

National Education Policy - 2020

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

**STRUCTURE OF PG HISTORY SYLLABUS
2024-25**

Syllabus checked and modified by:

S.N.	Name	Designation	Department	Affiliation
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M. A. (HISTORY) 2024-25

Course Code

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

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

Students are required to take one course offered under CBCS (choice based credit system) for 4 credits in Sem. II & Sem. III Compulsorily for 50 marks.

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

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

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

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

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

Life and Early Political Movements till 1920.

Non Cooperation Movement.

Unit-II

Civil Disobedience Movement.

Quit India Movement.

Unit-III

Political Ideas.

Politics and Religion.

Concept of Swarajya.

Gram Swarajya

Unit-IV

Social Ideas.

Education.

Untouchability.

Antodaya.

Women.

Unit-V

Economic Ideas.

Swadeshi.

Trusteeship.

Sarvodaya.

Gandhi Plan (1944).

Hind Swarajya.

Books Recommended:-

1. M.K. Gandhi: My Experiments with Truth (Also available in Hindi)
2. Ekksunkl deZpUn xka/kh&fgUn LojkT;A
3. Sriman Narayan-Gandhian Plan (1944).
4. Amratanand Das-Foundations of Gandhian Economics.
5. Xkak/kh ekxZ&xka/kh 'kkafr izfr"Bku ¼fofHkUu vad½
6. B.M. Sharma Mahatma Gandhi and his Philosophy.
7. Judith M.Brown-Gandhi. Prisoner of Hope.
8. J.C Kumarappa: Economy of Permanence
9. Lious Fischer-The Life of Mahatma Gandhi
10. रोमां रोला – महात्मा गांधी जीवन और दर्शन।
11. प्रो. बी.एम.शर्मा, डॉ. रामकृष्ण दत्त शर्मा, डॉ. सविता शर्मा– गांधी दर्शन के विविध आयाम।
12. विनोबा भावे – गांधी जैसा मैंने देखा समझा।
13. रामचंद्र गुहा – गांधी–दक्षिण अफ्रीका से भारत आगमन और गोलमेज सम्मेलन तक (1914.31)

Suggested Online Link:

- <https://ndl.iitkgp.ac.in/>
- <http://epgp.inflibnet.ac.in/>
- <http://egyankosh.ac.in/>
- <https://www.ncertbooks.guru/english-skills/>
- <https://epathshala.nic.in/>
- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

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

M.A. HISTORY

Sem. III

Hadauti Historical and Cultural Compulsory Paper - II

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

- (a) Sources : Literary, Inscriptions
- (b) Prehistoric Hadauti – Various centres.
- (c) Origin of the Hada Rajputs and their rule in Bundi.

Unit-II

- (a) Rise of Kota
- (b) Relations of Rulers of Kota and Bundi with Neighbouring States : Jaipur, Udaipur, Jodhpur.
- (c) Mughals and Rulers of Hadauti

Unit-III

- (a) Marathas, Pindaris and their relations with Bundi and Kota.
- (b) The British and Hadauti (1818), Rise of Jhalawar.

Unit-IV

- (a) Freedom Movement: 1857, Peasant Movements and Prajamandal Movements.
- (b) Integration with Indian Union.

Unit-V

- (a) Culture : Major Fairs, Festivals, Folk Culture
- (b) Painting, Architecture with special reference to Jhalrapatan, Gagron, Taragarh, Kolvi, Step wells of Hadauti.

Books Recommended:-

1. R.P. Shastri – Jhala Jalim Singh
2. Beni Gupta – Maratha Penetration into Rajasthan
3. Beni Gupta – Maratha Relations with Kota and Bundi
4. M.C. Beach – Rajput Paintings at Bundi and Kota

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

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- <https://epathshala.nic.in/>
- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

Course Learning Outcome : Empowered to students with a nuanced understanding of Hadautie's cultural and historical dimensions, emphasizing the significance of heritage preservation, cultural appreciations and responsible tourism development within the region.

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

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

Unit-II

1. Vedic age
2. Rise of Magadh empire upto Nandas and their Achievements.

Unit-III

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

Unit-IV

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

Unit-V

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

Books Recommended:-

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

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- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

Course Learning Outcome : This course will enable the students to analyze the various source material of ancient India. They could visualize the harappan Civilisation and Vedic age .It will make them understand the process of emergence of the Mauryan empire.The students will get a chance to learn about Indo Greek connections and their impact on India.They would be familiar with the major development of society , religions, art and architecture,and trade during early period of Indian history.

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

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

Unit-II

1. Iltutmish, Balban.
2. Iqta System.

Unit-III

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

Unit-IV

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

Unit-V

1. Disintegration of Sultanate.
2. Afhgans.
3. Vijaynagar and Bahmani

Books Recommended.

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

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<https://www.india.gov.in/topics/law-justice>

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

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

- (a) Sources-Archival, Private Paper, Newspapers Periodicals.
- (b) Approaches and Interpretation-Different schools of Thought.

Unit-II

- (a) India in the mid 18th century-Polity, Economics, Society and Religion.
- (b) Third Battle of Panipat, Maratha Struggle with British.

Unit-III

- (a) Establishment of British Rule in Bengal.
- (b) Mysore, Punjab and Awadh their absorption in British empire.

Unit-IV

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

Unit-V

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

Books Recommended.

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

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- <https://www.india.gov.in/topics/law-justice>

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

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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

Books Recommended.

1. Majumder and Pusalkar : The History and Culture of the Indian People, vol-II, III.
2. R.K. Mukherji : The Gupta Empire.

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

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- <https://www.india.gov.in/topics/law-justice>

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

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

1. Sources-Literary
2. Monuments

Unit-II

1. Babar
2. Humayun

Unit-III

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

Unit-IV

1. Jahangir
2. ShahJahan

Unit-V

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

Books Recommended.

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

4. ए.एल.श्रीवास्तवा – मुगलकालीन भारत।

Suggested Online Link:

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- <http://egyankosh.ac.in/>
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- <https://epathshala.nic.in/>
- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

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

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

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

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

Unit-I

- (a) Rise and Growth of Indian Nationalism.
- (b) The Emergence of Congress.

Unit-II

- (a) Moderate and Extremist phase of Congress and Surat split.
- (b) Partition of Bengal and Swadeshi Movement.

Unit-III

- (a) Revolutionary Activities.
- (b) Home Rule and Khilafat Movement.

Unit-IV

- (a) Relations with princely States and Growth of British Paramountcy.

Unit-V

- (a) Administrative Reorganisation under the Crown (1858-1919).
- (b) Indian Council Act of 1816, 1909 and 1919.

Book Recommended:

1. R.C. Majumdar : British Paramountcy and Indian Renaissance

vol IX and X.

2. S.Gopal : British Policy in India (1858-1905)
3. Anil Seal : The Emergence of the Indian Nationalism
4. B.L. Grover : British Policy towards Indian Nationalism
- 5^ए सुमित सरकार : आधुनिक भारत
- 6^ए ताराचंद : भारतीय स्वतंत्रता आन्दोलन का इतिहास खण्ड ए ए ए ए
7. विपिन चन्द्र : भारत का स्वतन्त्रता संघर्ष

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

M.A. HISTORY
Sem. IV
History of South India (700-1300 C.E.)
Compulsory Paper - I

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective: This course will explore different cultures and historical traditions of South India. This course focused on the emergence of Pallava, Chalukya, Chera and Cholas and social and economic processes.

Unit-I

Sources: Literary-Court Literature, Sacred Literature
Architectural Evidences- Monuments.

Unit-II

Early Medieval South India- Agriculture, Land Grants, Economic Change. Bhakti Movement.

Unit-III

Emergence of State-Pallavas, Pandays and Cheras.

Unit-IV

Cholas - Expansion and Decline Rashtrakuta Wars.

Unit V

Social and Economic Processes:

Ur, Natu, Brahmadyam, Nagaram

Book Recommended:

1. K.A. Nilkantha Shastri : A History of South India (Also in Hindi)
2. K.A. Nilkantha Shastri- The Cholas.
3. Noboru Karabima- History and Society in South India
4. Kesawan Veluthat- The Early Medieval in South India.
5. Burthor Stein (ed) Essays on South India.

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- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

Course Learning Outcome : The students will be able to understand History of a region left out of or given small space in mainstream Indian History

M.A. HISTORY
Sem. IV
Study of Indian Culture
Compulsory Paper - II

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective : This course aims to provide students with a comprehensive understanding of the diverse aspects of Indian culture. It includes various dimensions like literature, philosophy, religion, art architecture, music ,paintings and sculpture .

Unit-I

1. Perception of Indian Culture and Approaches.
2. Religion, Philosophy, Literature and Society during Ancient India.
3. Reform Movements-Jainism and Buddhism.

Unit-II

1. Characteristics of Medieval Indian Culture.
2. Growth of Composite Culture.
3. Bhakti Moments and Sufism.
4. Literature and Society.

Unit-III

1. Challenges of the West in Modern India.
2. Renaissance .
3. Social Reforms.
4. Growth of Education & Literature.

Unit-IV

1. Art and Architecture – Characteristics.
2. Music, Painting, Sculpture.

Unit-V

1. Greater India-Spread of Indian Culture in South East Asia. Indonesia, Cambodia, Malasia.

Books Recommended:-

1. S.R. Goyal – Religious History of India Vol I & II.
2. Humayun Kabir – Our Heritage.
3. R.K. Mookerjee - Cultural Heritage of India Vol-IV.
4. A.K. Coomara Swamy- An Introduction to Indian Art.

5. Yusuf Husain- Glimpses of Medieval Indian Culture.
6. J.N. Bannerjee – Religion in Ancient India.
7. V.S. Agarwal- Indian Art.
8. Percy Brown- Indian Architecture Vol I & II.
9. S.P. Gupta- Elements of Indian Art.
10. A.L. Shrivastava – Medieval Indian Culture.
11. P.N. Chopra- Some aspects of Society and Culture during Mughal Age.
12. L.S.S.O. Malley- Modern India and The West.
13. G.C. Pandey: Foundations of Indian Culture (Also in Hindi).
14. G.C. Pandey: An Approach to Indian Culture and Civilization.
15. Krishna Sharma: Bhakti and Bhakti Movement: A New perspective: A study in History of Ideas.
16. Natrajain : A Century of Social Reforms.
17. J.N. Farquihar – Modern Religious Movements in India.
18. B.N. Luniya- Evolution of Indian Culture.
19. R.C. Majumdar- India and South East Asia.
20. Arun Bhattacharjee – Greater India.
21. परमेश्वरी लाल गुप्ता. भारतीय वास्तुकला
22. पी.के. अग्रवाल – गुप्तकालीन कला एवं वास्तु
23. जी.सी. पाण्डेय. भारतीय समाज– तात्विक, ऐतिहासिक विवेचना
24. डॉ. हरफूल सिंह आर्य– मध्यकालीन समाज, धर्म, कला और वास्तुकला

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- <https://rtionline.gov.in/>
- <https://www.india.gov.in/topics/law-justice>

Course Learning Outcome : - It will allow the students to explore the rich heritage and traditions of India, permitting them to delve into the historical, social, and cultural aspects. After completion of the course students will gain profound knowledge of India's cultural landscape and its significance. It will prepare them to critically analyze and interpret the cultural fabric of India.

M.A. HISTORY
Sem. IV
Group-A Ancient India : Socio-Economic Life And Institution
Paper - III

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective: The course studies the institutions of Indian society in the ancient period to comprehend the base and structures of its social and economic life in an evolving manner to be able to decode the elements of continuity and change in the development of a civilization.

UNIT- I

1. Vedic Society
2. Varnashram System
3. Sanskaras
4. Institution of Marriage

UNIT-II

1. Caste System
2. Position of Shudras
3. Untouchability

Unit-III

1. Slavery
2. Education system and Institutions

Unit-IV

1. Development of Agriculture
2. Land Revenue System
3. Handicraft and Industry

Unit-V

1. Guild System
2. Development of Currency

Books Recommended :

1. V.C. Pandey : izkphu Hkkjr dk jktuSfrd ,oa lkaLd`frd bfrgkl
(Vol. I)
2. Vachaspathi Gauriola : Asthshastra (Also in Hindi)
3. Shamashastra : Kautilay's Arthashastra
4. Majumdar and Pusalker : The History and culture of the Indian people vol II.
The Age of Imperial Unity
5. Majumdar and Pusalker : The History and Culture of the Indian
People Vol III The Classical Age

6. R.K. Mukerjee	:	The Gupta Empire
S.R. Goyal	:	The History of Imperial Guptas

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Course Learning Outcome : Through the course, the students will be able to understand how a community develops organically from a simple to a complex civilization, also drawing attention to the inner and outer factors responsible for such a development and the pros and cons of specialization.

M.A. History
Sem. IV
Group –B History of India (1656-1761 C.E.)
Paper - III

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective: The course covers the last phase in the history of medieval India from the climax of the Mughal empire to subsequent disintegration giving way to the establishment of British domination in the modern times.

UNIT- I

1. Sources
2. War of Succession.

Unit-II

1. Marathas and the Mughals
2. Shivaji

Unit-III

1. Bijapur
2. Golkunda.

Unit-IV

1. Religious Policy of Aurangzeb.
2. Rajput policy of Aurangzeb.
3. Conflict: Jats and Sikhs.

Unit-V

1. Rise of Award, Hyderabad , Bengal, Jaipur.
2. Nadir Shah.
3. Third Battle of Panipat (1761).

Books Recommended :

1. J.N. Sarkar : A History of Aurangzeb (also in Hindi)
2. S.R. Sharma : Religious Policy of the Mughal Emperors
3. सतीष चन्द्र : उत्तरकालीन मुगल भारत
4. आर.एल.शुक्ल : मध्यकालीन भारत (खण्ड 1,2)

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Course Learning Outcome : - The students will be able to comprehend the intrinsic causes liable for the transition from the Mughal to the British domination in form of the native and alien factors, i. e., the rise of the regional powers across India and the foreign invasions, in a very crucial and transitional phase of Indian history.

M.A. History
Sem. IV
Group-C History of India (1919-1965 C.E.)
Paper - III

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective: The course aims to delineate the rise and fulfilment of the national movement in form of various streams like the Gandhian, the revolutionary and the socialist, etc., ultimately leading to the partition and independence of India. The course also covers the home and the foreign policy of the nascent Indian nation.

Unit-I

- (a) The Non-Cooperation, Civil Disobedience and Quit India Movements.
- (b) Role of the Revolutionaries with special reference to Chandra Shekhar and Bhagat Singh.

Unit-II

- (a) Round table conference.
- (b) Act of 1935.

Unit-III

- (a) Factors leading to India's Independence
- (b) The Communal Award
- (c) Partition of India

Unit-IV

- (a) The growth of Socialist Movement-Nehru Bose, Acharya Narendra Dev and J.P. Narayan
- (b) Depressed Class Movement and the Problem of Untouchability, Role of Ambedkar.

Unit-V

- (a) Consequences of Partition, Integration of States, Agrarian Reforms and Five Years Plans, Industrialisation.
- (b) Sino-Indian, Indo-Pak Relation, Panch Seel and Non Alignment Policy.

Books Recommended :

- 1. R.C. Majundar : Struggle For Freedom, Vol-XI, Vidhya Bhawan, Mumbai
- 2. Tarachand : History of Freedom Movement in India (also in Hindi)
(Vol I, II, III, IV)
- 3^ण डॉ. गोवर चन्द्र : आधुनिक भारत ।
- 4^ण विपिन चन्द्र : भारत का स्वतंत्रता संघर्ष
- 5^ण विपिन चन्द्र : आजादी के बाद का भारत

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Course Learning Outcome : The course teaches comprehensively that the national movement and the resultant freedom of India was a path finder to the colonized countries in unyoking from colonization and finding an equitable space for them at the advent of the latter half of the twentieth century.

M.A. History
Sem. IV
Group A - Elements of Indian Archaeology or Dissertation
Paper – IV

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective : Archaeology is an assisting science of history. The study of material cultures of yore in unadulterated manner provides valuable sources for the reading and writing of history. The paper is designed to teach through the science of archaeology about the period, places and communities in ancient history of India where written sources are scarce. It teaches the methods and techniques archaeology applies to transform the material objects into verifiable historical knowledge.

Unit-I

1. Meaning and scope of Archaeology.
2. Archaeology as a source of History.
3. A Brief History of Indian Archaeology.

Unit-II

1. Techniques of Excavation.
2. Methods of Dating in Archaeology.

Unit-III

1. Main Features of Paleolithic, Mesolithic and Neolithic Culture in India.
2. Ocher color pottery (OCP), B&R.

Unit-IV

1. General Features of Harappan Sites-City Planning, Religion, Art, Trade and commerce of Harappa, Mohenjodaro, Kalibanga. Lothal, Dholavira.

Unit-V

1. PGW and NBP Culture.
2. Taxila
3. Hastinapur

Books Recommended :

1. Allchin : The Birth of Indian Civilization
2. Wheeler : Early India and Pakistan
3. Wheeler : Prachaya par Naya Prkash (Hindi)
4. B.B. Lal : Indian Archaeology since Independence
5. H.D. Sankalia : Indian Archaeology Today
6. H.D. Sankalia : Pre and Protohistory of India
7. H.D. Sankalia : Excavation at Ahar
8. G.R. Sharma : Excavation at India
9. K.N. Shastri : New light on the Indus Civilization vol-II.
- 10.S.R. Rao : Lothal and the Indus Civilization
- 11.Indian Archoeology : (a) Review: (a) Kalibanga (1960-61, 63, 64)
(b)Rupar (1953,54, 54-55)
(c)Lothal (1956-57, 1962-63)
- 12.Marshall : Mohanjodaro and the Indus Civilization Vol-I and Vol-II
- 13.P.S. Mazoomdar : Prithvi Se Puratattava (in Hindi)
- 14.Sh. Krishna Ojha : Hkkjrh; iqjkrRo (in Hindi)
- 15.R.K. Pandey : Hkkjrh; iqjkrRo

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- <https://rtionline.gov.in/>
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Course Learning Outcome : - The students will learn the meaning and history of archaeology in India. They will be able to learn the processes of archaeology; exploration, excavation, dating, etc. The paper is very important for understanding the pre-history, proto-history and to some extent the history of India.

Or
Dissertation

M.A. History
Sem. IV
Group-B Medieval Society, Religion, Art and Architecture
or Dissertation
Paper - IV

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective : The objective of the paper is to teach the students about the society, religion, art and architecture of medieval India. This incorporates the basic structure of society, the education they pursued, the condition of agriculture, commerce and industry, the religious movement that surfaced during the period and the art and architecture of the period.

Unit-I

Society-Middle class, women, slavery.

Unit-II

Education, literature.

Unit-III

Economic condition-Trade Routes.

Currency and Banking.

Unit-IV

Sufism.

Bhakti Movement

Unit-V

Art and Architecture

Book Recommended:

1. jkt cyh ik.Ms; & lwQh er
2. ,p- ih- f}osnh & e;/dky es HkfDr vkUnksyu
3. P.N. Chopra – Society and Culture in Mughal Age.
4. A.B. Pandey : Society and Government of Medieval India (Also in Hindi)

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Course Learning Outcome : - The medieval period of Indian history is marked by a confluence of the existing native culture and the on setting Islamic culture in India. So, the paper is very important in understanding how these culture influenced each other to present a composite form of society, religion, art and architecture.

**Or
Dissertation**

M.A. History
Sem. IV
Group-C Social and Economic History of Modern India or
Dissertation
Paper - IV

Duration : 3 hours

Question Paper

Max. Marks – 100

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

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

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

Total marks : 10x2=20

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

Total marks : 16x5=80

Course Objective : The course is very important to understand the impact of imperialism over society and economy. It will manifest how the social, cultural and economic structure of India were tried to transform to suit to the imperialist interests of Britain under certain western ideological trends of nineteenth century Europe. It will also be displaying the response of Indian people in reacting to imperialism which led to the rise of nationalism in the form of social reform and economic nationalism.

Unit-I

(a) General feature of social life in the later half of 18th century.

(b) British understanding of India Society Orientalist, Evangelical and Utilitarian.

Unit-II

(a) Social and religious Reform Movements

(b) Attempt of Social Reform among Muslims

Unit-III

(a) The growth and Importance of English Education.

(b) Social Change in the 1st half of the 19th Century Growth of new Social classes.

Unit-IV

(a) The Drain of Wealth.

(b) Destruction of Cottage Industries

(c) Establishment of Railways and Industrialization.

Unit-V

(a) Land Revenue Administration –Permanent, Mahalwari and Rayatwari system

(b) Peasant Movements.

(c) Book Recommended:

1. D.R. Gadgil : The Industrial Evolution of India in Recent Times

2. A.R. Desai : Social Background of Indian Nationalism (Also in Hindi)

3. R.P. Dutt : Economic History of India (2 vol.)

4. धनपति पाण्डेय : आधुनिक भारत का आर्थिक इतिहास

Suggested Online Link:

- <https://ndl.iitkgp.ac.in/>
- <http://epgp.inflibnet.ac.in/>
- <http://egyankosh.ac.in/>
- <https://www.ncertbooks.guru/english-skills/>
- <https://epathshala.nic.in/>
- <https://www.digitalindia.gov.in/services>
- <https://rtionline.gov.in/>
<https://www.india.gov.in/topics/law-justice>

Course Learning Outcome : - The paper is very crucial to understand how imperialism penetrates through social legislation and through the introduction of modern education. It also exposes the destruction of the traditional economy to the impoverishment of the colonized and introduction of new land, trade and industrial administration to serve the imperial economic interests. The learning of the course would be that sheer contradiction in the interests of the colonizer and the colonized leads to the rise of national spirit which is capable of ousting the colonizer in due course of time.

OR
Dissertation