

MANGALAYATAN UNIVERSITY, ALIGARH
CENTER FOR DISTANCE AND ONLINE EDUCATION



PROGRAMME PROJECT REPORT

MASTER OF ARTS (HISTORY)

MA (HISTORY)

2023-24

Registrar
Mangalayatan University
Beswan, Aligarh

Introduction

M.A. History Programme in Distance Learning of MU enables the students to study history of the world in a chronological order from ancient to the modern world with a passion for the past from basics of history to the knowledge of advanced historic-graphical concerns along with its varied primary and secondary sources as mandated for scientific research in issues of history pertaining to contemporary periods and ages of history. This programme imbibes concepts, theories, principles, methods and advanced studies in knowledge and research of History to cross sections of students who cannot pursue the programme on regular mode of study due to varied reasons.

The Master of Arts in History seeks to acquaint a student with the factual perspective of contemporary civilizations of the world including transnational histories, empires and colonies, oriental and occidental history of the world in general and Indian history and her cultural heritage in particular. The study includes advanced studies in history and offers opportunities for students to visit places of historical importance as required for collecting primary data and information which are presented in their assignments as part of evaluation scheme of the programme. The programme provides students a flexible course of study, an accessible faculty with diverse interests and experiences, and excellent facilities for research and study in History. The programme seeks students to acquaint with value of history through probing ancient archaeological remains and also acquire the essence of the rich historical and cultural heritage of the world. The whole programme is interwoven with theories and methodologies needed to evaluate and conduct research in History. This degree enables the students to acquaint with various aspects that are necessary for competent and effective individuals who are equipped with necessary skills needed for Master of Arts (History). The Programme is added with development of professional acumen, decision making skills; and good oral and written communication skills. ICT mediated teaching learning practices to ensure parity in terms of academic rigor and quality of instructions with regular M.A. History offered by the university.

A. Programme's Mission and Objectives

Mission

The mission of this programme is taken from the core mission statement of the university which guides students to:

- Identify, understand, analyze and develop critical thinking on issues related to History based on the contents of study in the subject
- Learn and use effective communication skills and strategies through oral, written and digital presentations.
- Research on history with scientific acumen using judgmental methodologies to ferret out the facts of history and its significance in contemporary world.
- Avail employment opportunities in various governments, non- government and private organizations which mandate knowledge and application of History, i.e. Museums, Archaeological Society of India and also teaching History at various levels..
- Lead a role in historical and cultural integration of contemporary societies and world..

Objectives

The main objective of M.A. in History is to provide a course of study by which students study and experience the essence of history, historical thoughts, principles and theories of history

including an in-depth investigation into ancient, medieval and modern history aimed at conservation of valuable remains of history as significant for our cultural unity in diversity.

B. Relevance of the Program with HEI's Mission and Goals

The vision and mission of HEI, Mangalayatan University, Aligarh are:

Vision

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel in the pressure of a fast-changing professional world and desire to grow into a personality than a person in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to the students and faculty with all facilities to nurture their interest.

M.A. in History program of the University strives to realize its vision and mission by rectifying student centric issues on priority and also to empower local community with the help of various social clubs running in University like NSS, KADAM and Alumni association. The University Promotes Multidisciplinary and Allied research in various fields that supports and harnesses joyful learning environment. The goals of ODL(Open Distance Learning) program is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. For such cases M.A. in History through ODL mode can be helpful in increasing knowledge base and skill up-gradation.

The program aims to provide alternative path to wider potential learners who are in need of refresher courses to update their skills.

C. Nature of Prospective Target Group of Learners

Distance Education of Mangalayatan University (MU) shall target the working professional's executives as well as those who cannot attend a full-time program due to prior occupation or other assignments. The candidates desirous of taking admission in M.A. in History program shall have to meet the eligibility norms as follows-

1. To obtain admission in M.A., History program offered through ODL mode, the learner must have completed graduation in any stream.

The ODL- M.A., History program offered by Mangalayatan University aims specially for working class people, people from various class of society, who are designated at various government positions, academicians who seek to gain M.A. History degree to amplify their credentials, Business owners/Entrepreneurs, women/housewives. This gives an opportunity to the distance learner to attend distance programmes offer by the university to those who can't spare enough time to attend regular classes.

D. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence

The University has identified the following Programme Learning Outcomes and Programme Specific Outcomes as acquisition of specific skills and competence in M.A., History Program.

1) Programme Outcomes (PO's)

After completing the programme through ODL Mode, students will be able to:

PO 1: Understand basic concepts of history and develop critical thinking and study skills by which they can identify and theoretical relevant historical and cultural facts, develop feasible analyses, and make effective resolutions to promote unity in diversity.

PO2: Write and deliver oral, written and digital presentations on key issues of history based on facts and contemplations of history.

PO3: Theoretical and develop understanding of war and conflicts and its consequences on mankind as depicted in phases of world history.

PO4: Use digital mode and resources to conduct researches in history of the world..

PO5: Demonstrate critical thinking on key issues of contemporary history.

2) Programme Specific Outcomes:

After completing the programme through ODL Mode, students will be able to:

PSO1: Succeed in obtaining employment appropriate to their interests, education and become a valuable asset to the society.

PSO2: Continue to develop professionally through lifelong learning, higher education and accept the challenges in research and other creative pursuits in their areas of specialization.

PSO3: Disseminate the subject knowledge to coming generations effectively so as students can further develop themselves through self-study and create a sense of ethical responsibilities among students.

The University has taken care to introduce this (M.A. History) programme taking into consideration, 1, and 2, above to maintain the quality and to face the competition at the National/International level.

E.Instructional Design

The program is divided into four semesters and minimum credit requirement is 80 to get M.A., History degree in ODL mode from Mangalayatan University. Minimum time period for acquiring M.A.History degree will be two years and maximum time period to acquire M.A., History degree is 4 years.

Evaluation Scheme

Semester-I							
S. N.	Course Code	Course Name	COURSE TYPE	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
					Max.Marks	Max.Marks	
1	MAH-101	Historiography	DCC	4	30	70	100
2	MAH-102	Indian History-I up to 750 A .D	DCC	4	30	70	100
3	MAH-103	Indian History 750 to 1857 A.D	DCC	4	30	70	100
4	MAH-104	History of Civilization	DCC	4	30	70	100
5	MAH-105	History of North and South India in the 15 th - 16 th Century	DCC	4	30	70	100
Total				20	150	350	500
Semester-II							
S. N.	Course Code	Course Name	COURSE TYPE	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
					Max.Marks	Max.Marks	
1	MAH-201	Middle & Modern Ages History of Civilization	DCC	4	30	70	100
2	MAH-202	History of Europe from 1789 to 1795	DCC	4	30	70	100
3	MAH-203	History of Europe from 1795 to 1848	DCC	4	30	70	100
4	MAH-204	Research Methodology: History & its Practice	DCC	4	30	70	100
5	MAH-205	History of the Mughal Empire(1526-1556)	DCC	4	30	70	100
Total				20	150	350	500
Semester-III							
S. N.	Course Code	Course Name	COURSE TYPE	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total

					Max.M arks	Max.M arks	
1	MAH -301	History of India from 1857 to 1885	DCC	4	30	70	100
2	MAH -302	Development of Nationalism in India	DCC	4	30	70	100
3	MAH -303	History of India from 1861 to 1947	DCC	4	30	70	100
4	MAH -304	History of Europe from 1848 to 1870 A.D.	DCC	4	30	70	100
5	MAH -305	Non-Muslim and Muslim Religious Thought And Movements In Medieval India	DCC	4	30	70	100
Total				20	150	350	500
Semester-IV							
S. N.	Cours e Code	Course Name	Catagory	Cre dit	Contin uous Asses ment Marks	Term End Exam Marks	Gra nd Tot al
					Max.M arks	Max.M arks	
1	MAH -401	History of Europe from 1870 to 1990	DCC	4	30	70	100
2	MAH -402	History of England from 1782 to 1800	DCC	4	30	70	100
3	MAH -403	History of England from 1800 to 1827	DCC	4	30	70	100
4	MAH -404	Later Mughals (1707-1761), Society, Culture & Economy	DCC	4	30	70	100
5	MAH -411	Dissertation		4	0	100	100
Total				20	120	380	500

MOOCS

The University shall give flexibility in opting for MOOC (Massive Online Open Courses) by the students pertaining to the prescribed curriculum and also the credits earned in the MOOC courses may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Mangalayatan University in consultation with contents experts and the same will be forwarded to CIQA and BoS/Academic Council/ Executive Council for further suggestions and approval.

Syllabus

Semester-I

Course Name: Historiography

Course Code: MAH - 101

Credits: 4

Course Objective:

The objective of this course is to help students understand the evolution of historical writing in the ancient and medieval worlds, and the intervention of historians in developing history as an academic discipline. A close study of the translated excerpts of the primary sources will be used to train students. The objective is to engage students in an in depth understanding of central issues in Historiography.

Course Outcomes (COs):

1	Understanding the meaning, Nature & scope of History.
2	Understand various themes in Indian History
3	Analyse the concept of History is a science and Art
4	Examine the concept of various historiography

Block-I Understanding History:

Unit -1 Meaning, Definition of History

Unit -2 Nature & scope of History.

Unit -3 Value and Subject matter of History

Unit -4 Problems of Objectivity subjectivity and bias in History

Block-II History as a Science

Unit -5 Collection and Selection of Data.

Unit -6 Role of Subjectivity in History and in the exact sciences.

Unit-7 E.H. Carr's "historical facts". Causation in history vs. aDCCidents: Popper's critique of "Historicism".

Unit -8 Expansion of scope of history as time and audience extend.

Unit-9 Post-modern critiques of Meta narrative in history, including critiques of 'Orientalism'

Block-III History and other Sciences

Unit -10 Ancillary Sciences: - Archaeology: Identification of Cultures from physical finds.

Unit -11 Dating Methods. Theory of Archaeology: Gordon Childe. New Archaeology.

Unit -12 Other aids to History: Paleography, Epigraphy, Numismatics, Diplomatic.

Unit -13 Auxiliary Sciences: - Geography, Anthropology, Linguistics, Sociology, Economics, Political Science, Law, Philosophy, with cognate fields (esp. Historical Geography, Economic History, Intellectual History, Legal and Constitutional History).

Unit -14 Influence of Mathematics and Statistics on Historical Method.

Block-IV Themes in Indian History:

Unit -15 Economy in Indian History

(a) Ancient

(b) Medieval period

(c) Modern Period

Unit -16 Culture in Indian History

Unit -17 Polity in Indian History

Block-V History of History (Pre-Modern)

Unit -18 Origins of historical narrative.

Unit -19 Greek Historiography: Herodotus, Thucydides, Xenophon.

Unit -20 Latin: Tacitus. Chinese Tradition: Ssuma-chien.

Unit -21 Ancient India: Kalhana. Islamic Historiography: Tabari, Ibn Khaldun.

Unit -22 Medieval India: Barani, Abul Fazl.

Book References:

- Laxmi Jain: Historical Method And Historiography:
- Dr. K.L. Khurana: Concept & Methods of Historiography
- Michael Bentley: Modern Historiography An Introduction
- Ashu J Nair & Srotoswini Bora: Historian Historiography
- E.H. Carr: What is History? Harmondsworth, 1964 (For revision of certain formulations as revised by Carr, pt. read R.W. Dawies. From E.H. Carr, Files: Notes towards a second edition of What is History? pp.157-184
- M. Bloch: The Historian's Craft, Manchester University Press, 1954
- J.W. Thompson: History of Historical Writing. The Macmillan Company, 1942.
- Irfan Habib interpreting Indian History

Course Name: Indian History-I (Up to 750A.D)

Course Code: MAH - 102

Credits: 4

Course Objective: To enable the student to

- Acquire knowledge of sources of Pre & Protohistory.
- Comprehend the Aryan & Vedic Period.
- Develop a critical attitude about the culture of the Mauryan & Post Mauryan. India. the society, culture,

Course Outcomes (COs):

1	Explains the primitive life and cultural status of the people of ancient India
2	Understand religion and political history of ancient India
3	Familia rise with the Tools & Technologies
4	Examine the pre and Proto history culture

Block-I Prehistoric Cultures in India:

Unit :1 Prehistory (with Indian Perspective)

Unit :2 Paleolithic Age: Three Cultural Phase: Lower, Middle & Upper:

Unit :3 Spread & Distribution of Paleolithic Sites

Unit :4 Tools & Technologies – Lithic Techniques & Tool Types

Unit :5 Settlement & Subsistence Pattern – (band-formation, habitation, craft, religious beliefs & other artistic activities)

Block-II Indus Valley Civilization

Unit:6 Early Harappan Cultures

Unit:7 Harappan Civilization: Harappan Chronology, Terminology, dates, site distribution

Unit:8 Subsistence economy, trade, technology, Social organization and religion, Writing & script & pottery

Unit:9 Decline of the Mature Harappan Culture – various theories, causes and consequences

Block-III: Pre and Proto History

Unit -10 Mesolithic Age: Salient features – Palaeoclimatic variation, growth in population, evidence of burials: Regional distribution of Sites

Unit -11 Tools & Technologies – microliths, change in raw material, other additional tools: Material Culture & Subsistence Pattern, Rock Art

Unit -12 Neolithic Age: 'Neolithic Revolution' Gordon Childe: coming of the agriculture and pastoralism: Characteristic Features – Ground & polished tools, pottery, wattle and daub houses

Unit -13 Chronological & distributional Pattern – Six different geographical regions & conclusion

Block-IV The Mauryan and Post Mauryan Empire

Unit :14 Geography of Magadha.

- Unit :15** Strategies of expansion-Bimbisara, Ajatshatru and successors.
- Unit:16** Sources: Literary Sources: Arthashastra: Date and Content. Greek Accounts: Megasthenes.
- Unit :17** Chandragupta Maurya: Political Achievements and Extent of Kingdom.
- Unit :18** Bindusara: Territorial expansion and foreign relations
- Unit :19** Conquest of Kalinga,
- Unit :20** Ashokan Dhamma: Nature, content and propagation Inscriptions: languages and scripts.

Block-V India, B.C. 200to750A.D.

- Unit :21**Society: Evolution of Jatis, The Salvaahas Sangam texts and society.
- Unit :22**Indo-Greeks, Sakas, Parthians, Kushans,
- Unit :23** Religion: Saivism, Bhagavatism, Hinayana & Mahayana

Block-VI Gupta and Post Gupta period

- Unit :24** The Gupta rulers: Chandragupta, Samudra Gupta, Kumar Gupta, Skand Gupta changes in political organization under Gupta empire.
- Unit :25**Economy & Society, Literature & Sciences, Culture & Art under Gupta Rulers
- Unit :26**Harsh vardhana, administration, culture &
- Unit :27**Economy & Society. Literature & Sciences, Culture & Art under Harsha

References:

- Kosambi, D.D. - Introduction to the Study of Indian History, Bombay, 1975.
- K.M. Shrivastava - The Age of Iron and the Religious Revolution, c.700-c.350 BC., New Delhi, 2007.
- Rhys Davids, TW - Buddhist India, Varanasi, 1973.
- Sharma, R.S. - Material Culture and Social Formations in Ancient India, Delhi, 1983.
- Sharma, R.S. - Perspective in Social and Economic History of Early India, Delhi, 1983.
- Thapar, R., - From Lineage to State, Bombay, 1984.
- Thapar, R. - Cultural Pasts, New Delhi, 2000.
- Thapar, R. - Early India, New Delhi, 2003. T
- Thapar, R. - Recent Perspectives of Early Indian History, Bombay, 1995.
- G.P. Singh - Republics, Kingdoms, Towns and Cities in Ancient India, New Delhi, 2003. Louis Dumont - Homo Hierarchicus.
- The Caste System and Its Implications, Delhi, 1988.

Course Name: Indian History (750to 1857A.D.)

Course Code: MAH - 103

Credits: 4

Course Objective: To enable the student to

- After the completion of this course, the students will be able to:
- Acquire knowledge of the early medieval India.
- Understanding the religious conditions of 750to1200A.D.
- Develop critical attitude about the Politics of Mughal & Sur empire.
- Understanding the culture & social changes of British India

Course Outcomes (COs):

1	Explain the life and cultural status of the major dynasties of Early Medieval India
2	Describe the evolution of the political structure of Medieval India
3	Understanding the sultanate period
4	Understanding the Mughal rule

Block-IEarly Medieval India: Major Dynasties:

- Unit :1**The Chola Empire Agrarian & political structures
- Unit :2**The Rajaputras the Arabs and the Ghaznavid

Unit:3 Alberuni's "India", Sankaracharya, Sufism, Literature & Science. Art & Architecture.

Unit :4 Position of women in ancient and early medieval period

Unit :5 Religious conditions: Importance of temples and monastic institutions.

Block-III 11 & 12 Centuries:

Unit -6 India on the eve of Ghorian invasion: The Principal North Indian States. Interpreting Indian 'feudalism'

Unit -7. The Ghorian Kingdom: The Process of conquest; the Khalji occupation of Bengal.

Causes of Ghorian success. The Military factors; consequences.

Unit -8. Qutbuddin Aibak, 1206-10: Foundation of the Delhi Sultanate. The slave officers of Muizzuddin. Aibak's seizure of the Indian dominions. Conflict with Yilduz and Qubacha.

Block-III Delhi Sultanate 12-13th century

Unit -9 Iltutmish 1210-36: Elimination of rivals. Conquests, the Ruling class under Iltutmish: The iqta system. The royal districts (Khalise), and the Shamsi Iqta'dars. Foreign immigration. The city of Delhi

Unit -10 The Regime of the Shamsi Slaves, 1236-66: The successors of Iltutmish. Barani's theory of "the Forty Slaves of Iltutmish", Sultan Nasiruddin. The rise of Balban.

Unit -11 Ghiyasuddin Balban, 1266-87: Balban's character, nature and policies as depicted by Barani. His Internal measures: consolidation of power, eliminations of the Principal Shamsi Officers. Suppression of the agrarian rebels (mawas). The subordinate Exploiting Classes: The ranas, chaudhurs, khots. The Mongols

Unit -12 The Fall of Balban's Dynasty 1287-90: Kaiqubad and Bughra Khan. Contradictions within the ruling class.

Block-IV The Delhi Sultanate (13-14th century)

Unit -13 Jalaluddin Khalji: The Origin of the Khalji; Accession of Jalal-ud-din Khalji; The Khalji Revolution Military operations. Murder of the Sultan: Alauddin's accession.

Unit -14 Alauddin Khalji: Internal political measures for consolidation of his position: Changes in composition of the nobility. Economic and Agrarian Measures: grant-resumptions, land-revenue, and its realization. Impact of these measures on the agrarian society. Price-control and regulation of commerce: Its objectives. Army organization.

Unit -15 Alauddin Khalji: Expansion and Frontier Policies: The Mongol invasions. Factors behind Mongol raids. Conquests and territorial expansion: Gujarat and the Deccan.

Unit 16 - Ghiyasuddin Tughluq: Rise to Power.

Unit -17 Muhammad Tughluq: Policy of centralization. The Empire at its apex: its problems. The new military and financial organization. Muhammad Tughluq's 'Projects', their consequences: Agrarian Reforms.

Unit -18 Firuz Tughluq: Firuz Tughluq's accession; abandonment of Muhammad Tughluq's policies. 'Supremacy of the Nobility'. Firuz's military expeditions. The slave establishment. Jizya, policy towards land-grantees. 8. Factors for the Decline of the Sultanate

Block-V The Mughal Empire (15th -18th century)

Unit -19 Foundation of Mughal Empire: Babur's career. Major campaigns in India. Factors responsible for his success: the role of artillery, tulughma and the 'araba.

Unit -20 Humayun and Akbar Humayun's early difficulties: political and military problems Akbar: Akbar's Major Conquests: Mughal Administrative Machinery, Religion under Akbar

Unit -21 Reign of Emperor Jahangir: Accession crisis. Role of the Nobility in the crisis and factional, (b)The Twelve Edicts' and their significance. The Nur Jahan Junta, growing tensions in the ruling class. War and peace with Sisodia's the Mewar Settlement of 1614.

Unit -22 Shahjahan: Accession of Shah Jahan and Administrative Measures The conflict for the throne. Enthronement of Shah Jahan. Role of senior nobles in Shah Jahan's accession. Financial problem at the time of accession. The Khalisa area, changes in Khalise administration and tax structure. Changes in man sab system, the month scales and contingent regulations.

Unit -23 Aurangzeb: Aurangzeb and the Rajput's: Mirza Raja Jai Singh, Jaswant Singh, Rana Raj Singh; Relations with Marwar and Mewar: The Rathore 'Rebellion' of 1679. Its causes and the aftermath. The Sisodia's. b. Attitudes towards Religious groups and Institutions: Aurangzeb and Muslim Orthodoxy; the Shias and the non-Muslims; Religious measures: The policy of madad-ima'ash grants; Imposition of Jizya (1679) and its motives. Later Mughal Rulers

Book Reference:

- W.H. Moreland: Akbar to Aurangzeb
- W.H. Moreland: Agrarian System of Moslem India
- Sri Ram Sharma: The Religious Policy of the Mughal Emperors
- S.A.A. Rizvi: Muslim Revivalist Movements in India During the 16th and the 17th Centuries
- M. Athar Ali: The Mughal Nobility under Aurangzeb
- M. Athar Ali: Mughal India: Studies in Polity, Ideas, Society, and Culture
- M. Athar Ali: The Apparatus of Empire (Introduction) Christopher Bayly Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1780-1870
- Satish Chandra: Medieval India, Society, the Jagirdari Crisis and the Village
- Satish Chandra: Mughal Religious Policies – the Rajputs and the DeDCCan
- Satish Chandra: Parties and Politics at the Mughal Court 1707-1739 (Introduction)
- Irfan Habib: The Agrarian System of Mughal India.

Course Name: History of Civilizations (Excluding India)**Course Code: MAH-104****Credits: 4****Course Objectives:**

After the completion of this course, the students will be able to

- Acquire knowledge the definition of civilization, origin & growth of civilization.
- Understanding the Riva Vally, Persian & Japanese civilization.
- Develop a critical analysis the different civilization.

Course Outcomes (COs):

1	Understanding Pre historic culture
2	Analyse River valley civilization like Egyptian, Mesopotamian, Sumerian, Chinese
3	Examine the socio, economic and political concepts of IVC
4	Understanding Roam, Persian, Japanese Culture.

Block-I**Unit -1:** Introduction-definition of civilization,**Unit -2** origin & growth of civilization: Pre historic culture,**Unit -3** Paleolithic: Three Cultural Phase: Lower, Middle & Upper: Spread & Distribution of Paleolithic Sites**Unit -4** Mesolithic Culture: Salient features – Paleoclimatic variation, growth in population, evidence of burials: Regional distribution of Sites**Unit -5** NeolithiDCCultures.: ‘Neolithic Revolution’ Gordon Childe: coming of the agriculture and pastoralism: Characteristic Features – Ground & polished tools, pottery, wattle and daub houses**Block-II River valley civilization****Unit -6:** Indus valley civilization; Harappan Chronology, Terminology, dates, site distribution 3.

Subsistence economy, trade, technology, Social organization and religion, Writing & script & pottery

Unit -7 Mesopotamian civilization,**Unit -8** Sumerian civilization,**Unit -9** Baby conian,**Block-III****Unit -10** Chinese civilization.**Unit -11:** Persian Civilization: Hebrew and Phoenician,**Unit -12:** Ancient Greece legacy, Hellenistic civilization,**Unit -13:** Japanese Civilization**Unit -14:** Maya, Aztec and Inca Civilization

Block- IV**Unit -15:** Ancient Rome, Roman contribution.**Unit -16:** Religious Traditions: Judaism I**Unit -17:** Religious Traditions: Islam I**Unit -18:** The Growth of Europe and Development of Christianity**Unit -19:** The European Renaissance**Unit -20** The Reformation**Book References:**

Mesopotamia: Gwendolyn Leick

History begin sat Sumer: Samuel Noah Kramer

The Sumerians: Samuel Noah Kramer

Brief History of Japanese Civilization: Conrad Schoenauer, Davi

Course Name:History of North and South India in the 15th-16th Century**Course Code: MAH - 105****Credits: 4****Course Objective:**

- Comprehending the period between the two phases of Medieval Indian History i.e. Delhi Sultanate and the Mughals.
- The rise of new regional dynasties of the 15th century and its impact on the Indian polity.
- India on the eve of the establishment of the Mughal dynasty.

Course Outcomes (COs):

1	Understand the diversity of India regarding geography, polity, economy and socio-cultural activities.
2	Understand the administrative set up of the Deccan states, their struggle with the neighboring states and disintegration of the Deccan
3	Analyse the major dynasties of the Vijayanagar Empire and their achievement.
4	Examine The socio-political and economic conditions of the South India.

Block-I Northern India:**Unit -1** The disintegration of the Sultanate of Delhi; regionalisation of politics.**Unit-2** Rise of regional kingdoms.**Unit-3** Conflict between different regional rulers for supremacy and its consequences. Nature of mutual relations between the provincial Sultans.**Unit-4 The Saiyids: Establishment of the Saiyid dynasty in Delhi,****Unit-5 Relations between the Sultan and the Nobility.****Block-II History as a Science****Unit -6** The Lodi Dynasty: The Rise of Afghans to Power; Position of the Nobility under Bahlol Lodi Sikandar Lodi.**Unit -7** Ibrahim Lodi: **Accession of Ibrahim Lodi; conflict between the Sultan and the Nobility.****Unit-8** Relations with Rana Sanga and other Rajput chiefs; Conflict with Babur. The First Battle of Panipat.

Unit -9 Architecture under the Lodis..

Unit-10 *Sharqis* and their Relation with the Lodis

Unit-11 Babar's Account of Hindustan: His description of the Society and Culture

Block-III Rise of Independent States

Unit -12 The Qutb Shahi Kingdom of Golkonda, Berar and Bidar.

Unit -13 Adil Shahis of Bijapur, Struggle with Vijayanagar, Conflict with Portuguese. Relation with the Mughals.

Unit -14 Other Kingdom of Ahmadnagar. Struggle with neighbouring kingdom. Relation with the Mughals.

Block-IV Deccan and South India Before the Bahmanis:

Unit -15 Geography, Political Condition of the Deccan, attitude of the Delhi Sultans towards Deccan. Formation of Madurai Sultanate.

Unit -16 The Bahmani Kingdom 1347-1527:

Political History, growth of Bahmani power, Mahmud Gawan and the expansion of Bahmani Kingdom. Disintegration of the Kingdom.

Unit -17 Socio-cultural life under the Bahmanis.

Block-V The Establishment of the Vijayanagar Empire:

Unit -18 Nature and Concept of Vijayanagar State: Burton Stein's theory of segmentary state and its critique. The principal dynasties and rulers, achievements of Krishna Deva Raya. Relation with the other states. Battle of Talikota.

Unit -19 Administrative Setup, Military organization.

Unit -20 Social and Economic conditions.

Book References:

- Peter Jackson : *The Delhi Sultanate: A Political and Military History*, Cambridge University Press, 1999.
- A.B. Pandey : *The First Afghan Empire* (Calcutta), Bookland, Calcutta.
- A. Halim : *History of the Lodi Sultans of Delhi and Agra, Indara-i-Adbiyat Delhi*, 1974. Moreland : *Agrarian System of Moslem India*, Allahabad Central Book Depot, 1929.
- I.H. Siddiqui : *Some Aspects of Afghan despotism in India*, Three Men Publication, Aligarh. 1960. Tara Chand : *Influence of Islam on Indian Culture*, Indian Publisher, Allahabad, 1963.
- do- : *Diplomatic Ties between the Lodi Sultans and the Rulers of Gujarat—Medieval India – A Miscellany*, Aligarh, Vol. 3.
- John F Richards : *The Economic History of the Lodi Period- 1451-1526*, *Journal of the economic and Social History of the Orient*, Vol. VIII, Leiden, 1965.
- Babur Namah : *English Translation*, Beveridge, A.S., Low Price Publication, Delhi, 1989. Mohibul Hasan : *Babur*, Manohar, New Delhi, 1985.
- Rushbrook Williams : *An Empire Builder of the Sixteenth Century*.

- Percy Brown : *Indian Architecture (Islamic Period)*, D.P. Taraporewala, Reprint, 1997. Mian Muhammad Saeed : *The Sharqi Sultnate of Jaunpur*, University of Karachi, Karachi, 1972.
- Irfan Habib : *Economic History of India under Sultanate (1200-1526)*, Aligarh Historian Society, Aligarh, 2016.
- Nilakanta Shastri : *History of South India*.
- J. S. King : *The History of Bahmani dynasty*, London, 1908.
- N. Karashima : *South Indian History and Society, Studies from Inscriptions A.D. 800-1800*, Delhi, 1984.
- Habib & Nizami : *Comprehensive History of India*, Vol. 5.

SEMESTER-II

Course Name: Middle & Modern Ages History of Civilizations

Course Code: MAH-201

Credits: 4

Course Objectives:

After the completion of this course, the students will be able to:

- Acquire knowledge the rise and spread of Christianity, Islam & Saraceni DCC Civilization
- Understanding the geographical discoveries of 15th & 16th centuries.
- Develop a critical analysis French revolution.
- Understanding the League of Nations, U.N.O., Development of Science, Philosophy, Art and Architecture in the contemporary world.

Course Outcomes (COs):

1	Understanding Islam, Byzantine and Christianity
2	Analyse The history of Europe through Renaissance and Reformation
3	Examine Development of Science, Philosophy, Art and Architecture in the contemporary world.
4	Develop a critical analysis French revolution.

Block-I

Unit -1: Middle Ages: Rise and Spread of Christianity

Unit -2: The papacy.

Unit -3: Byzantine Civilization

Unit -4: Rise and Spread of Islam, Saracenic

Unit -5: Civilization Federalism, Origin-Merits & Demerits

Block-II

Unit -6: Monastic orders of medieval cities.

Unit -7: Progress of Education & rise of universities.

Unit -8: Transition of modern age.

Unit -9: Renaissance: Causes. Renaissance in Italy, Results of Reissuance.

Unit-10: Geographical discoveries of 15 & 16 th century

Block-III

Unit -11: Reformation Movement: Causes and Impact

Unit -12: Reformation Movement in Germany

Unit -13: Reformation Movement in France

Unit -14: Reformation Movement in Switzerland

Unit - 15: Counterreformation

Block-IV

Unit -16:French revolution, Causes and impact

Unit -17: Industrial revolution, Causes and impact

Unit -18: Agrarian Revolution, Causes and impact

Unit -19: Romanticism

References

- JudithHerrin:TheSurprising Life ofaMedievalEmpire:Byzantium
- DianaCooper: SaraceniDCCivilization:
- GossS. Grable: Birthing aNewCivilization:
- William Doyl: E FrenchRevolution:
- A.K. Tripathi: U.N.O. (InternationalOrganisation):
- J.A. Hobson: Imperialism: A Study (1902)
- David Thomson: Europe Since Napoleon
- Agath Raman: Germany 1789-1919
- William L. Langer: Diplomacy of Imperialism
- William L. Langer: The Middle East-Past and Present
- M.S. Anderson: The Ascendancy of Europe 1815-1914
- E.Lipson : Europe in the 19th Century and 20th Century
- Andrew Porter: Modern Germany

Course Name: HistoryofEuropefrom1789to 1795A.D.

Course Code: MAH-202

Credits: 4

CourseObjectives:

After thecompletionofthiscourse,thestudentswillbeableto:

- Acquireknowledge: Europebefore 1789; Role ofPhilosophersinFrenchrevolution.
- UnderstandingthefunctionsandachievementsofNationalConstituentassembly Along withits contributionin theFrenchRevolution.
- Developacriticalanalysis theorganization,charactersorfeaturesoflegislative assembly,its variousgroups.
- Understanding theachievements, thereignof terrorestablishedinFrance of1795.

Course Outcomes (COs):

1	Understanding RoleofPhilosophers inFrenchrevolution
2	Analyse the pre revolution condition of France
3	Examine achievementsofNationalConstituentassemblyalong withits contributionin theFrenchRevolution.
4	Explain thereignof terrorestablishedinFrance of1795

Block-I

Unit-1: Europebefore1789;anintroduction;

Unit-2: RoleofPhilosophers inFrenchrevolution: -

Unit-3:Social, Political&economyDCCconditionsbeforerevolution.

Unit-4: ContributionofPhilosophersinFrench revolutiona) Charlesdesecond Montesquieu(b)FrancoisMarie Arouet Voltaire

Unit-5 (c) Jean JacquesRousseau-Causes ofFrenchrevolution.

Block-II

Unit-6:NationalAssembly (1779-1791)

Unit -7:Fall of Bastille together–with its resultandimportance

Unit -8: Political significanceoftheDeclarationofRightsofmenandofcitizensbytheNationalAssembly

Block-III

Unit -9: War between Austria & France in 1792-its causes & events (or course) of the war,

Unit -10: initial reverses of France and the consequences thereof;

Unit -11: Massacre on September -defeat of enemy-army;

Unit -12: dictatorship of Danton from 10-11 Aug to 20 Sept, 1792-

Unit -13: chief events happened in France during his dictatorship.

Block-IV

Unit -14: National Convention (Sept, 1792 to Oct 1795)-its achievements-

Unit -15: The reign of terror established in France & its consequences-

Unit -16: The constitution of the year III of the constitution of 1795.

Unit -17: Functions and achievements of National Constituent assembly

Unit- 18: Constitution of 1791-its provisions or features

Block-V FRENCH REVOLUTION: 1789-99

Unit-19 Revolution: Background and Initial Stage, 1789--1792: Cahiers De Doleances, Estates General, Declaration of the Rights of Man & of the Citizen. August 4 th Decrees and abolition of Feudalism. Civil Constitution of the clergy

Unit-20 Jacobins (1792-94) and the Directory (1794-99) Sans-culottes. August 10, 1792. National Convention. The Domestic and Foreign Policies of the Directory.

Unit-21 Napoleon Bonaparte. 1799-1814: The Rise of Napoleon Bonaparte Italian and Egyptian campaigns. Administrative Reforms. The Continental System - its failure. Fall of Napoleon.

Block-VI

Unit-22 Unification of Italy: The Struggle between Conservatism and liberalism. Mazzini, Cavour and Garibaldi. The Stages of Italian Unification.

Unit-23 Unification of Germany: The struggle for power and leadership between Prussia and Austria. Bismarck. Wars of unification. Franco-Prussian War, 1870. Treaty of Frankfurt.

Unit-24 East Asia: China: Western penetration. Opium Wars. Treaty of Nanking. Taiping Rebellion. Japan: Collapse of the Shogunate. Meiji Restoration.

Book References:

- Dr. V.D. Mahajan: History of Modern Europe (since 1789)
- Eric Hobsbawm: The Age of Revolution 1789–1848
- Dr. Ishwari Prasad: A History of Modern Europe
- R.S. Chaurasia: History of Europe (1789–1870)
- William Doyle: French Revolution:
- A.K. Tripathi : U.N.O. (International Organisation):
- J.A. Hobson: Imperialism: A Study (1902)

Course Name: History of Europe from 1795 to 1848 A.D.

Course Code: MAH-203

Credits: 4

Course Objectives:

After the completion of this course, the students will be able to:

- Acquire knowledge of the Political groups & leaders of Europe.
- Understanding the Directory and the rise of Napoleon- the consulate & the consul Napoleon- Emperor Napoleon and his downfall
- Develop a critical analysis of the effect of the revolution of 1830 of France on the different countries of Europe.
- Understanding the Policy of "Golden mean" adopted by Louis Philippe- reasons of failure to satisfy the French.

Course Outcomes (COs):

1	Critical analysis of the effect of the revolution of 1830 of France on the different countries of Europe.
2	Understanding the works of Political Groups and Leaders
3	Analyse the effect of French revolution
4	Critical analysis of directory and the rise of Napoleon

Block-I Political Groups and Leaders

Unit -1: Role of Girondists in French revolution

Unit -2: Role of Jacobins in French revolution

Unit -3: Causes of their downfall

Unit -4: Political leaders-Marat and Abbe Sieyes,

Unit -5: Mirabeau and Robespierre,

Unit -6: Danton, and Madame Rolland Carnot

Block-II

Unit -7: Rise of Napoleon

Unit -8: Foreign policy of Napoleon from the time of his becoming the emperor to the time when the Treaty of Tilsit was made

Unit-9: Treaty of Tilsit and its provisions

Unit-10: Continental system of Napoleon

Unit-11: Napoleon's campaign and the cause of his debacle-The Spanish Ulcer the Russian adventure ruined Napoleon

Unit-12: Napoleon's function in history to fuse old France with new-his blessings to France

Block-III Revolution in France and Europe:

Unit-13: Revolution of 1830- Causes and results.

Unit -14: Effect of the revolution of 1830 of France on the different countries of Europe- its importance in the history of Europe.

Unit -15: England Revolution

Unit -16: America Revolution

Block-IV

Unit -17: Policy of "Golden mean" adopted by Louis Philippe- reasons of failure to satisfy the French

Unit -18: Home and Foreign policies of Louis Philippe – his Problems.

Unit-19: French Revolution of 1848: causes and results.

Block-V The effects of the French Revolution of 1848 on Europe:

Unit -20: Revolution in Austria

Unit -21: Revolution in Hungary and Prussia

Unit -22: Revolution in Italy and Rome

Unit -23: Revolution in Germany with other states

Unit -24: Revolution in Switzerland, Holland & Denmark

Unit -25: Revolution in England and Ireland.

Book References:

- Peter McPhee: The French Revolution, 1789-1799
 - Eric Hobsbawm: The Age of Revolution 1789-1848
 - Dr. Ishwari Prasad: A History of Modern Europe
 - R.S Chaurasia: History of Europe (1789-1870)
-

Course Name: Research Methodology: History and its Practice

Course Code: MAH-204

Credits: 4

Course Objectives: To enable the student to

- Acquire knowledge of Research Methodology of History.
- Understanding the Construction and representations of India's past by various schools of Historiography.
- Develop a critical analysis of Myths, Memory & Folklore in historical understanding.

Course Outcomes (COs):

1	Understanding Historical investigation and writing
2	To understand criteria of testing 'facts' in history
3	To examine sciences by whose aid history be reconstructed.
4	To trace the evolution of historiography as a discipline.

Block-I RISE OF MODERN HISTORIOGRAPHY

Unit-1: Main features of Modern Western Historiography;

Unit -2: Italian Renaissance Historical Narrative; Francesco Petrarch

Unit -3: Nicolao Machiavelli

Unit -4: Francis Bacon

Unit -5: Gibbon & inter-civilizational history. Hegel, Ranke and the German School.

Unit -6: Historical Materialism; Karl Marx's, concepts of social evolution, class, successive modes of production,

Unit -7: Cyclical theory of civilizations: Spengler, Toynbee.

Block-II CURRENT TRENDS AND INDIAN HISTORIOGRAPHY

Unit -8: Max Weber: 'Sociological' approach to History.

Unit -9: Marc Bloch: Comprehensive and Comparative History

Unit -10: Lewis Namier's structural analysis'

Unit -11: Contemporary Trends: 'World-System' analysis (Braudel)

Unit-12: postmodernism

Block-III

Unit -13: Subalternity' (Rajnit Guha).

Unit -14: Indian Historiography

Unit -15: Imperialist and Nationalist Schools: H.E. Elliot, V.A. Smith; R.C. Dutt and Mohammad Habib.

Unit -16: Communal trends (R.C. Majumdar and I.H. Qureshi). Marxist trends (D.D. Kosambi, R.P. Dutt)

Unit -17: Categories of sources (Primary: documents; secondary sources, contemporary texts; later texts; oral testimony).

Unit -18: Criteria of source criticism: linguistic tests; internal consistency; comparison Aggregates vs. Samples.

Block-IV

Unit -19: motivation behind documents (private motives vs. public declarations)

Unit -20: Application of Quantitative Methods: Purpose, Simple statistical devices

Unit -21: Counterfactual history

Book References:

- E.H. Carr: What is History? Harmondsworth, 1964 (For revision of certain formulations as revised by Carr, pt. read R.W. Davies. From E.H. Carr, Files: Notes towards a second edition of What is History? pp.157-184.
- W.H. Walsh: An Introduction to Philosophy of History, London, 1951.
- Patrick Gardner: Theories of History, Free Press, 1959.

- J.W. Thompson: History of Historical Writing. The Macmillan Company, 1942.
 - R.G.Collingwood : The Idea of History, ed. J.Van Dev Dussen, Oxford, 1993
 - R.G.Collingwood: The Idea of History, ed. J.Van Dev Dussen, Oxford, 1993
 - Jarzy Topolski: Methodology of History, OrgierdWojtasiewicz, D. Reidel Pub., Com, 1973. (esp. parts V & VI. trans.)
 - Irfan Habib: Interpreting Indian History.
-

Course Name: History of the Mughal Empire (1526-1556)

Course Code: MAH – 205

Credits: 4

Course Objective:

- A critical analysis of the coming of and establishment of the Mughal rule during the reigns of Babur and Humayun as well as the brief interregnum of the Sur empire under Shershah and Islamshah.
- The course is basically a study of Political and administrative history during the first half of the 16th Century.
- To develop an understanding of secular scientific approach towards Indian History with the help of primary sources.

Course Outcomes (COs):

1	The students gain an appreciation of the impact of the coming of Timurids.
2	An appreciation that, irrespective of modern myths, Babur was a man not governed by religious zeal, having a basic interest in art and culture.
3	Appreciation of the Sur administrative tradition and their impact on the subsequent periods.
4	Analyse the Political and administrative history during the first half of the 16 th Century.

Block-I

Unit-1 INDIA ON THE EVE OF BABUR’S CONQUEST:

Indian society and culture at the beginning of the 16th Century as depicted in *Baburnama*; The political conditions in Hindustan on the eve of Babur’s invasion; Critical evaluation of the communal interpretations of the period.

Unit-2 ESTABLISHMENT OF MUGHAL RULE:

Babur’s career. Major campaigns in India. Factors responsible for his success: the role of artillery, *tulughma* and the ‘*araba*’.

Unit-3 THE ORGANIZATION OF GOVERNMENT:

The position of the Timurid king and nobility: the Turko-Mongol traditions of Kingship. The administration under Babur: the *wajhdari* system;

Unit-4 The Central Administration; the military organization.

Block-II

Unit-5 HUMAYUN'S EARLY DIFFICULTIES: POLITICAL AND MILITARY PROBLEMS

Attitude of the Chaghtai nobility; the role of his brothers; Threat from Bahadur Shah of Gujarat.

Unit-6 Humayun's relations with Shershah.

Unit-7 HUMAYUN'S MAJOR CAMPAIGNS:

The establishment of Portuguese control in the Indian waters and its political and economic consequences. Bahadur Shah I of Gujarat and his conflict with Humayun. The problem of Mewar. Campaign in Gujarat and Malwa; Askari's revolt.

Block-III

Unit-8 HUMAYUN'S ADMINISTRATION AND HIS NOBILITY:

Composition of the nobility at the beginning of Humayun's reign. Humayun's early measures to establish his control over the nobles;

Unit-9 Crisis in Humayun's relations with his nobility during 1538-42;

Unit-10 Factors behind Humayun's failure against Sher Shah. Emergence of a new nobility during 1545-55.

Block-IV

Unit-11 THE SUR REGIME:

Sher Shah and his rise to power in Bihar and Bengal The reign of Sher Shah: main events.

Unit-12 Islam Shah: difficulties with his nobility.

Unit-13 THE SUR ADMINISTRATION: Administrative divisions of the Empire and the administrative set-up in those divisions.

Unit-14 Revenue Administration (the *Zabti* System);

Unit-15 Military organization. Coinage.

Unit-16 The collapse of the Sur Empire.

Block-V A BRIEF SURVEY OF HISTORICAL SOURCES:

Unit-17 Contemporary and near-contemporary sources on Babur and Humayun;

Unit-18 *Insha* collections.

Unit-19 Special study of *Baburnama*,

Unit-20 Gulbadan Bano Begum's *Humayun Nama*

Unit-21 Abbas Khan Sarwani's *Tuhfa-i Akbar Shahi*.

Book References:

1. Rushbrook Williams : *An Empire Builder of the Sixteenth Century*
2. S. K. Banerji : *Humayun Badshah, Vol. I*
3. Ishwari Prasad : *Life and Times of Humayun Padshah*
4. Qanungo, K.A. : *Sher Shah and His Times*
5. Danvers, Ft.C. : *The Portuguese in India, vol. I, Chap.III& XI*
6. I.H. Siddiqui : *History of Shershah Sur*
7. R. P. Tripathi : *Some Aspects of Muslim Administration*
8. W. H. Moreland : *The Agrarian System of Moslem India (pp.79-123)*
9. Radhey Shyam : *Babur, Patna, 1978*
10. Muhibbul Hasan : *Babur the Founder of the Mughal Empire*
11. Stephen F. Dale : *The Eight Paradises: Babur and the Culture of the Empire in Central Asia, Afghanistan and India (1483-1530), Brill, 2004*
12. Yash Raj Malhotra : *Babur's Nobility and Administration*

13. Iqtidar Alam Khan : *Mirza Kamran: A Biographical Study*
 14. Iqtidar Alam Khan : *The political Biography of a Mughal Noble: Munim Khan Khan-i Khanan* (Introduction & chap. II)
 15. S. Nurul Hasan : *Religion, State and Society in Medieval India*
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MA (History)

SEMESTER-III

Course Name: History of India from 1857 to 1885 A.D.

Course Code: MAH-301

Credits: 4

Course Objectives: To enable the student to

- Acquire knowledge of the sources of History of India from 1857 to 1885 A.D.
- Understanding the revolt of 1857: Origin, Character, causes of failure
- Understanding the factors leading to the birth of the Indian National Congress (1885).

Course Outcomes (COs):

1	Examine role of source in understanding the events in history
2	To understand 1857 and post 1857 revolt condition of India
3	To examine the factors leading to the birth of the Indian National Congress (1885).
4	Critical analyse on the Emergence of Indian Nationalism

Block-I: Sources:

Unit -1: Biographies,

Unit -2: Memoirs,

Unit -3: Creative literature,

Unit -4: Archival materials,

Unit -5: paintings and newspapers.

Block-II: The first major challenge: The revolt of 1857 A.D. & Other uprisings

Unit -6: British Expansion and Consolidation in India: Colonial Encounter with the Indian States;

Subsidiary Alliance, Dalhousie's Doctrine of Lapse and Annexations: Maratha, Punjab, Sindh, etc.

Unit -7: Structure of Company Administration: Constitutional Development; the Charter Acts of 1813, 1833, 1853

Unit -8: Causes of revolt of 1857

Unit -9: Revolt of 1857's impact

Unit -10: Abolition of the Company's rule, 1858.

Unit -11: Peasants and workers movement

Block-III: Post-1857:

Unit -12: Administrative Change and Reconstruction: The Level of Control from London after Abolition

Unit -13: Company's Rule. Victoria's Proclamation of 1858.

Unit -14: The Impact and Limits of Colonial Modernization.

Unit -15: Administrative Change and Reconstruction: The Civil Services-The Competition System-

The Subordinate Civil Services-New Criteria for Employment.

Unit -16: Law, Justice and Legal Codification; Military re-organization: Racial Composition, Military Expenditure in the Budget, Concept of Mix Regiments, New Recruitment Grounds, Martial Castes.

Block-IV: Indian National Congress (1885)

Unit -17: Programmes & objectives of early congress.

Unit -18: Factors leading to the birth of the Indian National Congress

Unit -19: The safety valve thesis relating to the birth of Congress.

Unit -20: The social composition of early Congress leadership.

Block-V The State, Public and Political Life

Unit- 21: The Educated Classes, Social base and Ideology.

Unit -22: The Political and Economic Critique of Colonial Rule;

Unit -23: The Women Question in National Politics; 'history from below'.

Block-VI: Early Nationalism:

Unit -24: Debates on the Emergence of Indian Nationalism;

Unit -25: Contemporary European Movements; Lord Lytton's Reactionary Policies;

Unit -26: The Ilbert Bill Controversy.

Unit -27: Modern Political Associations; Foundation of the Indian National Congress: Myth and Reality.

Unit -28: British Policies towards Early Nationalism.

Book References:

- Christophre Hibbert: The Great Mutiny (India 1857)
- Rudrangshu Mukherjee: Awadh in Revolt (1857-1858)
- Deep Chand Bandhu: History of Indian National Congress (1885-2002)
- Pranab Mukherjee: A Centenary History of the Indian National Congress:
- Alavi, Seema: The Sepoys and the Company, 1770-1830. Delhi, OUP, 1995, pp.1-94, and conclusion). Bayly,
- C.A.: Rulers, Townsmen and Bazaar: Indian Society and the Making of the British Empire, The NCHI, 2.1, 1983.
- Bayly, C.A.: 'The British military-fiscal state and indigenous resistance; India 1750-1820' in Origins of nationality in South Asia, Patriotism.

Course Name: Development of Nationalism in India

Course Code: MAH-302

Credits: 4

Course Objectives: To enable the student to

- Acquire knowledge of the background of Indian Nationalism.
- Understanding the Primitive Nationalism.
- Understanding the meaning & nature of Economic Nationalism.
- Develop a critical analysis of the ideologies & programmes of the Indian National Congress (1885-1907)

Course Outcomes (COs):

1	Examine Social and Religious Reform Movements
2	To understand lower-caste movements and the communalism
3	To examine the nation, peasants, gender and literature
4	Critical analyze Economic Nationalism

Block-I SOCIAL AND RELIGIOUS REFORM MOVEMENTS

Unit -1: Vivekanand and his Re-interpretations of Hinduism, humanism, nationalism and the ideal Society

Unit -2: Rabindranath Tagore: ideology of cosmopolitanism, his interpretations of Indian thought and culture and perspectives on nationalism.

Unit -3: Growth of Arya Samaj after Dayanand

Unit-4: Iqbal and his interpretation of Islam: the idea of Khudi, Millat and the concept of Ummah.

Block-II THE LOWER-CASTE MOVEMENTS AND THE COMMUNALISM

Unit-5: E.V. Ramaswami Periyar: self-respect movement; perspectives on Hindu religion,

untouchability, patriarchy and women's rights.

Unit -6: Dr. B.R. Ambedkar: critique of casteism and patriarchy, Mahar Satyagraha, Puna-pact, abolition of untouchability.

Unit-7: Gandhi and his anti-untouchability campaign: Perspectives on Varn ashram Dharm, dignity of labor and his constructive work for Dalits.

Unit-8: Communalism: M.S. Golwalkar and his Idea of Hindutva and nationalism.

Block-III NATION, PEASANTS, GENDER AND LITERATURE

Unit-9: Peasant consciousness and resistance, their idea of nation; from Bartoli to All India Kisan Sabha.

Unit-10: Progressive Writers' Movement: Sajjad Zaheer, Prem Chand and their associates.

Unit-11: The Nation and its women: Kamla devi Chattopadhyay and the women's movement

Unit-12: Women and partition

Block-IV ECONOMIC NATIONALISM

Unit-13: Economic Nationalism – meaning & nature Unit - 14 M.G.Rande,

Unit-14: Contribution of Dadabhai Naroji

Unit-15: R.C. Dutta,

Unit-16: Mahatma Phule

Unit-17: Drain of Wealth concept

Block-V ORGANIZED NATIONALISM

Unit-18: Emergence of Political associations upto 1885

Unit-19: Rise of Indian National Congress

Unit-22: Liberal Era (1885 to 1905 A.D.)

Unit-21: Moderates & extremists – Role & ideology of G.K. Gokhale & B.G. Tilak.

Unit-22: Ideologies & programmes of the Indian National Congress (1885-1907)

References

- S. Irfan Habib: Indian Nationalism:
- Bipin Chandra: The Rise and Growth of Economic Nationalism in India;
- Rabindranath Tagore: Nationalism
- Sekhar Bandyopadhyay: Nationalist Movement in India
- RC Majumdar - British Paramountcy and Indian Renaissance: The History and Culture of Indian People, Vol. II, Bharatiya Vidya Bhavan, Bombay, 1965.

Course Name: History of India from 1861 to 1947 A.D.

Course Code: MAH-303

Credits: 4

Course Objectives: To enable the student to

- Acquire knowledge of the administration of Lord Curzon & Morley Minto.
- Understanding the social & religious reform movements.
- Understanding the role of Mahatma Gandhi & his ideology in national movement.
- Develop a critical analysis of the communal politics & communal organizations.

Course Outcomes (COs):

1	Examine British administration and its acts and regulations
2	To understand lower-caste movements and social & religious reform movements
3	Understanding Gandhian Era
4	Critical analysis of the communal politics & communal organizations.

Block-I

Unit-1: LordCurzon;administration,foreignpolicy&partitionofBengal,

Unit-2: Swadeshimovement,

Unit-3: The Indiancouncil'sActof1861

Unit-4: The Indiancouncil'sActof1892,

Unit-5: Thereforms ofMorley-Minto,1909,

Unit-6:Govt.ofIndianActof 1919

Block-II

Unit- 7:Muslimleague,

Unit-8: Social&religiousreformmovements during second of 19th century–BrahmaSamaj, Arya, Samaj, Prarthana samaj

Unit-9: Ramkrishna Mission and Vivekanand and his Re-interpretations of Hinduism,

Unit-10: humanism, nationalism and the ideal society.

Unit-11: TheosophicalSociety

Unit-12: Growthofpressin19thcentury.

Block-III

Unit-13: Nationalmovementasamassmovement

Unit-14: RoleofMahatmaGandhi&hiseology,

Unit-15: Swarajparty(1923)–circumstances leadingtotheestablishment–cause offailure

Block-IV

Unit-16:SimonCommission–works& effects

Unit-17: cause offailureSimonCommission works& effects

Unit-18: NehruReport 1928,

Unit -19: Roundtableconferences(1930-32)

Unit -20:Poonapact, National movement duringSecond World War–Quit Indiamovement, 1942

Block-V COMMUNALPOLITICS&COMMUNALORGANIZATIONS

Unit -21:Quit Indiamovement (1920)-aims, objectives, causesoffailure

Unit -22: Communalism –itsmeaning &origin,Revivalistnationalism and two-NationalTheory.

Unit -23: Communal Organization:-Muslimleague, HinduMahaSabha, R.S.S., Communal politics &partitionofIndia,

Unit -24: Govt. ofIndiaAct,1935,

Unit -25: IndianIndependenceAct,1947.

References

- Y.S. Mathur: Colonialism andNationalism inIndia:
- R.C. Agarwal: DevelopmentandNationalMovementofIndia
- Subratk. Nanda: Nationalism andRegionalism inIndia
- Bipan Chandra: India's Struggle for Independence, Penguin: 1989
- Sumit Sarkar Modern India, 1885-1947 (1983) Bipan Chandra: Communalism in Modern India

Course Name: History of Euro pefrom1848 to 1870

Course Code: MAH-304

Credits: 4

CourseObjectives: To enablethestudentto

- AcquireknowledgethesecondrepublicandthesecondempireinFrance.
- UnderstandingthegrowthofItalianunificationundertheleadershipof Mazzini. Garibald CavourVictor EmanuelII.
- Understanding theContributionofBismarehtounifyGermany.

- Develop a critical analysis of the Eastern problems and the main currents from 1815 to 1870.

Course Outcomes (COs):

1	Examine Movement for Social Revolution and eastern problems
2	To understand Unification of Italy and Unification of Germany
3	Understanding England during 19th century
4	Critical analysis Utopian Socialists

Block-I

Unit-1: The Triumph of Reactions 1815-1823:

Unit-2: Vienna Congress and the settlement.

Unit-3: The concert of Europe and its breakdown. Metternich's conservatism and Reaction.

Unit-4: Movement for Social Revolution: Revolution of 1848, its nature and significance.

Unit-5: Russia: 1815-1871: Crimean War-1854-56 and its consequences

Block-II: UTOPIAN SOCIALISTS:

Unit-6: Charles Fourier,

Unit-7: Robert Owen, and Saint Simon.

Unit-8: Karl Marx and Communist Manifesto.

Unit-9: Alexander II's Emancipation of Serfs and other Reforms.

Unit-10: The Triumph of Free Trade: Industrial Revolution in England (The Development of Railways) Industrialization of Europe

Block-III UNIFICATION OF ITALY AND UNIFICATION OF GERMANY:

Unit-11: Obstacles in the unification of Italy.

Unit-12: Attempts to unify Italy & the failure of attempts,

Unit-13: Growth of Italian unification under the leadership of Mazzini.

Garibaldi & Cavour Victor Emanuel III.

Unit-14: Contribution of Bismarck to unify Germany.

Unit -15: The struggle for power and leadership between Prussia and Austria.

Unit-16: Wars of unification. Franco-Prussian War, 1870. Treaty of Frankfurt

Block-IV EASTERN PROBLEMS: THE MAIN CURRENTS FROM 1815 TO 1870

Unit-17: Causes & results of Crimean War.

Unit-18: Significance of the Eastern question in Europe & affairs up to 1870.

Unit-19: Reforms of Tsar Alexander II.

Block-V ENGLAND DURING 19TH CENTURY

Unit -20: The Social & economical conditions of England from 1815 to 1870,

Unit-21: Industrial revolution in Europe

Unit -22: Its results and efforts on other countries.

Unit-23: Russian revolution, Russia: 1815-1871:

Unit-24: Crimean War-1854-56 and its consequences

Unit-25: Alexander II's Emancipation of Serfs and other Reforms.

Block-VI

Unit-26: Europe between two world wars,

Unit-27: League of Nations, Rise of Dictatorships,

Unit-28: 2nd world war and U.N.O. Reconstruction of Europe, cold war, NATO, Warsaw pact.

Reference

- Ralph Flenley : Short History of Germany 1815-1945
- Francois Furet : Revolutionary France 1770-1880.
- Haas, Arthur G. : The Age of Metternich

- J.P. T. Bury : France, 1814-1914.
- Haas, Arthur G. : The Age of Metternich
- Christopher Duggan : Cavour and Garibaldi, 1860.
- Clyde, Paul Hibbert : The Far East.
- Agatha Ramm : Germany 1789-1919
- William Doyle : The Oxford History of the French Revolution
- Thompson G:Napoleon Bonaparte: Hisrise and fall.

Course Name: **Non-Muslim And Muslim Religious Thought And Movements In Medieval India**

Course Code: **MAH – 305**

Credits: **4**

Course Objective:

- A critical analysis of the coming of and establishment of the Mughal rule during the reigns of Babur and Humayun as well as the brief interregnum of the Sur empire under Shershah and Islamshah.
- The course is basically a study of Political and administrative history during the first half of the 16th Century.
- To develop an understanding of secular scientific approach towards Indian History with the help of primary sources.

Course Outcomes (COs):

1	Students have learnt growth of Non-Muslim Religious Thought.
2	How the The developments of Sikhism. Took place
3	Analyse the various Bhakti Movement by the teachings of Saints
4	Analyse Early Sufi Movements

Block-I Early Religious thought in India:

Unit-1The conceptual frame of bhakti and major milestones

Unit-2The teachings and philosophy of Shankaracharya

Unit-3Major elements in the ideology of Ramanuja philosophy of Visistadvaita

Unit-4Brahmanical and other religious

trends:

Unit-6Evolution of popular Vaishnav sects

Unit-7 The esoteric Shaivite cults:.

I Siddhas and Yogis

II.Emergence of

Veershaivism/Lingayats

Block-II Bhakti movement in Maharashtra:

Unit-8 Maharashtra Dharma – concept and historical content, ideology of Ramdas

Unit-9 The Varkari cult and chief exponents – preachings of Namdev and Tukaram

Unit-10 The Chaitanya Movement:

a. Ideology and teachings of Chaitanya

b. The followers: Goswamis and their contributions in theology and literature

Unit-11 Bridge across the north: Contribution of Ramanand

Unit-12 Radical Monotheistic Tradition:

- a. The ideology of Kabir and Kabirpanth: non confirmism, attitude towards state and his followings
- b. Meerabai: the essentials of ideology and social protest

Block-III**Unit-13** The developments of Sikhism:

- a. Concept and salient features of Sikkhism
- b. Key concepts of Guru Nanak's ideology
- c. Sikh gurus and their contribution
- d. Guru Arjan: evolution of politics and armed resistance; his compilation of Guru Granth.

Unit-14 Other Monotheistic Sects:

- a. Dadu Dayal and Dadupanth: ideology, contribution and following
- b. The ideology and significance of Satnami Sect
- c. The Pranami Sect and the contribution of Pran Nath

Unit-15 The Reivalist response: The significance of Tulsidas's ideology and his teachings**Unit-16** Impact of Bhakti on Medieval Literature**Block-IV****Unit-17** STATE OF ISLAMIC RELIGIOUS THOUGHT C. 1200:

- a. Tasawwuf (Sufism): Origin, Development and Organisation of Sufi Orders in India
- b. Ibn-i-Arabi's impact on Indian Sufism.

Unit-18 EARLY SUFI MOVEMENTS: THE *CHISHTI* AND *SUHARWARDI SILSILAHS*:

- a. Basic elements of their thought and philosophy. Shaikh Bahauddin Zakaria of Multan. Shaikh Nizamuddin Auliya's views in *Fawa'idul' Fu'ad*.
- b. Attitude of Chishti and Suhrawardi saints towards state, society & Non-Muslims, slaves, women & other marginalized groups.

Block-V**Unit-19** MILLENNARY AND OTHER MOVEMENTS:

- a. The Mahdawi Movement: Shaikh Muhammad Jaunpuri and his basic teachings.
- b. The Shattari *silsilah* in India. Saiyid Muhammad Ghaus and his teachings.
- c. The Religious Environment of Akbar's Court. Liberal outlook of Akbar. Policy of Sulh-i kul.

Unit-20. Abdul Haq Muhaddis Dehlavi and his contribution to theological thought.

- a. The Naqshbandi Silsilah: Shaikh Ahmad Sirhindi and principal elements of his mystic thought.
- b. . The Qadiris: Miyan Mir and Mulla Shah Badakhshi. Dara Shikoh and his contribution to religious thought.

Book References:

- | | | |
|---------------------------|---|-------------------------------------------------------------------------------------------------------------------|
| Rekha Pandey | : | <i>Religious Movement in Medieval India</i> , New Delhi, Gyan Publishing House, 2005. |
| Shahabuddin Iraqi | : | <i>Bhakti Movement in Medieval India: Social & Political Perspectives</i> , Delhi, Manohar Publication, 2009. |
| Aziz Ahmad | : | <i>Studies in Islamic Culture in the Indian Environment</i> , Parts IV & V, Oxford, Clarendon Press, 1964. |
| B.D. Gupta | : | <i>Pranami Samardaya of Bundelkhand</i> |
| B.K. Goswami | : | <i>The Bhakti cult in Ancient India</i> , Delhi, Oriental Publishers, 1975. |
| Bhattacharya
Munshiram | : | <i>Medieval Bhakti movement in India</i> , New Delhi, Manoharlal Publication, 1989. |
| D.C. Sen | : | <i>Chaitanya and His Age</i> , Calcutta, 1922. |
| D.R. Bhandarkar | : | <i>Vaishnavism, Shaivism and other Minor Sects</i> , Varanasi, Indological Book House, 1965. |
| J.N. Farguhar | : | <i>An Outline of the Religious Literature of India</i> , Delhi, Motilal Banarsidas, 1967. |
| Jadunath sarkar | : | <i>Chaitanya Life and Teachings</i> , Calcutta, 1932. |

- M.G. Ranade : *Rise of Maratha Power*, Bombay, Publication Division, 1883.
- M.T. Kennedy : *The Chaitanya Movement*, London, Oxford University Press, 1925.
- R.N. Vyas : *The Bhagavata Bhakti Cult and three Advaita Acharyas*, Delhi, Nag Publication, 1977.
- Satish Chandra : *Historiography, Religion and State in Medieval India*, New Delhi, Har-Anand, 1997.
- Sher Singh : *Philosophy of Sikhism*, Lahore, Sikh University Press,
1944. Sushmita Pande : *Birth of Bhakti in Indian Religions & Art*, New Delhi, Books &
- K.A.Nizami - *Some Aspects of Religion and Politics in India during the Thirteenth Century*, Oxford University Press, 1961.
- do- - *The Life and Times of Shaikh Fariduddin Ganj-i Shakar*. Idara-iAdabiyat, 1973.
- do- - *Life and Times of Shaikh Nizamuddin Auliya*. Idara-iAdabiyat,1991.
- do- - *Life and Times of Shaikh Nasiruddin, Chiragh-i Delhi*. Idara-iAdabiyat-i Delli, 1991.
- do- - *Akbar and Religion*. Idara-i Adabiyat-i-Delli, 1989.
- Aziz Ahmad - *Studies in Islamic Culture in the Indian Environment*, OUP, 1999.
- Aziz Ahmad - *Intellectual History of Islam in India* (Islamic Surveys Series),Edingburg, 1969.
- Annemarie Schimmel - *Islam in the Indian Sub-continent*, E.J. Brill/Leiden Kan, 1980.
-

SEMESTER-IV

Course Name: History of Europe from 1870 to 1990

Course Code: MAH-401

Credits: 4

Course Objectives: enable the student to-

- Acquire knowledge the reasons for the expansion of European powers, and expansion of imperialism in Asia by Russia, France & Britain.
- Understanding the New epoch begins after 1871 A.D.
- Understanding the Socialism and its effects on European countries, Concept of Karl Marx.
- Develop a critical analysis of the Third Republic in France & the functions of League of Nations and U.N.O.

Course Outcomes (COs):

1	Examine Expansion of Europe: New Imperialism
2	To understand expansion of imperialism in Asia by Russia, France & Britain.
3	Understanding Concept of Karl Marx.
4	Critical analysis of Third Republic in France

Block-I EXPANSION OF EUROPE: NEW IMPERIALISM:

Unit-1: Reasons for the expansion of European powers & control over the non-European world during 19th Century.

Unit-2: 19th century has been the Europeanization of the world

Unit-3: Expansion of imperialism in Asia by Russia, France & Britain,

Unit-4: Division of the continent of Africa by the European powers,

Unit-5: France Prussia war (1806).

Block –II BEGINNING AND THE NEW ERA: NEW EPOCH BEGINS AFTER 1871 A.D.

Unit-6: Characteristics of New epoch – Causes of International problems,

Unit-7: Solution of international problems – pacifism and cooperation,

Unit-8: Second conference of Hague 1907.

Unit-9: Working class movement Trade union.

Unit-10: Beginning of Armed peace – effects on other Countries,

Unit-11: Socialism and its effects on European countries,

Unit-12: Concept of Karl Marx.

Block-III THIRD REPUBLIC IN FRANCE:

Unit -13: Problem of 3rd republic of France between (1871 to 1914),

Unit-14: Political significance of Dreyfus case.

Unit-15: Circumstances leading to the Dual alliance between France & Russia – its consequences.

Unit-16: Partition of Africa First world war Causes

Unit-17: results main contents of peace conference at Paris in 1919

Block –IV EXPANSION OF IMPERIALISM IN ASIA BY RUSSIA, FRANCE & BRITAIN,

Unit -18: Division of the continent of Africa by the European powers,

Unit -19: France Prussia war (1806).

Book Reference:

- Ralph Flenley : Short History of Germany 1815-1945
- Francois Furet : Revolutionary France 1770-1880.
- Haas, Arthur G. : The Age of Metternich

- J.P. T. Bury : France, 1814-1914.
- Haas, Arthur G. : The Age of Metternich
- Christopher Duggan : Cavour and Garibaldi, 1860.
- Clyde, Paul Hibbert : The Far East.
- Agatha Ramm : Germany 1789-1919
- William Doyle : The Oxford History of the French Revolution

Course Name: History of England from 1782 to 1800

Course Code: MAH-402

Credits: 4

Course Objectives: To enable the student to

- Acquire knowledge of the England on the eve of the industrial revolution.
- Understanding the reactions on England's politics of economic and political change and of the French Revolution.
- Develop a critical analysis of the Third Republic in France.

Course Outcomes (COs):

1	Examine Expansion of Europe: New Imperialism
2	To understand expansion of imperialism in Asia by Russia, France & Britain.
3	Understanding Concept of Karl Marx.
4	Critical analysis of Third Republic in France

Block-I: ENGLAND ON THE EVE OF THE INDUSTRIAL REVOLUTION:

Unit-1: Village life and agriculture - the roads - town life and apprenticeship -

Unit-2: the municipal and parliamentary system - London.

Unit-3: County elections - the gentry, their life and culture

Unit-4: the magistrates - the clergy - universities

Unit-5: education - Justice - Scotland in the 18th century.

Block-II: CAPITALISM AS A HISTORICAL SYSTEM

Unit-6: Feudal society and economy in Western Europe and its 'Breakdown'.

Unit-7: Rise of World-wide colonial system;

Unit-8: Mercantilism. Problems of interpreting the Transition period, 16th to 18th centuries.

Unit-9: The nature of "Feudal Reaction". The rise of new agricultural and craft technology.

Unit-10: The emergence of 'bourgeois' political regimes (constitutional and democratic systems):

Unit-11: Growth and Nature of Parliamentary Power in England;

Block-III: THE REACTIONS ON ENGLAND'S POLITICS OF ECONOMIC CHANGE AND OF THE FRENCH REVOLUTION-

Unit-12: Anti Jacobins and Democrats - Fox and the Whig via media.

Unit-13: Suppression of the democratic movement - Course of the French revolution - cause war with France.

Unit-14: The war with French republic, 1793-1802: its four periods

Unit-15: Naval Supremacy of Great Britain and continental failure of her allies.

Block-IV: THE INDUSTRIAL REVOLUTION AND INTERNAL DEVELOPMENTS OF CAPITALISM

Unit-16: The Industrial Revolution in England.

Unit-17: Factors behind the Industrial Revolution.

Unit-18: Divergent views on capital formation;

Unit-19: Internal social changes.

Unit-20: Britain's monopoly as the major industrial power;

Unit-21: The role of Free Trade. and critique of Free Trade

Block-V:**Unit-22:** Spread of Industrial Revolution to Europe and United States**Unit -23:** List's concept of 'National Political Economy'. Export of capital.**Unit-24:** Growth of Banking, creation of money by banks:**Unit-25:** Finance Capital, Monopoly Capitalism.**Unit-26:** The Great Depression of 1873-94;**Unit-27:** Crisis of 1929-32.**Book Reference:**

- David Cannadine: G.M. Trevelyan Victorious Century:
- Peter Ackroyd: The History of England:
- Padmaja Ashok: The Social History of England:
- Phyllis Deane: Evolution of Economic Ideas, Cambridge University Press, Cambridge, 1978.
- Phyllis Deane: History of Economic Thought, Rupa, New Delhi, 1993. (Fifth Edition)
- Eric Roll: A History of Economic Thought, Rupa, New Delhi, 1993
- C. Gide and C. Rist: A History of Economic Doctrine, OUP, 1973.
- P. Sweezy, M. Dobb, Takahashi, et. al.: The Transition from Feudalism to Capitalism, Fove Pub, London, 1976

Course Name: History of England from 1800 to 1827**Course Code: MAH-403****Credits: 4****Course Objectives:** To enable the student to

- Acquire knowledge of the Napoleonic struggle I & II
- Understanding the Industrial Revolution
- Develop a critical analysis of the Corn Laws - Canning's foreign policy, Spain, America, Greece.

Course Outcomes (COs):

1	Examine: British Overseas Expansion
2	To understand expansion of imperialism in Asia by Russia, France & Britain.
3	Explain the Industrial Revolution
4	Critical analysis of The Great Depression of 1873-94; Crisis of 1929-32.

Block-I**Unit-1:** British Overseas Expansion**Unit-2:** Rural Society, Poor and the Clergy**Unit-3:** Health, Medicine and Society in Victorian England**Unit-4:** Friendship and Marriage in Victorian England**Block-II****Unit-5:** British Labour Movement**Unit-6:** Women and Suffrage**Unit-7:** Work and Gender**Unit-8:** Race and Justice under British Rule**Block-III The Industrial Revolution –****Unit-9:** The Industrial Revolution in England.**Unit-10:** Factors behind the Industrial Revolution. Divergent views on capital formation; internal social changes. Britain's monopoly as the major industrial power**Unit -11:** Spread of Industrial Revolution to Europe and United States.**Unit-12:** Growth of Banking, creation of money by banks**Unit-13:** The Great Depression of 1873-94; Crisis of 1929-32.

Block-IV:**Unit-14:** Macadamizing Highways and horses hunting,**Unit-15:** shooting, Boxing, sports, athletics.**Unit-16:** Public Schools-The army & thenation-Canada & the American War of 1812**Unit-17:** American policy 1817-18.**Block-V****Unit-18:** Brougham, Qven Corbett**Unit-19:** The racial movement & the 2nd depression-**Unit-20:** Peterloo & catostreet.**Unit-21:** The queen's trial death of castleragh.**Unit-22:** Liberal Tourism.**Unit-23:** The Napoleonic Struggle II (1808-15), Wellington and the Peninsular war the commercial struggle & the blockade Leipzig and waterloo castlereagh & the resettlement of Euro**Book Reference:**

- Phyllis Deane: Evolution of Economic Ideas, Cambridge University Press, Cambridge, 1978.
- Phyllis Deane: History of Economic Thought, Rupa, New Delhi, 1993. (Fifth Edition)
- Eric Roll: A History of Economic Thought, Rupa, New Delhi, 1993.
- Irfan Habib: 'Capitalism in History', Social Scientist, Nos.266-68, July-Sept., 1995.
- Iqbal Hussain: Karl Marx on India, Tulika Books, New Delhi, 2006 (Introduction by Irfan Habib)

Course Name: Later Mughals (1707-1761), Society, Culture & Economy**Course Code:** MAH – 405**Credits:** 4**Course Objective:**

- A critical analysis of the Social Life and activities at Delhi
- The course is basically a study of Educational System through Languages and Literature.
- To develop an understanding of Religious Currents and Reforms and **Economic Condition:**

Course Outcomes (COs):

1	Learned socio-cultural life of Mughal capital and its provinces.
2	Learned the growth of literature and other fine arts.
3	Learned the revival and development of Sufi and their role in the development of composite culture.
4	Got an overview of 18 th century economic condition under later Mughals

Block-I Socio-cultural Scenario**Unit-1** Social Life and activities at Delhi: Emperor, nobility and common man.**Unit-2** Hindu Muslim relations: Influence of Muslim and Hindu Saints and preachers, socio-cultural interactions in fairs, festivals and other activities.**Unit-3** Educational System: Growth of Persian and Urdu Languages and Literature.**Unit-4** Architecture,**Unit-5** Painting and Music.

Block-II Religious Currents and Reforms:

Unit-6 Revival of the Chishti Order: Shah Kalimullah.

Unit-7 Development of the Chishti order: Shah Nizamuddin and Shah Fakhruddin Dehlavi.

Unit-8 Mirza Mazhar Jan-i-Janan

Unit-9 Khwaja Mir Dard.

Unit-10 Relations of the Sufis with the Kings and Nobles: Shah Kalimullah,

Unit-11 Shah Nizamuddin,

Unit-12 Mirza Mazhar Jan-i Janan

Unit-13 Khwaja Mir Dard.

Block-III Economic Condition:

Unit-14 Mughal Empire during the First Half of 18th Century 1707-61.

Unit-15 Zamindars system

Unit-16 Jagirdars System

Unit-17 Peasantry

Block-IV

Unit-18 Rise of Succession States and the emergence of regional powers: (a) The Nizams of Deccan, Bengal, Awadh and smaller states (b) Maratha Political, Fiscal and Military System.

Block-V

Unit-19 The Third Battle of Panipat; Causes and Consequences

Unit-20 Mint Towns and Coinage.

Unit-21 Trade and Commerce.

Book References:

1. Z.U. Malik : *The Reign of Muhammad Shah; 1719-1748*, Asia Publishing House, New Delhi, 1977.
2. Satish Chandra : *18th Century in India; Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*, Centre for Studies in Social Sciences, K.P. Bagchi & Co., Calcutta, 1986.
3. Muzaffar Alam : *Crisis of Empire in Mughal North India. Awadh and the Punjab 1707-1748*, Oxford University Press, Delhi, 1986.
4. Noman A. Siddiqui : *Land Revenue Administration under the Mughals*, Munshiram Manoharlal Publishers, New Delhi, 1989. Sushil Chaudhury : *From Prosperity to Decline Eighteenth Century Bengal*, Manohar Publishers and Distributors, New Delhi, 1995.
5. J.A. Baljon : *Religion and thought of Shah Waliullah Dehlavi 1703-1762*, Brill Academic Publication, Leiden, 1986.
6. C.W. Troll (ed.) : *Muslim Shrines in India*, Oxford University Press, Delhi, 1989.
7. M.Umar : *Islam in Northern India during the eighteenth Century*, Munshiram Manoharlal Publishers, New Delhi, 1993.
8. -do- : *Muslim Society in Northern India during the eighteenth century*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1998.
9. -do- : *Urban Culture in Northern India during the Eighteen Century*, Munshiram Manoharlal Publishers Pvt., Ltd., New Delhi, 2001.
10. S.L.H. Moini : *The Chishti Shrine of Ajmer, Pirs, Pilgrims, Practices*, Publication Scheme, Jaipur, 2004.
11. R. Barnett : *North India Society between Empires: Awadh-Mughal and the British 1720-1801*, University of California Press, Berkeley, 1980.
12. K.K. Chatterji : *Trade and Darbar Politics. The Bengal Subah 1733-57 Modern Asian Studies*, Cambridge University Press, 1992.
13. Fisher M.H. : *Clash of Cultures; Awadh, the British and the Mughals*, Manohar

- Publishers, NewDelhi, 1987.
14. Mrs. Mir Hassan Ali : *'Observation on the Mussalmans of India'* : descriptive of their manners, customs, habits and religious opinion – 2 volumes, *Idarah-i-Adabiyat-i Delhi*, Delhi, 1973.
15. J.N. Hollister : *The Shias of India*, Oriental Book Reprint Corporation, India, 1979.
16. K.A. Nizami : *Studies in Medieval Indian History and Culture*, Kitab Mahal, Allahabad, 1966.
17. Datta Kalikinkar : *Survey of Indian Social Life and Economic Condition in the eighteenth*
-

Course Name: Dissertation

Course Code: MAH-411

Credits: 4

Course Objectives:

The dissertation presents a major piece of guided independent research on a topic agreed between the student and their supervisor.

The objectives should cover the whole dissertation from the Literature Review, through the Research Methodology, and to the Critical Evaluation.

The objectives in a dissertation describe the ways through which you intend to achieve the research aim. They are specific statements that break down the aim into several smaller key sections of the overall research. Suitable objectives can help you stay focused and conduct research in the direction of your aim.

The Aims and Objectives for your Master's Dissertations need to be in chapter 1, the introduction to the research project. Chapter 1 should be an introduction to the project/ Dissertation assigned by the concerned Supervisor and not an introduction to the topic. The topic is covered in the Literature Review, usually chapter 2. However, there needs to be a few pages of background introduction to set the scene and the reasons for the research. Therefore, the Aims and Objectives should be around page 2, 3, or 4. The main Chapter of the dissertation's topic should be mentioned in Third Chapter and the Last Chapter will be Conclusion of the of the topic assigned by the supervisor and in the end some References/Bibliography should be mentioned.

Course Outcome: On completion of this course, student will be able to

- Systematically identify relevant theory and concepts
 - Relate these to appropriate methodologies and evidence
 - Apply appropriate techniques and draw appropriate conclusions
 - Engage in systematic discovery and critical review of appropriate and relevant information sources.
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Faculty and Support Staff

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions exclusively for ODL mode. The course material prepared by the CDOE faculty is at par with the regulations 2020.

List of Faculty associated with MA-History program is as follows:-

S. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1	Dr. Shagufta Parveen	Assistant Professor	Full-Time	Ph.D	History
2	Dr. Roop Narayan Aswal	Associate Professor	Full-Time	Ph.D	History

Delivery Mechanism

The ODL of MU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

A. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

B. Counselling Sessions

There will be 6 counselling/ contact classes in face to face mode of two hours each for a course of 4 credits. The counselling sessions / face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

C. Medium of Instruction

Medium of Course Instruction: Hindi

Medium of Examination: Hindi

Student Support Systems

Universities study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented-services evaluation methods and dates both on and off line modes for easy and smooth services to the students through distance mode.

At present the university has only one study centre in the campus. The institution is not promoting any study centres outside the campus. All student support services will be provided to the student through a single window method/mode onsite and online.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation

Admission Process

Admission to the M.A. History programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. Admission shall not be a right to the students and MU, CDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration

- A. The maximum duration of the M.A. History Programme is four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- B. The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

Any Graduate from any recognised University is eligible for admission to M.A. History Programme.

Fee Structure

Name of the Program	Degree	Duration	Year	Tuition Fee/Year	Exam Fee/Year	Total (in Rs.)
Master of Arts(History)	PG	2 to 4 Years	1	13500	2000	15500
			2	12000	2000	14000
Total						29500

Activity Schedule

S.NO.	Name of the Activity	Tentative months schedule(specify months) during year			
		From(Month)	To (Month)	From(Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of Assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of Result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact Programmes (counselling, Practicals.etc.)	Sep	Nov	Mar	May

Credit System

MU, CDOE proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours , 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Program	Credits	Name of the Program	Level of the Program
2 Yrs.	80	MA(History)	Master's Degree

Assignments

Distance Education learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation:The evaluation system of the programme is based on two components:

- A. Continuous Evaluation in the form of assignments (weightage 30%):** This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator of the CDOE/Study Centre to which the student is assigned or attached with.
- B. Term-end examination (weightage 70%):** This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online (www.mangalayatan.in)/ or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 40% marks.

G. Laboratory Support and Library Resources

The library of Mangalayatan University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation.

The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

Centre for Distance Education of Mangalayatan University has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We have a full functioning community radio service onboard (90.4 FM). We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

H. Cost Estimate of the Programme and the Provisions

Initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of self study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

a) SLM Development and Distribution	:	20%
b) Postal Expense	:	10%
c) Salary and other Administrative expenses	:	60%
d) Future development	:	10%

Once programmes are operational, fee receipt from the programmes budget to be planed as per the guidelines of University Grants Commission.

I. Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of aDCceptable quality and further improved on continuous basis.

Functions of CIQA

The functions of Centre for Internal Quality Assurance would be following

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual qualityimprovement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher EducationalInstitution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learningprogrammes and Online programmes matches with the quality of relevant programmesin conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from allstakeholders namely, learners, teachers, staff, parents, society, employers, andGovernment for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitativeimprovement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/ seminars/ symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities amongall the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement inservices to the learners and disseminate the same all concerned in Higher EducationalInstitution.

- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in MA History Programme of Mangalayatan University in ODL mode, student will exhibit skill and ability to work effectively in teams. After completion of M.A. History Programme History graduates usually find plenty of lucrative career positions in both government and private sectors. Some of the most promising government job arenas are museums, libraries, archives, tourism, heritage consultancy & planning, and foreign affairs departments. Apart from this, History majors can also opt for Academia, Law, Journalism, Politics, Civil Services, and Public Relations.