i>
Habib, Irfan	<i>Interpreting Indian History</i>
Hughes, Warrington	<i>Fifty Key Thinkers on History</i>
Jenkins, Keith (ed.)	<i>Post Modern History Reader</i>
Majumdar, R.K. & A.N. Srivastava	<i>Historiography</i>
Marx, Karl	<i>Das Capital</i>
Marx, Karl	<i>The Communist Manifesto</i>
Moon, Vasant (ed.)	<i>Dr. Babasaheb Ambedkar: Writings and Speeches, Vols. I, II, V & IX</i>
Omvedt, Gail	<i>Cultural Revolt in A Colonial Society: The Non Brahman Movement in Western India</i>
Omvedt, Gail	<i>Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India</i>
O'Hanlon, Rosalind	<i>Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India</i>
Philips, C.H.	<i>Historians of India, Pakistan and Ceylon</i>
Sen, S.P.	<i>Historians of Modern India</i>
Sridharan, E.	<i>A Textbook of Historiography</i>
Sridharan, E.	<i>Itihas Lekh (Hindi)</i>
Thompson, J.W.& Holm Bernord	<i>A History of Historical Writing, Vols. I & II</i>
William S.H.	<i>Some Twentieth Century Historians</i>
Zenkins, Keeth	<i>Why History: Reflections on the Possible End of History and Ethics under the Impact of Post-Modernism</i>

Mapping Matrix of Course HIS-C-38

Table 1: CO-PO Matrix for the Course HIS-C-38

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-C-38.1	3	3	3	3	3	2	3	3	2	-	3	-
HIS-C-38.2	3	3	3	3	3	2	3	3	2	-	3	-
HIS-C-38.3	3	3	3	3	3	2	3	3	2	-	3	-
HIS-C-38.4	3	3	3	3	3	2	3	3	2	-	3	-
AVERAGE	3	3	3	3	3	2	3	3	2	-	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-38

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-38.1	3	2	3	3

HIS-C-38.2	3	2	3	3
HIS-C-38.3	3	2	3	3
HIS-C-38.4	3	2	3	3
AVERAGE	3	2	3	3

Course-HIS-C-39: History of Haryana-II		Total Credit: 4
		Time: 3 Hrs.
		Marks: 100
		External: 80
		Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).		
Course Outcomes: The Course is designed to provide adequate understanding of the history of Haryana during the medieval and modern times. At the end of the Course, the students will be able to:		
HIS-C-39.1	Understand the socio-economic life and conditions in Haryana during the medieval times.	
HIS-C-39.2	Learn the features of cultural life and the process of urbanization in medieval Haryana.	
HIS-C-39.3	Grasp the socio-economic transition and change in Haryana during the colonial era.	
HIS-C-39.4	Comprehend the nature of national, communal and regional movements in modern Haryana until 1966.	

Unit – I **Medieval Haryana:** Social Institutions and Social Life; Economic Conditions – Agriculture and Land Revenue Systems; Industries, Handicrafts and Trade

Unit – II **Medieval Haryana:** Education and Literature; Arts and Architecture; Process of Urbanization

Unit – III **Colonial Haryana:** Growth of Modern Education; Transition in Economy with Special Reference to Agrarian Changes; Transition in Society: Urban and Rural; Socio-Religious Reform Movements – Arya Samaj and Sanatan Dharma Sabha

Unit – IV **Modern Haryana:** National Movement in Haryana: Different Phases of Anti-Imperialist Struggle; Politics of Unionist Party and the Role of Sir Chhotu Ram; Partition and Rehabilitation of the Displaced People; Creation of Haryana State

Suggested Readings:

Buddha, Prakash
Buddha, Prakash
Chhotu Ram
Darling, Malcolm
Gopal, Madan

Glimpses of Haryana
Haryana Through the Ages
Bechara Kisan (Hindi tr. by K.C. Yadav)
Punjab Peasantry in Prosperity and Debt
Sir Chhotu Ram : A Political Biography

Griffin, L.H. *The Rajas of Punjab*
Gupta, H.R. *The Marathas and Panipat*
Hussain, Azim *Fazl-i-Hussain : A Political Biography*
Jagdish Chandra *Freedom Movement in Haryana*
Jagdish Chandra *Gandhi and Haryana*
Jones, K.W. *Arya Dharma : Hindu Consciousness in the 19th Century Punjab*
Jones, K.W. *Socio-Religious Reform Movements in British India*
Juneja, M.M. *History of Hisar*
Kayo, Johan William *Life of Lord Metcalfe, Vols. I & II*
Kundu, C.L. and Udai Shankar *Education in Haryana*
Mittal, S.C. *Haryana : A Historical Perspective*
Muztar, B.K. *Haryana : Political and Cultural*
Nanda, J. *Punjab Uprooted : A Survey of the Punjab Riots and Rehabilitation Problems*
Naqvi, H.K. *Urbanization and Urban Centres under the Great Mughals*
Nurullah, S. & J.P.Naik *History of Education in India*
Phadke, H.A. *Haryana : Ancient and Medieval*
Prem Chaudhury *Punjab Politics and the Role of Sir Chhotu Ram*
Saini, B.S. *Social and Economic History of Punjab*
Sarkar, J.N. *Fall of the Mughal Empire*
Sharma, S.R. *Haryana Ke Swantantrata Sainani (Hindi)*
Shukla, S.P. *Indian Freedom Struggle and the Role of Haryana*
Singh, Amarjit *Punjab Divided: Politics of the Muslim League and Partition 1935-1947*
Singh, Chattar *Social and Economic Change in Haryana*
Singh, Chetan *Region and Empire : Punjab in the 17th Century*
Singh, Fauja *History of Punjab*
Singh, Pardaman, and S.P. Shukla *Freedom Struggle in Haryana and Indian National Congress 1885-1985*
Singh, Ranjit *Haryana Ke Arya Samaj Ka Itihas (Hindi)*
Talbot, Ian *Punjab and the Raj*
Tanwar, R. *The Politics of Sharing Power : The Punjab Unionist Party*
Tanwar, R. *Reporting Partition of Punjab 1947 : Press, Public and Other Opinions*
Verma, D.C. *Sir Chhotu Ram: Life and Times*
Yadav, B.N.S. *Society and Culture of Northern India in the 12th Century*
Yadav, K.C. *Haryana: Studies in History and Culture*
Yadav, K.C. *Haryana: Itihas Evam Sanskriti (Hindi), Vols. I & II*
Yadav, K.C. (ed.) *Journal of Haryana Studies, Various Issues*

Mapping Matrix of Course HIS-C-39

Table 1: CO-PO Matrix for the Course HIS-C-39

COURSE OUTCOME S	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2

HIS-C-39.1	3	3	3	2	2	2	3	-	2	2	3	-
HIS-C-39.2	3	3	3	2	2	2	3	-	2	2	3	-
HIS-C-39.3	3	3	3	2	2	2	3	-	3	3	3	-
HIS-C-39.4	3	3	3	2	2	2	3	-	3	3	3	-
AVERAGE	3	3	3	2	2	2	3	-	2.50	2.50	3	-

Table 2: CO-PSO Matrix for the Course HIS-C-39

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-C-39.1	3	3	2	3
HIS-C-39.2	3	3	2	3
HIS-C-39.3	3	3	2	3
HIS-C-39.4	3	3	2	3
AVERAGE	3	3	2	3

Specialization Courses:

Course-HIS-E-40(i): Art, Architecture and Culture Medieval India 1200-1750	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of art, architecture and culture in medieval India during 1200-1750. At the end of the Course, the students will be able to:	
HIS-E-40(i).1	Understand the salient features of cultural life in medieval India.
HIS-E-40(i).2	Learn the development of architecture under the Delhi Sultanate and regional states in India and its salient features.
HIS-E-40(i).3	Grasp the growth of architecture under the Mughals in India.
HIS-E-40(i).4	Comprehend the growth of visual and performing arts under the Mughals in India.

Unit – I **Cultural Life in Medieval India:** Systems of Education; Growth of Literature: Persian, Sanskrit and Hindi; Patronage of Learning; Way of Life

Unit – II **Architecture under the Sultanate and Regional States:** Development under the Sultans: Mamluqs, Khaljis, Tughlaqs and Lodhis; Regional Architecture – Vijayanagar and Sharqi

Unit – III **Mughal Architecture:** The Early Phase; Development from Akbar to Shahjahan; The Later Phase

Unit – IV **Visual and Performing Arts:** Mughal, Rajput and Kangra Schools of Painting; Dance and Music; Arts and Evolution of Composite Culture

Suggested Readings:

Ali, M. Athar	<i>Mughal India : Studies in Polity, Ideas, Society and Culture</i>
Asher, Catherine B.	<i>Architecture of Mughal India</i>
Ashraf, K.M.	<i>Life and Conditions of the People of Hindustan</i>
Aziz, Ahmad	<i>Studies in Islamic Culture in the Indian Environment</i>
Beach, Moloch	<i>Mughal and Rajput Paintings</i>
Brown, Percy	<i>Indian Architecture and Painting under the Mughals</i>
Chopra, P.N.	<i>Life and Letters under the Mughals</i>
Habib, Irfan	<i>Medieval India 1200-1750</i>
Habib, Irfan	<i>Medieval Technology : Exchanges between India and Islamic World</i>
Hovel, E.B.	<i>Indian Architecture Through the Ages</i>
Koch, Ebb	<i>Mughal Architecture : An Outline of its History and Development 1528-1858</i>
Koch, Ebb	<i>Mughal Art and Imperial Ideology</i>
Qaisar, A.J.	<i>Indian Response to European Technology and Culture</i>
Rashid, A.	<i>Society and Culture in Medieval India</i>
Siddiqui, I.H.	<i>Essays on Intellectual Thought and Culture</i>
Srivastava, A.L.	<i>Medieval Indian Culture</i>
Stein, Burton	<i>New Cambridge History of India : Vijayanagar</i>
Tara, Chand	<i>Influence of Islam on Indian Culture</i>
Umar, Muhammad	<i>Muslim Society in North India During the 18th Century</i>
Umar, Muhammad	<i>Urban Culture in North India During the 18th Century</i>
Verma, S.P.	<i>Mughal Painters and Their Works</i>
Tara Chand	<i>Influence of Islam on Indian Culture</i>

Mapping Matrix of Course HIS-E-40(i)

Table 1: CO-PO Matrix for the HIS-E-40(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-40(i).1	3	2	3	3	2	2	3	3	-	-	2	-
HIS-E-40(i).2	3	3	3	2	2	2	3	3	-	-	2	-
HIS-E-40(i).3	3	3	3	3	2	2	3	3	-	-	2	-
HIS-E-40(i).4	3	3	3	3	2	2	3	3	-	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	-	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-40(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-40(i).1	3	2	3	3
HIS-E-40(i).2	3	2	2	3

HIS-E-40(i).3	3	2	2	3
HIS-E-40(i).4	3	2	2	3

Course-HIS-E-40(ii): Indian National Movement 1885-1947		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20		
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).				
Course Outcomes: The Course is designed to provide adequate understanding of the history of Indian national movement during the period 1858-1947. At the end of the Course, the students will be able to:				
HIS-E-40(ii).1	Understand the processes and developments related to the rise of nationalism and the beginning of national movement in India.			
HIS-E-40(ii).2	Learn the processes and developments related to growth of national movement under the Indian National Congress.			
HIS-E-40(ii).3	Grasp the processes and developments related to growth of national movement under the non-Congress outfits.			
HIS-E-40(ii).4	Comprehend the historical circumstances leading to the independence and partition of India.			

Unit – I **Rise of Indian National Movement:** Genesis of Nationalism; Founding of Indian National Congress; The Moderates: Ideology and Politics; Rise of the Extreme Nationalism: Ideology and Politics; Partition of Bengal and the Swadeshi Movement; First Phase of the Revolutionary Movement; Founding of the Muslim League and its Politics

Unit – II **Growth of Indian National Movement-I:** World War-I and India: Lucknow Pact and the Home Rule Movement; Emergence of Mahatma Gandhi: Rowlett Satyagraha, Khilafat and Non-Cooperation Movement; Civil-Disobedience Movement; Quit India Movement

Unit – III **Growth of Indian National Movement-II:** Politics of Swaraj Party; Rise of the Left Wing in Indian Politics; Round Table Conference and the Conclusion of Poona Pact; Trade Union Movement; Peasant Movements; Second Phase of the Revolutionary Movement; Congress Socialist Party; Subhas Chandra Bose and Indian National Army

Unit – IV **Towards Independence and Partition:** Muslim Communal Politics in 1930s; Rise of the Demand of Pakistan; Cripps Mission and Indian Politics; Gandhi-Jinnah Negotiations and Wavell Plan; Cabinet Mission and Mountbatten Plan: Independence and Partition

Suggested Readings:

- Agrow, D. *Moderates and Extremists in the Indian National Movement*
- Ambedkar, B.R. *Pakistan or the Partition of India*
- Ambedkar, B.R. *What Congress and Gandhi have Done to the Untouchables*
- Bhuyan, Arun *The Quit India Movement*
- Brown, Judith *Gandhi's Rise to Power: Indian Politics 1915-22*
- Brown, Judith *Gandhi : The Prisoner of Hope*
- Bipan Chandra *Rise and Growth of Economic Nationalism in India*
- Bipan Chandra *Colonialism and Nationalism in India*
- Bipan Chandra *Essays on Communalism*
- Bipan Chandra et. al. *India's Struggle for Independence*
- Desai, A.R. *Social Background of Indian Nationalism*
- Desai, A.R. *Peasant Struggle in India*
- Ghosh, P.C. *The Indian National Congress*
- Guha, Ranjit *Elementary Aspects of Peasant Insurgency in Colonial India*
- Guha, Ranjit (ed.) *Subaltern Studies, Vols. I – XI*
- Gupta, M.N. *History of the Revolutionary Movement in India*
- Hardy, Peter *The Muslims of British India*
- Hasan, Mushirul *India's Partition : Process, Strategy and Mobilization*
- Hasan, Mushirul *Nationalism and Communal Politics in India 1916-1928*
- Joshi, Shashi and Bhagwan Josh *Struggle for Hegemony in India, Vols. I-III*
- Kumar, Kapil *Peasants in Revolt*
- Lal Bahadur *Muslim League*
- Low, D.A. (ed.) *Congress and the Raj : Facets of the Indian Struggle 1917-1947*
- Majumdar, R.C. *History of the Freedom Movement in India, Vols. I-IV*
- Mehrotra, S.R. *The Emergence of the Indian National Congress*
- Mohan, Kamlesh *Militant Nationalism in the Punjab*
- Moon, Penderal *Divide and Quit*
- Moore, R.J. *Crisis of Indian Unity*
- Nanda, B.R. *Gandhi and his Critics*
- Page, David *Prelude to Partition*
- Pannikar, K.N. *National and Left Movements in India*
- Roy, Satya Murti (ed.) *Bharat Mein Upniveshavad Evam Rashtravad (Hindi)*
- Sarkar, Sumit *Modern India 1885-1947*
- Shankar, Girija *The Socialist Trend in the Indian National Congress*
- Shukla, R.L. (ed.) *Adhunik Bharat Ka Itihas (Hindi)*
- Singh, Amarjit *Punjab Divided : Politics of the Muslim League and Partition 1935-1947*
- Singh, Amarjit *Jinnah and Punjab: Shamsul Hasan Collection and Other Documents*
- Singh, Anita Inder *The Origins of the Partition of India 1936-1947*

Singh, L.P.
Sitaramayya, P.
Tanwar, R.

The Left Wing in India
History of the Indian National Congress, Vols. I-III
Reporting Partition of Punjab 1947 : Press, Public and
Other Opinions

Tara Chand
Tomlinson, B.R.
Vajpeyi, J.N.

History of the Freedom Movement in India, Vols. I-IV
The Indian National Congress and the Raj : 1929-1942
The Extremist Movement in India

Mapping Matrix of Course HIS-E-40(ii)

Table 1: CO-PO Matrix for the Course HIS-E-40(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-40(ii).1	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-40(ii).2	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-40(ii).3	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-40(ii).4	3	3	3	3	2	2	3	-	2	3	2	-
AVERAGE	3	3	3	3	2	2	3	-	2	3	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-40(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-40(ii).1	3	3	2	3
HIS-E-40(ii).2	3	3	2	3
HIS-E-40(ii).3	3	3	2	3
HIS-E-40(ii).4	3	3	2	3
AVERAGE	3	3	2	3

Optional Courses:

Course-HIS-E-41(i): Socio-Religious Movements in India 1200-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of socio-religious movements in India during 1200-1947. At the end of the Course, the students will be able to:	
HIS-E-41(i).1	Understand the historical developments occurred after the advent of Islam in India.
HIS-E-41(i).2	Learn the ideology, nature and impact of various socio-religious movements

	in medieval India.
HIS-E-41(i).3	Grasp the ideology, nature and impact of various socio-religious movements in modern India.
HIS-E-41(i).4	Comprehend the nature and impact of various protest movements of the oppressed classes in modern India.

Unit – I **Advent of Islam in India:** Impact of Islam on Indian Society; Religious Cults of Islam with special reference to Sunnis and Shias; Religious Cults in Early Medieval India

Unit – II **Socio-Religious Movements in Medieval India:** Sufi and Bhakti – Their Ideology, Nature and Impact; Rise of *Silsilahs* and *Panths*

Unit – III **Socio-Religious Movements in Modern India:** Brahma Samaj; Arya Samaj; Ramkrishan Mission; Theosophical Society; Aligarh Movement; Singh Sabha Movement

Unit – IV **Protest Movements in Modern India:** Sri Narayan Dharma Movement; Satyashodhak Samaj; Self Respect Movement; Depressed Class Movement with Special Reference to the Role of Dr. B. R. Ambedkar; Tribal Movements with Special Reference to the Role of Birsa Munda

Suggested Readings:

- | | |
|---------------------|--|
| Ambedkar, B.R. | <i>What Congress and Gandhi have Done to the Untouchables</i> |
| Beteitte, Andre | <i>Caste, Class and Power</i> |
| Bhatnagar, S. (ed.) | <i>Studies in Social History</i> |
| Chahal, S.K. | <i>Dalits Patronized: Indian National Congress and the Untouchables of India 1921-1947</i> |
| _____ , | <i>Dr. B.R. Ambedkar: The Maker of Modern India</i> |
| _____ , | <i>Hindu Social Reform: Framework of Jotirao Phule</i> |
| Chopra, P.N. | <i>Some Aspects of Social Life during the Mughal Age(1526-1707)</i> |
| Datta, K.K. | <i>Social History of Modern India</i> |
| Gore, M.S. | <i>Social Context of An Ideology : Ambedkar's Political and Social Thoughts</i> |
| Guha, Ranjit (ed.) | <i>Subaltern Studies, Vols. I-XI</i> |
| Heimsath, Charles | <i>Indian Nationalism and Hindu Social Reform</i> |
| Jain, M.S. | <i>The Aligarh Movement</i> |
| Jones, K.W. | <i>Arya Dharma : Hindu Consciousness in the 19th Century Punjab</i> |
| Jones, K.W. | <i>Socio-Religious Reform Movements in British India</i> |
| Joshi, Barbara | <i>Untouchable! Voices from the Dalit Liberation Movement</i> |
| Joshi, V.C. (ed.) | <i>Rammohan Roy and Process of Modernization in India</i> |
| Majumdar, B.B. | <i>History of Indian Social and Political Ideas : From Rammohan to Dayananda</i> |
| Majumdar, R.C. | <i>British Paramountcy and Indian Renaissance, Vol. X</i> |
| Majumdar, R.C. | <i>The History and Culture of Indian People, Vols. V & VII</i> |

Moon, Vasant (ed.)	<i>Dr. Babasaheb Ambedkar: Writings and Speeches, Vols. I, II, V & IX</i>
Nizami, K.N.	<i>Some Aspects of Religion and Politics in the Thirteenth Century</i>
Nurullah, S. & J.P. Naik	<i>History of Education in India</i>
Ojha, P.N.	<i>Some Aspects of North Indian Social Life</i>
Omvedt, Gail	<i>Cultural Revolt in A Colonial Society : The Non-Brahman Movement in Western India</i>
Omvedt, Gail	<i>Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India</i>
O'Hanlon, Rosalind	<i>Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India</i>
Patil, P.G. (tr.)	<i>Collected Works of Mahatma Jyotirao Phoolley, Vols. I & II</i>
Rashid, Abdul	<i>Society and Culture in Medieval India</i>
Rizvi, S.A.A.	<i>History of Sufism in India, Vols. I & II</i>
Rizvi, S.A.A.	<i>Religious and Intellectual History of the Muslims in Akbar's Reign</i>
Sarkar, Sumit	<i>Modern India 1885-1947</i>
Singh, Suresh	<i>The Dust Storm and the Hanging Mist</i>
Smith, W.C.	<i>Modern Islam in India</i>
Strokes, Eric	<i>The English Utilitarians and India</i>
Tara Chand	<i>Influence of Islam on Indian Culture</i>
Wilson, C.H.	<i>The Sects of the Hindus</i>

Mapping Matrix of Course HIS-E-41(i)

Table 1: CO-PO Matrix for the Course HIS-E-41(i)

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
HIS-E-41(i).1	3	3	3	3	2	2	3	-	3	-	2	-
HIS-E-41(i).2	3	3	3	3	2	2	3	-	3	-	2	-
HIS-E-41(i).3	3	3	3	3	2	2	3	-	3	-	2	-
HIS-E-41(i).4	3	3	3	3	2	2	3	-	3	-	2	-
AVERAGE	3	3	3	3	2	2	3	-	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-41(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-41(i).1	3	3	2	3
HIS-E-41(i).2	3	3	2	3
HIS-E-41(i).3	3	3	2	3
HIS-E-41(i).4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-41(ii): Health and Medicine in India 1200-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short	

conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the social history of health and medicine in India during 1200-1947. At the end of the Course, the students will be able to:	
HIS-E-41(ii).1	Understand the concept, sources and approaches of the social history of health and medicine and the developments in scholarship in the area of the studies.
HIS-E-41(ii).2	Grasp the <i>Ayurvedic</i> , <i>Yunani</i> , Homoeopathic and Adivasi medicinal and healing systems and the systems of preventive medicine and therapies prevailed in pre-colonial India.
HIS-E-41(ii).3	Comprehend the evolution of the British policy of public health in colonial India and the founding of medical colleges, hospitals and pharmacies.
HIS-E-41(ii).4	Learn the major colonial medical interventions and the ‘indigenous response’ to the western medicine and the colonial interventions.

Unit – I Towards the Social History of Health and Medicine: Sources and Approaches of the History of Health and Medicine; Developments in Scholarship – The Shift from ‘Colonial Medicine’ to the Social History of Health and Medicine; Beliefs and Practices; Concept of the Disease – Body, Health and Illness; Concept of the Hygiene – ‘Pure’ and ‘Impure’; Sanitation Technology

Unit – II The Pre-Colonial Medicinal and Healing Systems in India: *Ayurvedic*, *Yunani*, Homoeopathic and Adivasi Healing Systems; Interactions between *Ayurvedic* and *Yunani* Therapies; The Indigenous Medical Practitioners – *Vaidis*, *Hakims* and Homoeopaths; The Early 18th Century and the Turn to Arabic Learning – Discussions on Religion and Medicine; The Pre-Colonial Systems of Preventive Medicine and Therapies

Unit – III Evolution of the Colonial Policy of Public Health in India: The Meaning and Relevance of Colonial Medicine – Tool of Empire? Early Colonial Concerns about Health; Political Economy of the Issue of Health; Ideas, Aspects and Policy of Urban Health and Public Health; Colonial Discourse on the Tropical Diseases; Founding of Medical Institutions: Colleges, Hospitals and Pharmacies

Unit – IV Colonial Medical Interventions and Indian Society: Dialogue between Western and Indigenous Medicines: Allopathic Medical Theories and the Indigenous ‘Inputs’ – Race, Caste, Tribe and Gender; Outbreak of Epidemics and the Colonial Medical Interventions in Public Health – Vaccination Policy, Quarantine and ‘Lock Hospitals’; The Issue of Gender, Missionaries and Women’s Health; Centres of ‘Confinement’– Leprosy, Lunatic and Mental Asylums; ‘Indigenous Response’ to Western Medicine and Colonial Medical Interventions – Popular Perceptions, Public Debates and the Nationalist Perspective

Suggested Readings:

- Alavi, S. & Attewell, G.N.A., *Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition, 1600-1900*. Basingstoke: Palgrave Macmillan, 2008.
- Arnold, D., *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, Berkeley: University of California Press: 1993.
- Bagchi, Ashoke K, *Medicine in Medieval India: 11th to 18th Centuries*, KonarkPublishers, Delhi, 1997.
- Buckingham, Jane, *Leprosy in Colonial South India: Medicine and Confinement*, Basingstoke: Palgrave, 2,002.
- Foucault, Michel, *The Birth of the Clinic: An Archaeology of Medial Perception*, Vintage Books, New York, 1973.
- Garcia-Ballester, Luis, *Medicine in a Multicultural Society: Christian, Jewish and Muslim Practitioners in the Spanish Kingdoms, 1222-1610*, England, Ashgate Publishing, 2001.
- Ghosh, AK. *A Short History of the Development of Homeopathy in India*. LAP Lambert: Academic Publishing, 2012. New Delhi: Orient Longman, 2007.
- Gupta, Beni, *Medical Beliefs and Superstitions*, Sundeep Prakashan, Delhi, 1979.
- Guy, Attewell, *Refiguring Unani Tibb: Plural Healing in Late Colonial India*, New Delhi: Orient Longman, 2007.
- Harrison, Mark, *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914*, Cambridge: Cambridge University Press, 1994.
- Mukharji, P.B., *Nationalising the Body: The Medical Market, Print and Daktari Medicine*, London: Anthem 2009.
- Pati, Biswamoy and Mark Harrison (eds.), *The Social History of Health and Medicine in Colonial India*, London: Routledge, 2009.
- Pati, Biswamoy and Mark Harrison *Health, Medicine and Empire, New Delhi: Orient Longman, 2001*.
- Selin, Helaine (ed.), *Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures*, Kluwer Academic Publishers, Dordrecht, 1997.
- Wujastyk, D. *The Roots of Ayurveda*. New Delhi: Penguin, 1999.
- Waltraud, Ernst, 'Feminizing Madness: Feminizing the Orient: Gender, Madness and Colonialism, c. 1860-1940', in S. Kak and B. Pati (eds.), *Exploring Gender: Colonial and Post-Colonial India*, New Delhi: Nehru Memorial and Museum Library, 2005.

Mapping Matrix of Course HIS-E-41(ii)

Table 1: CO-PO Matrix for the HIS-E-41(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-41(ii).1	3	2	3	3	2	3	3	3	3	-	2	-
HIS-E-41(ii).2	3	3	3	2	2	2	3	3	3	-	2	-
HIS-E-41(ii).3	3	3	3	3	2	2	3	3	3	-	2	-
HIS-E-41(ii).4	3	3	3	3	2	3	3	3	3	-	2	-
AVERAGE	3	3	3	3	2	2.5 0	3	3	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-41(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-41(ii).1	3	2	3	3
HIS-E-41(ii).2	3	3	2	3
HIS-E-41(ii).3	3	3	2	3
HIS-E-41(ii).4	3	3	3	3
VERAGE	3	2.75	2.50	3

Course-HIS-E-42(i): Business History of India 1200-1947	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the business history of India during 1200-1947. At the end of the Course, the students will be able to:	
HIS-E-42(i).1	Understand the nature and features of trade and business in pre-colonial India.
HIS-E-42(i).2	Learn the major historical developments related to trade and business under the East India Company.
HIS-E-42(i).3	Comprehend the major historical developments related to trade and business under the British Raj.
HIS-E-42(i).4	Grasp the historical developments related to the emergence of Indian business in modern India.

Unit – I **Business in Pre-Colonial India:** Caste and Business Communities; Trade and Commerce – Internal and External; Important Trade Centers; Credit and Indigenous Banking System; Potentialities of Capitalist Growth

Unit – II **Trade and Business under East India Company:** European Trading Interests in India upto 1757; East India Company's Trade during 1757-1883; British Private Trade in India in the Eighteenth Century; Role of European Agency Houses during 1793-1848; Indigenous Bankers during 1800-1850; Origins and Growth of Managing Agency System

Unit – III **Trade and Business under the Raj:** Railways, Roads and Telegraphs –Impact on Business and Trade; British Monetary Policy and Emergence of Modern Banking System – Impact on Business and Trade; European Chambers of Commerce – Its Business Interests in India

Unit – IV **Emergence of Indian Business:** Rise of Indian Industrial Houses with particular reference to Tata; Founding of Indian Chamber of Commerce; Conflict between British and Indian Business Interests and its Impact on Indian Politics; National Planning Committee and the ‘Bombay Plan’

Suggested Readings:

Bagchi, A.K.	<i>The Presidency Banks and the Indian Economy 1876-1914</i>
Banerjee, T.D.	<i>Internal Market of India 1834-1900</i>
Buchanan, D.H.	<i>The Development of Capitalist Enterprise in India</i>
Bhattacharya, S.	<i>Adhunik Bharat Ka Arthik Itihas (Hindi)</i>
Chatterji, Basudeb	<i>Trade, Tariff and Empire</i>
Chaudhuri, K.N.	<i>The Economic Development of India under the East India Company</i>
Culloch, Mac	<i>Early English Tracts of Commerce</i>
Doraiswami, S.V	<i>Indian Finance, Currency and Banking</i>
Dutt, R.C.	<i>The Economic History of India, Vols. I-II</i>
Jain, L.C.	<i>Indigenous Banking in India</i>
Kumar, Dharma (ed.)	<i>The Cambridge Economic History of India, Vol. II</i>
Mishra, Girish	<i>Economic History of India</i>
Mishra, Girish	<i>Adhunik Bharat Ka Arthik Itihas (Hindi)</i>
Mukherjee, R.K.	<i>The Economic History of India 1600-1800</i>
Muranjan, S.K.	<i>Modern Banking in India</i>
Ray, Rajat (ed.)	<i>Entrepreneurship and Industry in India 1800-1847</i>
Raychaudhury, Tapan & Irfan Habib (eds.)	<i>The Cambridge Economic History of India, Vols. I & II</i>
Roy, Tirthankar	<i>Economic History of India 1857-1947</i>
Rungta, R.S.	<i>The Rise of Business Corporation in India 1851-1900</i>
Sanyal, R.N.	<i>Development of Indian Railways</i>
Tomlinson, B.R.	<i>The Political Economy of the Raj 1914-1947</i>
Tomlinson, B.R.	<i>Economy of Modern India 1860-1970</i>

Mapping Matrix of Course HIS-E-42(i)

Table 1: CO-PO Matrix for the Course HIS-E-42(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-42(i).1	3	2	3	3	2	2	3	3	2	-	2	-
HIS-E-42(i).2	3	3	3	2	2	2	3	3	2	-	2	-
HIS-E-42(i).3	3	3	3	3	2	2	3	3	2	-	2	-
HIS-E-42(i).4	3	3	3	3	2	2	3	3	2	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	2	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-42(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-42(i).1	3	3	2	3

HIS-E-42(i).2	3	3	2	3
HIS-E-42(i).3	3	3	2	3
HIS-E-42(i).4	3	3	2	3
VERAGE	3	3	2	3

Course-HIS-E-42(ii): Peasant Movements in India	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of peasant movements in India during the medieval and modern times. At the end of the Course, the students will be able to:	
HIS-E-42(ii).1	Understand the sources and approaches of the Peasant Studies and the roots and nature of the peasant problem in India.
HIS-E-42(ii).2	Learn the causes, nature and impact of peasant revolts in medieval and colonial India.
HIS-E-42(ii).3	Comprehend the nature of the peasant upsurge during the Indian freedom movement.
HIS-E-42(ii).4	Grasp the growth of independent peasant movements in modern India.

- Unit – I **Towards the Peasants Studies in India:** Sources and Approaches of the Peasant Studies; Peasantry in Indian Society – Various Classes and Communities; Exploitation of Peasants by Pre-Colonial and Colonial States with Special Reference to the Land Revenue Systems and Explanations of Peasant Unrest in India
- Unit – II **Peasant Revolts in Medieval and Colonial India:** Revolts against the Mughals – Satnamis, Marathas, Sikhs and Jats; Peasant Revolts against the British Colonialism – Pabna Indigo Uprising, Deccan Riots, Kuka Movement; Tribal Uprisings
- Unit – III **Indian Freedom Movement and the Peasant Upsurge:** Champaran Satyagraha; Khera Satyagraha; Mopilla Uprising; Peasant Struggle under Satyashodhak Samaj; Bardoli Satyagraha; Left Parties and Peasant Struggles
- Unit – IV **Peasant Movements in Modern India:** Bijolia Kisan Movement; Movements of the Provincial Kisan Sabhas and All India Kisan Sabha; Peasants in Electoral Politics with Special Reference to Punjab and Bengal; Tebhaga Movement; Telangana Movement

Suggested Readings:

Bose, Sujata
Dale, S.

Peasant, Labour and Colonial Capital : Rural Bengal Since 1770
Islamic Society on the South Asian Frontier: The Mopillas of

- Desai, A.R. *Malabar 1498-1922*
Desai, M , S.H. Rudolph, and Ashok Rudra *Peasant Struggle in India*
Dey, J. *Agrarian Power and Agricultural Productivity in South Asia*
Dhanagre, D.N. *History of the Krishak Praja Party in Bengal 1928-1947*
Dharma Kumar *Agrarian Movements and Gandhian Politics*
Gashman, R.F. *Land and Caste in South India*
Guha, Ranjit (ed.) *The Myth of the Lokmanya Tilak and Mass Problems in Maharashtra*
Gupta, Dipankar *Subaltern Studies, Vols. I-XI*
Habib, Irfan *Rivalry and Brotherhood : Politics in the Life of Farmers in Northern India*
Habib, Irfan *The Agrarian System of Mughal India*
Hardiman, D. *Essays in Indian History : Towards A Marxist Perception*
Hardiman, David *Peasant Nationalists of Gujarat*
Hardiman, David (ed.) *Feeding the Baniya : Peasants and Usurers in Western India*
Hauser, Walter *Peasant Resistance in India*
Henighan, S. *The Bihar Provincial Kisan Sabha 1929-1942*
Hobs Baum *General Setting of the Champaran Satyagrah*
Islam, Sirajul *Premature Rebels*
Logan, W. *Rent and Raiyat : Society and Economy of Eastern Bengal (1859-1928)*
Lowden, David *Manual of Malabar*
Kumar, Kapil *An Agrarian History of South Asia*
Mishra, G. *Peasants in Revolt*
Mittal, S.K. *Agrarian Problems of Permanent Settlement: A Case Study of Champaran*
Mukherjee, Mridula *Peasant Uprisings and Mahatma Gandhi in North Bihar*
Omvedt, Gail *Peasants in India's Non-Violent Revolution*
O'Hanlon, Rosalind *Cultural Revolt in A Colonial Society : The Non-Brahman Movement in Western India*
Prakash, Gyan *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India*
Raichoudhary, S. *The World of the Rural Labourer in Colonial India*
Randhawa, M.S. *Leftist Movement in India 1917-1947*
Rasul, M. N. *A History of Agriculture in India, Vols. I-IV*
Robb, Peter *A History of the All India Kisan Sabha*
Sahu, B.P. *Meanings of Agriculture : Essays in South Asian History and Economy*
Saranwati, Sahjananada *Land System and Rural Society in Early India*
Sen. Amartya *Mera Jeewan Sangharsh (Hindi)*
Sen, Sunil *Poverty and Famine : An Essay in Entitlement and Deprivation*
Sengupta, K.K. *Peasant Movement in India (Mid-19th Century to the 20th Century)*
Singh, Jasbir *Pabna Disturbances and the Problem of Rent*
Sinha, L.P. *An Agricultural Atlas of India*
The Left Wing in India

Stein, Burton
Strokes, Eric

The Making of Agrarian Policy in British India
The Peasant and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India

Tanwar, R.

The Politics of Sharing Power : The Punjab Unionist Party

Mapping Matrix of Course HIS-E-42(ii)

Table 1: CO-PO Matrix for the Course HIS-E-42(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-42(ii).1	3	3	3	3	2	2	3	-	2	2	2	-
HIS-E-42(ii).2	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-42(ii).3	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-42(ii).4	3	3	3	3	2	2	3	-	2	3	2	-
AVERAGE	3	3	3	3	2	2	3	-	2	2.25	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-42(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-42(ii).1	3	3	3	3
HIS-E-42(ii).2	3	3	2	3
HIS-E-42(ii).3	3	3	2	3
HIS-E-42(ii).4	3	3	2	3
AVERAGE	3	3	2.25	3

Course-HIS-E-43(i): State in Indian History – II	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of political state in India during the modern times. At the end of the Course, the students will be able to:	
HIS-E-43(i).1	Understand the nature and structure of colonial state and government in India under the East India Company.
HIS-E-43(i).2	Learn the nature and structure of colonial state and government in India under the British Crown.
HIS-E-43(i).3	Comprehend the developments leading to the rise of the nation state in India.
HIS-E-43(i).4	Grasp the growth and nature of independent Indian state.

- Unit – I **Colonial State under the East India Company:** Company Authorities and the British Control; ‘Iron’ and ‘Steel’ Frameworks of the State – Armed Forces and Bureaucracy; Institutional Basis: Administrative Setup – Civil, Judicial and Land Revenue
- Unit – II **Colonial State under the British Crown:** Home Government and Indian Government; Agencies of Colonial Control – Police and Law; Political Economy of the Colonial State; Ideology of the Colonial State
- Unit – III **Development of the Nation State in India:** Constitutional Development under the British Raj; Indian National Movement and the Process of Nation Building; Act of 1935 and the Rise of Modern State
- Unit – IV **State in Independent India:** Indian Constitution and the Nature of New Republic; Integration of Princely States; Linguistic Reorganization of States; Policy of India under Jawaharlal Nehru – Foreign and Domestic

Suggested Readings:

- | | |
|---|---|
| Balbushevik, A. & A. M. Dyakov | <i>A Contemporary History of India</i> |
| Bethlehem, Charles | <i>India Independent</i> |
| Bipan Chandra | <i>Colonialism and Nationalism in India</i> |
| Bipan Chandra | <i>Indian National Movement : The Long-Term Dynamics</i> |
| Bipan Chandra et. al. | <i>Swatantrottar Bharat (Hindi)</i> |
| Bridge, Carle | <i>Holding India to the Empire</i> |
| Brown, Judith | <i>Modern India : The Origins of An Asian Democracy</i> |
| Desai, A.R. | <i>Social Background of Indian Nationalism</i> |
| Dutt, R.C. | <i>Economic History of India, Vols. I & II</i> |
| Fraser, Lovet | <i>India under Curzon and After</i> |
| Gallagher, J. , G. Johnson and Anil Seal (eds.) | <i>Locality, Province and Nationalism : Essays on Indian Politics 1870-1940</i> |
| Gopal, S. | <i>British Policy in India</i> |
| Hasan, Zoya | <i>Politics and State in India</i> |
| Joshi, Shashi and Bhagwan Josh | <i>Struggle for Hegemony in India, Vols. I-III</i> |
| Kennedy, G.S. | <i>Providence and the Raj</i> |
| Kothari, Rajni | <i>Democratic Policy and Socialist Change in India</i> |
| Kulkarani, V.B. | <i>British Dominion in India and After</i> |
| Kulke, H.P. | <i>State in India 1000-1750</i> |
| Kurein, Mathew (ed.) | <i>India: State and Society</i> |
| Majumdar, R.C. (ed.) | <i>British Paramountcy and Indian Renaissance, Vols. IX & X</i> |
| Menon, V.P. | <i>Foreign Policy of India</i> |
| Mishra, B.B. | <i>The Administrative History of India 1834-1947</i> |
| Morris Jones, W.H. | <i>Government and Politics in India</i> |
| Nanda, B.R. | <i>Essays in Modern Indian History</i> |
| Nehru, Jawaharlal | <i>India's Foreign Policy</i> |
| Sharma, Ramavtar & S. Yadav | <i>Bharatiya Rajya (Hindi)</i> |

Stein, Burton

Thomas Munro: The Origins of the Colonial State and His Vision of Empire

Stokes, Eric

The English Utilitarians and India

Mapping Matrix of Course HIS-E-43(i)

Table 1: CO-PO Matrix for the Course HIS-E-43(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-43(i).1	3	3	3	3	2	2	3	-	2	2	3	-
HIS-E-43(i).2	3	3	3	3	2	2	3	-	2	2	3	-
HIS-E-43(i).3	3	3	3	3	2	2	3	-	2	2	3	-
HIS-E-43(i).4	3	3	3	3	2	2	3	-	2	2	3	-
AVERAGE	3	3	3	3	2	2	3	-	3	2	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-43(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-43(i).1	2	3	2	3
HIS-E-43(i).2	2	3	2	3
HIS-E-43(i).3	2	3	2	3
HIS-E-43(i).4	2	3	2	3
AVERAGE	2	3	2	3

Course-HIS-E-43(ii): Republic of India 1947-1964	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of the republic of India during the period 1947-1964. At the end of the Course, the students will be able to:	
HIS-E-43(ii).1	Understand the rise, evolution and nature of Indian republic during the Nehruvian period.
HIS-E-43(ii).2	Learn the nature and developments related to the socio-economic change in independent India.
HIS-E-43(ii).3	Comprehend the nature and developments related to the foreign policy in independent India.
HIS-E-43(ii).4	Grasp the growth and nature of the parliamentary democracy in independent India.

- Unit –I **India Independent:** Independence, Partition and Rehabilitation of the Displaced People; Making of the Republican Constitution and its Characteristics; Problem of Kashmir; Integration of the Princely States; Linguistic Reorganization of States
- Unit – II **Socio-Economic Change:** Economic Planning; Social Legislation: Hindu Code Bill and its Corollary Acts; Law and Policy for Scheduled Castes and Scheduled Tribes and its Impact; Socio-Economic Change in Urban and Rural India
- Unit – III **Foreign Policy:** India and the Non-Aligned Movement; Indo-Pak Relations; Sino-Indian Relations; India’s Relations with the U.S.A. and the U.S.S.R.
- Unit – IV **Growth of the Parliamentary Democracy:** National Political Parties; Electoral Politics at the National Level; Centre-State Relations; Democratic Decentralization

Suggested Readings:

- | | |
|--------------------------------|---|
| Balbushevik, A. & A. M. Dyakov | <i>A Contemporary History of India</i> |
| Basu, D.D. | <i>Shorter Indian Constitution</i> |
| Bethlehem, Charles | <i>India Independent</i> |
| Bose, Sumandra | <i>The Kashmir Problem</i> |
| Brass, Paul R. | <i>The Politics of India Since Independence</i> |
| Bipan Chandra et. al. | <i>Swatantrottar Bharat (Hindi)</i> |
| Das, Manmath Nath | <i>Partition and Independence of India : Inside Story of the Mountbatten Days</i> |
| Desai, A.R. | <i>India’s Path of Development</i> |
| Engineer, A.A. | <i>Communal Roots in Post-Independent India</i> |
| Gaur, Madan | <i>India : 40 Years after Independence</i> |
| Hudson, H.N. | <i>The Great Divide</i> |
| Jaisingh, Hari | <i>India and Non-Aligned World : Search for A New Order</i> |
| Kothari, Rajni | <i>Democratic Policy and Socialist Change in India</i> |
| Kothari, Rajni | <i>Caste in Indian Politics</i> |
| Mathew, H. | <i>India : State and Society</i> |
| Menon, V.P. | <i>Foreign Policy of India</i> |
| Menon, V.P. | <i>Transfer of Power in India</i> |
| Misra, A.B. | <i>Foreign Polity of India</i> |
| Moore, R.J. | <i>Mountbatten and the Partition of India</i> |
| Morris Jones, W.H. | <i>Government and Politics in India</i> |
| Mukhopadhyay, A.P. (ed.) | <i>Society and Politics in Contemporary India</i> |
| Nanda, J. | <i>Punjab Uprooted : A Survey of the Punjab Riots and the Rehabilitation Problems</i> |
| Nehru, Jawaharlal | <i>India’s Foreign Policy</i> |
| Pande, B.N. | <i>A Centenary History of the Indian National Congress, Vol. IV</i> |
| Phillips, C.H. (ed.) | <i>The Partition of India : Policies and Perspectives 1935-1947</i> |
| Rana, A.P. | <i>Imperatives of Non-Alignment</i> |

Rao, U. Bhaskar
 Santhanam, K.
 Satyamurti, T.V.
 Sharma, Ramavtar & S. Yadav
 Srinivas, M.N.
 Srinivas, M.N.
 Tandon, B.B. & Tandon, K.K.
 Tanwar, R.

The Story of Rehabilitation
Union-State Relations in India
India Since Independence
Bharatiya Rajya (Hindi)
Caste in India and Other Essays
Social Change in India
Indian Economy
Reporting Partition of Punjab 1947 : Press, Public and Other Opinions
The Non-Aligned Movement : Origins of the Third World Alliance
Bharat Ki Videsh Niti (Hindi)

Willet, Peter

Yadav, Rajbir

Mapping Matrix of Course HIS-E-43(ii)

Table 1: CO-PO Matrix for the Course HIS-E-43(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-43(ii).1	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-43(ii).2	3	3	3	3	2	2	3	-	2	2	2	-
HIS-E-43(ii).3	3	3	3	3	2	2	3	-	2	3	2	-
HIS-E-43(ii).4	3	3	3	3	2	2	3	-	2	3	2	-
AVERAGE	3	3	3	3	2	2	3	-	2	2.25	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-43(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-43(ii).1	3	3	2	3
HIS-E-43(ii).2	3	3	2	3
HIS-E-43(ii).3	3	3	2	3
HIS-E-43(ii).4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-44(i): Women in Indian History	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of women in India during medieval and modern times. At the end of the Course, the students will be able to:	

HIS-E-44(i).1	Know the position and status of women in pre-colonial Indian society, religions and polity.
HIS-E-44(i).2	Understand the nature and impact of the British colonial intervention in Indian women.
HIS-E-44(i).3	Grasp the approaches and impact of different socio-religious reform movements on women in colonial India.
HIS-E-44(i).4	Learn the impact of modern mass and popular movements on women and the process of women's liberation in modern India.

- Unit – I **Women's in Pre-Colonial India:** Hindu Social Order and Women; Ancient Indian Religions and Women; Woman Saints and Their Impact – Kamali and Meerabai; Women in Medieval India: Impact of Islam and Religious Reform Movements (Sufi and Bhakti); Medieval Polity, Queenship and the Legal Status of Women
- Unit – II **Colonial Intervention and Women:** Conditions in Nineteenth Century – Misogynic Customs and Indian Culture; Awakening among Women – Modern Education, New Opportunities and New Social Order; The British Social Policy – Measures against Some Misogynic Customs; Change in Legal Status – Grant of Civil and Property Rights
- Unit – III **Reform Movements and Women:** Brahmo Samaj; Arya Samaj; Satyashodhak Samaj; Prarthana Samaj; Aligarh Movement; Depressed Class Movements
- Unit – IV **Women, Mass Movements and 'Liberation':** Gandhian Movements; Revolutionary Movement; The Left, Female Peasants and Workers and their Movements; Rise of Feminist Movement: Role of Women Pioneers – Savitribai Phule and Pandita Ramabai; Founding of All India Women's Conference

Suggested Readings:

- Agnew, Vijay *Elite Women in Indian Politics.*
- Altekar A.S. *The Position of Women in Hindu Civilization*
- Basu, A. and Ray B. *Women's Struggle: A History of the All India Women's Conference 1927-1990*
- Basu, D.D. *Shorter Indian Constitution*
- Chakravarti Uma and Kumkum Roy "Breaking out of Invisibility: Re-Writing the History of Women in Ancient India" in Kleinberg S. Jay, *Retrieving Women's History: Changing Perceptions of the Role of Women in Politics and Society*
- Dehejia, Vidya *Representing the Body: Gender Issues in Indian Art*
- Desai, Meera *Women in Modern India*
- Everett, Jana M. *Women and Social Change in India*
- Forbes, Geraldine *Women in Modern India*
- Guha, Ranjit (ed.) *Subaltern Studies, Vols. I-XI*

Jayawardane, Kumari *Feminism and Nationalism in Third World*

Joshi, V.C. (ed.) *Rammohan Roy and the Process of Modernization in India*

Krishnamurty, J. (ed.) *Women in Colonial India: Essays on Survival, Work and the State*

Leslie, I. Julia, (ed.) *Roles and Rituals for Hindu Women*

Ladle, J. & Rama Joshi *Daughters of Independence: Gender, Caste and Class in India*

Mani, Lata *Contentious Traditions: The Debate on Sati in Colonial India*

Mazumdar, Vina *Symbols of Power: Studies on the Political Status of Women in India*

Minault, Gail *The Extended Family: Women and Political Participation in India and Pakistan*

Minault, Gail *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*

Mishra, Rekha *Women in Mughal India 1526-1748*

Murshid Ghulam *Reluctant Debutante: Response of Bengali Women to Modernization 1849-1905*

Nair, Janaki *Women and Law in Colonial India: A Social History*

Nanda, B.R. (ed.) *Indian Women: From Purdha to Modernity*

Northwick, M. *The Changing Role of Women in Bengal, 1849-1905*

Ray, Bharti and Basu Aparna, (eds.) *From Freedom to Independence: Women and Forty Years of India's Independence*

Sinha, Mrinalini *Colonial Masculinity*

Mapping Matrix of Course HIS-E-44(i)

Table 1: CO-PO Matrix for the HIS-E-44(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-44(i).1	3	2	3	3	2	2	3	-	3	-	2	-
HIS-E-44(i).2	3	3	3	2	2	2	3	-	3	-	2	-
HIS-E-44(i).3	3	3	3	3	2	2	3	-	3	-	2	-
HIS-E-44(i).4	3	3	3	3	2	2	3	-	3	-	2	-
AVERAGE	3	3	3	3	2	2	3	-	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-44(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-44(i).1	3	3	2	3
HIS-E-44(i).2	3	3	2	3
HIS-E-44(i).3	3	3	2	3

HIS-E-44(i).4	3	3	2	3
VERAGE	3	3	2	3

Course-HIS-E-44(ii): Depressed Class Movements in India		Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20		
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).				
Course Outcomes: The Course is designed to provide adequate understanding of the history of Depressed Class movements in India during medieval and modern times. At the end of the Course, the students will be able to:				
HIS-E-44(ii).1	Know the position and status of Depressed Classes in pre-colonial Indian society, religions and polity.			
HIS-E-44(ii).2	Comprehend the continuity and change in the conditions of the Depressed Classes in colonial India and the approach of the reform movements towards them.			
HIS-E-44(ii).3	Learn the emergence of Depressed Class movements in colonial India and its impact.			
HIS-E-44(ii).4	Grasp the growth of Dalit movement in modern India and major historical developments therein upto the contemporary times.			

Unit – I **Depressed Classes in Pre-Colonial India:** Religion and Depressed Classes – Hinduism, Impact of Islam and Religious Reform Movements (Sufi and Bhakti); Dalit Saints and Their Impact – Kabir, Raidas and Chokha Mela; Medieval Indian Polity and the Legal Status of Depressed Classes

Unit – III **Rise of the Depressed Classes in Colonial India:** British Raj and Opening of New Opportunities – Education, Recruitments and New Professions; Awakening among Depressed Classes – Rise of the ‘Adi’ Movements; Namoshudra Movement, Reform Movements and Depressed Classes: Satyashodhak Samaj, Arya Samaj, Sri Narayan Dharma Movement and Self Respect Movement

Unit – IV **Depressed Class Movement in Colonial India:** Movements for Socio-Religious Rights – Mahad Satyagraha and Nasik Satyagraha; Movement for Political Representation – Round Table Conference, Communal Award and the Poona Pact (1932); Mahatma Gandhi and his ‘Harijan Movement’, Dr. B.R. Ambedkar and his Dalit Assertion Movement; Indian Constitution: Safeguards for the Depressed Classes; Untouchability Offences Act of 1955

Unit – IV **Dalit Movement in Independent India:** Dr. B.R. Ambedkar and his Conversion Movement; Dalit Panther Movement; Mandalization of Politics and its Impact –

Dalit Resurgence; Ramvilas Paswan and Dalit Sena; Kanshi Ram and his 'Bahujan' Movement; BSP and Mayawati

Suggested Readings:

- | | |
|--------------------|---|
| Ashraf, K.M. | <i>Life and Conditions of the People of Hindustan</i> |
| Ambedkar, B.R. | <i>What Congress and Gandhi have done to the Untouchables</i> |
| Ambedkar, B.R. | <i>The Untouchables</i> |
| Ambedkar, B.R. | <i>States and Minorities</i> |
| Anand, Mulk Raj | <i>The Untouchables</i> |
| Ashraf, K.M. | <i>Life and Conditions of the People of Hindustan</i> |
| Barale, P.T. | <i>Segregation and Desegregation in India</i> |
| Barham, Ardy | <i>The Untouchable Solders: The Mahars and the Mazhbis</i> |
| Basu, D.D. | <i>Shorter Indian Constitution</i> |
| Beteille, Andre | <i>Inequality and Social Change</i> |
| Briggs, C.W. | <i>The Religions Life of India: The Chamars</i> |
| Chahal, S.K. | <i>Dalits Patronized: Indian National Congress and the Untouchables of India 1921-1947</i> |
| ———, | <i>Dr. B.R. Ambedkar: The Maker of Modern India</i> |
| ———, | <i>Hindu Social Reform: Framework of Jotirao Phule</i> |
| Darling, Malcolm | <i>Depressed Classes in India: An Inquiry into Their Conditions</i> |
| Denial, Anita | <i>Pariyar E.V. Ramaswami</i> |
| Dumont, Louis | <i>Homo-Hierarchicus: The Caste System and its Implications</i> |
| Fuchs, Stephen | <i>At the Bottom of Indian Society</i> |
| Ghurye, G.S. | <i>Caste and Race in India</i> |
| Gore, M.S. | <i>The Social Context of An Ideology: Ambedkar's Political and Social Thoughts</i> |
| Guha, Ranjit (ed.) | <i>Subaltern Studies, Vols. I -XI</i> |
| Gupta, S.K. | <i>The Scheduled Castes in Modern Indian Politics: Their Emergence As A Political Power</i> |
| Hasan, S. Nural | <i>Religion, State and Society in Medieval India</i> (ed. by Satish Chandra) |
| Hutton, J.H. | <i>Castes in India</i> |
| Jatav, D.R. | <i>The Political Philosophy of Dr. B.R. Ambedkar</i> |
| Joshi, Barbara R. | <i>The Untouchable! Voices from the Dalit Liberation Movement</i> |
| Kamble, R.J. | <i>Rise and Awakening of the Depressed Classes in India</i> |
| Keer, Dhananjay | <i>Dr. B.R. Ambedkar: Life and Mission</i> |
| Kumar, Ravindra | <i>Gandhi, Ambedkar and Poona Pact: Occasional Courses on History and Society</i> |
| Lohiya, Rammanohar | <i>The Caste System</i> |
| Mathew, Thomas | <i>Ambedkar: Reform or Revolution</i> |
| Moon, Vasant (ed.) | <i>Dr. Babasaheb Ambedkar: Writings and Speeches, Vols. I, II, V & IX</i> |
| Mukherjee, H.N. | <i>Beyond the Four Varnas</i> |
| Nehru Rameshwari | <i>The Harijan Movement</i> |
| Omvedt, Gail | <i>Cultural Revolt in A Colonial Society : The Non-Brahman Movement in Western India</i> |

Omvedt, Gail

Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India

O'Hanlon, Rosalind

Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India

Pardhan, A.C.

Emergence of the Depressed Classes

Rai, Lajpat

A History of Arya Samaj

Rajah, M.C.

The Oppressed Hindus

Sharma, B.R.

Dalits Betrayed

Sriniwas, M.N.

Caste in Modern India and Other Essays

Zelliot, Eleanor

Dr. Ambedkar and Depressed Class Movement

Mapping Matrix of Course HIS-E-44(ii)

Table 1: CO-PO Matrix for the HIS-E-44(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-44(ii).1	3	2	3	3	2	2	3	-	3	-	2	-
HIS-E-44(ii).2	3	3	3	2	2	2	3	-	3	-	2	-
HIS-E-44(ii).3	3	3	3	3	2	2	3	-	3	-	2	-
HIS-E-44(ii).4	3	3	3	3	2	2	3	-	3	-	2	-
AVERAGE	3	3	3	3	2	2	3	-	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-44(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-44(ii).1	3	3	2	3
HIS-E-44(ii).2	3	3	2	3
HIS-E-44(ii).3	3	3	2	3
HIS-E-44(ii).4	3	3	2	3
AVERAGE	3	3	2	3

Course-HIS-E-45(i): History of Science & Technology in India – II

Total Credit: 4

Time: 3 Hrs.

Marks: 100

External: 80

Internal : 20

Note: The Question Paper will consist of *nine* questions. The candidate shall attempt *five* questions in all. Question No. 1 will be *compulsory*, which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).

Course Outcomes: The Course is designed to provide adequate understanding of the history of science and technology in India during the modern times.

At the end of the Course, the students will be able to:

HIS-E-45(i).1

Understand the role of S.T.M. (European Science, Technology and Medicine) in the process of colonialization of India under the British.

HIS-E-45(i).2	Know the objectives and nature of scientific and technical education in colonial India and its impact.
HIS-E-45(i).3	Grasp the objectives and role of S.T.M. in developmental process in colonial India and its impact.
HIS-E-45(i).4	Learn the major developments leading to the growth of ‘national science’ in modern India.

Unit – I **S.T.M. and Colonialization of India:** S.T.M. (European Science, Technology and Medicine) and the Colonial Process under the East India Company; Surveyors, Botanists and Doctors under the East India Company’s Services; New Developments in Technologies and its Impact – Railways, Telegraphs and Modern Machines

Unit – II **Introduction of Scientific and Technical Education:** Objectives and Nature; Founding of Engineering and Medical Colleges and Institutions; Teaching of Science in Universities

Unit – III **The British Raj, S.T.M. and Development:** Founding of National Scientific Institutions – Survey of India, Geological Survey of India and Agricultural Experimental Farms; Indian Response to the Western Scientific Knowledge – Interactions and Predicaments

Unit – IV **Science and Indian Nationalism:** Ideas of Indian Nationalists vis-à-vis S.T.M. with Special Reference to Mahatma Gandhi and Jawaharlal Nehru; Emergence of the ‘National Science’ and its Relations with the ‘Colonial Science’; Contributions of M.L. Sarkar, P.C. Ray, J.C. Bose and Meghnad Saha

Suggested Readings:

- | | |
|-----------------------------------|--|
| Alavi, M.A. & A. Rahman | <i>Fathullah Shirazi : A Sixteenth Century Indian Scientist</i> |
| Baber, Zaheer | <i>The Science of Empire : Scientific Knowledge, Civilization and Colonial Rule in India</i> |
| Bag, A.K. (ed.) | <i>Technology in Ancient India</i> |
| Bose, D.M. et. al. | <i>A Concise History of Science in India</i> |
| Brooke, J.H. | <i>Science and Religion : Some Historical Perspectives</i> |
| Chattopadhyaya, Debiprasad | <i>History of Science and Technology in Ancient India</i> |
| Digby, Simon | <i>War-Horse and Elephant in the Delhi Sultanate</i> |
| Habib, Irfan (ed.) | <i>Akbar and his India</i> |
| Habib, Irfan | <i>Medieval Technology : Exchanges between India and Islamic World</i> |
| Hassan, Ahmad Y. & Donald R. Hill | <i>Islamic Technology: An Illustrated History</i> |
| Hedrick, Daniel R. | <i>The Tools of Empire</i> |
| Hitti, Philips K. | <i>History of Arabs</i> |
| Jaggi, O.P. | <i>Science and Technology in Medieval India</i> |
| Kumar, Deepak | <i>Science and the Raj</i> |
| Kumar, Deepak | <i>Disease and Medicine in India : A Historical Overview</i> |
| Macleod , Roy & Deepak Kumar | <i>Technology and the Raj : Western Technology and</i> |

(eds.)
 Qaisar, A.J.
 Ray, Aniruddha & S.K. Bagchi
 Ray, P.C.
 Sangwan, Satpal

Technical Transfers to India 1700-1947
Indian Response to European Technology and Culture
Technology in Ancient and Medieval India
History of Chemistry in Ancient and Medieval India
Science, Technology and Colonization : An Indian Experience
The History of Science : From the Ancient Greeks to the Scientific Revolution, Vols. -V

Spangenburg, R.

Mapping Matrix of Course HIS-E-45(i)

Table 1: CO-PO Matrix for the HIS-E-45(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-45(i).1	3	2	3	3	2	2	3	3	-	-	2	-
HIS-E-45(i).2	3	3	3	2	2	2	3	3	-	-	2	-
HIS-E-45(i).3	3	3	3	3	2	2	3	3	-	-	2	-
HIS-E-45(i).4	3	3	3	3	2	2	3	3	-	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	-	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-45(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-45(i).1	3	3	3	3
HIS-E-45(i).2	3	3	2	3
HIS-E-45(i).3	3	3	2	3
HIS-E-45(i).4	3	3	2	3

Course-HIS-E-45(ii): History of Architecture of India – II	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the history of architecture of India during the modern times. At the end of the Course, the students will be able to:	
HIS-E-45(ii).1	Understand the developments in architecture in eighteenth century pre-colonial India and its magnitude.
HIS-E-45(ii).2	Know the developments in architecture in eighteenth century colonial India and its magnitude.
HIS-E-45(ii).3	Grasp the growth of the British-Indian architecture in colonial India

	and its magnitude.
HIS-E-45(ii).4	Learn the major developments in Indian architecture in independent India under Nehruvian era and its magnitude.

- Unit – I **Eighteenth Century Pre-Colonial Architecture:** Study of New Towns – Lucknow, Pune, Murshidabad, Hyderabad and Jaipur
- Unit – II **Eighteenth Century Colonial Architecture:** Forts – Portuguese, French and British; Study of New Towns – Goa, Pondicherry, Madras and Bombay
- Unit – III **Growth of the British-Indian Architecture:** P.W.D. Architecture; Indo- Saracen Style; Study of New Towns – Calcutta, New Delhi, Jamshedpur, Bhopal and Patna
- Unit – IV **Architecture in Independent India:** Nehruvian Vision and the New Indian Architects; Public Architecture; Urban Development Planning; Private Housing

Suggested Readings:

Abha Rani	<i>Tughlaq Architecture of Delhi</i>
Ameen, Farooq (ed.)	<i>Contemporary Architecture and City Form</i>
Asher, Catherine B.	<i>Architecture of Mughal India</i>
Banga, Indu (ed.)	<i>The City in Indian History : Urban Demography, Society and Politics</i>
Brown, Perry	<i>Indian Architecture and Painting under the Mughals</i>
Christopher W. (ed.)	<i>Architecture in Victorian and Edwardian India</i>
Crimson, Mark	<i>Empire Building</i>
Davis, Philip	<i>Splendors of the Raj</i>
Everson, Norma	<i>The Indian Metropolis</i>
Ferguson, James	<i>History of Indian and Eastern Architecture</i>
Hovel, E.B.	<i>Indian Architecture Through the Ages</i>
Hill, Derek & Ogling Graber	<i>Islamic Architecture and its Decoration</i>
Joglekar, M.N. & S.K. Das (ed.)	<i>Contemporary Indian Architecture</i>
Jon Lang, Madhavi Desai & Miki Desai,	<i>Architecture and Independence</i>
King, Anthony D.	<i>The Bungalow</i>
Koch, Ebb	<i>Mughal Architecture: An Outline of its History and Development 1528-1858</i>
Koch, Ebb	<i>Mughal Art and Imperial Ideology</i>
Lawrence, Fames	<i>Raj: The Making and Unmaking of British India</i>
Michel, George & Sneha I. Shah (ed.)	<i>Ahmedabad and Bombay</i>
Mitter, Partha	<i>Art and Nationalism in Colonial India 1850-1922</i>
Morris, Jones	<i>Stones of Empire</i>
Rajan, K.V.	<i>Islam Builds India</i>
Tara Chand	<i>Influence of Islam on Indian Culture</i>
Taltson, G.H.R.	<i>The Tradition of Indian Architecture</i>

Mapping Matrix of Course HIS-E-45(ii)

Table 1: CO-PO Matrix for the HIS-E-45(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2

HIS-E-45(ii).1	3	2	3	3	2	2	3	3	-	-	2	-
HIS-E-45(ii).2	3	3	3	2	2	2	3	3	-	-	2	-
HIS-E-45(ii).3	3	3	3	3	2	2	3	3	-	-	2	-
HIS-E-45(ii).4	3	3	3	3	2	2	3	3	-	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	-	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-45(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-45(ii).1	3	2	2	3
HIS-E-45(ii).2	3	2	2	3
HIS-E-45(ii).3	3	2	2	3
HIS-E-45(ii).4	3	2	2	3

Course-HIS-E-46(i): Environmental History of India-II	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the Environmental History of India in the colonial and modern times. At the end of the Course, the students will be able to:	
HIS-E-46(i).1	Understand the impact of colonial intervention on environment in modern India.
HIS-E-46(i).2	Learn the nature of resistance of peasants and tribal people/ to colonial agricultural and forest policies, rise of Indian nationalism and its concerns/visions over environmental issues.
HIS-E-46(i).3	Grasp the state of environmental regulations and policies in independent India and the emergence of environmental movements in the country after independence.
HIS-E-46(i).4	Know the impact of global environmental problems and environmental concerns on India and the state of environmental planning in the country after independence.

Unit – I **Colonial Intervention and Environmental Change:** British Economic Policies and the Process of Colonialization; Colonialism and Nature – British Vision towards Environmental Issues; Over Exploitation of Natural Resources; Technological Development, Industrialization and its Impact on Land Use,

- Agriculture and Forests; Agricultural and Forest Acts; Large scale Hydraulic Engineering: Colonial Projects
- Unit – II **Indian Nationalism and Environmental Issues:** Resistance of Peasants and Tribals to Colonial Agricultural and Forest Policies; Indian Nationalism and Nature: Visions on Gandhi and Nehru towards Environmental Issues; Colonial Inheritance and Development and Deprivation in Free India: Dams, Mines, Hydro Projects, Electric Projects
- Unit – III **Independent India and Environmental Change-I:** Environmental Regulations and Policies in India; Emergence of Environmental Movements in India – Chipko Movement, Narmada Bachao Movement, Silent Valley in Kerela, Mining, River Protection and Water Disposal Group; Why Big Dams became Popular in Independent India – Nationalism, Socialism and Planning: Social and Environmental Critiques; Animals and Politics in India
- Unit – IV **Independent India and Environmental Change-II:** Global Environmental Problems/Concerns and its Impact on India – Climate Change, Ozone Layer Depletion, Global Warming and Nuclear Disaster; International Conventions and Environmental Planning in India; Disaster Management and Rehabilitation Policies in India; Ideas of Contesting Development

Suggested Readings:

- Agrawal, Anil (ed.), *The State of India's Environment*, The Second Citizen Report, Delhi, 1985.
- Agrawal, Arun & Kalyanakrishnan Sivaramakrishnan (eds.), *Social Nature, Resources, Representations and Rule in India*, Delhi: OUP, 2000.
- Ahsan, Mohd., *Forest and Wild Life Management in Ancient India*, Times, Paryavaran Gyan Yagya Samiti, Lucknow.
- Arnold, David and Ramchandra Guha (ed.), *Nature, Culture and Imperialism: Essay on Environmental History of South Asia*, New Delhi, 1995.
- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, New Delhi: OUP, 1995.
- Baviskar, Amita Z(ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008
- Baviskar, Amita (ed.), *Contested Waterscapes*, Delhi: OUP, 2008.
- Chhokar, Kiran B., *Understanding Environment*, Sage Publication, 2004.
- Chauhan, G.C., *Some Aspects of Early Indian Society*, Red Lead Press, Pittsburg, U.S.A., 2012.
- Grove, Richard, *Green Imperialism*, Delhi: OUP, 1998.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan (eds.) *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
- Guha, Ramachandra, *The Unquiet Woods*, Delhi: OUP, 1989, 2000, revised edition.
- Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
- Guha, Sumit, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.
- Jain, Pankaj, *Dharma and Ecology in Hindu Communities*, Ashgate 2011.
- Mishra, Anupam, *Abhi Bhi Ghire Hain Taalab*, Gandhi Peace Foundation, New Delhi, 1993
- Misra, S.P. (ed.), *Essential Environmental Studies*, Ane Books, New Delhi, 2008
- Nair, Janaki, *The Promise of a Metropolis*, Delhi: OUP, 2007.

Odum, E.P. *Fundamentals of Ecology*, W.B. Philadelphia Pennsylvania USA-1959
 Roseneranz, S. Divan and M.I. Noble, *Environmental Law and Policy in India: Cases, Material and Statutes*, Oxford University Press, 2002
 Saberwal, V. K. *et al ed.*, *Battles over Nature*, Delhi: Permanent Black, 2003.
 Sharma, P.D., *Ecology and Environment*, Rastogi Publications, Meerut, 1990
 Rajan, S Ravi, *Modernizing Nature*, Delhi: Orient Black Swan, 2008.
 Rangarajan, Mahesh, *India's Wildlife History, An Introduction*, Delhi: Permanent Black, in association with Ranthambhore Foundation, 2001.
 Rangarajan, Mahesh, *Fencing the Forest*, Delhi: OUP, 1996.
 Rangarajan, Mahesh (ed.), *Environmental Issues in India*, Pearson, New Delhi, 2006.
 Rangarajan, Mahesh and K. Sivaramakrishnan (ed.), *India's Environmental History*, Volumes I & II, Ranikhet: Permanent Black, 2011.
 Arupjyoti Saikia, *Forests and the Ecological History of Assam*, Delhi: OUP, 2011.
 Verma, Harishchandra, *Bharat Mein Arthik Rashtravada Ka Udbhav Aur Vikas (Hindi)*, D.U. Press, New Delhi.
 Cunningham, William P. & Barbara Woodworth, *Environmental Science*, Sakigo, USA, 1990
 Worster (ed), *The End of Earth: Perspective of Modern Environmental History*, New York, 1988.
 World Commission on Environment and Development 1987, *Our Common Future*, Oxford University Press, U.S.A

Mapping Matrix of Course HIS-E-46(i)

Table 1: CO-PO Matrix for the HIS-E-46(i)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-46(i).1	3	2	3	3	2	2	3	3	3	-	2	-
HIS-E-46(i).2	3	3	3	2	2	2	3	3	3	-	2	-
HIS-E-46(i).3	3	3	3	3	2	2	3	3	3	-	2	-
HIS-E-46(i).4	3	3	3	3	2	2	3	3	3	-	2	-
AVERAGE	3	3	3	3	2	2	3	3	3	-	2	-

Table 2: CO-PSO Matrix for the Course HIS-E-46(i)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-46(i).1	3	3	2	3
HIS-E-46(i).2	3	3	2	3
HIS-E-46(i).3	3	3	2	3
HIS-E-46(i).4	3	3	2	3
VERAGE	3	3	2	3

Course-HIS-E-46(ii): Intellectual History of India-II	Total Credit: 4 Time: 3 Hrs. Marks: 100 External: 80 Internal : 20
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Note: The Question Paper will consist of <i>nine</i> questions. The candidate shall attempt <i>five</i> questions in all. Question No. 1 will be <i>compulsory</i> , which will consist of four short conceptual / thematic questions of equal marks (i.e. 4 marks each) spread over the whole syllabus. The candidate shall attempt four more questions, selecting at least one from each Unit. Each question will carry equal marks (i.e. 16 marks).	
Course Outcomes: The Course is designed to provide adequate understanding of the intellectual history of India in modern times At the end of the Course, the students will be able to:	
HIS-E-46(ii).1	Know the colonial perspective of making of modern Indian intellectuals and the thoughts of the prominent ideologues of Indian renaissance in modern India.
HIS-E-46(ii).2	Learn the thoughts of the prominent ideologues of economic and political nationalism in modern India.
HIS-E-46(ii).3	Grasp the thoughts of the prominent ideologues of Muslim and Hindu revivalism in modern India.
HIS-E-46(ii).4	Understand the thoughts of the prominent ideologues of social justice and socialism in modern India.

- Unit – I The Thinkers of ‘Indian Renaissance’:** Colonialism, Western Ideas and Local Milieus – Making of Modern Indian Intellectuals; Prominent Ideologues of ‘Indian Renaissance’ – Rammohan Roy, Vivekananda and Rabindranath Tagore; Genesis of Indian Nationalism: W.C. Banarjee, Firozshah Mehta and Aurobindo Ghose
- Unit – II The Ideologues of Economic and Political Nationalism:** Dadabhai Nauroji, M.G. Ranade, G.K. Gokale, B.G. Tilak, Annie Besant, Bipin Chandra Pal and Lajpat Rai; Mahatma Gandhi – His Ideas of Non-Violent Satyagraha, Trusteeship and Sarvodaya
- Unit – III The Ideologues of Muslim and Hindu Revivalism:** Wahabi Sect and Syed Ahmed Barelvi; The Aligarh School – Syed Ahmed Khan; The Idea of Khilafat, Pan-Islamism and Ali Brothers; Debate on Separate Electorates for Muslims and ‘Muslim Nationhood’ – M.A. Jinnah and Abul Kalam Azad; Idea of ‘Hindu Nationhood’: Hindu Mahasabha – M.M. Malviya and V.D. Savarkar; R.S.S. – Hedgewar and Golwalkar
- Unit – IV The Ideologues of Social Justice and Socialism:** Satyashodhak Samaj – Jotirao Phule & Savitribai Phule; Pandta Ramabai, Early Ideas of Dalit Consciousness – Jyotee Thass and Narayana Guru; The Utopia of ‘*Garib Kompani*’ – Aulchand; Dr. B.R. Ambedkar – Dalit Protest and the Idea of Social Justice; Self Respect Party and E.V.R. Periyar; Prominent Socialist Outfits & its Thinkers: C.P.I. and M.N. Roy, H.S.R.A. and Bhagat Singh, C.S.P. – Jayaprakash Narayan and Rammanohar Lohia

Suggested Readings:

- Ambedkar, B.R., *Annihilation of Caste with A Reply to Mahatma Gandhi’s Criticism*
- Andrews, C.P., *The Renaissance in India*
- Brodovo, V, *Indian Pailosophy of Modern Times*

Chahal, S.K., *Dalits Patronized: Indian National Congress and the Untouchables of India (1921-1947)*.

———, *Dr. B.R. Ambedkar: The Maker of Modern India*

———, *Hindu Social Reform: Framework of Jotirao Phule*

Chintamani, C.Y., *Indian Politics Since the Mutiny*

Collette, H.D., *The Life and Letters of Raja Rammohan Roy*

Diehl, Amita, *Periyar E.V. Ramaswamy*

Gandhi, M.K., *The Story of My Experiences with Truth*

Gopalakrishnan, P.K., *Development of Economic Ideas in India*

Heimsath, Charles. R., *Indian Nationalism and Hindu Social Reform*

Kanoon, *Narayana Guru*

Keer, Dhananjaya, *Ambedkar – Life and Mission*

———, *Mahatma Jyotirao Phoole Father of Social Revolution*

Khan, Syed Ahmad, *Selected essays of Sir Syed Ahmad Aligarh*

Kumar, Ravindra (ed.), *Selected Documents of Lokamanya Bal Gangadhar Tilak*

Mujumdar, R.C., *History of Political Thought from Rammohan Roy to Dayananda.*

Natesan, G.A., *Ram Mohan Roy: Hist. Life, Writings and Speeches.*

Omvedt, Gail, *Cultural Revolt in a Colonial Society: Non-Brahman Movement in Western India 1873-1930.*

———, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*

O’Hanlon, Rosalind. [1985] 2002, rpt. 2010. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth Century Western India.*

Prasad, Beni, *The Hindu – Muslim Question*

Rajashekharaiian, A.M., *The Politics of Emancipation*

Ramabai, Pandita. [1882] 1987. *The High Caste Hindu Women.*

Robertson, B.C. (ed.), *Essential Writings of Raja Rammohan Roy*

Robbin, Zanetti, *Dr. Ambedkar and His Movement*

Rodrigues, Valerian (ed.), *The Essential Writings of B.R. Ambedkar*

Zacharias, H.C.E., *Renascent India*

Mapping Matrix of Course HIS-E-46(ii)

Table 1: CO-PO Matrix for the Course HIS-E-46(ii)

COURSE OUTCOMES	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
HIS-E-	3	3	3	3	3	2	3	-	2	2	3	-

46(ii).1												
HIS-E-46(ii).2	3	3	2	3	3	2	3	-	2	2	3	-
HIS-E-46(ii).3	3	3	3	3	3	2	3	-	2	2	3	-
HIS-E-46(ii).4	3	3	3	3	3	2	3	-	2	2	3	-
AVERAGE	3	3	3	3	3	2	3	-	2	2	3	-

Table 2: CO-PSO Matrix for the Course HIS-E-46(ii)

CO	PSO 1	PSO 2	PSO 3	PSO 4
HIS-E-46(ii).1	3	3	2	3
HIS-E-46(ii).2	3	3	2	3
HIS-E-46(ii).3	3	3	2	3
HIS-E-46(ii).4	3	3	3	3
AVERAGE	3	3	2	3

Dean, Faculty of Social Sciences
Kurukshetra University Kurukshetra
(Establishment by the State Legislature Act XII of 1956)
Syllabus of Optional Elective Courses, Faculty of Social Sciences
(Choice Based Credit System)
w.e.f. 2021-2022
Semester – II

Course No.	Name of the Subject/Course	No. of Credit	Teaching Scheme (Hrs/Week)	Examination Scheme (Marks)					
				L	T	P	(Sem. Theory Exam)	Internal Assessment	Total
OESS-01	Indian Security Concerns	2	2	-	-	-	50	--	50
OESS-02	Introduction to History	2	2	-	-	-	50	--	50
OESS-03	Modern World	2	2	-	-	-	50	--	50
OESS-04	Human Rights and Law of Disability	2	2	-	-	-	50	--	50
OESS-05	Indian Polity	2	2	-	-	-	50	--	50
OESS-06	Understanding Psychology	2	2	-	-	-	50	--	50
OESS-07	Indian Constitution, Social Justice and Administration	2	2	-	-	-	50	--	50
OESS-08	Basic of Social Work	2	2	-	-	-	50	--	50
OESS-09	General Sociology	2	2	-	-	-	50	--	50
OESS-10	Women Studies some Contemporary Issues	2	2	-	-	-	50	--	50

OESS-01: Indian Security Concerns

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: The Course is aimed at to acquaint the student about the basic concepts and challenges to Indian Security.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Key Concepts of Security: National Power and National Security, Balance of Power, Regional Security, Collective Security, Comprehensive Security, Common Security, Equal Security, Non Alignment, Neutrality.

Unit-II Problems of India's Security: The Conceptual Framework- Global, Regional and Local environment and its impact on Security thinking. – National Security Objectives: Core Values, National Interests.

Unit –III Challenges to Indian Security: Individual, Sub – National; National, Regional and International Levels.

Unit- IV National Security Organizations in India: Higher Defense Structure in India, National Security Council, Para – Military and Civil Defense.

Suggested Readings

- | | |
|--|--|
| Gautam Sen | Conceptualizing Security for India in the 21st Century, Atlantic Publishers & Distributors, New Delhi ,2007. |
| Prabhakaran Paleri | National Security: Imperatives and Challenges, : Tata McGraw-Hill Pub. Co. New Delhi 2008. |
| J. N. Chaudri | India's Problems of National Security, United Service Institution of India, 1973 |
| K. Subramaniam | India's Security Perspectives, ABC Publishing House, 1982 |
| Kanti P. Bajpai & Harsh V. Pant (Author, Editor) | India's National Security: A Reader (Critical Issues in Indian Politics), Oxford 2013 |
| Rahul K.Bhonsle | India- Security Scope 2006: The New Great Game Kalpaz Publication, (Delhi 2006) |
| R.S. Yadav | Bharat Ki Videsh Niti (In Hindi), Pearson, New Delhi, 2013 |
| R.S. Yadav & | India's Foreign Policy: Contemporary Trends, New Delhi, Shipra, 2009 |
| R.S. Yadav (ed.) | India's Foreign Policy Towards 2000 A.D., New Delhi. |
| Deepak & Shrikant Paranjpe (ed.) | India' s Internal Security: Issues and Perspectives (Kalinga, New Delhi,2009) |
| Sujeet Samaddar. | Defence Development and National Security: Linkages in the Indian Context. (Gyan Publishing House. New Delhi 2005) |

OESS – 02: Introduction to Economics

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

- Objective:** Course aims to acquaint the student about the basic concepts of Economics.
Note: Attempt any four questions out of the eight questions. All questions carry equal marks.
- Unit-I** Micro and Macro Economics; Central Economic Problems; Features of Capitalist Economy, Socialist Economy and Mixed Economy; Role of Government in a Market Economy; Demand and Factors Affecting Demand; Supply and factors Affecting supply.
- Unit-II** Factors of Production; Cost Concepts; Revenue Concepts; Market Forms and their Features.
- Unit-III** Concept of Economic Growth and Economic Development; Human Development Index (HDI); Gender Development Index (GDI); Budget and Fiscal Deficits; Types of Unemployment; Concepts of Saving and Investment.
- Unit-IV** Current Account and Capital Account; Balance of Payment and Balance of Trade; Concept of Exchange Rate

Suggested Readings

1. Thomas Sowell, "Economics – A Common Sense Guide to the Economy", Basic Books Publishers, ISBN 978-0-465-05684-2.
2. D. Begg, R. Dornbusch and S. Fischer, *Economics*, McGraw Hill.
3. [James D. Gwartney](#), [Richard L. Stroup](#) and [Dwight R. Lee](#), "Common Sense Economics: What Everyone Should Know About Wealth and Prosperity [N. Gregory Mankiw](#) , "Principles of Economics", Cengage Learning, USA

OESS – 3: Modern World

Maximum Marks – 50 (Two Credits)
 Time – 2 Hours

- Objective:** Course aims to acquaint the student about major events of world history.
Note: Attempt any four questions out of the eight questions. All questions carry equal marks.
- Unit – I** Renaissance and its Impact; Reformation and its Impact; Enlightenment and Scientific Revolution; Rise of Capitalism: Mercantile Revolution; Early Colonial System and Its Consequences.
- Unit-II** American Revolution – Nature and Impact; French Revolution–Nature and Impact; Growth of Capitalism: Industrial Revolution; Imperialism: Origins and Consequences.
- Unit – III** World War-I: Origins and Consequences; Socialism and Bolshevik Revolution in Russia; Paris Peace Settlement and its Consequences; Working of League of Nations.
- Unit-IV** Economic Depression and its Effects; Rise of Fascism: Italy and Germany; World War-II: Origins and Consequences; United Nations Organization and World Peace; The Cold War: Origins, and Phases

Suggested Readings:

- | | |
|----------------|---------------------------------|
| Carr, E.H. | <i>1917 : Before and After</i> |
| Chauhan, D. S. | <i>Europe Ka Itihas</i> (Hindi) |
| Chauhan, D. S. | <i>Samkalin Europe</i> (Hindi) |

Dorpalen, Andreas	<i>Europe in the 20th Century</i>
Fisher, H.A.L.	<i>A History of Europe</i>
Hobsbawm, E.J.	<i>Age of Extremes : The Short Twentieth Century (1914-1991)</i>
Joll, James	<i>Origins of the First World War</i>
Parks, H.B.	<i>The United States of America</i>
Parry, J.P.	<i>The Age of Renaissance</i>
Porter, Andrew	<i>European Imperialism 1860-1914</i>
Rabb, Theodore K.	<i>The Struggle for Stability in Early Modern Europe</i>
Roberts, J.M.	<i>Europe 1880-1945</i>
Roth, J.J. (ed.)	<i>World War II : A Turning Point in Modern History</i>
Soboul, Albert	<i>History of the French Revolution, 2 Volumes</i>
Taylor A.J.P.	<i>The Struggle for Mastery in Europe</i>
Thompson, David	<i>Europe Since Napoleon</i>
Wiskemann, E.	<i>Europe of the Dictator</i>
Wood, Anthony	<i>History of Europe 1915-1960</i>

OESS-4: Human Rights in India

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: The Course aims at analyzing the Provisions of Human Rights in the Indian System.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit I Historical Developments of Human Rights in India, Human Rights and Indian Constitution, Human Rights Declaration and Implications for India.

Unit II Human Rights Violence in Society; In Family; Among Caste and Religious Groups.

Unit III Role and Working of National Human Rights Commission and State Human Rights Commissions.

Unit IV Protection of Human Rights of Women, Children, Minorities etc.

Suggested Readings:

1. Bajwa, G.S., Human Rights in India: Implementation and Violations. Anmol publications: Delhi, 1995.
2. Mehta P.L., Human Rights under the Indian Constitution, Deep and Deep publications: New Delhi, 2002.
3. Venkataramiah E.S. (Ed), Human Rights in a Changing World, International Law Association: New Delhi, 1988.
4. Hingorani R.C., Human Rights in India Oxford: University of Michigan, 1985.
5. Shankar Sen, Human Rights in a Developing Society, Sage Publications: New Delhi, 2009.

OESS –05: Indian Polity

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: Course aims to acquaint the student about the basic features of Indian constitution along with its institutional arrangements.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Constitutional Foundations: Basic Features of the Indian Constitution, Preamble, Fundamental Rights, Directive Principles of State Policy

Unit-II Union Executive and Legislature: President, Prime Minister, Council of Ministers, Parliament.

Unit –III State Executive and Legislature: Governor, Chief Minister, State Legislature

Unit- IV Judiciary: Supreme Court, High Courts, Judicial Review, judicial Activism.

Suggested Readings

- G. Austin The Indian Constitution Cornerstone of a Nation, OLIP, Oxford, 1966
- S. Kaviraj Politics in India, OUP, Delhi, 1998
- A. Kholi, (ed.) The Success of India’s Democracy, Cambridge University Press, Cambridge, 2001
- R. Kothari Politics in India, Orient Longman, New Delhi, 1970
- WH Morris Jones Government and Politics in India, BI Publications, Delhi, 1974
- Neera Chandoke Contemporary India, Pearson, New Delhi, 2012
- PR Brass Politics of India since Independence, Cambridge University Press, Cambridge, 1994.
- M V Pylee An Introduction to the Constitution of India, Vikas Publications, New Delhi, 1998
- B. Chakrabarty & R K Pandey Indian Government and Politics, Sage, New Delhi, 2008.
- MP Singh & R. Saxena Indian Politics: Constitutional Foundations and Institutional Functioning, PHI, New Delhi, 2011.

OESS – 06: Understanding Psychology

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: To provide the basic understanding about various psychological concepts and methods

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit I Psychology: Nature, Historical background and field of Psychology, Emergence

of Psychology as a Science Methods: Experimental, interview, observation and case study.

Unit-II Biological bases of behavior: Cell-Structure and functions. Neuron: Structure, types and functions. Introduction to nervous system and its organization.

Unit-III Learning: Nature, Types-Trial and Error, Conditioning and Insight; Memory: Nature, study methods, Factors Affecting Memory, STM and LTM; forgetting.

Unit-IV Personality: Nature, Genetic and Environmental determinants of personality. Type and Trait approach. Personality Assessment. Intelligence: Nature and Measurement.

Suggested Readings

1. Ciccarelli, S.K. & Meyer, G.E. (2006). Psychology. New Delhi: Pearson Education, Inc.
2. Leukel, F. (2002). Introduction to Physiological Psychology (IIIrd Edition). New Delhi: CBS Publishers and Distributors.
3. Atkinson, R.L., Atkinson, R.L. et. Al. (1985). Introduction to Psychology. N.Y. HBJ Publishers.
4. Singh, A.K. (2009). Uchatar Samanya Manovigyan. Delhi: Moti Lal Banarsidas.

OESS – 07: Indian Constitution, Social Justice and Administration

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: The constitution of India defines the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. It lays out certain ideals that form the basis of the kind of country that we as a citizens aspire to live in. An in-depth analysis of various basic areas of constitution is the main objective of this inter disciplinary course. This helps the students to strengthen their understanding of Indian constitution and functioning of government.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit - I Indian Constitution:

1. Nature of the Constitution salient features – Preamble
2. Fundamental Rights, Directive Principles – Fundamental Duties
3. Amendments of the Constitution: Procedure for Amendment – Emergency Provisions

Unit – II Centre – State Relations and Local Self Government

- a) Distinctive features of Indian Federation
- b) Legislative, Administrative and Financial relations between the Union and the States
- c) Decentralization Experiments in India – 73rd and 74th Amendments and

their implementation

Unit – III State Government and Social Welfare Administration

- a) Governor, Chief Minister and Council of Ministers
- b) Changing Nature of District Administration and the role of District Collector
- c) Reservations for SC, ST and Backward classes

Unit IV Accountability & Control

- a) Legislative and Executive Control
- b) Judicial Control and Judicial Review
- c) Right to Information Act
- d) National SC and ST Commission; Women's Commission

Suggested Readings

Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi.
Fadia and Fadia, Indian Administration (2002), Sahitya Bhavan Publications, Agra.
Granville Austin (1999), The Indian Constitution – Corner Stone of a Nation, OUP, New Delhi.
Maheshwari, S.R. (2001) Indian Administration, Orient Blackswan, Hyderabad
Pylee, M.V. (2009), An Introduction to the Constitution of India, Vikas, New Delhi.
Ramesh K. Arora and Rajni Goyal (2000), India Public Administration, Vishwa Parkashan, New Delhi.
Sathe, S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.
Subhash C. Kashyap (2010), Indian Constitution: Conflicts and Controversies, Vitasta,
The Constitution of India, Government of India, 2009.
Tummala K. Krishna (1996), Public Administration in India, Allied Publications, New Delhi.

OESS – 08: Basics of Social Work

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objectives:

1. To make the students understand the conceptual framework of social work practice.
2. To make the students aware about the historical development of social work in Indian and worldwide perspective.
3. To make the students aware about reforms movements.
4. To make the students aware about the Programme and services for vulnerable groups.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Social work: Meaning, nature and its scope,
Relationship of Social Work with other Social Sciences.

- Goals of Social Work.
Methods of social work.
- Unit-II** A brief discussion of historical development of Social Work in U.K, U.S.A and India.
Contribution of reform movements in 19th and 20th century: Brahma Samaj, Arya Samaj, Gandhian and Vinoba Bhave.
- Unit-III** Social work and related concepts: social service, social services, social reform, social welfare, social development.
- Unit-IV** Programme and services for family welfare, children welfare, women welfare, youth welfare and aged welfare at national level.

Suggested Readings

1. Dasgupta , S Ed. (1967) Towards a Philosophy of Social Works in India, Popular Book service, New Delhi.
2. Desai, Murli, (2006) Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi
3. Friedlander, W.A. (1964) Concepts and Methods of Social Work, Prentice-Hall.of India Pvt, Ltd. New Delhi.
4. Gore, M.S. (1965) Social Work and Social Work Education Asia Publishing House, Bombay
5. Mishra, P.D.(2004) Social Work: Profession in India, New Royal Book Company
6. Roy, Sanjay (2011) Introduction to Social Work and practice in India, Akansha Publication House New, Delhi.
7. Singh Surendra and Srivastava S. P. (ed) (2005) Social Work Education Challenge and Opportunities, New Royal Book Publications, Lucknow.
8. Shastri , R.R.(1996) Social Work tradition in India, Welfare Forum & Research Organization, Varanasi

OESS – 09: General Sociology

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

- Objective:** Course aims to acquaint the student about the basic concepts of Sociology.
Note: Attempt any four questions out of the eight questions. All questions carry equal marks.
- Unit - I** Sociology: Emergence of Sociology as a discipline in General, and in India; Pioneers of Sociology- August Comte, Emile Durkheim, Herbert Spencer and Max Weber.
- Unit – II** Nature, Scope and Significance of Sociology; Sociology and Other Social Sciences.
- Unit – III** Society, Culture, Social Group, Community, Association, Social Structure and Social System; Status and Role;
- Unit - IV** Social Stratification, Social Mobility, Social Control; Social Change, Socialization; Social Processes: Associative and Dissociative.

Suggested Readings

- Abraham, F. History of Sociological Thought, OUP, New Delhi
Aron, Raymond Main Currents in Sociological Thought (Vol. I & II), Penguin; 1965/67

Atal, Yogesh	Indian Sociology: From Where to Where, Rawat Publication, Jaipur, 2003
Bottomore, T.B.	Sociology: A Guide to Problems and Literature, George Allen and Unwin, Delhi; 1972
Davis, Kingsley	Human Society, Surjeet Publicaiton, New Delhi; 1981.
Fox, R.	Kinship and Marriage; 1963
Giddens Anthony	Sociology Oxford University Press; 1989.
Ginsberg, M.	Sociology, Surjeet Publication, New Delhi; 1979
Haralambos	Sociology: Themes and Perspectives, Bell and Hyman, London; 1985
Inkeles, A	What is Sociology, Prentice hall, New Delhi; 1987
Johnson, H.M.	Sociology: A Systematic Introduction, Allied Publishers, New Delhi; 1995
Kapadia, K.M.	Marriage and Family in India, Oxford University Press, Bombay; 1980
MacIver, R. M. and H. Page	Society –An Introductory Analysis, Macmillan, New Delhi; 1974.
Nisbet	The Sociological Tradition, Heinemann Education. Books Ltd.
Parsons, T.	The Social System, Amerind Pub. Company; 1951
Smelser, J.	Sociology, Prentice Hall, New Delhi.

OESS-10: Women’s Studies: Some Contemporary Issues

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective:

1. To introduce the students to the basic concepts, terms of women’s studies and contemporary issues related to women.
2. To enhance students’ awareness about feminism and feminist movements in India.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Gender Relations Framework, Concept of Sex and Gender, Patriarchy, Masculinity and Feminity, Gender Discrimination, Women and Work.

Unit-II Feminism and Feminist Movements in India.

Unit-III Contemporary Issues: Female Foeticide and Infanticide, Declining Sex Ratio, Domestic Violence, Sexual Harassment of Women at Workplace, Role of Community and Caste in the Contemporary Context, Honor Killings.

Unit-IV Empowerment of Women: Need, Objectives and Process, Status of Women in India

Suggested Readings

Maria Mies	Indian Women and Patriarchy Concept Publishing Company, New Delhi 1980
Agarwal, Bina	Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi, 1988
Banks, Olive	Faces of Feminism: A Study of Feminism as a Social Movement, St. Martin’s Press, New York, 1981
Bhasin and Khan	Some Questions on Feminism, Kali for Women, New Delhi, 1986
Jayawardane, Kumari	Feminism and Nationalism in the Third World, The Institute of

Bhasin, Kamala Social Studies, The Hague, Netherlands, 1987
 Yadav, Sushma What is Patriarchy? Kali for Women, New Delhi, 1993
 Mishra, Anil Dutt Raha, Manish Kumar Gender Issues in India
 Matriliney to Patriliney (A Study of the Rabha Society)
 Agarwal, Anurag Female Foeticide Myth and Reality
 Singh, Subhash Chandra Gender Violence, New Delhi, Serials Publications, 2011

Dean, Faculty of Social Sciences
Kurukshetra University Kurukshetra
(Establishment by the State Legislature Act XII of 1956)
Syllabus of Optional Elective Papers, Faculty of Social Sciences
(Choice Based Credit System)
w.e.f. 2021-2022
Semester – III

Course No.	Name of the Subject/Paper	No. of Credit	Teaching Scheme (Hrs/Week)	Examination Scheme (Marks)					
				L	T	P	(Sem. Theory Exam)	Internal Assessment	Total
OESS-11	Global Security Concerns	2	2	-	-	-	50	--	50
OESS-12	Indian Economic Policy	2	2	-	-	-	50	--	50
OESS-13	Modern India 1858-1947	2	2	-	-	-	50	--	50
OESS-14	Human Rights in International Relations	2	2	-	-	-	50	--	50
OESS-15	India and World	2	2	-	-	-	50	--	50
OESS-16	Application of Psychology	2	2	-	-	-	50	--	50
OESS-17	Civil Services in India	2	2	-	-	-	50	--	50
OESS-18	Methods of Social Work	2	2	-	-	-	50	--	50
OESS-19	Indian Society and Culture	2	2	-	-	-	50	--	50
OESS-20	Women and Law	2	2	-	-	-	50	--	50

OESS 11: Global Security Concerns

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: This paper is aimed at to acquaint the student about the changing contours of global security issues.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks

Unit-I The Issue of Global Security in the New Century: Basic Ideas, Weapons of Mass Destruction and Global Security and International Terrorism

- Unit-II** End of Cold War and emergence of New World Order. Nuclear Proliferation & NPT, CTBT, MTCR, NMD.
- Unit-III** U.N.O. – World Peace and Security, Challenges to the UN System: Reform and Restructuring.
- Unit-IV** International and Regional Security Organizations: Military Alliances and Pacts, Peace Treaties, Defense Cooperation, Strategic Partnership and Security Dialogue.

Suggested Readings

- K.P.Saksena Reforming the United Nations (New Delhi: Sage, 1993)
- M.S.Rajan World Order and the United Nations (New Delhi: Har Anand, 1995)
- P. M. Kamath Reforming and Restructuring the United Nations, New Delhi, Anamika Publishers & Distributors (P) Ltd, 2007.
- Ramesh Thakur Global Governance and the UN: An Unfinished Journey, Indiana University Press, 2010
- Rumki Basu The United Nations: Structures and Functions of an International Organization, New Delhi: Sterling Publishers Pvt. Ltd., 1994.
- Sean Kay Global Security in the Twenty-First Century: The Quest for Power and the Search for Peace, Rowman & Littlefield, 2015
- Stephen Aris, Regional Organizations and Security: Conceptions and Practices, Taylor & Francis, 2015
- Wenger (Editors)
- SJR Bilgrami International Organization, (New Delhi: Vikas, 1983)
- Sugatha Ramcharrit United nations and World Politics (New Delhi: Kaniksha, 1998)
- Thomas G. Weiss The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect, Cambridge University Press, 2006
- Ramesh Thakur
- Vincent Pouliot International Security in Practice: The Politics of NATO-Russia Diplomacy, Cambridge University press, 2010
- Werner Feld, Robert Jordan International Organizations: A Comparative Approach, and Leon Hurwitz, eds., Prager, Michigan, 1988.

OESS-12: Indian Economic Policy

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective:

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

- Unit-I** Basic Features of Indian Economy in Present Times; Basic Concepts in National Income; Poverty Alleviation Programmes in India
- Unit-II** Direct Taxes and Indirect Taxes- Types, Merits and Demerits; Fiscal Policy and its Instruments; Causes of Inflation in India
- Unit-III** Role of Agricultural Sector in India; Role of Industrial Sector in India; Role of Service Sector in India; Liberalization, Privatization and Globalization- Concepts Only
- Unit-IV** Money and its Functions; Commercial Banks and their Functions; Functions of RBI; Monetary Policy and its Instruments

Suggested Readings

1. Mishra and Puri, "Indian Economy", Himalaya Publications.
2. Uma Kapila, "Indian Economy- Performance and Policies", Academic Foundation.
3. R.R. Paul, "Monetary Economics", Kalyani Publishers.
4. Uma Kapila, "Indian Economy since Independence", Academic Foundation.
5. Latest Economic Survey of GOI.
6. Latest Union Budget.

OESS – 13: Modern India 1858-1947

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: Paper aims to acquaint the student about the major activities of the freedom movement since 1857.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit– I 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

Unit – II Capitalist Change and Emergence of the New Social Order; Cultural Renaissance; Emergence of Indian Nationalism; Founding of Indian National Congress; The Moderates and the Extremists: Ideology and Politics; Rise of the Revolutionary Movement

Unit – III Founding of the Muslim League and its Politics; The Home Rule Movement; Emergence of Mahatma Gandhi: Non Cooperation Movement, Civil-Disobedience Movement and Quiet India Movement; Subhas Chandra Bose and Indian National Army

Unit – IV Rise of the Left Wing in Indian Politics; Round Table Conference and the Conclusion of Poona Pact; Congress Socialist Party; Rise of the Demand of Pakistan; Cripps Mission, Cabinet Mission and Mountbatten Plan: Partition and Independence

Suggested Readings

Agrow, D.	<i>Moderates and Extremists in the Indian National Movement</i>
Bipan Chandra	<i>Rise and Growth of Economic Nationalism in India</i>
Bipan Chandra	<i>Colonialism and Nationalism in India</i>
Bipan Chandra et. al.	<i>India's Struggle for Independence</i>
Brown, Judith	<i>Gandhi's Rise to Power: Indian Politics 1915-22</i>
Desai, A.R.	<i>Social Background of Indian Nationalism</i>
Dube, S.C.	<i>Contemporary India and its Modernization</i>
Dutt, R.C.	<i>Economic History of India, Vols. I & II</i>

Guha, Ranjit (ed.)	<i>Subaltern Studies, Vols. I – XI</i>
Gupta, M.N.	<i>History of the Revolutionary Movement in India</i>
Hasan, Mushirul	<i>India's Partition : Process, Strategy and Mobilization</i>
Hasan, Mushirul	<i>Nationalism and Communal Politics in India 1916-1928</i>
Joshi, Shashi and Bhagwan Josh	<i>Struggle for Hegemony in India, Vols. I-III</i>
Low, D.A. (ed.)	<i>Congress and the Raj : Facets of the Indian Struggle 1917-1947</i>
Majumdar, R.C.	<i>History of the Freedom Movement in India, Vols. I-IV</i>
Majumdar, R.C. (ed.)	<i>British Paramountcy and Indian Renaissance, Vols. IX & X</i>
Mehrotra, S.R.	<i>The Emergence of the Indian National Congress</i>
Mishra, Girish	<i>Adhunik Bharat Ka Aarthik Itihas (Hindi)</i>
Moon, Penderal	<i>Divide and Quit</i>
Nanda, B.R.	<i>Gandhi and his Critics</i>
Page, David	<i>Prelude to Partition</i>
Pannikar, K.N.	<i>National and Left Movements in India</i>
Pavlov, V.I.	<i>The Indian Capitalist Class : A Historical Study</i>
Roy, Satya Murti (ed.)	<i>Bharat Mein Upniveshavad Evam Rashtravad (Hindi)</i>
Sarkar, Sumit	<i>Modern India 1885-1947</i>
Shankar, Girija	<i>The Socialist Trend in the Indian National Congress</i>
Shukla, R.L. (ed.)	<i>Adhunik Bharat Ka Itihas (Hindi)</i>
Singh, L.P.	<i>The Left Wing in India</i>
Sitaramayya, P.	<i>History of the Indian National Congress, Vols. I-III</i>
Tara Chand	<i>History of the Freedom Movement in India, Vols. I-IV</i>
Tomlinson, B.R.	<i>Economy of Modern India 1860-1970</i>

OESS-14: Human Rights in International Relations

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: The paper aims to acquaint the student regarding international concern for Human Rights as well as International Mechanisms for protection of Human Rights.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

- Unit I** Meaning and Nature of Human Rights, United Nations Charter on Human Rights, Universal Declaration on Human Rights and Three Generations of Human Rights
- Unit II** Nature and Scope of Human Rights in Developed and Developing Countries.
- Unit III** Working and Role of The United Nations Commission of Human Rights and UN High commission for Refugees.
- Unit IV** Human Rights Watch Organization/Institutions – Amnesty International Organization and Transparency International.

Suggested Readings

1. Resurrect RC, KA, Human Rights, Sherides Book Company: New Delhi, 1995
2. Nagendra Singh, Enforcement of Human Rights, Eastern Law House: Calcutta, 1986.
3. Agarwal, H.O, Implementation of Human Rights Corners with special reference to India, DK Publishers: New Delhi, 1993.

OESS- 15: India and World

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: Paper aims to acquaint the student about India’s Foreign policy and role in global order.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Meaning, Nature, Determinants and Making of India’s Foreign Policy.

Unit-II India’s Relations with Major Powers: USA, USSR & Russia.

Unit-III India and its Neighbors: China, Pakistan, small Neighbors, and SAARC.

Unit-IV India’s Nuclear Policy, India and the United Nations, India and NAM.

Suggested Readings

- R.S. Yadav Bharat Ki Videsh Niti (In Hindi), Pearson, New Delhi, 2013
- R.S. Yadav & Suresh Dhanda, eds India’s Foreign Policy: Contemporary Trends, New Delhi, Shipra, 2009
- R.S. Yadav (ed.) India’s Foreign Policy Towards 2000 A.D., New Delhi, Deepak & Deep, 1993
- J. Bandhopahdyaya The Making of India’s Foreign Policy, Calcutta, Allied, 1979
- N.K Jha (ed.) India’s Foreign Policy in a Changing World, New Delhi, South Asian Publishers, 2000
- C. Raja Mohan Crossing The Rubicon: The shaping of India’s New Foreign Policy, New Delhi, Viking, 2003
- N S. Sisodida & Uday Bhaskar, eds Emerging India : Security and Foreign Policy perspective, New Delhi C Promilla, 2007
- Rajen Harshe & Sethi, eds, Policy, New Delhi, Orient Longman, 2005
- Anand Mathur & India Profile in Polycentric world orders, Jaipur, RBSA, 2008

Sohan Lal Meena, eds

Jayanta Kumar Roy India's Foreign Relations, 1947-2007, Routledge, New Delhi, 2011.

Anjali Ghosh, et al. India's Foreign Policy Person, New Delhi, 2012.

OESS – 16: Application of Psychology

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: To provide the basic knowledge about the application of psychology in difference field.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Abnormal behavior: Nature, criteria of abnormality. Types of mental disorders: Anxiety based and Psychosomatic disorders. Mental Retardation.

Unit-II Counselling: Nature, need and types: Directive and Non-Directive approaches. Application of counseling: counseling for emotional problems of adolescents, counseling of delinquents, and victims of substance abuse.

Unit-III Industrial and Organizational Behavior: Nature, micro and macro approaches/ behaviors. Work Motivation, Communication, decision making, conflict resolution. Selection and Placement in organizations.

Unit-IV Application of psychology in understanding the problems of Population, Deprivation, Criminal Behavior; Issue of minority groups.

Suggested Readings

1. Gelso, C.J. & Fretz, B.R. (2000). Counselling Psychology (2nd Ed.). London: Wadsworth
2. Rao, S.N. (2001). Counselling Psychology. New Delhi: Tata Mc Graw-Hill.
3. Carson, R.C., Butcher, T.N., & Susan, M. (2001). Abnormal Psychology and Modern Life. New York: Harper Collins.
4. Blum, M.L. & Naylor, J.C. (1984). Industrial Psychology: Its theoretical and social foundations. New Delhi: CBS Publishers.

OESS – 17: Civil Services in India

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: The term 'civil services' covers the large number of permanent officials required to run the machinery of government. The core of parliamentary government, which we have adopted in India, is that the ultimate responsibility for running the administration rests with the elected representatives of the people. Ministers lay down the policy and it is for the civil servants to carry out this policy. The interdisciplinary course aims to present an overview of the structure, trends and issues related to the civil services in India.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit – I Civil Services: Concept and Evolution

- a. Concept, Significance and Evolution of Civil Services.
- b. Classification of Civil services (All India Services, Central Services, State

Services and Local Services)

- c. Union Public Service Commission and other Service Commissions

Unit – II Bureaucracy

- a. Concept of Bureaucracy – Historical Evolution
b. Civil Service: Neutrality and Commitment
c. Relationship between Politicians and Civil Servants

Unit – III Public Personnel Administration

- a) Recruitment: Methods and significance
b) Training of Public Servants in India – Promotion System in India
c) Disciplinary Procedure for Civil Servants

Unit – IV Civil Services – Citizenry Interface

- a) Civil Society and Administration
b) Technology and Changing Nature of Public Services
c) Ethics and Accountability
d) Civil Service Reforms – IInd ARC Recommendations
e) Civil Services in the context of Globalization

Suggested Readings

Armstrong, Michael (2009), A Handbook of Human Resource Management Practice, Kogan Page, London.

Aswathappa K. (2013), Human Resource Management: Text and Cases, McGraw Hill, New Delhi.

Farazmand, Ali (1994), Hand of Bureaucracy, Taylor & Francis, New York.

Flippo Edwin B., (1976), Principles of Personnel Management, McGraw Hill

Goel, S.L. & Rajneesh, Shalini (2003), Public Personnel Administration, Deep & Deep, New Delhi.

Government of India, Second ARC, Tenth Report on ‘Refurbishing of Personnel Administration.

Jack Robin, et al (eds) (1994), Handbook of Public Personnel Administration, Taylor & Francis, New York.

Jain, R.B. (1994), Aspects of Personnel Administration, IIPA, New Delhi.

Maheshwari Sriram (2005), Public Administration in India: The higher Civil Service, Oxford University Press, New Delhi.

Naff, Katherine C., Norma M. Riccucci, (2014), Personnel Management in Government: Politics and Process (Seventh Edition), CRC Taylor & Francis, New York.

Riccucci, Norma (2007), Public Personnel Administration and Labor Relations, M.E. Sharpe, New York.

Shafritz Jay M et.al. (2001), Personnel Management in Government, Marcel Dekker, New York.

Stahl O. Glenn (1983), Public Personnel Administration, Harper & Row.

Tead, Ordway (1920), Personnel Administration, University of California Libraries.

OESS – 18: Methods of Social Work

Objectives:

1. To equip learners with theoretical knowledge for working with individuals and families and community.
2. To understand the basic elements of community organization and social action.
3. To develop conceptual understanding of administrative matters in the area of welfare and development.
4. Develop an understanding of scientific approach to human and its process and conduct simple research projects/exercises.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit- I Social Case Work: concept, meaning, basic assumptions, objectives, Principles, process of Social Case Work.

Unit-II Social Group Work: concept, meaning, basics assumptions, objectives, principles and process of Social Group work.

Unit-III Community Organization: concept, meaning, basic assumptions, objectives, principles and process of Community Organization.

Social Action: concepts, meaning, principles, types.

Unit-IV Social Welfare Administration: concept, meaning, functions, principles.

Social Work Research: concepts, nature and steps.

Suggested Readings

1. Bhattacharya, Sanjai.2006 Social Work Administration and Development, Rawat Publications, Jaipur.
- . Florence, H.1964 Case Work: A Psycho social therapy, Random House, New York.
3. Goldstein, H.1970 Social Work Practice: A Unitary Approach, Carolina: University. of S.Carolina Press.
4. Grace, Mathew, 1992 Introduction to School Case Work, Tata Institute of Social Sciences, Mumbai
5. Mishra, P.D.1985 Samajik Vijyaktik Sewa Karya (Hindi) Uttar Pradesh Hindi. Sansthan, Lucknow.
6. Perlman, 1957 Social Case Work-A Problem solving Process, Chicago: The University of Chicago Press, V Impression.
7. Pathak, S.H. 1966 Records in Social Case Work, Delhi School of Social Work, Delhi
8. Ross M.G.1955 Community Organization: Theory, Principles and Practice, New York: Harper and Brothers.
- 9.Siddiqui H.Y.2005 Group Work, theories and Practice, Rawat Publication New Delhi.
- .10. Siddiqui, H.Y.1997 Working with Communities: An Introduction to Community Work, New Delhi, Hira Publications.
11. Trecker, Harleigh, B.1990 Social Group Work: Principles and Practice, New York: Association Press.
- 12.Upadhyay, R.K. 2003 Social Case Work, Rawat Publications, New Delhi, Jaipur.

13. Upadhyay, R.K. 1991 Samajik Vijyaktik Karya (Hindi) Haryana Sahitaya Academy, Chandigarh.
14. Upadhyay, R.K. 1993 Indian Philosophical Concepts in Clinical Social work, Kurukshetra Press, Kurukshetra

OESS – 19: Indian Society and Culture

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objective: Paper aims to acquaint the student about the basic of Indian Society and its cultural moorings.

Note:- Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit - I Indian Society: Historical Moorings of Indian Society, Indian Social Structure

Unit-II Modernity and Tradition, factors Contributing to the Diversity and Unity of Indian Society; Caste and class; Recent Scenario.

Unit – III Social Institutions: Marriage, Family, Kinship, Religion

Unit – IV Social Problems & Challenges: Communalism, Poverty, Violence against women, Child Abuse, Sex ratio.

Suggested Readings

- Ahuja, Ram Indian Social System, Jaipur; Rawat Publication, 1993.
- Ahuja, Ram Social Problem in India, Jaipur; Rawat Publication, 1997.
- Dube, S.C. Indian Society: National Book Trust, New Delhi; 1986
- Dumont, L. Homo Hierarchicus: The Caste System and Its Implications; University of Chicago Press, 1981.
- Ghurye, G.S. Caste and Class in India: Popular Prakashan, Bombay; 1969
- Irawati Karve Family, Kinship and Marriage in India, New Delhi. OUP
- Kapadia, K.M. Marriage and Family in India: Oxford University Press, Bombay; 1960
- Mandelbaum, D.G. Society in India: Popular Prakashan, Bombay; 1972
- Majumdar & Madan An Introduction to Social Anthropology: Asia Publication House, Bombay; 1966
- Momin, A.R. The Legacy of G.S. Ghurye: A Centennial festschrift, Popular Prakashan, Bombay; 1996
- Patel, Tulsi (Ed.) *Bharat Mein Parivar: Sanrachna evam Vyahvhar*, New Delhi; Rawat/Sage Publication, 2011
- Prabhu, P.H. Hindu Social Organization: Popular Parkashan, Bombay; 1963
- Sharma, K.L. Essays on Social Stratification, Rawat Publication, Jaipur; 1980
- Singh, Yogendra. Modernization of Indian Tradition: Thomson press, Faridabad; 1973
- Singer & Cohn Structure and Change in Indian Society: Aldine Publishing Co. Chicago; 1968
- Srinivas, M.N. India Social Structure: New Delhi, Hindustan Publishing Corp. 1980

Srinivas & Shah	Hinduism in International Encyclopedia of Social Science, Meerut; 1970
Srinivas, M.N.	Caste in Modern India and other Essays, Asian Publishing House, Bombay; 1966

OESS – 20: Women and Law

Maximum Marks – 50 (Two Credits)

Time – 2 Hours

Objectives:

1. To create awareness among the students about the legal measures provided in the Indian constitution for safeguarding women's interests.
2. To acquaint the learner with various legal provisions for women.

Note: Attempt any four questions out of the eight questions. All questions carry equal marks.

Unit-I Constitution of India and Gender Equality:
Fundamental Rights, Directive Principles, Fundamental Duties, Public Interest Litigation (Art 32,226)

Unit-II National Commission for Women Act, 1990, Criminal Law Amendment Act, 2013, Indian Penal Code (Rape, Kidnapping & Abduction, Cruelty to Wife, Dowry Death)

Unit-III Hindu Marriage Act: Marriage, Divorce, Maintenance
Muslim Law: Marriage, Divorce, Maintenance
Property Rights

Unit-IV Medical Termination of Pregnancy Act, 1971, PC & PNDT Act, 2003, Domestic Violence Act, 2005, Dowry Prohibition Act, 1961, Sexual Harassment of Women at Workplace, 2013

Suggested Readings

T. Bhattacharya	Indian Penal Code, Central Law Agency, Allahabad.
Devinder Singh	Human Rights and Women and Law, Allahabad Law Agency, Faridabad.
Shobha Saxena	Crimes Against Women and Protective Laws, Deep & Deep Publication, New Delhi.
Narender Kumar	Constitutional Law of India, Allahabad Law Agency, 2006.
V.K. Shukla	Constitution Laws of India, Revised by Mahendra P. Singh, Eastern Book Company, Lucknow.
Justice A.S. Anand	Justice for Women-Concerns and Expressions, Universal Law Publishing Co. Pvt. Ltd., Delhi.
Diwan Paras	Family Law, (Law of Marriage and Divorce in India), Sterling Publishers Pvt. Ltd., New Delhi, 1983.
Chavan, Nandini, Qutub Jehan Kidwai	Personal Law Reforms and Gender Empowerment, Hope. India Publication, Gurgaon, 2006.