

J. S. University Shikohabad



Department of History

MASTER OF ARTS

(M.A.)

Session-2020

(TWO YEAR DEGREE COURSE)

NATIONAL EDUCATION POLICY-2020
PAPER CODING AND CREDIT DISTRIBUTION
M.A.(HISTORY)

S.No.	NAME OF DEGREE	SEMESTER	TITLE OF PAPER	CREDITS	CODE NUMBER		
1	Bachelor (Research) of Arts in History	VII	Historiography, Concept & Methods	5	A050701T		
			CHOOSE ANY ONE GROUP (A/B/C)				
			Group A				
			Political History of India 320 BC-319 AD	5	A050702T		
			Political History of India 320 AD-650AD	5	A050703T		
			Group B				
			Political History of India 1206 AD-1526AD	5	A050704T		
			Political History of India 1526 AD-1605AD	5	A050705T		
			Group C				
			Political History of India 1740 AD-1805AD	5	A050706T		
			Political History of India 1805AD-1857AD	5	A050707T		
			Europe Since Renaissance to Nineteenth Century	5	A050708T		
			RESEARCH PROJECT				
2		VIII	Choose the Group same selected in Semester VII				
			Group A				
			Political History of India 650AD-1200AD	5	A050801T		
			Economic History of Ancient India	5	A050802T		
			Social History of Ancient India	5	A050803T		
			Group B				
			Political History of India 1605AD-1707AD	5	A050804T		
			Economic History of Medieval India	5	A050805T		
			Social History of Medieval India	5	A050806T		

S.No.	NAME OF DEGREE	SEMESTER	TITLE OF PAPER	CREDITS	CODE NUMBER		
			Group C				
			Political History of India 1858AD-1947AD	5	A050807T		
			Economic History of Modern India	5	A050808T		
			Social History of Modern India	5	A050809T		
			Twentieth Century world	5	A050810T		
			RESEARCH PROJECT	8	A050811R		
		One Minor Paper to be selected from OTHER FACULTY in VII or VIII Semester	4/5/6				
3	Master of Arts in History	IX	Group A: Religion and Culture in Ancient India	Choose the Group same Selected in Semester VII & VIII	5	A050901T	
			Group B: Religion and Culture in Medieval India		5	A050902T	
			Group C: Religion and Culture in Modern India		5	A050903T	
			Indian National Movement			5	A050904T
			Historical Application in Tourism	Choose ANY ONE	5	A050905T	
			History of Marathas		5	A050906T	
			History of Awadh	Choose ANY ONE	5	A050907T	
			History of Braj		5	A050908T	
			RESEARCH PROJECT				
			4		X	Women in Indian History	
Gandhian Philosophy						5	A051002T
History of Sikhs	Choose ANY ONE	5				A051003T	
History of Asia		5				A051004T	

			History of Indian Constitutional development	Choose ANY ONE	5	A051005T
			Science and Technology in Colonial India		5	A051006T
			RESEARCH PROJECT		8	A051007R

Student may choose MINOR paper from Faculty of Science/Commerce/ Languages/Fine Art and Performing Art/Education/Rural Science

M.A. History Syllabus

Semester-VII

Historiography, Concept and Methods

A050701T

Course outcome:

1. To Understand about the Historiography, concept and Methods.
2. The students learn about the Traditions of Historical writing.
3. To Understand about the Major Theories of History.
4. To Understand the Approaches to History.
5. The students can take knowledge about themes in Indian History.

Unit-I

Meaning Scope of History and Relations with other disciplines:

- A. Causation, Objectivity, Subjectivity and Historicism
- B. Archaeology, Geography, Anthropology, Linguistics, Sociology, Economics, Philosophy, Politics and Literature.

Unit-II

Traditions of Historical Writing:

- A. Ancient Indian Tradition
- B Medieval Historiography
- C. Modern Positivist; Whig, Namierism, Classical Marxist and Annales

Unit-III

Approaches to History:
A. Nationalist; Marxist
B. Subaltern and Post-Modernist.

Unit-IV

Major Theories of History:
A. Hegel, Marx, Spangler and Toynbee

Unit-V

Themes in Indian History:
A. Economic Working Class and Peasant.
B. Gender and Environment.

Political History of India (320 B.C.-319 A.D.)

A050702T

Course outcome:

After completion of M.A. with History degree, students to able be following points:

1. History of Ashoka.
2. History of Chandragupta Maurya.
3. The Downfall of the Mauryan Empire.
4. Impact of Indo-Greek Rule.
5. Kanishka's Religion.

Unit-I

A. Sources for the History of Chandragupta Maurya.
B. Chandragupta Maurya- His Early Career, Conquests and Administration.

Unit-II

A. Sources for the History of Ashoka.
B. Ashoka's Accession to the Throne.
C. Ashoka's 'Dhamma' and His Administration.

Unit-III

A. The Causes of the Downfall of the Mauryan Empire.
B. PushyamitraSunga and His Successors.

Unit-IV

- A. Indo-Greek Rulers with Special Reference to Demetrius and Menander.
- B. Impact of Indo-Greek Rule.
- C. Western Kshatrapas of Nasik and Ujjain-Rudradaman.

Unit-V

- A. Kanishka's Religion.
- B. Kanishka as Patron of Art and Learning.
- C. Political Condition of Northern India after the Downfall of Kushana Power.

Political History of India (320 A.D.-650 A.D.)

A050703T

Course outcome:

After completion of M.A. with History degree, students to be able to do the following points:

1. History of The Guptas and Dynasty.
2. History of Chandragupta-I and II
3. The Downfall of The Guptas Empire.
4. History of Samudra Gupta.
5. The History of Harshvardhana, Harsha's Religion and Religious Assemblies.

Unit-I

- A. Sources for The History of The Guptas
- B. Rise of The Gupta Dynasty.
- C. Chandra Gupta-1.

Unit-II

- A. Samudra Gupta- Allahabad Pillar Inscription.
- B. Samudra Gupta- Wars and Conquests.

Unit-III

- A. Chandragupta-II- Vikramaditya-Achievements.
- B. The Gupta Administration.

Unit-IV

- A. Political Condition of Northern India after the Downfall of The Gupta Empire.
- B. The Hunas.

Unit-V

- A. Sources for The History of Harshvardhana.
- B. The Extent of Harsha's Empire.
- C. Harsha's Religion and Religious Assemblies.

Political History of India (1206 A.D.-1526 A.D.)

A050704T

Course Outcome:

- 1) The students can take knowledge about Minhaj, Zia Barani, Shams-i-siraj, Afif, Yahya- bin Ahmad.
- 2) To Understand about the OutbuddinAibak, Iltutmish and Balban.
- 3) The students learn about The Khaljiand Tughlaq.
- 4) To Understand about The Timur, The Sayyides and The Lodis.
- 5) The students learn about the Ibrahim and the first Afghan Empire.

Unit-I

- A. Sources-Minhaj, Zia Barani, Shams-i-siraj, Afif, Yahya-bin Ahmad and Ibn-I Battuta.

Unit-II

- A. QutbuddinAlbak (1206-1210).
- B. Iltutmish (1210-1236)-Early Career; His Conquests.
- C. The Anarchy of the Turkish Slave Oligarchy.
- D. (1236-66) The Successors of Iltutmish.
- F. The Rise of Balban- His Character and Policies.

Unit-III

- A. The Khalji Revolution and its Results.
- B. JalaluddinFirozKhalji.
- C. AlauddinKhalji- His Conquests and Internal Political Measures

D. Overthrow of the Khaljis.

Unit-IV

- A. GhiyasuddinTughlaq.
- B. Muhammad-bin-Tughlaq-His Political Ideas and Policies.
- C. FirozTughlaq and His Successors.

Unit-V

- A. Invasion of Timur, The Sayyids and The Lodis.
- B. Ibrahim and Overthrow of The First Afghan Empire.

Political History of India **(1526 A.D.-1605 A.D.)**

A050705T

Course Outcome:

- 1) The students learn about the Babur, GulbadanBegam, Jauhar, Abbas Khan Sherwani, AbulFazal, Badauni and Nizamuddin Ahmad.
- 2) To Understand about the Humayun, Bahadur Shah and Shershah.
- 3) The students can take knowledge Battles of Tughlaqabad and Panipat,
- 4) To Understand about the Bairam Khan and Akbar.
- 5) The students learn about the Akbar and Indian Nationalism.

Unit-I

A. Sources-Works of Babur, GulbadanBegam, Jauhar, Abbas Khan Sherwani, AbulFazal, Badauni and Nizamuddin Ahmad.

Unit-II

- A. India on The Eve of Babur's Invasion.
- B. Babur as an Empire Builder- His Relations with Afghans and Rajputs.
- C. Conspiracy of Mir Khalifa and Humayun's Accession.

Unit-III

A. Problems of Humayun.

- B. Humayun's Relations with Bahadur Shah and Shershah.
- C. Shershah-Civil and Military Administration.
- D. Collapse of Sur Regime.
- E Battles of Tughlaqabad and Panipat

Unit-IV

- A. Bairam Khan's Regency (1556-60),
- B. Akbar's Conquests and Quest for National Frontiers.

Unit-V

- A. Akbar's Relations with Rajputs.
- B. Administration of Akbar.
- D. Akbar and Indian Nationalism.

Political History of India (1740 A.D.-1805 A.D.)

A050706T

Course Outcome:

- 1) The students can take knowledge the Carnatic Wars, Political Condition of India, the Battle of Plassey and Buxar.
- 2) To Understand about the Haider Ali, Clive's, Warren Hastings.
- 3) The students can take knowledge Maratha War, Mysore war.
- 4) To Understand about the Sir John shore, Carnwallis, Wellesley.
- 5) The students learn about the Battle of Panipat, Anglo-Awath Relations.

Unit-I

- A. Political Condition of India in the Middle of 18th Century.
- B. The Establishment of the British Factories in India.
- C. The Carnatic Wars- Causes and Results.

Unit-II

- A. The British in Bengal.
- B. The Battle of Plassey and its Importance.
- C. The Battle of Buxar and The British Supremacy in Bengal.

Unit-III

- A. Rise of Haider Ali and The First Anglo-Mysore War.
- B. Clive's Dual Administration in Bengal

- C. Warren Hastings-His Reforms.
- D. The First Anglo-Maratha War.

Unit-IV

- A. Sir John Shore- Policy of Non-Intervention.
- B. Cornwallis- Administrative and Judicial Reforms.
- C. Wellesley-The Subsidiary Alliance System and its Consequences.

Unit-V

- A. The Second Anglo-Maratha War.
- B. Tipu Sultan and The Fourth Anglo- Mysore War.
- C. The Third Battle of Panipat.
- D. Importance of Anglo- Awadh Relations From 1740 to 1805.

Political History of India (1805 A.D.-1857 A.D.)

A050707T

Course Outcome:

- 1) The students can take knowledge abouts political Condition of India, Sir George Barlow, Mutiny of Vellore, Minto- Foreign Policies.
- 2) To Understand about the Marquess of Hastings, Pindaris, Maratha War, charter Act.
- 3) The students learn about the William Bentinck, Anglo-Burmese and Anglo- Sikh Relations & war.
- 4) To Understand about the Palicy of Hardings, British Relations, the Anglo-Afghanistan War.
- 5) The students learn about The Dalhausie, Revalt of 1857.

Unit-1

- A. Political Condition of India in 1805.
- B. Sir George Barlow- His Policies, Third Maratha War.
- C. Mutiny of Vellore.
- D. Minto- His Foreign Policies.

Unit-II

- A. Marquess of Hastings- His Policies.
- B. Pindaris- Their Origin, Activities and Suppression.
- C. The Fourth Maratha War.
- D. Charter Act of 1813.

Unit-III

- A. Anglo- Burmese Relation.
- B. Reforms of William Bentinck.

- C. Charter Act of 1833.
- D. Anglo-Sikh Relations (1805-1839).

Unit-IV

- A. The First Anglo- Afghanistan War and its Consequences.
- B. British Relations with Sindh and its Annexation.
- C. Policy of Hardinge towards The Punjab and the First Sikh War.

Unit-V

- A. Dalhausie-His Policies.
- B. The Second Anglo-Sikh War and its Consequences.
- C. The Second Anglo-Burmese War and its Consequences.
- D. Charter Act of 1853.
- E. Revolt of 1857-its Causes and Nature.

Europe Since Renaissance to Nineteenth Century A050708T

Course Outcome:

- 1) The students learn about the Renaissance, Reformation, The French Revolution, Napoleon Bonaparte.
- 2) To Understand about the Europe from 1815-1848.
- 3) The students can take knowledge Europe between 1848-1914.
- 4) To Understand about the Eastern Question: The Crimean War, Ferment in the Balkans, The Congress of Berlin, The Young Turk Revolution.
- 5) The students learn about the First World War.

Unit-I

- A. Renaissance, Reformation and Counter Reformation.
- B. The French Revolution-causes and impact.
- C. Napoleon Bonaparte- Domestic and Foreign policies.

Unit-II

Europe from 1815-1848:

- A. Post-Napoleonic Europe and Vienna Settlement.
- B. Concert of Europe.
- C. Metternich.

Unit-III

Europe between 1848-1914:

- A. Unification of Italy.
- B. Unification of Germany
- C. Domestic and Foreign Policies of Bismark (1871-1890).
- D. Foreign Policy of William II (1890-1914).

Unit-IV

The Eastern Question:

- A. The Crimean War.
- B. Ferment in the Balkans in 1875-76 and its immediate consequences.
- C. The Congress of Berlin (1878), its results and importance.
- D. The Young Turk Revolution, 1908.

Unit-V

The First World War.

- A. Diplomatic background, the System of Alliances.
- B. The Balkan League and Balkan Wars (1912-13).
- C. The Economic Imperialism and Consequences.

Political History of India (650 A.D.-1200 A.D.)

A050801T

Course Outcome:

After Completion of M.A. with History degree, students to able be following.

- 1) The History of the Ayudhas, the Tripartite, The Rashtakutas, The Pals, the Gurjara Pratiharas.
- 2) History of The Pals of Bengal, The Arab conquest of Sind.
- 3) The History of The Gahadvalas of Kanuj, Chand Bardaies, 'PrithvirajRaso'.
- 4) The History of The Chandellas, Chalukyas, Paramaras.
- 5) The History of The Mahmud Ghaznavi, Al-Beruni Kitab-ul Hind.

Unit-1

- A. Political condition of Northern India after the death of Harsha.
- B. The Ayudhas and the Tripartite struggle between the Rashtakutas, the Palas and the Gurjara Pratiharas for supremacy over Northern India.

Unit-II

- A. The Arab conquest of Sind and its results.
- B. The Palas of Bengal with special reference to Dharmapala and Devapala.

Unit-III

- A. The Gahadvalas of Kanuj- Govind Chandra and Jayachandra.
- B. The Chahamanas of Shakambhari- Aruoraja, Vigraharaj and Prithviraj III.
- C. Chand Bardal's 'PrithvirajRaso'.

Unit-IV

- A. Chandellas of JejakBhukti- Dhanga and Vidyadhara.
- B. Chalukyas of Gujrat-Jai Singh Siddharaja and Kumarpala.
- C. Paramaras of Dhara-VakapatirajaMunja and Bhoja.

Unit-V

- A. Kalachuris of Triputi- Lakshmikaran.
- B. Senas of Bengal-Lakshmanasena.
- C. Causes of the Defeat of the Rajputs in the early Medieval India.
- D. Mahmud Ghaznavi; Al-BerunisKitab-ul Hind, Bejolia Inscription.

Semester-VIII

Economic History of Ancient India

A050802T

Course Outcome:

- 1) The students learn about the Evolution of Economy in India, Economy during Harappan and the Vedic period.
- 2) To Understand about the Economy during Mauryan and the Kushan period.
- 3) The students can take knowledge Economy during the Sangam Age and Indo-Roman trade.

- 4) To Understand about the Economy during the Gupta period and Its Science and Technology.
- 5) The students learn about the During Vakataks and Harsha's time agriculture and Trade.

Unit-1

- A. Evolution of Economy in India.
- B. Economy during the Early, Mature and Late Harappan period.
- C. Economy during the Vedic period.

Unit-II

- A. Economy during Circa 600 B.C. to 300 B.C.
- B. Mauryan Economy.
- C. Economy in the Kushan period.

Unit-III

- A. Economy during the Sangam Age.
- B. Indo-Roman trade.

Unit-IV

- A. Economy during the Gupta period-Land system, Land grants trade, coins and currency.
- B. Science and Technology under the Guptas.

Unit-V

- A. Vakataks- Land grants, agriculture and Trade.
- B. Agriculture, trade during Harsha's time.

Social History of Ancient India A050803T

Course Outcome:

- 1) The students learn about the Evolution of Society in India, Harappan and Vedic Society.
- 2) To Understand about the Social conditions during the Mauryan period.
- 3) The students can take knowledge the Kushana and Sangam Age-society.
- 4) To Understand about the Society during the Gupta period and Harsha's time.
- 5) The students learn about the Status and Positions of Women in Ancient India.

Unit-I

1. Evolution of Society in India.
2. Society in the Harappan phase.
3. Vedic Society.

Unit-II

1. Social Structure and Institute-Caste, Samskara, Marriage etc.
2. Social conditions during the Mauryan period study of Sources.

Unit-III

1. Social change in the post Mauryan period.
2. Society in the Kushana period.
3. Sangam Age-society.

Unit-IV

1. Society during the Gupta period.
2. Social distribution of property during the Gupta Age.
3. Development of Literature under the Guptas.
4. Social structure during Harsha's time.

Unit-V

1. Social stratification, Proliferation of Castes, Untouchability Migration and settlement.
2. Educational ideas and institute in Ancient India.
3. Status and Positions of Women in Ancient India.

Political History of India (1605 A.D.-1707 A.D.)

A050804T

Course Outcome:

- 1) The students learn about the Tuzuk-i-Jahangiri; Abdul Hamid Lahauri, Khafi Khan; BhimSenBurhanpuri.
- 2) To Understand about the Jahangir, Khusrau and The Nurjahan.
- 3) The students can take knowledge Revolts of Khan-i-JahanLodhi and Juhar Singh Bundela, Shah Jahan.
- 4) To Understand about the Aurangzeb's policies, Decline of the Mughal Empire.
- 5) The students learn about The rise of the Maratha Power under Shivaji.

Unit-1

- A. Sources-Tuzuk-i-Jahangiri; Abdul Hamid Lahauri, Khafi Khan; BhimSen Burhanpuri.
- B. European Travelers - Bermier and Tavernier.

Unit-II

- A. The Twelve Edicts of Jahangir.
- B. Khusrau's Rebellion.
- C. The Nurjahan Junta and its policies in two phases-1611-22 and 1622-27.

Unit-III

- A. Revolts of Khan-i-JahanLodhi and Juhar Singh Bundela.

- B. Shah Jahan-accession and policies.
- C. War of Succession.

Unit-IV

- A. Aurangzeb's policies.
- B. Revolts of the Jats, Satnamis, Rajputs and Sikhs.
- C. Decline of the Mughal Empire.

Unit-V

- A. The rise of the Maratha Power under Shivaji.
- B. Maratha State under Shambhaji (1680-89).
- C. The Maratha resistance under Rajaram and Tarabal.

Economic History of Medieval India

A050805T

Course Outcome:

- 1) The students learn about the Economic History of Medieval India, Islamic Taxes.
- 2) To Understand about the The/qtasystem, taxation and revenue system.
- 3) The students can take knowledge. AlauddinKhalji-Market control policy, Economy during the Tughlaqs.
- 4) To Understand about the Economy during Vijaynagar Empire, Medieval Deccan and Maharashtra.
- 5) The students learn about the Economy during the Mughal period, Economy during the Mughal period.

Unit-I

- A. Sources of Economic History of Medieval India.
- B. Islamic Taxes.

Unit-II

- A. Economy during the Sultanate period.
- B. The/qta system, taxation and revenue system.

Unit-III

- A. Economic reforms of AlauddinKhalji-Market control policy.
- B. Economy during the Tughlaqs.

Unit-IV

- A. Economy during Vijaynagar Empire.
- B. Medieval Deccan and Maharashtra.

Unit-V

- A. Economy during the Mughal period.
- B. Later Mughal period: Critical evaluation of economic condition.

Social History of Medieval India

A050806T

Course Outcome:

- 1) The students learn about the Sources: Persian and Non-Persian.
- 2) To Understand about the Bhakti Movement & Sufism in context of social scenario.
- 3) The students can take knowledge, Social condition during the Mughal Period.
- 4) To Understand about the Position of Women in Society-Social attitude towards women, Role in social and political life.
- 5) The students learn about the Education in Medieval India.

1. Sources: Persian and Non-Persian.

2. Social condition of India during the Invasions of Ghaznavi and Gauri.

3. Social condition of India during the Delhi sultanate.
Bhakti Movement & Sufism in context of social scenario.

4. Social condition during the Mughal Period.

5. Social condition during later Mughal Era: Castes, Hindu families, Slavery, Muslim families.

6. Position of Women in Society-Social attitude towards women, Role in social and political life, Cosmetics, Toiletries, Jewellery and ornaments.

7. Education in Medieval India.

Political History of India (1858 A.D-1947A.D.) A050807T

Course Outcome:

- 1) The students learn about the Revolt of 1857, Lord Canning-Domestic policy.
- 2) To Understand about the Lord Mayo and Lord Ripon- Internal reforms.
- 3) The students can take knowledge Lord Lansdowne- North West Frontier Policy, Lord Minto II- Domestic policy.
- 4) To Understand about The Indian National Congress, Mahatma Gandhi, Extremism, Contribution of Tilak.
- 5) The students learn about the Cripps Mission, Wavel Plan, Cabinet Mission Plan, Mount Batten- Plan.

Unit-I

- A. Causes of the failure of the Revolt of 1857 and its consequences.
- B. Lord Canning-Domestic policy.
- C. Lord Egin I- His North-West Frontier Policy.
- D. Lord Lawrence-Policy of Masterly Inactivity.

Unit-II

- A. Lord Mayo- Internal reforms.
- B. Lord North Brook- Internal reforms, his North West Frontier Policy.
- C. Lord Lytton-Reactionary policies.
- D. Lord Ripon-Internal reforms,
- E. Lord Dufferin- The Third Burmese War.

Unit-III

- A. Lord Lansdowne- North West Frontier Policy.
- B. Lord Egin II-North West-Frontier policy.
- C. Lord Curzon-Administrative reforms, Partition of Bengal, North-West Frontier policy, policy towards Tibet.

D. Lord Minto II-Domestic policy.

Unit-IV

- A. The Indian National Congress, causes for its birth, its policy up to 1905.
- B. The Muslim League, Factors responsible for the rise of Muslim Communalism.
- C Extremism, Contribution of Tilak.
- D. Mahatma Gandhi: the Non-cooperation movement, the Civil Disobedience Movement and the Quit India movement.
- E. Revolutionary Movement in India (1920-1947)

Unit-V

- A. Cripps Mission, Wavel Plan, Cabinet Mission Plan, Mount Batten- Plan.
- B. Factors responsible for the partition of India

Economic History of Modern India

A050808T

Course Outcome:

- 1) The students learn about the Indian Economy in the 18 Century.
- 2) To Understand about the Famines and British Policy.
- 3) The students can take knowledge Handicrafts Industry in transition under Colonialism.
- 4) To Understand about the Capital investment in India,First World War.
- 5) The students learn about the Rise of Industrial Labour. Different Labor Movements.

Unit-1

- 1. Indian Economy in the 18 Century.
- 2. Agrarian and Non-agrarian production. Trade and banking in the 18th century.
- 3. Mercantilism and European interests in India. The East India Company and its rule in Bengal.

Unit-II

- 1. Agrarian conditions in the 19th century - Regional variations.
- 2. Commercialization of Agriculture, Export of crops, Rural Indebtedness.
- 3. Famines and British Policy.
- 4. Peasant Movement with special reference to UP. and North India.

Unit-III

1. Handicrafts Industry in transition under colonialism.
2. Industrial capitalism and import of English cloth and yarn.

Unit-IV

1. Capital investment in India: indigenous and British effects.
2. Modern Industry in pre-1914 phase. Main large scale Industries.
3. Industry and First World War phase with special reference to Economic depression.

Unit-V

1. Rise of Industrial Labour. Different Labor Movements.
2. Drain of Wealth and British overseas trade.

Social History of Modern India

A050809T

Course Outcome:

- 1) The students learn about the Approaches to Social history.
- 2) To Understand about The Indian Society in the 18th Century.
- 3) The students can take knowledge Position of Women in Society.
- 4) To Understand about the Women's Movements in the 19th & 20th centuries.
- 5) The students learn about the Social legislation passed by the British government, Hindu code bill.

1. Approaches to Social history.
2. The Indian Society in the 18th Century.
3. The Emergence of Bourgeois Class. Rise of New Caste & Classes.
4. Position of Women in Society.
5. Women's Movements in the 19th & 20th centuries.
6. Social reforms in the 19th Century-Brahmosamaj, Prathanasamaj Ramakrishna mission, Aryasamaj, Wahabi Movement, Theosophical Society, Radha Swami faith and Huzur Maharaj, Aligarh Movement etc.

7. Social legislation passed by the British government: Background and the necessity.
8. Law of inheritance, education, emancipation of peasants, women, Hindu code bill.

Twentieth Century World A050810T

Course Outcome:

- 1) The students learn about the World Order upto 1919.
- 2) To Understand about the World Between the two wars.
- 3) The students can take knowledge Second World War and the New Political Order, Nationalist Movements, Decolonization.
- 4) To Understand about the Cold war and its effects: U.N.O. and the concept of world peace.
- 5) The students learn about the Disintegration of Socialist Block and end of Cold War.

Unit-1

World Order upto 1919:

- A. Growth of Capitalism, Imperialism, Liberalism, Socialism and Nationalism.
- B. Origin of the First World War-its Nature
- C. Peace Settlement

Unit-II

World Between the two wars:

- A. Working of the League of Nations and collective security.
- B. Crisis in Capitalism; Great Depression.
- C. Nazism and Fascism.

Unit-III

Second World War and the New Political Order:

- A. Origins, Nature and Result of the war.
- B. Nationalist Movements.

C. Decolonization.

Unit-IV

Cold war and its effects:

- A. Ideological and Political basis of the Cold War.
- B. Non-Aligned Movement and the Third World.
- C. U.N.O. and the concept of world peace.

Unit-V

Disintegration of Socialist Block and end of Cold War:

- A. Its impact on society and politics.
- B. Changes in the political order from bipolar to unipolar world system.
- C. Socialism in decline and Globalizati

Semester-IX

Religion and Culture in Ancient India A050901T

Course Outcome:

- 1) The students learn about the Approaches to the Study of Religion and Culture.
- 2) To Understand about the Growth of Shaivism, Mauryan art and Architecture.
- 3) The students can take knowledge Religion under the Kushanas and the Guptas.
- 4) To Understand about the Fine arts in the Gupta age and during Science and technology.
- 5) The students learn about the Regional styles of temple Architecture, sculpture, bronzes, and painting.

Unit-I

- 1. Approaches to the Study of Religion and Culture.
- 2. Disposal of the dead Neolithic Culture.
- 3. Religion and Culture of the Harappan Age.
- 4. Religion and Culture in the Vedic Age.
- 5. Religious Ideas and practices in the Ganga valley in the sixth century B.C.(Jainsim, Buddhism).

Unit-II

- 1. Growth of Shaivism.
- 2. Evolution and the Development of vaishnavism (Bhagwatism).
- 3. Ashoka's epigraphic Sources and His Dhamma.
- 4. Mauryan art and Architecture.

Unit-III

1. Architecture, sculpture and cave painting in the post Mauryan period.
2. Religion under the Kushanas.
3. Art, Architecture and sculpture-Gandhara and Mathura styles.
4. Sangam age-literature and integrations of Cultures.
5. Religion under the Guptas.

Unit-IV

1. Fine arts in the Gupta age-sculpture and painting.
2. Science and technology during the Gupta Age.

Unit-V

1. Regional styles of temple Architecture, sculpture, bronzes, and painting.
2. Pallava Art and Architecture.
3. Chola Art and Architecture.

Religion and Culture in Medieval India

A050902T

Course Outcome:

- 1) The students learn about the Persian Sources and Non- Persian Sources.
- 2) To Understand about the Amir Khusrau, Impact of Islam on Indian Culture.
- 3) The students can take knowledge Sufism and Bhakti Movement.
- 4) To Understand about the Main features and development of Architecture under the Sultans of Delhi and Mughal Architecture.
- 5) The students learn about the Mughal School of painting and Gardening.

Unit-1

1. Persian Sources
2. Non-Persian Sources (with special reference to Hindi Literature)

Unit-II

1. Amir Khusrau and his contribution to Medieval Indian culture.
2. Impact of Islam on Indian Culture.

Unit-III

1. Sufism-origin, concepts and practices, sects, prominent Sufis, relation with other group.
2. Bhakti Movement-meaning, signification, growth and impact. Nathpanthis, RamanandKabir, sant tradition, Nanak,Dadu, Chaitanya, Tulsidas, Namdev.
3. Guru Govind Singh and the evolution of Khalsa.

Unit-IV

1. Main features and development of Architecture under the Sultans of Delhi with special reference to the important buildings.
2. Mughal Architecture-Main features, Development of Architecture Under Akbar and Shah Jahan.

Unit-V

1. Mughal School of painting.
2. Rajput school of painting- Main features.
3. Gardening.

Religion and Culture in Modern India

A050903T

Course Outcome:

- 1) The students learn about the British understanding of Indian society.
- 2) To Understand about the Development of Education.
- 3) The students can take knowledge Role of Press in the promotion of Indian Culture.
- 4) To Understand about the Development of Hindi and Urdu Literature.
- 5) The students learn about the Development of Modern painting. Dance, Drama and Music.

1. British understanding of Indian society: orientalist, evangelicals and utilitarian.
2. Social composition: ethnic group-tribes, central features of tribal societies, movements.
3. Social stratification: Proliferation of castes, untouchability, Depressed Classes movements in North and South India.
4. Development of Education.
5. Role of Press in the promotion of Indian Culture.
6. Development of Hindi and Urdu Literature-Prem Chandra, Ghalib and Iqbal.

7. Modern Bengali Literature-Contribution of Bankim Chandra Chatterjee and RabindraNath Tagore.
8. Colonial Art and Architecture: The new towns, colonial forts, P.W.D. architecture, Indo-Saracenic style.
9. Development of Modern painting: Bengal school of Art.
10. New trends in sculpture on account of Western impact.
11. Dance, Drama and Music.

Indian National Movement

A050904T

Course Outcome:

- 1) The students learn about The Revolt of 1857-Causes, Nature, Results, Impact.
- 2) To Understand about the Social, Religious and Economic Background of Indian Nationalism.
- 3) The students can take knowledge Swadeshi Movement, Rise and growth of the Revolutionary Movement in India.
- 4) To Understand about the Movement: Peasant, Labour, Women's, Dalit.
- 5) The students learn about the Home Rule, Non-Cooperation, Civil Disobedience, Quit India Movement.

Unit-1

The Revolt of 1857-Causes, Nature, Results, Impact.

Unit-II

Social, Religious and Economic Background of Indian Nationalism.

Unit-III

- A. Foundation of the Indian National Congress.
- B. Early policies of the Congress.
- C. Swadeshi Movement, Moderates and Extremists.
- D. Rise and growth of the Revolutionary Movement in India.

Unit-IV

- A. Peasant Movement.
- B. Labour Movement.
- C. Women's Movement.
- D. Dalit Moment.

Unit-V

- A. Home Rule Movement.
- B. Non-Cooperation Movement and Swaraj Party.
- C. Civil Disobedience Movement.
- D. Quit India Movement and I.N.A.
- E. Muslim League, Movement for Pakistan and Transfer of Power.

Historical Application in Tourism

A050905T

Course Outcome:

- 1) The students learn about the Characteristics of Tourism, History as a tourism product.
- 2) To Understand about the Monuments-Major and Minor; Historical Sites and Historical events.
- 3) The students can take knowledge Folk, Cultures and arts.
- 4) To Understand about the Festivals and religions, Handicrafts, textiles etc.
- 5) The students learn about the Guiding Skills.

Unit-1

Characteristics of Tourism, History as a tourism product.

Unit-II

Monuments-Major and Minor; Historical Sites and Historical events.

Unit-III

Folk, Cultures and arts.

Unit-IV

Festivals and religions, Handicrafts, textiles etc.

Unit-V

Guiding Skills.

History of Marathas

A050906T

Course Outcome:

- 1) The students learn about the Sources for Maratha History.
- 2) To Understand about the Maratha State under Shambhaji.
- 3) The students can take knowledge Maratha Administration.
- 4) To Understand about the Peshwa Madhav Rao (1761-1772).
- 5) The students learn about the Mahadji Sindhia and Nana Phadnavis.

1. Sources for Maratha History-Archaeological and Literary Sources.
2. Historical circumstances for the Rise of Maratha power under Shivaji.
3. Maratha State under Shambhaji.
4. The Maratha Resistance under Rajaram and Tarabai.
5. Expansion of Maratha power under the first three Peshwas.
6. Maratha Administration.
7. Struggle between Marathas and Afghans 1750-1760; Battle of Panipat (1761) and

its consequences.

8. PeshwaMadhavRao (1761-1772).

9. MahadjiSindhia and Nana Phadnavis.

10. Failure of the Marathas to establish a strong empire and the decline of Maratha Power.

History of Awadh (1722-1856)

A050907T

Course Outcome:

- 1) The students learn about the Decline of Mughal Power.
- 2) To Understand about the Emergence of Sadat Khan, NawabSafdar Jung.
- 3) The students can take knowledge NawabWazir Ali, Nawab Ghazi-ud-Din Haider.
- 4) To Understand about the Nawab Muhammad Ali Shah, NawabAmjad Ali Shah.
- 5) The students learn about the Awadh Society and Economy-main characteristics,

Unit-I

1. Sources Area, Extent. Geographical features.
2. Decline of Mughal Power.

Unit-II

1. Emergence of Sadat Khan 1722-1739.
2. NawabSafdar Jung 1739-1754.
3. NawabShujaud-Daula 1754-1775.
4. NawabAsaf -ud-Daula 1775-1798.

Unit-III

1. NawabWazir Ali 1798.
2. Nawab Sadat Ali Khan 1798-1814.
3. Nawab Ghazi-ud-Din Haider 1814-1827.

4. NawabNasir-ud-Din Haider 1827.1837.

Unit-IV

1. Nawab Muhammad Ali Shah 1837-1842.
2. NawabAmjad Ali Shah 1842-1847.
3. NawabWajid Ali Shah 1847-1856.
4. Cause for the Annexation of the State by the Britishers-different theories.

Unit-V

1. Awadh Society-main characteristics.
2. Economy- main Characteristics.

History of Braj

A050908T

Course Outcome:

- 1) The students learn about the Extent and meaning of Braj.
- 2) To Understand about the Characteristics features of Braj.
- 3) The students can take knowledge Political History of Braj region in Ancient period.
- 4) To Understand about the History of Braj in Medieval India.
- 5) The students learn about the National movement and famous freedom fighters of Braj region.

1. Extent and meaning of Braj.
2. Geographical condition of Braj region.
3. Characteristics features of Braj.
4. Religious sets of Braj in Ancient times.
5. Political History of Braj region in Ancient period.
6. Cultural History of Braj region.
7. History of Braj in Medieval India.

8. Extent of Braj in Modern times.
9. National movement and famous freedom fighters of Braj region.
10. Growth of regional Languages, Literature and architecture in Braj region.

Semester-x

Women in Indian History A051001T

Course Outcome:

- 1) The students learn about the Sources: Archival and Non-archival.
- 2) To Understand about the Religion and Women.
- 3) The students can take knowledge Reform Movement and Women.
- 4) To Understand about the Customary and Legal Status.
- 5) The students learn about the Women and Culture: Women's representation and participation.

Unit-I

Sources:

- (a) Archival-Government files, official reports, Census, papers, etc.
- (b) Non-archival-sacred and non-sacred texts.epigraphs, diaries, memories and autobiography.

Unit-II

Religion and Women:

- (a) Brahmanical and non-Brahmanical.
- (b) Islam.
- (c) Sikhism.
- (d) Christianity.

Unit-III

Reform Movement and Women:

- (a) Bhakti movement.
- (b) Brahma Samaj.
- (c) Arya Samaj.

(d) Theosophical movement.

Unit-IV

Customary and Legal Status:

- (a) Ancient India.
- (b) Medieval India.
- (c) Colonial India.
- (d) Post Independence.
- (e) Tribal societies.

Unit-V

Women and Culture: Women's representation and participation in:

- (a) Literature.
- (b) Art and Sculpture.
- (c) Historical writing.
- (d) Media.

Gandhian Philosophy

A051002T

Course Outcome:

- 1) The students learn about the Gandhi's early Life and his works in South Africa.
- 2) To Understand about the Central Philosophy of Gandhi.
- 3) The students can take knowledge Political thought.
- 4) To Understand about the Economic and social thought of Gandhi.
- 5) The students learn about the Philosophy on peace studies

1- Gandhi's early Life and his works in South Africa

2- Central Philosophy of Gandhi:

- (a) View of Human Life
- (b) Meaning and Power of Truth and Nonviolence-its Relevance in the Freedom struggle.

3- Political thought:

- (a) Emergence of Gandhi in Indian Political Scene. Indian National Congress.
- (b) Gandhi's concept of swaraj: Gram swarai. Ram Rajya, Panchayat Raj.
- (c) Non-cooperation Movement.
- (d) Civil Disobedience Movement.
- (e) Quit India Movement.

4- Economic thought of Gandhi:

- (a) Distribution, Ownership, Trustee ship.
- (b) Swadeshi, Khadi. Village industries.
- (c) Bhoodan and Kisan movement.

5- Social thought of Gandhi and Social works:-

- (a) Philosophy and sociology of Sarvodya.
- (b) Untouchability and the method of Struggle.
- (d) Meaning and aims of education.
- (e) Eradication of Social evils with special reference to Gandhi's drive against alcoholism/drug addiction.

6-Philosophy on peace studies:

- (a) Negative and positive peace.
- (b) Non violent ways to world peace.

History of Sikhs

A051003T

Course Outcome:

- 1) The students learn about the . Sources for Sikh History: Archaeological and Literary.
- 2) To Understand about the Origin and the Principles of Sikhism.
- 3) The students can take knowledge Rise of Ranjit Singh - Civil and Military Administration.
- 4) To Understand about the Anglo-Sikh Relations.
- 5) The students learn aboutThe Second Anglo-Sikh War and the Annexation of Punjab.

1. Sources for Sikh History: Archaeological and Literary.
2. Origin and the Principles of Sikhism.
3. The Ten Sikh Gurus-Guru Nanak to Guru Gobind Singh.
4. Conflicts between the Sikhs and the Mughuls.
5. Rise of Ranjit Singh - Civil and Military Administration.

6. Post Ranjit Singh Era - Internal problems in Punjab.
7. Anglo-Sikh Relations.
8. The Second Anglo-Sikh War and the Annexation of Punjab.

History of Asia

A051004T

Course Outcome:

- 1) The students learn about the The Revolution of 1911 and Sun-yatSen and the Nationalist revolution.
- 2) To Understand about the Modernisation of Japan.
- 3) The students can take knowledge Russo-Japanese War, Meiji Restoration, Meiji constitution.
- 4) To Understand about the Arab Nationalism, S.A.A.R.C., A.S.E.A.N.
- 5) The students learn about the Indo-Sino and Indo-Japanese relations.

1. First Sino-Japanese war 1891-95.
2. Boxer rebellion: Causes, events and aftermath.
3. The Revolution of 1911: Causes, nature and Significance.
4. Sun-yatSen and the Nationalist revolution.
5. Chiang Kai-Sheik and Kuomintang.
6. Meiji Restoration, Meiji constitution.

7. Modernisation of Japan.
8. Russo-Japanese War 1904-05, causes and result.
9. Arab Nationalism.
10. Indo-Sino and Indo-Japanese relations.
11. Indo-Pakistan relations.
12. S.A.A.R.C., A.S.E.A.N.

History of Indian Constitutional Development

A051005T

Course Outcome:

- 1) The students learn about the Regulating Act, Pitt's India Act.
- 2) To Understand about the Charter Act (1793,1813,1833,1853).
- 3) The students can take knowledge Queen Victoria's proclamation.
- 4) To Understand about the The Indian Council Act (1861,1892).
- 5) The students learn about the The Govt. of India Act (1858,1919,1935), Indian Independent Act, 1947.

Unit-1

- A. Regulating Act of 1773.
- B. Pitt's India Act of 1784.
- C. Charter Act of 1793.

Unit-II

- A. Charter Act of 1813.
- B. Charter Act of 1833.
- C. Charter Act of 1853.

Unit-III

- A. The Govt. of India Act 1858.
- B. Queen Victoria's proclamation.

C. The Indian Council Act, 1861.

Unit-IV

A. The Indian Council Act, 1892.

B. The Council Act, 1909 (Morley- Minto reforms).

C. The Govt. of India Act, 1919 (The Montague Chelmsford reforms).

Unit-V

A. The Govt. of India Act, 1935.

B. Simon Commission; Cripps Mission; Wavell Plan; Cabinet Mission Plan; Mount Batten plan.

C. Indian Independent Act, 1947.

Science and Technology in Colonial India

A051006T

Course Outcome:

- 1) The students learn about the Science and Empire: Theoretical Perspectives.
- 2) To Understand about the Science and colonial Explorations.
- 3) The students can take knowledge Growth of Techno-Scientific Institutions.
- 4) To Understand about the Indian Response to Western Science.
- 5) The students learn about the Science and development discourse.

Unit-1

1. Science and Empire: Theoretical Perspectives--

(a) Conceptual aspects of Western Science.

(b) The role and places of Science, technology and medicine (STM) in the colonial process.

Unit-II

2. Science and colonial Explorations--

(a) State of science and technology on the eve of British conquest.

(b) East India Company and scientific explorations.

Unit-III

3. Growth of Techno-Scientific Institutions--

(a) Scientific and technical education, establishment of engineering and Medical colleges and Institutes.

(b) Establishment of scientific Institution, Survey of India: Geological Survey of India

and agricultural experimental farms.

Unit-IV

4. Indian Response to Western Science:

(a) Indian response to new scientific knowledge interactions and predicaments.

(b) Science and Indian Nationalism: Emergence of national science and its relations vis-à-vis colonial science: Mahendra Lal Sarkar, P.C. Ray, J.C. Bose.

Unit-V

5. Science and development discourse.

(a) STM for development-ideas of British government, Mahatma Gandhi and other Indian nationalist.

(b) Royal Commissions and their reports.

.S. UNIVERSITY



MASTER OF ARTS

(MA)

HISTORY

SYLLABUS OF PREV. AND FINAL YEAR

(Effective from 2018 to onwards)

M.A. (Prev.) Paper-I

P-I – Historiography, Concept and Method

Course outcome:

6. To Understand about the Historiography, concept and Methods.
7. The students learn about the Traditions of Historical writing.
8. To Understand about the Major Theories of History.
9. To Understand the Approaches to History.
10. The students can take knowledge about themes in Indian History.

Unit I – Meaning Scope of History and Relations with other disciplines: (a) Causation, objectivity, Subjectivity and Historicism. (b) Archaeology; Geography; Anthropology; Linguistics; Sociology; Economics; Philosophy; Politics and Literature.

Unit II – Traditions of Historical Writing : (a) Greco-Roman tradition; Chinese tradition Ancient Indian traditions; Chinese tradition Ancient Indian tradition; Medieval Historiography-Western; Arabic; Persian and Indian. (b) Modern-Positivist; Whig, Namierism, Classical Marxist and Annales.

Unit III – Approaches to History : (a) Theological Orientalist; Imperialist; Nationalist; Marxist. (b) Subaltern and Post-Modernist.

Unit IV – Major Theories of History : Hegel, Marx Spangler and Toynbee, Ranke, August Kante.

Unit V – Historical Research & Data Collection, Choosing of Subject of Bibliography, Notes, Footnotes, Map & Appendix, Problem of Authenticity & credibility, Synthesis of facts

M.A. (Prev.) Paper-II

P-II – Political History of India (1740 A.D. – 1805 A.D.)

Course outcome:

1. The students can take knowledge the Carnatic Wars, Political Condition of India, the Battle of Plassey and Buxar.
2. To Understand about the Haider Ali, Clive's, Warren Hastings.
3. The students can take knowledge Maratha War, Mysore war.
4. To Understand about the Sir John Shore, Cornwallis, Wellesley.
5. The students learn about the Battle of Panipat, Anglo-Awath Relations.

Unit I – (a) The establishment of the British factors in India. (b) Anglo-french conflict. (c) Role of Bussy in Hyderabad, his failure and the establishment of British Power.

Unit II – (a) Clive's First Appointment and his role in the Treaties of Allahabad. (b) Rise of Haider Ali in Mysore and the First Anglo-Mysore War. (c) Clive's Dual Administration in Bengal. (d) Warren Hastings-Reforms, his relations with Rohillas, Begums of Awadh, Trial of Nand Kumar and his policy towards Benaras. (e) The First Anglo Maratha War- Causes, Treaty of Salbai and its importance.

Unit III- Career & achievements of Ranjit Singh, (a.) Relations with Dogra & Nepalis, (b) Relations with Afghans, (c) Relations with Britishers, (d) Administration of Ranjit Singh.

Unit IV – A. Sir John Shore- Policy of Non-Intervention.

B. Cornwallis- Administrative and Judicial Reforms.

C. Wellesley-The Subsidiary Alliance System and its Consequences.

Unit V- (a) Third Battle of Panipat 1761 A.D. (b) The Regulating Act and its importance. (c) Pitt's India Act-Provisions and importance. (d) Importance of Anglo-Awadh relations from 1740 to 1805.

M.A. (Prev.) Paper-III

P-III – History of Indian Culture (1700 A.D.- 1947 A.D.)

Course outcome:

Unit I – (a) The Indian Society in the 18th Century. (b) The Indian Social Complex in the 19th Century. (c) The Emergence of Bourgeois Class. Rise of New Cast and Classes. (d) The Emergence of Bourgeois Class. Rise of New Cast and Classes. (d) Position of Women in Society. (e) Women's Movement in the 19th and 20th Century.

Unit II – The Lower caste movements in modern India (a) Justice Party (b) Annadure & Dravin Munnetra kadgam (DMK) (c) Narayan Guru & SNDP (d) Jyotiba phule (e) Dr B R Ambedkar.

Unit III – (a) Brahma Samaj – The role of Raja Ram Mohan Roy. (b) The Radha Swami Faith and Huzur Maharaj. (c) The Arya Samaji-Contribution of Daya Nand Saraswati. (d) Ram Krishna Mission and Vivekanand. (e) Prathana Samaj. (f) Wahabi Movement. (g) Theosophical Society. (h) Aligarh Movement A.M.O. College.

Unit IV – (a). The Indian National Congress, causes for its birth, its policy up to 1905. (b). The Muslim League, Factors responsible for the rise of Muslim Communalism.(c). Extremism, Contribution of Tilak.

(d). Mahatma Gandhi: the Non-cooperation movement, the Civil Disobedience Movement and the Quit India movement.(e). Revolutionary Movement in India (1920-1947)

Unit V – (a) Development of Education. (b) Role of press in the promotion of Indian Culture. (c) Development of Hindi and Urdu Literature-Prem Chandra, Ghalib and Iqbal. (d) Modern Bengali Literature-Contribution of Bankim Chandra Chatterjee and Rabindra Nath Tagore.

M.A. (Prev.) Paper-I V

P-IV – History of the Indian Freedom Movement (1857-1947)

Course outcome:

1. The students learn about the Revolt of 1857, Lord Canning-Domestic policy.
2. To Understand about the Lord Mayo and Lord Ripon- Internal reforms.
3. The students can take knowledge Lord Lansdowne- North West Frontier Policy, Lord Minto II- Domestic policy.
4. To Understand about The Indian National Congress, Mahatma Gandhi, Extremism, Contribution of Tilak.
5. The students learn about the Cripps Mission, Wavel Plan, Cabinet Mission Plan, Mount Batten- Plan.

Unit I – The Revolt of 1857 –Causes, Nature,Event, Results, Impact.

Unit II – Social, Religious, and Economic Background of Indian Nationalism.

Unit III – Foundation of the Indian National Congress, Early Policies of the Congress. Swadeshi Movement, Moderates and Extremists, rise and growth of the Revolutionary Movement in India.

Unit IV – Peasant Movement, Labour Movement, Women’s Movement.

Unit V – Home Rule Movement, Non-Co-operation movement, Swaraj Party, Civil Disobedience Movement, Quit India, I.N.A. Muslim League and the Movement for Pakistan, Transfer of power. Cripps Mission, Wavel Plan, Cabinet Mission Plan, Mount Batten- Plan. Factors responsible for the partition of India

M.A. (Final) Paper-I

P-I – Twentieth Century World

Course outcome:

The students learn about the World Order upto 1919.

2. To Understand about the World Between the two wars.
3. The students can take knowledge Second World War and the New Political Order, Nationalist Movements, Decolonization.
4. To Understand about the Cold war and its effects: U.N.O. and the concept of world peace.
5. The students learn about the Disintegration of Socialist Block and end of Cold War.

Unit I – World order upto 1919 : (a) Growth of Capitalism and Imperialism, Liberalism and Socialism, Nationalism.

Unit II – Origins of the First World War; Its nature; Peace Settlement and causes, Significance and consequences.

Unit III – World Between the two Wars : (a) Working of the League Nations and Collective Security. (b) Crisis in Capitalism; Great Depression; Liberal ideas and Social movements. (c) Nazism and Fascism : Germany, Italy and Japan.

Unit IV – Second World War and the New Political Order : (a) Origins, Nature and result of the war. (b) Nationalist Movements and Decolonization. (c) Communist Revolution in China and its impact on world politics.

Unit V – Cold War and its effects : (a) Ideological and Political basis of Cold War; Pacts and Treaties tensions and rivalries. (b) Non-Aligned Movement and the Third World. (c) UNO and the concept of world peace; and regional tension-Palestine, Kashmir, Cuba Korea, Vietnam.

M.A. (Final) Paper-II

P-II – Political History of India (1526 A.D. to 1605 A.D.)

Course outcome:

1. The students learn about the Babur, Gulbadan Begam, Jauhar, Abbas Khan Sherwani, Abul Fazal, Badauni and Nizamuddin Ahmad.
2. To Understand about the Humayun, Bahadur Shah and Shershah.
3. The students can take knowledge Battles of Tughlaqabad and Panipat,
4. To Understand about the Bairam Khan and Akbar.
5. The students learn about the Akbar and Indian Nationalism.

Unit I – Sources- Study of the works of Babur, Gulbadan Begum, Jauhar, Abbas Khan Sherwani Abul Fazal, Badauni and Nizamuddin Ahmad.

Unit II – (a) India of the eve of babur’s invasion. (b) Babur as an Empire builder- His relation with Afghans and Rajputs. (c) Factors responsible for his success in India. (d) His character and personality.

Unit III – (a) Problems of Humayun-Legacy of Babur. Attitude of the nobility, the Role of his brothers and cousins, personal drawbacks. (b) Humayun’s relations with Bahadur Shah and Shershah. (c) Shershah- Civil, Military and Revenue Administration. (d) Collaps of Sur Regime-Disaffection of the nobility, Rebellions of Ibrahim Sur, Karrani’s and Sikandar Sur. (e) Hemu’s Role in Battles of Tughlaqabad and Panipat.

Unit IV – (a) Bairam Khan’s Regency (1556-60). (b) Akbar’s Conquests of North and Deccan. (c) Akbar’s relations with the Rajputs. (d) Akbar’s Religious Policy. (e) North-West Frontier Policy quest for National Frontiers.(f) Central and Provincial structure of administration of Wazir

Unit V – (a) Central Government under Akbar. (b) Provincial Administration of Akbar. (c) Mansabdari system. (d) Land Revenue Administration of Akbar. (e) Akbar and Indian Nationalism.(f)womans condition in mughal period. (g) Trade and commerce in mughal period.

M.A. (Final) Paper-III

P-III – Political History of India (1805 A.D. – 1857 A.D.)

Course outcome:

1. The students can take knowledge abouts political Condition of India, Sir George Barlow, Mutiny of Vellore, Minto- Foreign Policies.
2. To Understand about the Marquess of Hastings, Pindaris, Maratha War, charter Act.
3. The students learn about the William Bentinck, Anglo-Burmese and Anglo- Sikh Relations & war.

4. To Understand about the Policy of Hardings, British Relations, the Anglo-Afghanistan War.
5. The students learn about The Dalhausie, Revolt of 1857.

Unit I – (a) Political condition of India in 185. (b) Sir George Barlow- Continuation of the Policy of Non-Intervention, End of the third-Maratha-War and its criticism. (c) Mutiny of Vellore. (d) foreign Policy of Minto- Treaties with the Punjab Sindh, Afghanistan and Persia.

Unit II – (a) Indo- Nepal relations during the time of Marquess of Hastings. (b) Pindaris-Their Origin, Activities and Suppression. (c) The Fourth Maratha War (1817-1818) End of the Peshwa. (d) Charter Act of 1813.(e) Policy of Lord Hastings.

Unit III –(a) Anglo-Burmese relation. (b) Reforms of William Bentinck. (c) Charter Act of 1833. (d) Anglo-Sikh Relation (1805-1839).(e) Reform of Charles Metcalfe.

Unit IV – (a) The First Anglo-Afghanistan War-Establishment of British Supremacy in Afganistan. (b) Reaction of the Afghans and its Consequences. (c) Relations with Sindh and its annexations. (d) British-Policy of Hardinge towards the Punjab and the 1st Sikh-War.

Unit V – (a) Policy of Dalhausic towards Punjab. (b) The Second Anglo Sikh war and annexation of the Punjab. (c) The Second Anglo-Burmese-war. (d) Reforms of Lord Dalhausie. (f) Charter of 1853.

Course outcome:

M.A. (Final) Paper-IV

P-IV – History of Great Britain (1815 A.D.-1914 A.D.)

Unit I – (a) Social and Economic Unrest. (b) Reasons of Unrest. (c) Approach of the Government- Repression. (d) Reforms- Achievements of Wellington Government. (e) Forein Policy of Castlerigh and Canning. (f) Reforms Acts : Provisions of 1832 and consequences. Acts of 1933-Slavery

Emancipation, Bank Charter, Factory Act, India Charter Act. Education Act. Poor Law, 1834. Municipal Corporation Act, 1835. Registration Act of 1836, Mines Act of 1840.

Unit II – (a) Foreign Policy of Palmerston. (b) Queen Victoria- A Genuinely Constitutional Monarch. (c) Robert Peel’s Achievements. (d) Chartist Movement. (e) England and the Crimean War. (f) Second term of Russell’s Cabinet, 1865-68. (g) Reforms Act of 1967.

Unit III – (a) Disraeli’s Home Policy. (b) Gladstone’s Irish Policy. (c) Gladstone’s Domestic Reforms. (d) Disraeli’s Second Term, 1874-80. (e) Second term of Gladstone, 1880-85. (f) Policy of Grand Isolation.

Unit IV – Towards world War : (a) Lord Selisbury’s Achievements. (b) Reforms of Asquith’s Ministry. (c) Great Britain and Eastern Problem. (d) Great Britain and the First World War. (e) Great Britain and Africa. (f) Evolution and Development of British Commonwealth.

Unit V – (a) Scientific Development in Great Britain during 19th Century. (b) Economic Progress from 1815 to 1914. (c) Trade Union in the 19th Century.