

# Syllabus

## B.A. (MED. HISTORY)

Based on National Education Policy-2020

(To be Effective from Session 2023-24)



**KAMLA NEHRU INSTITUTE**  
**OF PHYSICAL & SOCIAL SCIENCES**  
**Sultanpur (UP)**

Accredited 'A' Grade by NAAC  
*(An Autonomous Institute)*



**Kamla Nehru Institute of Physical &  
Social Sciences, Sultanpur (UP)-228118**  
(An Autonomous Institute)

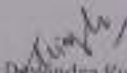
'NAAC - 'A' Grade'


Structure of syllabus for the program  
B.A. and M.A. : Subject- Med. History

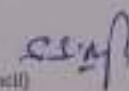
Syllabus developed/proposed by


S.No.	Name	Designation	Department	College/University/Address
1.	Dr. Shakti Singh	Convener	Med. History	K.N.I.P.S.S., Sultanpur
2.	Dr. Devendra Kumar Singh	Member	Med. History	K.N.I.P.S.S., Sultanpur
3.	Dr. Deep Mala Dwivedi	Member	Med. History	K.N.I.P.S.S., Sultanpur
4.	Prof. Shashi Singh	Member (Nominee Academic Council)	History	T.D. P.G. College, Jaunpur
5.	Prof. Keshav Mishra	Member (Nominee Academic Council)	History	B.H.U. Varanasi
6.	Prof. Ramesh Pathak	Member (Nominee V.C. Dr. RMLAU)	History	T.D. P.G. College, Jaunpur
7.	Sri Baldev Singh (Industrialist)	Member (Nominated Principal)	NA	Punjabi Colony, Kurwara Naka, Sultanpur
8.	Sri Jagjeet Singh (Ex-student)	Member (Nominated Principal)	NA	Near Vijay Delux, Laidiggi, Sultanpur

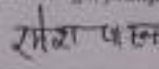
As per syllabus development guidelines of Higher Education for UG & PG Course-

  
(Dr. Devendra Kumar Singh)  
Member  
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Industrialist  
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SUBJECT: HISTORY

Kamla Nehru Institute of Physical and Social Science,  
Sultanpur, (U.P.)-228118

(An Autonomous Institute)  
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Syllabus for B.A. (History)

Based on New Education Policy 2020.

UNDER SEMESTER SYSTEM

(To be Effective from Session 2023-24)

## B.A. (History)

Semester-wise Titles of the Papers in B.A. (History)

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1	I	A050101T	Ancient and Early Medieval India (Till 1206 A.D.)	Theory	6
1	II	A050201T	History of Medieval India (1206 A.D.-1757 A.D.)	Theory	6
2	III	A050301T	History of Modern India (1757 A.D. - 1950 A.D.)	Theory	6
2	IV	A050401T	History of Modern World (1453 A.D. - 1950 A.D.)	Theory	6
3	V	A050501T	Nationalism in India.	Theory	5
3	V	A050502T Optional	History of Modern World (1453 A.D. - 1815 A.D.)	Theory	5
		A050503T Optional	Socio-Cultural and Economic History of Medieval India (1200 A.D.- 1700 A.D.)	Theory	5
		A050504T Optional	Ethics in History	Theory	5
3	V	A050501R	Project 1	Project	3
3	VI	A050601T	Era of Gandhi and Mass Movement.	Theory	5
3	VI	A050601T Optional	History of Modern World (1815 A.D.- 1945 A.D.)	Theory	5
		A050602T Optional	Socio-Cultural and Economic History of Medieval India (1700 A.D.- 1900 A.D.)	Theory	5
		A050603T Optional	History and its Professional Utility	Theory	5
3	VI	A050601R	Project 2/ viva-voce	Practical	3

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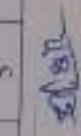
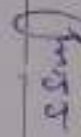
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**Subject: History**

Year	Semester	Paper: 1 History of India Till 1757 A.D.	Credit		Credit	Research Project/ Practical	Total
1st	I	Ancient and Early Medieval India (Till 1206 A.D.)	6				6
	II	History of Medieval India (1206 A.D. - 1757 A.D.)	6				6
2nd		<b>Paper :1</b> <b>History of Modern India and World Till 1950 A.D.</b>					
	III	History of Modern India (1757 A.D. - 1950 A.D.)	6				6
2nd	IV	History of Modern World (1453 A.D. - 1950 A.D.)	6				6
		<b>Paper: 1</b> <b>Freedom Struggle of India (1857 A.D. - 1947 A.D.)</b>					
3rd		<b>Paper: 2</b> <b>History of Modern world (1453 A.D. - 1945 A.D.) OR Socio-Cultural and Economic History of India (1200 A.D. - 1900 A.D.) OR Ethics and Professional Utility of History</b>					
	V	Nationalism in India.	5			Research Methodology, Tour and Study of Maps C3	10+3
3rd		<b>Paper: 1</b> <b>Era of Gandhi and Mass Movement.</b>					
	VI	Era of Gandhi and Mass Movement.	5			Study of Languages used in Indian History C3- viva-voce	10+3

## Proposed Year wise Structure of UG Program in History

**History** is the analysis and interpretation of the human past enabling us to study continuity and changes that are taking place over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine, interpret, revisit, and reinterpret the past. These include not just written documents, but also oral communication and objects such as buildings, artifacts, photographs, and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine—and work towards—different futures. It is often said to be the “queen” or “mother” of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.

### Program Outcomes (POs)

- ❖ This course provides the basic ideas and concepts of History and Historical development of Humanity.
- ❖ The program has been designed to develop historical outlook to resolve the day to day life struggles in the society and nation.
- ❖ Designed to enhance the capacity of students to understand universal and domain-specific values in History.
- ❖ This course intends to orient the learner with the Approaches to the broader discipline of History.
- ❖ Develop the ability to address the complexities and interface among of self, societal, national and International priorities.
- ❖ Promote research, innovation and design (Map and Atlas) development favoring all the disciplines in History.
- ❖ This programme develops scientific and practical approach among the students which helps in their day to day life.
- ❖ It will help in developing analytical and critical thinking based on the themes and issues of history.
- ❖ It will help in understanding of the basic concepts of History and an awareness of the emerging areas of the field.
- ❖ Acquisition of in-depth understanding of the applied aspects of History as well as interdisciplinary subjects in everyday life.
- ❖ The programme orients students with traditional historical knowledge along with advance contemporary skills like role of remote sensing, Carbon dating and GIS in the field of history and archaeology.
- ❖ Improvement of critical thinking and skills facilitating.
- ❖ Inculcate generic and subject-specific skills to succeed in the employment market and standards of life.

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## Certificate in Fundamentals of History

### B.A. First Year

#### Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Learn about the discipline of History as a holistic field of study covering multiple facets and requirements of human beings in day to day living, for example, achievement of appropriate milestones in personal development; awareness, need and use of historical resources; access to adequate knowledge system for wholesome development; historical fundamentals.
- May have capabilities to start earning by enhancing their skills in the field of Historical and Traditional knowledge system, Tourism, Archives and Museums.

Semester I	Name of Paper	Credits	No of Lectures
	Ancient and Early Medieval India(Till 1206 A.D.) (Theory)	6	90
	Total	6	90
Semester II	Name of Paper	Credits	No of Lectures
	History of Medieval India (1206 A.D. – 1757 A.D.)(Theory)	6	90
	Total	6	90

### B.A. Second Year : Diploma in History

#### Program Specific Outcomes (PSOs)

At the end of program following outcomes are expected from students:

- Develop historical outlook to resolve the day to day life struggles in the society and nations.
- Develop sensitivity, resourcefulness, and competence to render service to enhance development of individuals, families, communities, and the nation at large.
- Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Social Sciences.
- Explore and decide upon viable avenues of self-employment and entrepreneurship.
- Learn more about human and community & relationship.

Semester III	Name of Paper	Credits	No of Lectures
	History of Modern India(1757 A.D. – 1950 A.D.) (Theory)	6	90
	Total	6	90
Semester IV	Name of Paper	Credits	No of Lectures
	History of Modern World(1453A.D. – 1950 A.D.) (Theory)	6	90
	Total	6	90

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B.A. Final Year: B.A. in History (Degree)

Program Specific Outcomes (PSOs)

- Appreciate and benefit from the symbiotic relationship among the core disciplines of History – Social History, Economic History, Political History, Cultural History of India and the World.
- Programme is designed to encourage Ethical and Environmental values for sustainable development in the society.
- Programme is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (map and atlas) development favoring all the disciplines in History.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of History.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as a journalist, Tourism Manager etc. and also they can feel the sense of entrepreneurship as well.

Semester V	Name of Paper	Credits	No of Lectures
	Nationalism in India. (Theory)	5	75
	History of Modern world(1453 A.D. – 1815A.D.) OR Socio-Cultural and Economic History of Medieval India (1200A.D. – 1700 A.D.) OR Ethics in History(Theory)	5	75
	Research Project I	3	
	Total	10	150
Semester VI	Name of Paper	Credits	No of Lectures
	Era of Gandhi and Mass Movement(Theory)	5	75
	History of Modern world(1815A.D. – 1945A.D.) OR Socio-Cultural and Economic History of Medieval India (1700A.D. – 1900A.D.) OR History and its Professional Utility (Theory)	5	75
	Research Project I	3	
	Total	10	150

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**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Certificate	<b>Year</b>	B.A.I	<b>Semester</b>	I
<b>Subject</b>	History				
<b>Course Code</b>	A0501011	<b>Course Title</b>	Ancient and Early Medieval India (Till 1206 A.D.)		
<p><b>Course Outcome-</b> The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students.</p> <p>This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death of Harshvardhan which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.</p>					
<b>Credits - 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Introduction to Ancient History, Culture & Tradition, Historians of Ancient India, Indian Knowledge System, Short brief History of Pre Historic age.				14
II	Indus Valley Civilization, Vedic and later Vedic period.				12
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt, Bindusar and Ashok the Great, Kautilya and his Arthshastra.				12
IV	Gupta Dynasty - Chandragupt, Samudragupt, Chandragupt 'Vikramaditya' Golden Era of Ancient India				12
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihara, Chalukya, Parmar and Chauhan				12
VI	Rise of Feudalism in India.				6
VII	Customs, rituals and beliefs of Hindus.				10
VIII	Advent of Islam: Invasion of Mahmood Ghaznabi and Md. Ghori.				12

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### Suggested Readings:

1. Jha, D.N. , Ancient India an Introductory Outline
2. Basham, A.L. , The Wonder that was India
3. Thapar, Romila , History of India,
4. Majumdar, R.C. – History and Culture of Indian People
5. Lunia, B.N. – Evolution of Indian Culture
6. Das, Raykrishna- Bhartiya Chitrakla
7. Majumdar, R.C. –Ancient Indian (Hindi and English)
8. Jha, Shrimaali –Prachin Bharat Ka Itihas
9. Mishra, Jayshankar – Prachin Bharat ka Samajik Itihas
10. Chopra, P.N. & Puri, V.N., Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III

This course can be opted as an elective by the students of following subjects: Open for all

### Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz.

### Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Certificate	<b>Year</b>	B.A.I	<b>Semester</b>	II
<b>Subject</b>	History				
<b>Course Code</b>	A050201T	<b>Course Title</b>	History of Medieval India (1206 A.D - 1757 A.D)		
<b>Course Outcome</b> — This paper is designed to develop the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.					
<b>Credits - 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	The Early Turks and The Khiljis.				12
II	The Tugluqs and Lodies.				12
III	The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.				12
IV	Akbar to Shahjahan : Mansabdari, Relation with Rajpoot and Maharana Pratap, Religious Policy.				12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals				14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.				6
VII	Development of Architecture and Painting in Mughal Period.				10
VIII	Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India.				12
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>&gt; Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.</li> <li>&gt; Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunshiramManoharlal</li> <li>&gt; Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press</li> <li>&gt; Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press</li> <li>&gt; Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan</li> <li>&gt; Singh, Dilbag: Structure of Rural Society in Medieval India</li> <li>&gt; Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal &amp; Co.</li> <li>&gt; Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal &amp; Co.</li> <li>&gt; Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications</li> <li>&gt; Yadav, B.N.S.: (2012), Society and Culture in North India in the 12<sup>th</sup> Century, India, RakaPrakashan</li> <li>&gt; Sarkar, J.N., Shivaji and his Times</li> <li>&gt; Srivastava, A.L: (2017), Bharatvarsh ka Itihas 1000 to 1907, Shivlal Agrvaal and company , new Delhi</li> <li>&gt; Panday, Avadh Bihari (1988)- Purv madhykalin Bhart , Allahabad Central Book depo</li> <li>&gt; Panday, Avadh Bihari (1988)- Uttar madhykalin Bhart , Allahabad Central Book depo</li> <li>&gt; Sardesai, G.S. - Shiva Ji</li> </ul>					

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सहित संशोधन  
सहित संशोधन



**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Diploma	<b>Year</b>	B.A.II	<b>Semester</b>	III
<b>Subject</b>	History				
<b>Course Code</b>	A050301T	<b>Course Title</b>	History of Modern India (1757 A.D – 1950 A.D)		
<p><b>Course Outcome-</b> This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence.</p>					
<b>Credits - 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Arrival of European Companies: Rivalry for Control , Ascendancy of British East India Company : Plassey and Buxar and its Impact.				12
II	Territorial Expansion of East India Company: 1770-1856				12
III	Rise of Punjab under Ranjeetsingh: conquests and administration, Rise of Hyderabad and Mysore in 18 <sup>th</sup> century.				12
IV	Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals.				12
V	Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal.				16
VI	Commercialisation of Agriculture and its Impact on India, Development of Railway and its Impact.				6
VII	Development of Education in Colonial India , Morley-Minto reforms, Govt. of India Act 1919 and 1935.				10
VIII	Rise and Development of Communalism in India, Mergers of Princely states after Independence and Role of Sardar Vallabh Bhai Patel.				10

*S.D. Singh*

*Dr. Anand Kumar*

*B*

Suggested Readings:

- > Banerjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta, K.P. Bagchi
- > Bayly, C.A: An Illustrated History of Modern India 1600-1947, London 1990
- > Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication
- > Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- > Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication
- > Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
- > Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- > Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- > Grover, B.L: A New look on Modern Indian History
- > Jain, M.S.: (1993) Adhunik Bharat VarshKaltihus, New Age International Pvt. Ltd.
- > Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- > Majumdar, Dutta and Ray-Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- > Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002
- > Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University
- > Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- > Mishra, J.P.: Adhunik Bharat Kaltihus, Uttar Pradesh Granth Academic, Prabhag
- > Mittal, S.C.: Bharat KaSaamajikaaurAarthikItihus (1758-1947)
- > Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- > Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- > Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- > Sarkar, Sumit: (1993), Adhunik Bharat (Hindi), Delhi, RajkamalPrakashan
- > Sarkar, Sumit:( 1983)Modern India , Macmillan
- > Sen, Sunil, K.: (1979), Agrarian relations in India, 1793-1947, People's Publication House
- > Shukla, R.L. (ed.): Adhunik Bharat Kaltihus (Hindi), Delhi University Publication
- > Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- > Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
- > Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, Originally Published

This course can be opted as an elective by the students of following subjects: Open for all

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- Seminar/Assignment on any topic of the above syllabus.
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- Research Orientation of the student.
- Quiz

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IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Diploma	<b>Year</b>	B.A.II	<b>Semester</b>	IV
<b>Subject</b>	History				
<b>Course Code</b>	A050401T	<b>Course Title</b>	History of Modern world (1453 A.D – 1950A.D)		
<p><b>Course Outcome-</b> This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p>					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Renaissance: Its Causes, Feature and Impact. Reformation Movement in Europe and Role of Martin Luther.				16
II	Glorious Revolution , Industrial Revolution in 18th Century.				12
III	American Revolution , French Revolution: Causes, Significance and Impact on world.				12
IV	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.				12
V	Unification of Germany and Italy.				10
VI	Causes leading to First world war. Paris Peace Convention and treaty of Versailles.				10
VII	The Bolshevik Revolution.				6
VIII	Factor leading for Second World War , U.N.O. : Organization, Achievements and Failure.				12

*SSP, Singh*  
  
*SSM*

B



Suggested Readings:

- Stavrianos, A.J. : History of the Modern World Since 1500
- Bronski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz, J.M. : Pelican History of the World
- Fisher, H.A.L. : History of Europe
- Palmer, R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill, W.H. : History of the World
- Panikkar, K.M. : Asia and Western Dominance
- Bailey, C.A. : The Birth of Modern World
- Bennis, F. Lee: Europe since 1914
- Car, E.H.: (1948), International Relations between two world war (1919-1939), Delhi, Macmillan and Co.
- Carsten, F.L. (1982), The Rise of Fascism University of California Press
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.
- Hardy, G.M.S.: (1950), Short History of International Affairs 1920-1939, New York, Oxford University Press
- Langsam, W.C.: World Since 1919, Surjeet Publication
- Lowe, Norman: (1982), Mastering Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war
- Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
- Verma, Dinanath: Adhunik VishwaKalthas (Hindi), Jnanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century - Crofts
- Woodroff, C.: (1998), Modern World, St. Martin's
- Grant & Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
- Lipson: Europe in the Nineteenth and Twentieth Centuries
- Bhatnagar avm Gupta : Adhunik Europe ka Itihas (vol-1 & vol-2)
- Lal K.S. : Adhunik Europe ka Itihas (vol-1 & vol-2)
- Verma, Lal Bahadur : (1988), Europe ka Itihas (vol-1 & vol-2), New Delhi Prakashan Sanathan

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper**

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	History				
Course Code	A0505011	Course Title	Nationalism in India.		
<p><b>Course Outcome-</b> Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student.</p>					
Credits - 5	Max. Marks : 100	Min. Passing Marks :33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	First war of Independence: Causes, Impact and Nature.				10
II	Factor leading to the growth of Nationalism in India.				10
III	Theories of Nationalism : Views of Gandhi and Tagore				5
IV	Early phase: the Ideology, Programme and Policy of Moderates.				10
V	Extremist phase: Rise and development of Extremist in India.				10
VI	Swadeshi Movement and Congress split at Surat.				10
VII	Rise of Muslim League: Demands and Programme..				10
VIII	National awakening during First World War: Lucknow Pact and Home rule Movement.				10
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>&gt; Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House</li> <li>&gt; Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press</li> <li>&gt; Chandra, Bipan and Others: Freedom Struggle</li> <li>&gt; Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.</li> <li>&gt; Desai, A.R. (1984), India's Path of Development, Popular Prakashan</li> <li>&gt; Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication</li> <li>&gt; Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication</li> <li>&gt; Jeffery, R. and J Masseloss: From Rebellion to the Republic</li> <li>&gt; Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint</li> <li>&gt; Majumdar, R.C.: Struggle for Freedom</li> <li>&gt; Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.</li> <li>&gt; Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press</li> <li>&gt; Patel, Vallab Bhai: Correspondence, Writings and Speeches.</li> <li>&gt; Prasad, Bisheswar: Bandage and freedom, 2 Vols.</li> </ul>					

- > Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)
- > Sarkar, Sumit: Adhunik Bharat (Hindi)
- > Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983
- > Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division
- > Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors
- > Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
- > Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper.**

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	V
<b>Subject</b>	History				
<b>Course Code</b>	AD50502T (Optional)	<b>Course Title</b>	History of Modern world (1453 A.D – 1815A.D)		
<b>Course Outcome</b> -This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system, Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.					
<b>Credits – 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :53</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Political and Religious structure of Europe in the early 15 <sup>th</sup> Century.				10
II	Renaissance: Its Causes, Feature and Impact.				10
III	Reformation Movement in Europe and Role of Martin Luther.				5
IV	Religious warfare: The Thirty Years War.				10
V	Glorious Revolution and Development of Cabinet system in England.				10
VI	Industrial Revolution in 18 <sup>th</sup> Century , American Revolution				10
VII	French Revolution: Causes, Significance and Impact on world.				10
VIII	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Acton: (1906), Lectures on Modern History, London, Macmillan and Co. Limited.</li> <li>➤ Fisher, H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode</li> <li>➤ Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London, Macmillan</li> <li>➤ Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company</li> <li>➤ Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.</li> <li>➤ Sehevil: (1898), History of Modern Europe (Hindi or English), Charles Scribners Sons</li> <li>➤ Singh, Heeralal avm Ramvriksh Singh(2011), Adhunik Europe ka Ithihas (1453-1789),Allahabad Students Friends</li> <li>➤ Verma, Lal Bahadur : (1988), Europe ka Ithihas (Punarjagran se Kranti tk), New Delhi Prakashan Sanahthan</li> </ul>					

This course can be opted as an elective by the students of following subjects: Open for all

⊙ Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

सर्विस

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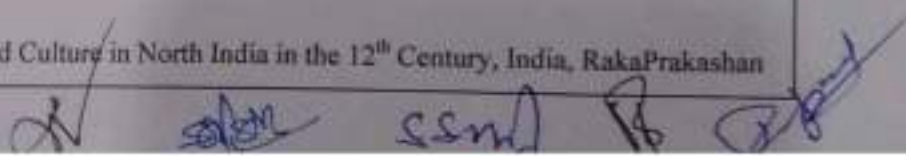
Programme / Class	Degree	Year	B.A.III	Semester
Subject	History			
Course Code	A050503T (Optional)	Course Title	Socio-Cultural and Economic History of Medieval India (1200 A.D- 1700 A.D)	

**Course Outcome-** This paper comprises social, economic and cultural aspect of medieval India. In this paper a student will be introduced to the saints of medieval India who had shown the path of Bhakti movement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk, Timur, Mughal and Afghan attacks Indian economy had a lion's share in all over world's economy, this aspect will also be known to the scholars of history.

Credits - 5	Max. Marks : 100	Min. Passing Marks : 33
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0		

Unit	Topic	No. of Lectures
I	Social condition during Sultanate Period.	10
II	Market Control Policy and Revenue system of AllaudinKhilji.	10
III	Sufism and Bhakti Movement in India.	5
IV	Women's Condition during Sultanate Period.	10
V	Land Revenue System during Mughal Period.	10
VI	Trade and Commerce during Mughal Period.	10
VII	Development of Banking system during Mughal Period.	10
VIII	Development of Industry during Mughal Period.	10

- Suggested Readings:**
- > Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.
  - > Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharial
  - > Prasad, Isbwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press
  - > Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press
  - > Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan
  - > Singh, Dilbag: Structure of Rural Society in Medieval India
  - > Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co.
  - > Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co.
  - > Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications
  - > Yadav, B.N.S.: (2012), Society and Culture in North India in the 12<sup>th</sup> Century, India, RakaPrakashan



- ✓ Sarkar, J.N., Shivaji and his Times
- ✓ Srivastava, A.L. (2017), Bharatvarsh ka Itihas 1000 to 1907, Shivlal Agrval and company , new Delhi
- ✓ Panday, Avadh Bihari (1988)- Purv madhykalin Bhart , Allahabad Central Book depo
- ✓ Panday, Avadh Bihari (1988)- Uttar madhykalin Bhart , Allahabad Central Book depo
- ✓ Sardesai, G.S. - Shiva Ji

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Degree	<b>Year</b>	B.A.III	<b>Semester</b>	V
<b>Subject</b>	History				
<b>Course Code</b>	A050504T (Optional)	<b>Course Title</b>	Ethics in History		
<b>Course Outcome</b> -History is in an excellent position to inculcate moral values in students' mind. Study of Ved and Geeta with Life stories of great saints, heroes and reformers, like Shankracharya, Buddha, Rama MaharanaPratap, Guru Nanak, Swami Dayananda, Swami Vivekananda, Mahatma Gandhi, Aurobindo and Radhakrishnan etc. encourage students to be truthful, courageous, just and selfless.					
<b>Credits - 5</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Introduction of Ethics- History.				10
II	Determinants of Ethics, Normative and Applied Ethics.				10
III	Different early Indian approach to understand Ethics.				5
IV	The survey of early Indian Ethics- study of Ved and Geeta.				10
V	Dharma and Rationality.				10
VI	The Bhakti Movement.				10
VII	Ideas and Ethical Philosophy of Aurobindo.				10
VIII	Ideas and Ethical Philosophy of Gandhi and Radhakrishnan.				10
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Sreedharan,E. : A Textbook of Historiography</li> <li>➤ Carr, E.H. : What is History</li> <li>➤ Ali Sbeik, : History ,Theory and Method.</li> <li>➤ Chaudhry,K.P., (1975) Effective teaching of History in India, New Delhi; National Council of Education and Research and Training.</li> <li>➤ Collingwood,R.G, (1951),The Idea of History, London; Oxford University Press,</li> <li>➤ Ghate, V.D., (1953) Suggestions for the Teaching of History, Bombay; Oxford University Press,</li> <li>➤ Carr, E.H. : (1997) Itihas kya hai Macmillan Press, New Delhi</li> <li>➤ Canadin David : (2002) What is History now, Macmillan London</li> <li>➤ Kaushik Kuvant Bahadur : (1984) Itihas Darsan avm Prachin Bhartiya Itihas Lekhan, Gorakhpur</li> <li>➤ Sreedharan,E. : Itihaslekh</li> <li>➤ Singh,Badrinath : (1988) Nitishastra ki rooprekha,Aasha prakasan Varanasi</li> <li>➤ Pandey,Sangamal : (1991) Nitishastra ka sarvekshan, Central publishing house Prayagraj</li> <li>➤ Mishra, Nityanand : (2005) Nitishastra Motilal Banarasisdas Banaras</li> </ul>					

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz.

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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## Project

<b>Programme/Class:</b> Degree/BA	<b>Year:</b> Third	<b>Semester:</b> Fifth
<b>Subject:</b> History		
<b>Course Code:</b> A050501R	<b>Course Title:</b> Research Methodology, Tour and Study of Maps	
<b>Course outcomes:</b> Students will be able to understand <ul style="list-style-type: none"> <li>• In-depth knowledge of research methodology.</li> <li>• The variation among Historical locations.</li> <li>• Interaction with people with different natural and cultural settings.</li> <li>• Study of Historical area being visited.</li> <li>• Learn to prepare tour report.</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: 100 (50 Project Report + 50 Research Analysis)	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
1	Student has to prepare research report on any relevant topic of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report: Meaning, types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods, Sampling etc. Techniques of writing scientific reports: Preparing notes, references, bibliography, abstract and keywords etc.  Tour in-charge will also explain all the steps and methods for preparing Tour report.	45
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>➤ Chitnis, K.N., (2006)—Research Methodology in History, Atlantic Publication.</li> <li>➤ Sreedharan, E. : A Textbook of Historiography</li> <li>➤ Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press</li> <li>➤ Mishra, P.K. –(2018) Tourism in India , New Century Publications</li> <li>➤ Roday, Sunetra ,ArchanaBiwal&amp;Vandana Joshi – Tourism ; Operations and Management</li> <li>➤ Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.</li> <li>➤ Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.</li> <li>➤ Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>➤ Raman K.V. : (1976) Principles and Methods in Archaeology, Madras.</li> <li>➤ Curr, E.H. : (1997) Itihas kya hai Macmillan Press, New Delhi</li> <li>➤ Canadin David : (2002) What is History now, Macmillan London</li> <li>➤ Kaushik Kuvann Bahadur : (1984) Itihas Darsan avm Prachin Bhartiya Itihas Lekhan, Gorakhpur</li> <li>➤ Sreedharan, E. : Itihaslekh</li> </ul>		

This course can be opted as an elective by the students of following subjects: Open for all

**Suggested Continuous Evaluation Methods:**

- Seminar/Assignment/Report on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

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Notes for developing syllabus for a course paper

Sl. No.	Topic	Year	S. No.	Source/Ref.
1	1905-1907			
2	1907-1911			
3	1911-1919			
4	1919-1947			

1905-1907: This year is assigned to introduce the student regarding the Gandhian Philosophy. In 1905 an 'atmosphere' which led to mass movements in India. This year covers the 1st revolution of Indian people. The year 1905-1907 is the year of Indian National Movement in a nascent form. It is called as the year of 'New Nationalism' and 'New National Movement'.

1907-1911: This year is assigned to introduce the student regarding the Gandhian Philosophy. In 1907 an 'atmosphere' which led to mass movements in India. This year covers the 2nd revolution of Indian people. The year 1907-1911 is the year of Indian National Movement in a nascent form. It is called as the year of 'New Nationalism' and 'New National Movement'.

Sl. No.	Topic	No. of Lectures
1	History of Gandhian/ The Non-Cooperation Movement	10
2	History of Gandhian/ Movement in India with special reference to 1905-1907 and 1919-1922	10
3	History of Gandhian/ Movement in India with special reference to 1922-1930	10
4	History of Gandhian/ Movement in India with special reference to 1930-1947	10
5	History of Gandhian/ Movement in India with special reference to 1947-1950	10
6	History of Gandhian/ Movement in India with special reference to 1950-1954	10
7	History of Gandhian/ Movement in India with special reference to 1954-1960	10
8	History of Gandhian/ Movement in India with special reference to 1960-1967	10
9	History of Gandhian/ Movement in India with special reference to 1967-1974	10
10	History of Gandhian/ Movement in India with special reference to 1974-1982	10
11	History of Gandhian/ Movement in India with special reference to 1982-1990	10
12	History of Gandhian/ Movement in India with special reference to 1990-1997	10
13	History of Gandhian/ Movement in India with special reference to 1997-2004	10
14	History of Gandhian/ Movement in India with special reference to 2004-2014	10
15	History of Gandhian/ Movement in India with special reference to 2014-2019	10

1. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

2. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

3. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

4. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

5. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

6. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

7. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

8. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

9. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

10. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

11. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

12. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

13. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

14. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

15. B. R. Ghosh, *History of India since Independence*, London, Cambridge University Press, 1967.

Sd/- [Signature]

- Prasad, Bisheerwar,- Bandage and freedom, 2 Vols.
- Rai, Satya M.(ed.): Bharat Mein Upaniveshwad Aur Rashtrawad (Hindi)
- Sarkar, Sumit: Adhunik Bharat (Hindi)
- Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983
- Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division
- Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors
- Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.
- Tara Chand: History of the Freedom Movement in India, Vols. 1 – IV, Division Publication

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

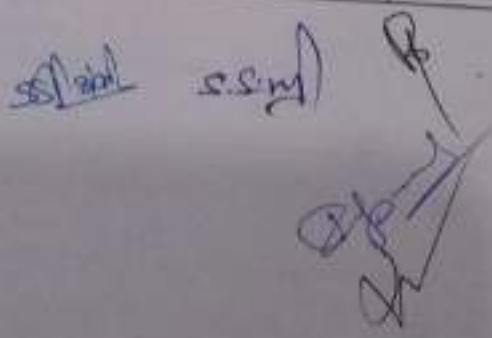
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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A large signature on the left, a signature in the middle, and a signature on the right with the word "Date" written vertically next to it.



**Format for developing syllabus for a course/paper**

Programme / Class	Degree	Year	B.A.III	Semester	VI
Subject	History				
Course Code	A0506021 (Optional)	Course Title	History of Modern world (1815A.D- 1945A.D)		
<p><b>Course Outcome-</b> This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p>					
Credits - 5	Max. Marks : 100	Min. Passing Marks : 33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	Unification of Germany and Italy.				10
II	Causes leading to First world war.				10
III	Paris Peace Convention and treaty of Versailles.				10
IV	League of Nations: Organisation, Achievements and Failure.				5
V	Rise of Communism in Russia: The Bolshevik Revolution.				10
VI	Rise of Dictatorship: Mussolini and Hitler.				10
VII	United states in world affairs : Economic Depression and New Deal policy of F.D.Roosevelt.				10
VIII	Factor leading for Second World War and U.N.O.				10



Suggested Readings:

- Stavrianos.A.J. : History of the Modern World Since 1500
- Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition
- Robertz. J.M. : Pelican History of the World
- Fisher. H.A.L. : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill. W.H : History of the World
- Panikkar. K.M : Asia and Western Dominance
- Bailey. C.A. : The Birth of Modern World
- Benns, F. Lee: Europe since 1914
- Car, E.H.: (1948), International. Relations between two world war (1919-1939), Delhi, Macmillan and Co.
- Carsten, F.L. (1982), The Rise of Fascism University of California Press
- Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.
- Hardy, G.M.S.: (1950), Short History of International Affairs 1920-1939, New York, Oxford University Press
- Langsam, W.C.: World Since 1919, Surjeet Publication
- Lowe, Norman: (1982), Mastering Modern World History, Macmillan and Co.
- Marriot, M.: International Relations between the two world war
- Parker, R.A.C.: (1969), Europe (1919-1945) London, Weidenfield and Nicolson
- Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster
- Verma, Dinanath: Adhunik Vishwa Kaitihas (Hindi), Inanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century - Crofts
- Woodroff, C: (1998), Modern World, St. Martin's
- Grant & Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830-1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)
- Lipson: Europe in the Nineteenth and Twentieth Centuries
- Lal, K.S. : Adhunik Europe ka Itihas ( Bhag-2)
- Bhatnagar avm Gupta : Adhunik Europe ka Itihas ( Bhag-2)
- Verma, Lalbahadur : (1988) Europe ka Itihas ( Bhag-2), New Delhi prakashansanshthan.

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	VI
<b>Subject</b>	History				
<b>Course Code</b>	A050603T (Optional)	<b>Course Title</b>	Socio-Cultural and Economic History of Medieval India (1700A.D- 1900 A.D)		

**Course Outcome**-This paper comprises social, economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18th and 19th Century India. Development of banking and Railway had played a vital role in the drain of Indian wealth to England. All these aspects have been covered under this paper title.

<b>Credits</b> - 5	<b>Max. Marks</b> : 100	<b>Min. Passing Marks</b> :33
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**Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	Social and Religious Reformation Movement.	10
II	Reforms in Muslim society.	10
III	Land Revenue System during colonial period: Permanent Settlement, Raiyatwari and Mahalwari system.	5
IV	Decline of Indian Handicraft in British period.	10
V	Commercialisation of Agriculture and its Impact on India.	10
VI	Theory of Drain of Wealth.	10
VII	Development of Railway and its Impact.	10
VIII	Development of Banking System in Colonial Period.	10

**Suggested Readings:**

- > Banerjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta, K.P. Bagchi
- > Bayly, C.A: An Illustrated History of Modern India 1600-1947, London 1990
- > Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication
- > Desai, A.R. (1948). Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- > Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication
- > Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co.
- > Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- > Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- > Grover, B.L: A New look on Modern Indian History
- > Jain, M.S.: (1993) Aadhunik Bharat VarshKaltihas, New Age International Pvt. Ltd.
- > Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- > Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- > Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002



- ✓ Metcalf, Thomas: (1985), Ideologies of the Raj, Cambridge University
- ✓ Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication
- ✓ Mishra, J.P.: Adhunik Bharat Kaitihas, Uttar Pradesh Granth Academic, Prabhag
- ✓ Mittal, S.C.: Bharat Ka Saansajik aur Aarthik Itihas (1758-1947)
- ✓ Muir, Ramsay: (1969) The Making of British India, Oxford University Press
- ✓ Praad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- ✓ Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- ✓ Sarkar, Sumit: (1993), Adhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
- ✓ Sarkar, Sumit: (1983) Modern India, Macmillan
- ✓ Shukla, R.L. (ed.): Adhunik Bharat Kaitihas (Hindi), Delhi University Publication
- ✓ Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- ✓ Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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**Format for developing syllabus for a course/paper**

<b>Programme / Class</b>	Degree	Year	B.A.III	Semester	VI
<b>Subject</b>	History				
<b>Course Code</b>	A0596041 (Optional)	<b>Course Title</b>	History and its Professional Utility		
<b>Course Outcome</b> -This paper is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India.					
<b>Credits</b> - 5	<b>Max. Marks</b> : 100		<b>Min. Passing Marks</b> : 33		
<b>Total No. of Lectures</b> - Tutorials - Practical (in hours per week) : 5-0-0					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Use of Archives and Museums.				10
II	Use of Map in History.				10
III	Importance of Libraries.				5
IV	Local Heritage, Temples and Shrines.				10
V	Tourism for Architectural Monuments.				10
VI	Preservation of Environment in History.				10
VII	A Historical Survey of development of Science and Technology in India.				10
VIII	Use of History in Journalism: Print and Electronic Media.				10
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>&gt; Sreedharan, E. : A Textbook of Historiography</li> <li>&gt; Carr, E.H. : What is History</li> <li>&gt; Ali Sheik, : History, Theory and Method.</li> <li>&gt; Botticelli, Peter, Martha R. Mahard and Michele V. Cloonan, --(2019) Libraries, Archives and Museums Today, Rowan &amp; Littlefield Publishers</li> <li>&gt; Kimerling, A. Jon, --Map Use - Reading Analysis Interpretation, ESRI Press</li> <li>&gt; Koopman, Harry Lyman - The Mastery of Books; Hints on Reading and The Use of Libraries, American Book Company</li> <li>&gt; Mishra, P.K. --(2018) Tourism in India, New Century Publications</li> <li>&gt; Roday, Sunetra, Archana Biwal &amp; Vandana Joshi - Tourism; Operations and Management</li> <li>&gt; Atkinson RJC : (1953) Field Archaeology, London, Mathew and Co.</li> <li>&gt; Basker P. : (1982) Techniques of Archaeological Excavation, London, Batsford.</li> <li>&gt; Chakrabarti D.K. : (1989) Theoretical Perspectives in Indian Archaeology, Munshiram Manoharlal.</li> <li>&gt; Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur.</li> <li>&gt; Raman K.V. : (1976) Principles and Methods in Archaeology, Madras</li> </ul>					

- Agee, Ault & Emery, Introduction to Mass Communication.
- Asa Briggs, A Social History of Media from Guttenberg to the Internet.
- Gardiner Lambert, A History of Media.
- Kamath, M.V., Professional Journalism.
- Keval J. Kumar, Mass Communication in India.
- Shay, Shivswroop - (1992) Sangrahalay ki aor, Motilal Banarasidas Banaras
- Carr, E.H. : (1997) Itihas kya hai Macmillan Press, New Delhi
- Canadin David : (2002) What is History now, Macmillan London
- Kaushik Kuvare Bahadur : (1984) Itihas Darsan avm Prachin Bhartiya Itihas Lekhan, Gorakhpur

This course can be opted as an elective by the students of following subjects: Open for all

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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## Project

Programme/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: History		
Course Code: A050601R	Course Title: Study of Languages used in Indian History	
<b>Course outcomes:</b> Students will be able to understand <ul style="list-style-type: none"><li>• In-depth knowledge of Languages used in Indian History.</li><li>• The variation among Historical aspect of different languages.</li><li>• Interaction with people with different languages and cultural settings.</li><li>• Study of Historical area of different languages being visited.</li><li>• Learn to prepare language analysis report.</li></ul>		
Credits: 3		Core Compulsory
Max. Marks: 100 (50 Project Report + 50 Research Analysis)		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w		
Unit	Topics	No. of Lectures
1	Student has to prepare research report on any language of Historical importance of his/her interest in consultation with Supervisor. Supervisor will teach following to their students for enabling students to prepare research report; Meaning, types and significance of Historical Languages, Literature review and formulation of research design of the language. Techniques of writing and reading of the selected language.	45
<b>Suggested Readings:</b> <ul style="list-style-type: none"><li>&gt; Chitnis, K.N., (2006) – Research Methodology in History, Atlantic Publication.</li><li>&gt; Sreedharan, E. : A Textbook of Historiography</li><li>&gt; Kimerling, A. Jon, –Map Use – Reading Analysis Interpretation, ESRI Press</li><li>&gt; Carr, E.H. : (1997) Itihas kya hai Macmillan Press, New Delhi</li><li>&gt; Canadin David : (2002) What is History now, Macmillan London</li><li>&gt; Kaushik Kuyam Bahadur : (1984) Itihas-Darsan avn Prachin Bhartiya Itihas Lekhan, Gorakhpur</li><li>&gt; Sreedharan, E. : Itihaslekh</li></ul>		
This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"><li>• Seminar/Assignment / Report on any topic of the above syllabus.</li><li>• Test with multiple choice questions / short and long answer questions.</li><li>• Research Orientation of the student.</li><li>• Quiz</li></ul>		

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Kamla Nehru Institute of Physical and Social Sciences,  
Sultanpur, U.P.

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## Department of History

❖ The following shall be the guidelines and structure of History Educational / Historical tour:

### Historical Excursion Committee:

1. All faculty members shall organize Historical excursion as 'tour in-charge' in rotation according to departmental seniority list or decided by Head of department.
2. There shall be **Historical Excursion Committee headed by the principal**. Tour in-charge shall act as convener of committee and shall convene a meeting at the beginning of session or semester. All other teachers of department shall be member of committee. Four/Five meritorious students based on last available examination result shall be invited by the tour in-charge to participate in meeting as members of committee.
3. Committee shall:
  - a) Review the tour plan.
  - b) Confirm that all arrangements shall be made in advance before tour departure
  - c) Listen to the opinion of students and give recommendations to tour in-charge accordingly.
  - d) Review academic nature of tour and evaluate day wise tour plan and academic activity as submitted by Tour in-charge.

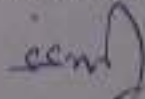
### Structure of the tour party:

1. For 20 or less than 20 students one faculty member with one non-teaching staff shall accompany the Tour party. For 21 to 50 students two faculty members with one non-teaching staff shall accompany the Tour party. If two faculty members are required for tour, second faculty member shall be selected on the recommendation of tour in-charge. If students are more than 50 then a separate tour batch shall be constituted in same manner.
2. If female students are also participating in tour and tour in-charge, accompany other faculty member or non-teaching staff none are female then one female attended (Female faculty member from History or any other departments/female non-teaching staff) shall accompany with tour party.

### Responsibility of tour in-charge:

1. Tour shall at least of 1 days for UG and 2 days for PG, stay at location with inter region variation.
2. Tour in-charge shall submit tentative day wise activity report in advance to the principle.
3. Tour in-charge shall coordinate with Institutes/Colleges/ Universities/Research Institutes etc in location where tour is being planned for following activities like:
  - a) Interaction of students.
  - b) Lectures on various local Historical, Social and cultural attributes of the area by the experts.









- c) Local visit with faculty members having academic understanding of the area.
4. Lectures by tour in-charge on Historical characteristics of area being visited for Educational / Historical tour.
5. Questionnaire survey on various Historical, socio-cultural or any other aspects.
6. Tour in-charge shall collect undertaking from all students which shall be counter signed by their guardian.
8. Tour in-charge will prepare list of students accompanying the tour with their information like mobile number, address, guardian contact information and one recent colour photo. One copy will also be submitted to the head in universities and Principal in colleges.
9. Teacher shall always try to minimize tour expenditure of students by:
- Using concession train reservation and avoiding buses if possible.
  - Making stay arrangements of students in advance in youth hostels/lodges/guesthouse etc.
  - Try to visit few important locations only with objective of spot study and avoiding unnecessary travel for sightseeing.
10. After the completion of tour there shall be presentation by students regarding learning outcomes and experiences under the supervision of tour in-charge. Presentation shall be attended by Historical Excursion Committee members along with other faculty members, staff, students etc.
11. All students shall submit tour report under supervision of Tour in-charge for evaluation. Tour report shall portray all activities conducted and places visited for the purposes of study.
12. In case of any incident/injury where one or more than one student cannot join tour party in return journey. One teaching/non-teaching staff member shall stay with student until student's guardian arrives or alternative arrangement is not made by the college. In case tour in-charge stays the other teacher/staff member shall act as tour in-charge for remaining tour period according to seniority.

#### Exemption of Students from Tour:

- Tour can be exempted in very special circumstances on recommendation of tour in charge by head of the department. Exempted students will prepare local tour report based on his/her own local tour visits. Report shall be prepared under supervision of tour in-charge.

#### TA, DA, and other expenses:

- The TA, DA and other expenses of teachers and attendants shall be met out by college as admissible to their cadre as per government rules.

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# Syllabus

## M.A. (MED. HISTORY)

Based on National Education Policy-2020  
(To be Effective from Session 2023-24)



**KAMLA NEHRU INSTITUTE**  
**OF PHYSICAL & SOCIAL SCIENCES**  
Sultanpur (UP)

Accredited 'A' Grade by NAAC  
*(An Autonomous Institute)*



**Kamla Nehru Institute of Physical &  
Social Sciences, Sultanpur (UP)-228118**  
(An Autonomous Institute)

'NAAC - 'A' Grade'

Structure of syllabus for the program

B.A. and M.A. : Subject- Med. History

Syllabus developed/proposed by

S.No.	Name	Designation	Department	College/University/Address
1.	Dr. Shakti Singh	Convenor	Med. History	K.N.I.P.S.S., Sultanpur
2.	Dr. Devendra Kumar Singh	Member	Med. History	K.N.I.P.S.S., Sultanpur
3.	Dr. Deep Mala Dwivedi	Member	Med. History	K.N.I.P.S.S., Sultanpur
4.	Prof. Shaahi Singh	Member (Nominus Academic Council)	History	T.D. P.G. College, Jaunpur
5.	Prof. Keshav Mishra	Member (Nominus Academic Council)	History	B.H.U. Varanasi
6.	Prof. Ramesh Pathak	Member (Nominus V.C., Dr. BMLAI)	History	T.D. P.G. College, Jaunpur
7.	Sri Baldev Singh (Industrialist)	Member (Nominus Principal)	NA	Punjabi Colony, Kurwara Naka, Sultanpur
8.	Sri Jagjeet Singh (Ex-student)	Member (Nominus Principal)	NA	Near Vijay Delux, Laldiggi, Sultanpur

As per syllabus development guidelines of Higher Education for UG & PG Course-

(Dr. Devendra Kumar Singh)  
Member  
K.N.I.P.S.S., Sultanpur

(Dr. Shakti Singh)  
Convenor  
K.N.I.P.S.S., Sultanpur

(Prof. Shaahi Singh)  
Member (Nominus Academic Council)  
T.D. P.G. College, Jaunpur

(Dr. Deep Mala Dwivedi)  
Member  
K.N.I.P.S.S., Sultanpur

(Prof. Ramesh Pathak)  
Member (Nominus V.C., Dr. BMLAI)  
Hist. T.D. P.G. College, Jaunpur

(Prof. Keshav Mishra)  
Member (Nominus Academic Council)  
B.H.U. Varanasi

(Sri Jagjeet Singh)  
Ex-student  
Member (Nominus Principal)  
Near Vijay Delux, Laldiggi, Sultanpur

(Sri Baldev Singh)  
Industrialist  
Member (Nominus Principal)  
Punjabi Colony, Kurwar Naka, Sultanpur

## MEDIEVAL AND MODERN HISTORY

Kamla Nehru Institute of Physical and Social Science,

Sultanpur, (U.P.)-228118

*(An Autonomous Institute)*

Accredited – A- Grade by NAAC

### Syllabus for M.A. (Medieval and Modern History)

Based on New Education Policy 2020.

UNDER SEMESTER SYSTEM

(To be Effective from Session 2023-24)



#### AIMS :-

Studying History helps the students to understand how events in the past made things the way they are today. It provides a crucial perspective for understanding current and future problems. Studying the diversity of human experience helps to appreciate cultures, ideas and traditions of the different part of the world and to recognize them as meaningful products of specific times and places.



# M.A. (Medieval and Modern History)

Semester-wise Titles of the Papers in M.A. (History)

Course Code		Course Title	Credits	T/P	Evaluation	
A	B				C	D
<b>SEMESTER I (YEAR I)</b>						
DH-101	CORE	Historiography	5	T	25	75
DH-102	CORE	Political History of Medieval India (1206 A.D. - 1320 A.D.)	5	T	25	75
DH-103	CORE	History of Modern India (1740 A.D. - 1857 A.D.)	5	T	25	75
DH-E-104	FIRST ELECTIVE (Select any one)	History of Europe (1789 A.D. - 1815 A.D.)	5	T	25	75
DH-E-105		History of Political Thought	5	T	25	75
DH-R-106	SECOND ELECTIVE (Select any one)	Project Presentation	5	P	50	50
DH-R-107		Viva-voce	5	P	50	50
<b>SEMESTER II (YEAR I)</b>						
DH-201	CORE	Political History of Medieval India (1320 A.D. - 1526 A.D.)	5	T	25	75
DH-202	CORE	Socio-Cultural and Economic History of Medieval India (1206 A.D. - 1526 A.D.)	5	T	25	75
DH-203	CORE	History of Freedom Movement in India (1857 A.D. - 1919 A.D.)	5	T	25	75
DH-E-204	THIRD ELECTIVE (Select any one)	History of Europe (1815 A.D. - 1870 A.D.)	5	T	25	75
DH-E-205		Regional History of Medieval India	5	T	25	75
DH-R-206	FOURTH ELECTIVE (Select any one)	Project Presentation	5	P	50	50
DH-R-207		Field Visit/ Historical Tour	5	P	50	50
<b>SEMESTER III (YEAR II)</b>						
DH-301	CORE	Political History of Medieval India (1526 A.D. - 1658 A.D.)	5	T	25	75
DH-302	CORE	Socio-Cultural and Economic History of Medieval India (1526 A.D. - 1740 A.D.)	5	T	25	75
DH-303	CORE	History of Freedom Movement in India (1919 A.D. - 1947 A.D.)	5	T	25	75
DH-E-304	FIFTH ELECTIVE (Select any one)	History of Europe (1870 A.D. - 1919 A.D.)	5	T	25	75
DH-E-305		History of England (1660 A.D. - 1920 A.D.)	5	T	25	75
DH-R-306	SIXTH ELECTIVE (Select any one)	Project Presentation	5	P	50	50
DH-R-307		Viva-voce	5	P	50	50
<b>SEMESTER IV (YEAR II)</b>						
DH-401	CORE	Political History of Medieval India (1658 A.D. - 1740 A.D.)	5	T	25	75
DH-402	CORE	Socio-Cultural and Economic History of Medieval India (1740 A.D. - 1947 A.D.)	5	T	25	75
DH-E-403	SEVEN ELECTIVE (Select any one)	History of Europe (1919 A.D. - 1945 A.D.)	5	T	25	75
DH-E-404		Historiography and Historians	5	T	25	75
DH-R-405	RESEARCH PROJECT/DISSERTATION	Major Research Project/ Dissertation	10	T	25	75

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M.A. (HISTORY) SEMESTER – I

PAPER-I (Compulsory)

Historiography

Unit – I

1. इतिहास क्या है?
2. इतिहास की प्रकृति और क्षेत्र :
3. इतिहास एक विज्ञान है अथवा नहीं?
4. इतिहास का महत्व तथा अन्य विषयों से सम्बन्ध।

Unit – II

1. ऐतिहासिक सन्दर्भधर।
2. इतिहास में पूर्वाग्रह।
3. ऐतिहासिक साक्ष्य।
4. इतिहास में जाँच – कालम सम्बन्ध।

Unit – III

1. इतिहास के विभिन्न दृष्टिकोण अथवा उपागम  
(क) साहजिकवादी दृष्टिकोण  
(ख) दार्शनिक दृष्टिकोण  
(ग) मार्क्सवादी दृष्टिकोण  
(घ) सांस्कृतिक दृष्टिकोण
2. A सत्यवादी इतिहास के स्रोत  
(क) समकालीन स्रोत  
(ख) आधुनिक स्रोत  
B आधुनिक इतिहास के स्रोत  
(क) अधिकांशिक स्रोत  
(ख) अनाधिकारिक स्रोत  
(ग) अभिलेखीय स्रोत

Unit – IV

1. सत्यवादी एवं आधुनिक भारत के प्रमुख इतिहासकार-  
(क) अमीर खुसरो  
(ख) विद्यादास बरनो  
(ग) अबुल-फजल  
(घ) विनायक दासोदर सावकर  
(ङ) आर्यभट्ट महोदय  
(च) कालिदास  
(छ) सांस्कृतिक सावकर

LEARNING OUTCOME:-

The paper aims to provide an understanding of history as a form of social inquiry, focusing the conceptual theoretical and Methodological processes. It also seeks to impart an understanding of the Historiography that developed during the Delhi Sultanate Period.

Suggested Readings Books-

1. के.एन. खन्ना-इतिहास लेखन में विज्ञान और अन्वेषण।
2. हेरम प्रतुविदी-सत्यवादी कालीन इतिहास लेखन
3. ई.सी.एल-इतिहास लेखन
4. E.H. Carr - What is History
5. B. Sheikh Ali- History & Method
6. Mohibbul Hasan (Ed) - Historians of Medieval India
7. R.G. Collingwood : The Idea of History

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M.A. (History) Semester – I

PAPER-II (Compulsory)

Political History of Medieval India

(1206 A.D. - 1320 A.D.)

Unit – I

1. भारत में इस्लाम का आगमन, सिन्ध में अरब विजय, तुर्कों के आगमन के समय भारत की दशा, तुर्क अभियान।
2. तुर्कों की विजय और राजपूतों की पराजय के कारण, तुर्की विजय का महत्व, दिल्ली सल्तनत की स्थापना।
3. कुतुबुद्दीन ऐबक (1206-1210) : प्रारंभिक जीवन व सिंहासनारोहण, ऐबक की कठिनाइयाँ और समाधान, मूल्यांकन, आसमशाह।

Unit – II

1. इल्तुतमिश इल्तुतमिश (1210-1236) : प्रारंभिक जीवन व सिंहासनारोहण, इल्तुतमिश की उपलब्धियाँ, मूल्यांकन।
2. इल्तुतमिश के उत्तराधिकारी (1236-1265) : कुतुबुद्दीन फिरोजशाह, रजिया (1236-1240), मइज्जुद्दीन बहरामशाह, अलाउद्दीन मसूदशाह, नासिरुद्दीन महमूद (1246-1265)।

Unit – III

1. गियासुद्दीन बलबन (1265-1287) : प्रारंभिक जीवन व सिंहासनारोहण, बलबन की कठिनाइयाँ और समाधान, राजतप सिद्धान्त, दिल्ली सल्तनत का आंतरिक सुदृढीकरण, मंगोल समस्या, मूल्यांकन।
2. गियासुद्दीन बलबन के उत्तराधिकारी (1287-1290) : मुइज्जुद्दीन किकुबाद।

Unit – IV

1. खिलजी राजवंश की स्थापना, खिलजी क्रांति, जलालुद्दीन फिरोजशाह खिलजी (1290-1296)।
2. अलाउद्दीन खिलजी (1296-1316) : प्रारंभिक जीवन व सिंहासनारोहण, विद्रोह, राजतप सिद्धान्त, भूराजस्व व्यवस्था, बाजार नियंत्रण व्यवस्था।
3. अलाउद्दीन खिलजी का साम्राज्यवाद : उत्तर भारत की विजय, दक्षिण नीति, मंगोल नीति।
4. अलाउद्दीन खिलजी के उत्तराधिकारी (1316-1320) : शिवाजुद्दीन उमर, कुतुबुद्दीन मुबारकशाह खिलजी (1316-1320), नासिरुद्दीन खुसरूशाह।

LEARNING OUTCOME-

Students will be benefited by getting an idea of the Political regime and its Functioning. An in depth study of the paper will help the students its cope up with Competitive exam.

Suggested Readings Books-

1. सतीश चन्द्रा – सल्तनत से मुगल।
2. Satish Chandra : From Sultanate to Mughal.
3. आशीषाद लाल श्रीवास्तव : दिल्ली सल्तनत।
4. M. Habib and K.A. Nizami : दिल्ली सल्तनत।
5. A.B. Pandey : Early Medieval India.
6. हरीशचन्द्र वर्मा : मध्यकालीन भारत (भाग-1)।

M.A. (HISTORY) SEMESTER - I

PAPER-III (Compulsory)

History of Modern India

(1740 A.D. - 1857 A.D.)

Unit - I भारत में ब्रिटिश शक्ति का प्रारम्भिक चरण :

1. भारत में यूरोपीय कम्पनीयों का आगमन, नियंत्रण के लिए प्रतिद्वन्द्विता।
2. अंग्ल - फ्रांसीसी (कर्नाटक) संघर्ष।

Unit - II बंगाल में ब्रिटिश शक्ति का उदय :

1. प्लासी के युद्ध की पृष्ठभूमि, युद्ध, महत्व।
2. बक्सर के युद्ध की पृष्ठभूमि, युद्ध, महत्व।

Unit - III भारत में ब्रिटिश साम्राज्य का विस्तार (1770-1856) :

1. मराठा, पंजाब, मैसूर।
2. लार्ड वेलेजली की भूमिका - सहायक सन्धि, लार्ड बलहौजी की भूमिका-व्यपगत सिद्धान्त।

Unit - IV ब्रिटिश औपनिवेशिक काल में राजनीतिक - प्रशासनिक व्यवस्था (1857 के पूर्व)

1. 1773 का रेग्युलेशन एक्ट।
2. 1784 का पिट्स इण्डिया एक्ट।
3. चार्टर एक्ट(1793, 1813, 1833)।

**LEARNING OUTCOME-**

Students will get to know about the exact nature of british rule in India. They will also be able to critically analyze the positive and negative aspects of the British Policies.

**Suggested Readings Books-**

1. राम लखन शुक्ला-आधुनिक भारत का इतिहास।
2. सुमित सरकार - आधुनिक भारत।
3. Grover, B.L. - A new look on Modern Indian History.
4. B.B. Mishra - Administrative History of Modern India.
5. Ram Krishna Mukherji - The rise and fall of the East India Company.
6. सत्या राय - भारत में उपनिवेशवाद और राष्ट्रवाद।
7. Thompson & Garret - Rise and Fulfilment of British Rule in India.

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M.A. (HISTORY) SEMESTER - I

PAPER-IV (Compulsory)

History of Europe

(1789 A.D. - 1815 A.D.)

Unit - I

1. 1789 में विरय की परिस्थितियों का सिहांवालेकन, फ्रान्स की क्रान्ति की संस्वागत, बीदिक एवं तत्कालिक पृष्ठभूमिक, क्रान्ति का प्रारम्भ।
2. क्रान्ति का स्वरूप और महत्व।

Unit - II

1. क्रान्ति की प्रगति : समैधानिक राजतन्त्र का चरण (1789-1792), उग्र गणतन्त्रवाद का चरण (1792-1794)।
2. उदार गणतन्त्रवाद का चरण (1794-1799), प्रजातंत्र के आंद में तानाशाही और साम्राज्यवाद का चरण (1799 के बाद), नेपोलियन के उदभव की पृष्ठभूमि व कारक।

Unit - III

1. नेपोलियन के द्वारा फ्रान्स का पुर्नगठन उसके सुधार, नेपोलियन के अधीन फ्रान्स का विस्तार तथा उसकी साम्राज्यीय नीति।
2. नेपोलियन के पतन के कारक और विभिन्न चरण, नेपोलियन क्रान्ति का पुत्र था अथवा हन्ता।

Unit - IV

1. मेटरनिख : मेटरनिख का दृष्टिकोन व विचार, वियना महासम्मेलन तथा वियना व्यवस्था।
2. यूरोप की संयुक्त व्यवस्था, मेटरनिख व्यवस्था के उद्देश्य एवं कार्य।

LEARNING OUTCOME-

This paper is designed to develop the understanding of modern Europe from a Theocratic Society to Modern nation state system. This paper covers the Napoleon era in Europe also.

Suggested Readings Books-

1. दीनानाथ वर्मा : आधुनिक यूरोप का इतिहास।
2. H.C. Jain and K.C. Mathur : world History - A Survey.
3. जैन, माधुर : विश्व इतिहास एक सर्वक्षण।
4. C.D. Hazen : Modern Europe.
5. सी.डी. हेज़न : आधुनिक यूरोप का इतिहास।
6. David Thompson : Europe since Napoleon.
7. सी.डी. एम. कंटलबी : आधुनिक काल का इतिहास।

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M.A. (HISTORY) SEMESTER – I

PAPER-IV (Optional)

History of Political Thought

Topics:

1. Nature of Political Thought: Problems of Interpretation and the approach in the study of Political thought.
2. Hobbes, Lock, Rousseau.
3. B.R. Ambedkar, Rabindra Nath Tagore, Jay Prakash Narayan.
4. Ram Mohan Roy, M.K. Gandhi, J.L. Nehru.

LEARNING OUTCOME-

This course is designed to study some of the canonical texts of Modern Political Thought. It will be an investigation into the historical and conceptual nature of categories such as natural right, the state, society, the individual, liberty and instructors will be free to focus on specific thinkers or themes.

Suggested Readings Books-

1. पारश्चात्य राजनीति विचारक – ओम प्रकाश गाबा।
2. राजनीति विचारक – डॉ० मुखराज जैन, डॉ० बी०एल० फडिया।
3. सम्भवतीन राजनीतिक चिन्तन – प्रो० श्रीप्रकाश मणि त्रिपाठी।
4. गांधी, अम्बेडकर, लोहिया और भारतीय इतिहास की समस्याएँ-प्रो० श्रीप्रकाश मणि त्रिपाठी।
5. The Leviathan Indianapolis – Thomas Hobbes
6. The social contract and first and second discourses-Rousseau.

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**M.A. (History) Semester - II**  
**PAPER-I (Compulsory)**  
**Political History of Medieval India**  
**(1320 A.D. - 1526 A.D.)**

**Unit - I**

1. तुगलक राजवंश की स्थापना, गि़ासुद्दीन तुगलक (1320-1325) प्रारम्भिक जीवन व सिंहासनावरोहण, कठिनीद्वारा गृहनीति, विदेश नीति, मृत्यु।
2. ग़ुलाम बिन तुगलक (1325-1351) : प्रारम्भिक जीवन व सिंहासनावरोहण, व्यक्तिगत व सामल पक्ष, व्यक्तिगत व विदेशीय राजभाये-विदेश, मृत्युवाकन।

**Unit - II**

1. किरौज तुगलक (1351-1388) : प्रारम्भिक जीवन व सिंहासनावरोहण, गृहनीति, विदेश नीति, दिल्ली सल्तनत के विघटन में योगदान, मृत्युवाकन।
2. फरगनी तुगलक मुल्कान (1388-1414) : गि़ासुद्दीन तुगलक द्वितीय, अहुवक, ग़ुलाम, हुमायूँ, नासिरुद्दीन महमूद (1394-1413), तिमूर का आक्रमण (1398-99), बसरतशाह।

**Unit - III**

1. सैय्यद वंश (1414-1451) : खिज़्र ख़ाँ (1414-1421) मुबारकशाह (1421-1434), मुहम्मदशाह (1434-1445) अलाउद्दीन आलमशाह (1445-1450)।
2. लोदीवंश की स्थापना, बहलोल लोदी (1451-1489) : प्रारम्भिक जीवन सिंहासनावरोहण, गृहनीति, मृत्युवाकन।

**Unit - IV**

1. सिकन्दर लोदी (1489-1517) : सिंहासनावरोहण, गृह नीति, विदेशी नीति, मृत्युवाकन।
2. इब्राहिम लोदी (1517-1526) : सिंहासनावरोहण गृह नीति, विदेशी नीति, पानीपत का प्रथम युद्ध (21 अप्रैल 1526), मृत्यु, मृत्युवाकन, दिल्ली सल्तनत के पतन का कारण।

**LEARNING OUTCOME-**

Students will be benefited by getting an idea of the Political regime and its Functioning. An in depth study of the paper will help the students its cope up with Competitive exam.

**Suggested Readings Books-**

1. M. Habib and K.A. Nizami : दिल्ली सल्तनत
2. आशीषाद लास श्रीवास्तव : दिल्ली सल्तनत
3. सलीश चन्दा - सल्तनत से मुगल
4. U.N.Day : Some Aspects of Medieval Indian History
5. A.B. Pandey : Early Medieval India
6. इरीशचन्द्र वर्मा : मध्यकालीन भारत (भाग-1)

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M.A. (History) Semester – II

PAPER-II (Compulsory)

Socio-Cultural and Economic History of Medieval India

(1206 A.D. - 1526 A.D.)

Unit – I

1. दिल्ली सल्तनत के अर्न्तगत राजत्व सिद्धान्त : तुर्की एवं अफगान सुल्तानों के अर्न्तगत विकास।
2. दिल्ली सल्तनत के अर्न्तगत प्रशासन : केन्द्रीय प्रशासन, प्रांतीय प्रशासन, स्थानीय प्रशासन, इका व्यवस्था।

Unit – II

1. दिल्ली सल्तनत की स्थापना से भारत के सामाजिक एवं आर्थिक क्षेत्र में होने वाले महत्वपूर्ण परिवर्तन, वारा व्यवस्था।
2. सल्तनत कालीन मू शोजर्य व्यवस्था, सल्तनत कालीन सैन्य संगठन का विकास।
3. सल्तनत काल में उद्योग धर्म, आन्तरिक तथा विदेशी व्यापार।

Unit – III

1. सामाजिक-धार्मिक आन्दोलन : भक्ति आन्दोलन, सूफी आन्दोलन।
2. दिल्ली सल्तनत के सुल्तानों की धार्मिक नीति : इल्तुतमिश, अलाउद्दीन खलजी, मुहम्मद बिन तुगलक, फिरोजशाह तुगलक।
3. भारतीय समाज पर इस्लाम का प्रभाव, इस्लाम पर भारतीय संस्कृति का प्रभाव।

Unit – IV

1. दिल्ली सल्तनत के अर्न्तगत स्थापत्य कला का विकास : आरम्भिक तुर्क, खिलजी, सैयद, लोदी।
2. साहित्य, संगीत, चित्रकला और शिक्षा व्यवस्था।

LEARNING OUTCOME-

Students will enhance their knowledge regarding vital aspects of society, economy & cultural trends of the time.

Suggested Readings Books-

1. A.L. Srivastava – Social and Economic History of Medieval India
2. A.L. Basham(ed) – The Cultural History of India
3. Yusuf Husain – Glimpses of Medieval India Culture
4. राधा कान्त मुखर्जी – भारत की संस्कृति और कला।
5. चौपड़ा, पुरी दास – भारत का सामाजिक, सांस्कृतिक एवं आर्थिक इतिहास
6. सत्यजोतु विद्यालंकार – भारतीय संस्कृति का विकास
7. अहमद खर्क – मध्यकालीन भारतीय संस्कृति का इतिहास

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M.A. (HISTORY) SEMESTER – II  
PAPER-III (Compulsory)  
History of Freedom Movement in India  
(1857 A.D. - 1919 A.D.)

Unit – I

1. 1857 की क्रांति : कारण, असफलता के कारण, 1857 के क्रांति के पश्चात ब्रिटिश नीति में परिवर्तन, महत्व, स्वरूप।
2. भारत में आधुनिक राष्ट्रवाद के उदय के कारण।

Unit – II

1. भारतीय राष्ट्रीय कांग्रेस की स्थापना (1885), सुरक्षा कथाएं सिद्धान्त।
2. कांग्रेस का उदारवादी चरण : विचार धारा और कार्यक्रम, उपलब्धियाँ और मूल्यमांकन, प्रारम्भिक कांग्रेस के नेतृत्व का सामाजिक संघटन।

Unit – III

1. कांग्रेस का उदारवादी चरण : विचार धारा और कार्यक्रम, उपलब्धियाँ, कमजोरी, मूल्यमांकन।
2. बंगाल विभाजन, स्वदेशी आन्दोलन, सूत्र विभाजन (1907), प्रारम्भिक कांग्रेस को प्रति ब्रिटिश दृष्टिकोण।

Unit – IV

1. क्रांतिकारी आन्दोलन का प्रथम चरण – देश के अन्दर और बाहर, मुस्लिम लीग की स्थापना, 1909 भारत-परिषद अधिनियम।
2. होमरूल आन्दोलन : एनीबेसेन्ट और तिलक, लखनऊ सम्मेलन (1916), कांग्रेस का पुनः एकीकरण, 1919 का भारत परिषद अधिनियम।

LEARNING OUTCOME-

The paper aims at enhancing the understanding of the concept of different ideologies and efforts of their propagators to get ultimate goal.

Suggested Readings Books-

1. राम लखन शुक्ला-आधुनिक भारत का इतिहास।
2. सुमित सरकार – आधुनिक भारत 1885-1947।
3. Samit Sarkar : Modern India, 1885-1947.
4. R.C. Majumdar – struggle for India.
5. विपिन चन्द्र मुद्गल मुखर्जी, कर्पण पणिकर, आदित्य मुखर्जी व सुचेता महाजन : भारत का स्वतंत्रता संघर्ष।
6. Shekhar Bandopadhyay – National Movement of India.

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MA. (HISTORY) SEMESTER – II

PAPER-IV (Compulsory)

History of Europe

(1815 A.D. - 1870 A.D.)

Unit – I

1. 1815 और 1870 के बीच यूरोपीय इतिहास की मुख्य घटनाएँ : अठारहवाँ, नवहत्तरवाँ और सन्तानवादी।
2. 1830 तथा 1848 की क्रान्तियों के बीच, पुनर्भूमि एवं प्रभाव।

Unit – II

1. पूर्वी समझ : क्रोमियल युद्ध, महान और परिणाम।
2. ब्रिटेन में अठारहवाँी प्रजातंत्र का विकास।

Unit – III

1. जर्मनी का एकीकरण : नेपोलियन की भूमिका, जर्मनी के एकीकरण की प्रक्रिया।
2. अठारह सत्त्वत्तियों के प्रभाव तथा जर्मनी के एकीकरण में विस्थापकों की भूमिका।

Unit – IV

1. इटली का एकीकरण : नेपोलियन की भूमिका, एकीकरण के विभिन्न चरण।
2. एकीकरण में सिसिली, कन्नूर, सैसीयाली एवं नेपोलियन तृतीय की भूमिका।
3. इटली एवं जर्मनी के एकीकरण की तुलना।

LEARNING OUTCOME-

This paper is designed to develop the understanding of modern Europe from a Theocratic Society to Modern nation state system.

Suggested Readings Books-

1. दीनानाथ वर्मा : आधुनिक यूरोप का इतिहास।
2. H.C. Jain and K.C. Mathur : world History - A Survey.
3. C.D. Hazen : Modern Europe.
4. सी.डी. हैज़न : आधुनिक काल में इतिहास।
5. दीनानाथ वर्मा : विश्व इतिहास का सर्वेक्षण।
6. C.J. H. Hayes : Modern Europe to 1870.
7. David Thompson : Europe Since Napoleon.

M.A. (HISTORY) SEMESTER – II

PAPER-IV (Optional)

Regional History of Medieval India

Unit – I

1. विजय नगर का इतिहास : विजय नगर राज्य की स्थापना, प्रमुख राजवंश, राजनीति-प्रशासनिक व्यवस्था, नायकर व्यवस्था, आदमर व्यवस्था।
2. विजय नगर कालीन समाज और संस्कृति : समाज, भाषा-साहित्य, स्थापत्य।

Unit – II

1. सिक्ख राज्य का इतिहास : सिक्ख राज्य की स्थापना, सिक्ख गुरुओं का इतिहास, चन्दाबहादुर।
2. मुगल – सिक्ख संधर्ष : गुरु जर्जुन देव, गुरु हरगोविन्द, गुरु तेगबहादुर, गुरु गोविन्द।

Unit – III

1. बहमनी राज्य का इतिहास-स्थापना, प्रमुख शासक, महमूदनगी, विजयनगर-हमनी संधर्ष।
2. बहमनी राज्य का प्रशासन, साहित्य और कला।

Unit – IV

1. अन्य प्रमुख मध्यकालीन प्रांतीय राजवंश : जीनपुर, करबीर, भाल्सा, गुजरात, राजकुतना, उड़ीसा व कामरूप।

**LEARNING OUTCOME-**

This paper is designed to develop the understanding of Regional history of Medieval India. As in depth study of the paper will help the students to cope up with competitive exam.

**Suggested Readings Books-**

1. दक्षिण भारत का इतिहास : डॉ० वी.ए.निलकन्ठ शास्त्री।
2. A forgotten empire – Robert Sewell
3. History of the Sikhs-Joseph Davey Cuninghman
4. सिक्खों का इतिहास-सुभाषित सिंह
5. Shiraz-i-Hind-A History of Jaunpur Sultanate
6. The state in Medieval Kashmir- Rattan Lal Hangloo.
7. मध्य कालीन भारत – एस्करवेर पाण्डेय।

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M.A. (History) Semester – III  
PAPER-I (Compulsory)  
Political History of Medieval India  
(1526A.D. - 1658 A.D.)

Unit – I

1. बाबर की आगमन के समय भारत की दशा, पानीपत, कानुज, अहमदपुरी एवं घाघरा के युद्ध तथा बाबर की वैयक्तिक उपलब्धियाँ, मुगल साम्राज्य की स्थापना का महत्व।
2. हुमायूँ : प्रारम्भिक कठिनाइयाँ, बहादुरशाह तथा शेरशाह से उसकी सम्बन्ध, भारत से विस्थापन एवं साम्राज्य की पुनर्प्राप्ति।

Unit – II

1. शेरशाह : द्वितीय अफगान साम्राज्य का उद्भव, प्रशासनिक सुधार, मूल्यांकन, सूर राज्य का अन्त।
2. अकबर : सिंहासनारोहण, प्रारम्भिक कठिनाइयाँ, पानीपत का द्वितीय युद्ध, वैयक्तिक जीवन का संरक्षण, पर्वत शासन।

Unit – III

1. अकबर के अखीर मुगल साम्राज्य का विस्तार : उत्तर भारत, राजपूत नीति, दक्षिण नीति, राणा प्रताप।
2. अकबर का शासन प्रणाली : राजतन्त्र सिद्धान्त, मनसबदारी व्यवस्था, विद्रोह, अकबर की उपलब्धियों का मूल्यांकन।

Unit – IV

1. जहाँगीर : प्रारम्भिक जीवन व सिंहासनारोहण, विद्रोह, राजपूत नीति, दक्षिण नीति, उत्तर-पश्चिम सीमान्त नीति, नूरजहाँ का मुगल राजनीति का प्रभाव।
2. शाहजहाँ : प्रारम्भिक जीवन व सिंहासनारोहण, राजपूतनीति, दक्षिण नीति, उत्तर-पश्चिम सीमान्त एवं मध्य एशियायी नीति, स्वर्ण युग की दृष्टि से समीक्षा। शाहजहाँ के पुत्रों में उत्तराधिकार का युद्ध।

LEARNING OUTCOME-

Students will be improve their understanding of the Medieval period, which becomes more broad with the inclusion of the mughals and will prepare them for specialization seeking employment in museums, Tourism industry and archives.

Suggested Readings Books-

1. सतीश चन्द्रा – मध्यकालीन भारत भाग-2
2. हरीशचन्द्र वर्मा – मध्यकालीन भारत भाग-2
3. R.P. Tripathi : Rise and fall of Mughal Empire
4. A.L. Srivastava – Akbar the Great in 3Vols.
5. Beni Prasad – History of Jahangir
6. B.P. Saxena – History of Shahjahan of Delhi
7. K.R. Qanunagi – Sher Shah and his times.

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M.A. (History) Semester - III

PAPER-II (Compulsory)

Socio-Cultural and Economic History of Medieval India

(1526 A.D. - 1740 A.D.)

Unit - I

1. मुगल क़जव सिद्धान्त : अबुल फजल के विचार, मुगल राज्य का स्वरूप ।
2. मुगल प्रशासन : केन्द्रीय प्रशासन, प्रांतीय प्रशासन, स्थानीय प्रशासन, मनसबदारी एवं जागीरदार व्यवस्था ।

Unit - II

1. मुगल शासकों के अर्चीन स्थापत्य कला का विकास ।
2. मुगल शासकों के अर्चीन चित्रकला का विकास ।
3. मुगल शासकों के अर्चीन संगीत कला का विकास ।

Unit - III

1. साहित्य का विकास : फारसी साहित्य, उर्दू साहित्य और हिन्दी साहित्य का विकास, मुगल कालीन शिक्षा प्रणाली ।
2. सूफी सिलसिला, सगुण भक्ति आन्दोलन ।
3. मुगल शासकों की सामरिक नीति : अकबर, जहाँगीर, शाहजहाँ और औरंगजेब ।

Unit - IV

1. मुगल कालीन नू राजस्व व्यवस्था : अकबर की आइन-ए-दहशला मुगल कालीन उद्योग- धन्धे, बैंकिंग व्यवस्था, आन्तरिक व्यापार- विदेशी व्यापार, नगरीकरण ।
2. मुगल काल में स्त्रियों की दशा, कृषकों की दशा, मुगल काल में विज्ञान एवं प्रौद्योगिकी का विकास ।

LEARNING OUTCOME-

Students will develop a comparative understanding of the different phase in Indian history which left a deep impact on socio-cultural and economic milieu of time.

Suggested Readings Books-

1. हरिवन्द तर्मा : मध्यकालीन भारत, भाग - दो ।
2. अशीषादी जाल : मुगलकालीन भारत का सामाजिक एवं सांस्कृतिक इतिहास ।
3. Tarachandra : Influence of Islam on Indian Cultural.
4. Harbans Mukhiya : The Mughals of India.
5. Percy Brown : Indo Islamic architecture.
6. A.L. Srivastava : Social and Cultural History of Medieval India.
7. लईक अहमद : मध्यकालीन भारतीय सांस्कृति का इतिहास ।

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M.A. (HISTORY) SEMESTER – III

PAPER-III (Compulsory)

History of Freedom Movement in India

(1919 A.D. - 1947 A.D.)

Unit – I

1. गांधी का आगमन तथा भारतीय राष्ट्रीय आन्दोलन में गांधीवादी नेतृत्व के उदभव के विभिन्न कारक, उनकी प्रारम्भिक आन्दोलन।
2. खिलाफत और असहयोग आन्दोलन।
3. स्वराज पार्टी - स्थापना, रणनीति, उपलब्धियाँ।
4. वामपंथ का उदय और समाजवादी आन्दोलन।

Unit – II

1. सद्युक्त कमीशन की नियुक्ति, विरोध के कारण।
2. नेहरू रिपोर्ट, जिन्ना का खौदह सूत्री फार्मुला।
3. सविनय अवज्ञा आन्दोलन – दाण्डी मार्च, गाँधी-इर्विन पैक्ट।
4. गांधी और द्वितीय गोलमेज सम्मेलन, द्वितीय सविनय अवज्ञा आन्दोलन।

Unit – III

1. साम्प्रदायिक पंचाट (1932), भारत सरकार अधिनियम (1935), 1937 का आम चुनाव और मन्त्रीमण्डल की स्थापना, मुस्लिम लीग का लाहौर प्रस्ताव (1940)।
2. क्रिपा मिशन, भारत छोड़ो आन्दोलन, नौ सेंट विरोध।
3. कावेर प्लान, कॅडिनट मिशन और अन्तरिम सरकार की स्थापना, लीग और कांग्रेस की भूमिका।
4. सुभाष चन्द्र बोस और इण्डियान नेशनल आर्मी।

Unit – IV

1. आन्ध्रकारी आन्दोलन का द्वितीय चरण-देश के भीतर और बाहर।
2. एटली की उद्घोषणा और मार्शलवेल्स प्लान।
3. साम्प्रदायिकता का विकास और भारत का विभाजन।
4. गांधीवादी जन आन्दोलनों की प्रकृति तथा भारतीय राष्ट्रीय सघर्ष में गांधी की भूमिका।

**LEARNING OUTCOME-**

The students will elaborate their knowledge on the importance and consequences of Gandhian movements.

**Suggested Readings Books-**

1. शेखर चन्द्रोपाध्याय – प्यारी से विभाजन तक।
2. सुमित सरकार – आधुनिक भारत 1885-1947।
3. पुष्पराज जैन – भारत में स्वतंत्रता सघर्ष।
4. Bipin Chandra (ed) – India's struggle for Independence.
5. Tara Chand – History of Freedom Movement in India Vols. – II, III, IV.
6. R.C. Majumdar – Struggle for Freedom.

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M.A. (HISTORY) SEMESTER - III

PAPER-IV (Compulsory)

History of Europe

(1870 A.D. - 1919 A.D.)

Unit - I

1. विन्स्टन : यूरोपीय विदेश नीति, पान, वरिष्ठ और अविश्वस्य।
2. प्रथम विश्व युद्ध की उत्पत्ति और कारण।

Unit - II

1. प्रथम विश्व युद्ध में संयुक्त राज्य अमेरिका की सहभागिता की परिस्थितियाँ और कारण।
2. पेरिस शांति सम्मेलन, वर्साय की संधि, विल्याम के चौदहसूत्र।

Unit - III

1. प्रथम विश्व युद्ध का परिणाम और महत्व।
2. इंग्लैंड की औद्योगिक क्रान्ति।

Unit - IV

1. क्रांती क्रान्ति : उत्पत्ति एवं कारण, क्रान्ति की प्रगति, लेनिन की भूमिका।
2. क्रांती क्रान्ति की प्रकृति एवं महत्व।

LEARNING OUTCOME-

This paper is designed to introduce the Student regarding rapid change which occurred in Europe. Special emphasis is laid on the positioning of nationalities and the rise of new order defying the traditional Theory of Kingship.

Suggested Readings Books-

1. C.J. H. Hayes: Contemporary Europe from 1870.
2. David Thompson : Europe since Napoleon.
3. C.D. Hazen : Modern Europe.
4. दीनानाथ वर्मा : आधुनिक यूरोप का इतिहास।
5. जैन कानुन : विश्व इतिहास का सर्वेक्षण।
6. डॉ० जियराल्ड : एनीसवीं और बीसवीं शताब्दी में यूरोप।
7. सी.टी. कंटालबी : आधुनिक काल में इतिहास।

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M.A. (HISTORY) SEMESTER - III

PAPER-IV (Optional)

History of England

(1660 A.D. - 1920 A.D.)

Unit - I

1. पुनर्स्थापना का काल।
2. चार्ल्स II (1660-1685) चरित्र, गृहनीति, विदेश नीति।
3. जेम्स द्वितीय - (1685-1688) चरित्र, गृहनीति, विदेश नीति।

Unit - II

1. 1688 की क्रांति।
2. इंग्लैण्ड का फ्रांस के साथ सम्बन्ध।
3. इंग्लैण्ड में संवैधानिक राजतन्त्र का विकास।

Unit - III

1. हेनरीयर वंश-जार्ज-III (1760-1820) गृहनीति, विदेश नीति।
2. अमेरिका का स्वतंत्रता संग्राम (1763-1783)।
3. आयरलैण्ड का विद्रोह।

Unit - IV

1. पिट का मन्त्रिमण्डल - (बड़ा पिट-छोटा पिट)।
2. औद्योगिक क्रांति।
3. 1832 का सुधार अधिनियम।

**LEARNING OUTCOME-**

This paper is designed to introduce the student regarding rapid change which occurred in England.

**Suggested Readings Books-**

1. History of England-M.Rajeevan.
2. A History of England -Thorn, Lockyer, Smith.
3. एलफ्रीड स्मॉ - इंग्लैण्ड का इतिहास।
4. जैन माधुर-विश्व इतिहास का संक्षेप।
5. शिव चन्द्र कपूर - इंग्लैण्ड का इतिहास।
6. राम प्रसाद बिश्वाठी- इंग्लैण्ड का इतिहास।
7. Europe - J. Roberts.
8. डॉ० धर्म साहू जी गुप्ता - द ग्रेट ब्रिटेन का इतिहास।

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M.A. History Semester - IV  
History - I (Compulsory)  
Political History of Medieval India  
(1500 A.D. - 1740 A.D.)

Q1 - 1

- 1. Define the term 'Medieval' and its use in the text.
- 2. Define the term 'Medieval' and its use in the text.

Q1 - 2

- 1. Define the term 'Medieval' and its use in the text.
- 2. Define the term 'Medieval' and its use in the text.

Q1 - 3

- 1. Define the term 'Medieval' and its use in the text.
- 2. Define the term 'Medieval' and its use in the text.

Q1 - 4

- 1. Define the term 'Medieval' and its use in the text.
- 2. Define the term 'Medieval' and its use in the text.

LEARNING OUTCOME:

Students will be expected to have a better understanding of the Medieval period, which becomes more broad with the inclusion of the regions and will prepare them for specialisation seeking employment in museums, Tourism industry and activities.

Suggested Reading Books

1. William Irvine - Last Mohal
2. D.N. Sastri - History of Karnataka
3. G.S. Sardesai - Main Currents of Maratha History
4. J.N. Sarkar - History of Medieval India
5. S.P. Sinha - History of Medieval India (Hindi & English)

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M.A. (History) Semester – IV

PAPER-II (Compulsory)

Socio-Cultural and Economic History of Medieval India

(1740 A.D. - 1947 A.D.)

Unit – I

1. सामाजिक – धार्मिक सुधार आन्दोलन : ब्रह्म समाज, आर्य समाज, रामकृष्ण मिशन, बियोसॉफिकल सोसाइटी, अलौगड आन्दोलन।
2. भारत में सामाजिक सुधार आन्दोलन : साती प्रथा, उगौ प्रथा, विधवा पुनर्विवाह, बाल विवाह का उन्मूलन।

Unit – II सामाजिक एवं सांस्कृतिक विकास :

1. परम्परागत शिक्षा प्रणाली का अवनतन एवं पश्चिमी शिक्षा का विकास, आग्ल-प्राथम्य विवाह, मेकाले मिनट।
2. शिक्षा का विकास बुद्धम डिस्पैच से लेकर सैडलर कमीशन तक, प्रैस और साहित्य।
3. ईसाई मिशनरियों का भारतीय समाज पर प्रभाव।

Unit – III विद्विप्त औपनिवेशिक शासन का आर्थिक प्रभाव :

1. भू राजस्व कन्दोवस्त – न्यायी, रैय्यतवादी एवं महालवादी और इसका आर्थिक प्रभाव।
2. कृषि का बाणिज्यीकरण : भूमिहीन कृषि मजदूरी का उदय, धानीय आणवतता।
3. अकाल अध्याय दुर्मिन्न नीति।

Unit – IV विद्विप्त औपनिवेशिक शासन का आर्थिक प्रभाव :

1. परम्परागत व्यापार – बाणिज्य का विस्थापन : विजौद्योगिकीकरण, परम्परागत शिल्प का हास।
2. रेलवे की वृद्धि एवं विस्तार तथा प्रभाव : औपनिवेशिक काल में बैंकिंग व्यवस्था का विकास।
3. धन बाईंगमन : वन्दलाई नेरोजी, एम जी, रनाडे, गोपाल कृष्ण गोखले, अवरसी, दलत।

**LEARNING OUTCOME-**

The paper will enrich the comprehensive knowledge of the social, economic and cultural history of India.

**Suggested Readings Books-**

1. एल.पी.रामा : आधुनिक भारतीय संस्कृति।
2. चौपड़ा पुरी दास : भारत का सामाजिक, सांस्कृतिक व आर्थिक इतिहास, भाग-तीन।
3. रामलखन कुवल : आधुनिक भारत का इतिहास।
4. V.A. Narain : A Social History of Modern India.
5. R.C. Majumdar : British Paramount and the India Renaissance Vol. X, Part – II.
6. A.E. Basham : Cultural History of India.

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MA. (HISTORY) SEMESTER – IV

PAPER-III (Compulsory)

History of Europe

(1919 A.D. - 1945 A.D.)

Unit – I

1. वैश्व शांति सम्मेलन और राष्ट्रीय संघ;
2. यूरोप में फासीवाद का उदय, फासीवाद की विरोधवादी।

Unit – II

1. इटली में फासीवाद : मुसोलिनी का उदय, मुसोलिनी की विदेश नीति।
2. जर्मनी में नाज़ीवाद : हिटलर के उदय के कारण, हिटलर की विदेश नीति।
3. नाज़ीवाद और फासीवाद में भिन्नता के बिन्दु।

Unit – III

1. यूरोपीय समझौते : फासीवादी मुकाबला का प्रश्न, 1919 की आर्थिक सन्दी, बिट्टन की सुप्रीमैसी की नीति।
2. द्वितीय विश्वयुद्ध : युद्धभूमि, कारण, महत्व राजनीतिक प्रभाव।

Unit – IV

1. द्वितीय विश्व युद्ध के बाद दुनिया : दो महासत्तियों का उदय, यूरोपीय विश्व का उदय, गुटनिर्लेख आन्दोलन का विकास।
2. संयुक्त राष्ट्र संघ - जन्म, उद्देश्य और सिद्धान्त।

**LEARNING OUTCOME-**

This paper is designed to introduce the Student regarding rapid change which occurred in Europe. Special emphasis is laid on the positioning of nationalities and the rise of new order defying the traditional Theory of Kingship.

**Suggested Readings Books-**

1. C.J.H. Hayes Contemporary Europe from 1870.
2. W.C. Langsam – The world Since 1919.
3. E. Lipson – Europe in Nineteenth and Twentieth.
4. रीतानाथी वर्मा : आधुनिक यूरोप का इतिहास।
5. जेन माथुर : विश्व इतिहास का सर्वेक्षण।
6. सी.टी. कटनबी : आधुनिक काल में इतिहास।
7. सी.डी. हंजन : आधुनिक यूरोप का इतिहास।

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M.A. (HISTORY) SEMESTER – IV<sup>th</sup>

PAPER-IV (Optional)

**Historiography and Historians**

Unit – I

1. मुगल इतिहास लेखन : प्रमुख विरोधवादी।
2. इतिहासकार और इतिहास लेखन : बाबर, हुमायूँ और अकबर का शासनकाल।

Unit – II

1. इतिहासकार और इतिहास लेखन : जहाँगीर और शाहजहाँ का शासनकाल, औरंगजेब और चत्तारखोर्ी मुगल।

Unit – III

1. भारतीय इतिहास लेखन
2. आधुनिक काल के प्रमुख भारतीय इतिहासकार : आर.सी. मजूमदार, सर जदुनाथ सरदार, रमेश चन्द्र दास, विन्कलक कामोदर सारस्वत, सुमित्र सरकार, तारकचन्द्र।

Unit – IV

1. अनुसंधान पद्धति  
(क) प्राथमिक एवं द्वितीय स्रोत  
(ख) विश्लेषणात्मक संश्लेषण
2. भारत पर ब्रिटिश महाज्वादी इतिहास लेखन : जेम्स गिल, एडविन स्टीन, इलियट वाटरसन, अब्दुलक़ादिर मोरलेफ, विन्सेंट रिचार्ड, ब्रिटिश विज्ञान हफ्तर।

**LEARNING OUTCOME:-**

Student will improve their analytical ability and will get to know of the different trends in History writing through making a critical analysis of the historians and their works. Knowledge of various sources of History will be helpful for research purpose.

**Suggested Readings Books-**

1. ई.बी.यू.एन.-इतिहास लेखन।
2. हरिश्चन्द्र शीवास्त्व-इतिहास लेखन।
3. डी.के. शीवास्त्व-इतिहास लेखन एवं विधि।
4. Harbans Mukhia- Historians & Historiography During the reigns of Akbar.
5. B. Sheikh Ali- History its Theory & Method.
6. R.G. Collingwood – The Idea of History.
7. लीवद कुतुब अबास रिजावी – मुगल कालीन भारत।

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Paper (SCM) B  
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Kamla Nehru Institute of Physical and Social Sciences,  
Sultanpur, U.P.

(Accredited with NAAC "A" Grade)

An Autonomous Institute

## Department of History

❖ The following shall be the guidelines and structure of History Educational / Historical tour:

### Historical Excursion Committee:

1. All faculty members shall organize Historical excursion as 'tour in-charge' in rotation according to departmental seniority list or decided by Head of department.
2. There shall be **Historical Excursion Committee** headed by the principal. Tour in-charge shall act as convener of committee and shall convene a meeting at the beginning of session or semester. All other teachers of department shall be member of committee. Four/Five meritorious students based on last available examination result shall be invited by the tour in-charge to participate in meeting as members of committee.
3. Committee shall:
  - a) Review the tour plan.
  - b) Confirm that all arrangements shall be made in advance before tour departure
  - c) Listen to the opinion of students and give recommendations to tour in-charge accordingly.
  - d) Review academic nature of tour and evaluate day wise tour plan and academic activity as submitted by Tour in-charge.

### Structure of the tour party:

1. For 20 or less than 20 students one faculty member with one non-teaching staff shall accompany the Tour party. For 21 to 50 students two faculty members with one non-teaching staff shall accompany the Tour party. If two faculty members are required for tour, second faculty member shall be selected on the recommendation of tour in-charge. If students are more than 50 then a separate tour batch shall be constituted in same manner.
2. If female students are also participating in tour and tour in-charge, accompany other faculty member or non-teaching staff none are female then one female attended (Female faculty member from History or any other departments/female non-teaching staff) shall accompany with tour party.

### Responsibility of tour in-charge:

1. Tour shall at least of 1 days for UG and 2 days for PG, stay at location with inter region variation.
2. Tour in-charge shall submit tentative day wise activity report in advance to the principle.
3. Tour in-charge shall coordinate with Institutes/Colleges/ Universities/Research institutes etc in location where tour is being planned for following activities like:
  - a) Interaction of students.
  - b) Lectures on various local Historical, Social and cultural attributes of the area by the experts.

*[Handwritten signatures and initials]*

- c) Local visit with faculty members having academic understanding of the area.
4. Lectures by tour in-charge on Historical characteristics of area being visited for Educational / Historical tour.
5. Questionnaire survey on various Historical, socio-cultural or any other aspects.
6. Tour in-charge shall collect undertaking from all students which shall be counter signed by their guardian.
8. Tour in-charge will prepare list of students accompanying the tour with their information like mobile number, address, guardian contact information and one recent colour photo. One copy will also be submitted to the head in universities and Principal in colleges.
9. Teacher shall always try to minimize tour expenditure of students by:
  - a) Using concession train reservation and avoiding buses if possible.
  - b) Making stay arrangements of students in advance in youth hostels/lodges/guesthouse etc.
  - c) Try to visit few important locations only with objective of spot study and avoiding unnecessary travel for sightseeing.
10. After the completion of tour there shall be presentation by students regarding learning outcomes and experiences under the supervision of tour in-charge. Presentation shall be attended by Historical Excursion Committee members along with other faculty members, staff, students etc.
11. All students shall submit tour report under supervision of Tour in-charge for evaluation. Tour report shall portray all activities conducted and places visited for the purposes of study.
12. In case of any incident/injury where one or more than one student cannot join tour party in return journey. One teaching/non-teaching staff member shall stay with student until student's guardian arrives or alternative arrangement is not made by the college. In case tour in-charge stays the other teacher/staff member shall act as tour in-charge for remaining tour period according to seniority.

#### Exemption of Students from Tour:

- Tour can be exempted in very special circumstances on recommendation of tour in charge by head of the department. Exempted students will prepare local tour report based on his/her own local tour visits. Report shall be prepared under supervision of tour in-charge.

#### TA, DA, and other expenses:

- The TA, DA and other expenses of teachers and attendants shall be met out by college as admissible to their cadre as per government rules.

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