

B.A. (Honours)
History
School of Arts, Humanities
and
Social Sciences



Chhatrapati Shahu Ji Maharaj
University, Kanpur

Chhatrapati Shahu Ji Maharaj University, Kanpur

Minutes of Meeting of the Board of Studies in B.A.(Hons.) History

An online meeting of the Board of Studies in B.A.(Hons.) History was convened on 02/07/2026 to approve the syllabus of B.A.(Hons.) History programme being offered by the Department of History under the School of Arts, Humanities and Social Sciences at Chhatrapati Shahu Ji Maharaj University, Kanpur. Following members of the Board of Studies were present in the online meeting:

Convener: Prof. Anil Kumar Mishra, Professor, Department of History, V.S.S.D college, CSJM University, Kanpur

Director: Dr. Amit Kumar

Assistant Director: Dr. Pooja Singh

External Members:

1. **Prof. Ali Athar**, Professor, Department of History, Aligarh Muslim University, Kanpur
2. **Prof. Heramb Chaturvedi**, Professor, Department of History, University of Allahabad, Prayagraj
3. **Dr. Sanobar Haider**, Associate Professor, Department of History, Netaji Subhash Chandra Bose Government Girls PG College, Lucknow

Internal Members:

1. **Dr. Deepa Pradhan**, Department of History, DAV College, Kanpur
2. **Dr. Mamta Gangwar**, Department of History, Mahila Mahavidyalaya, Kidwai Nagar, Kanpur
3. **Dr. Surinder Kaur**, Department of History, Guru Nanak Girls Degree College

Invitee Members:

1. **Prof. Purushottam Singh**, Department of History, Maharaja Balwant Singh P.G. College, Gangapur
2. **Dr. Suman Shukla**, Department of History, Ram Sahay Gov. Degree College Shivrajpur, Kanpur
3. **Dr. Shalini Mishra**, Department of History, Halim Muslim P.G. College, Kanpur

Faculty Members : Mr. Mohit Awasthi, Mr. Arjav Jain & Ms. Anjali Sachan

The syllabus was presented by Mr. Mohit Awasthi, Assistant Professor History. Members of the Board reviewed each paper in detail and collectively made the syllabus more systematic and comprehensive. After extensive discussion, the Board finalized the syllabus and approved it for implementation from the academic year 2026-27.



Prof. Anil Kumar Mishra



Dr. Mamta Gangwar



Dr. Surinder Kaur



Prof. Heramb Chaturvedi



Dr. Deepa Pradhan



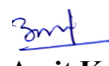
Prof. Purushottam Singh



Mr. Arjav Jain



Prof. Ali Athar



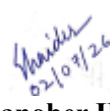
Dr. Amit Kumar



Dr. Pooja Singh



Ms. Anjali Sachan



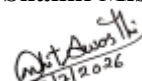
Dr. Sanobar Haider



Dr. Suman Shukla



Dr. Shalini Mishra



Mr. Mohit Awasthi

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

Ordinance

B.A. History (Honours) on Campus

The objective of every programme at Higher Education Institution is to prepare their students for the society at large. The CSJMU University visualizes all its programmes in the best interest of its students and in this effort, it offers new Under-Graduate courses with new vision; History is one of them. History is a broad and interesting subject and it is very imperative in day-to-day life as History helps students understand the past, analyse the present, and make informed decisions regarding the goals that they wish to pursue in future education and life at large.

1. Aims of the Programme

The programme of B.A. in History will help students of History to learn the basic concepts of History in different areas such as Ancient Indian History, Medieval Indian History, Modern Indian History, World History, Historiography, Political History, Social History, Economic History, Cultural History, and Archaeology. It will enable them to understand the historical development of societies, civilizations, institutions, cultures, and political systems and enhance their knowledge of historical facts, sources, and methods of historical research. They will be able to learn the applications of different approaches, theories, and concepts studied in History.

The course has been developed keeping in mind the current realities of the discipline including the socio-cultural context. The reach to different fields of History has been made through incorporating different papers viz. Ancient Indian History, Medieval Indian History, Modern Indian History, World History, History of Indian National Movement, Historiography, Social and Cultural History, Economic History, and Archaeology. To face the challenges of modern society, skills like critical thinking, analytical ability, historical interpretation, effective communication, and research aptitude have been included.

2. Programme Outcome

- The course offers good progression where individuals are seeking to attain their higher studies in History.
- Enable the learner to become familiar with the major historical events, civilizations, institutions, historical processes, and historiographical approaches through the study of historical sources and evidence.
- Help students to understand the social, political, economic, and cultural developments of different communities and societies across various historical periods.
- Enrich their knowledge about the evolution and development of human civilization and its impact on contemporary society.

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10. Curriculum

- ## 11. Fee Structure

12. Completion of Course

As per University regulations.

13. Examination Scheme

The **B.A. History (Honours)** programme shall follow the semester pattern of examination.

14. Continuous Internal Assessment (CIA)

One fourth of the maximum marks in each course will be reserved for internal assessment. Written examination of each course will carry **75 marks** and internal assessment will carry **25 marks** (i.e. **75 marks external & 25 marks internal assessment**).

Scheme of Continuous Internal Assessment (CIA)

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prescribed optional papers in place of **Core Paper I**, carrying **5 credits**, along with **Core Papers II, III and IV**, each carrying **5 credits**. **Minor Courses of 6 credits each** shall be offered in the **Second and Fourth Semesters** for students of other faculties. The Following table gives a clearer picture of the distribution of courses across the six semesters.

Sem	Major Courses (Core Courses)	Discipline Specific Elective Courses (5 Credits)	Interdisciplinary Courses (Minor) (6 Credits)	Vocational Skill Enhancement Courses (3 Credits)	Co-curricular Courses (2 Credits)	Credits	Research Project / Dissertation / Internship / Field or Survey Work
I	SH050101T Ancient India–I SH050102T Medieval India–I SH050103T Modern India–I	—	—	As per courses offered by the University	Z011101 – First Aid and Basic Health	17	—
II	SH050201T Ancient India–II SH050202T Medieval India–II SH050203T Modern India–II	—	SH050204 TM Indian Leaders: Ancient to Modern India	As per courses offered by the University	Z021201 – Human Values and Environment Studies	23	—
III	SH050301T Ancient India–III SH050302T Medieval India–III SH050303T Modern India–III	—	—	As per courses offered by the University	Z031301 – Physical Education and Yoga	17	—
IV	SH050401T Ancient India–IV SH050402T Medieval India–IV SH050403T Modern India–IV	—	SH050404 TM Women, Reform, Resistance and Nation-Building in	—	Z041401 – Social Responsibility and Community	23	SH050401 R Project (3 Credits)

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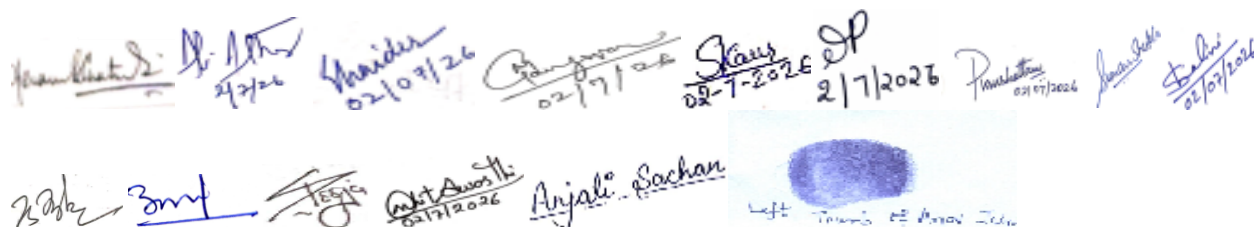
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Sem	Major Courses (Core Courses)	Discipline Specific Elective Courses (5 Credits)	Interdisciplinary Courses (Minor) (6 Credits)	Vocational Skill Enhancement Courses (3 Credits)	Co-curricular Courses (2 Credits)	Credits	Research Project / Dissertation / Internship / Field or Survey Work
			Indian History		Engagement		
V	SH050501T Ancient India–V SH050502T Medieval India–V SH050503T Modern India–V SH050504T World History–I	—	—	—	—	25	SH050501R Research Project (5 Credits)
VI	SH050603T Medieval India– VISH050604T Modern India–VISH050605T World History–II	Core Course–I SH050601T Heritage Protection and Conservation (Elective) SH050602T Public Policy and History in India (Elective)	—	—	—	25	SH050601R Research Project (5 Credits)

Note:

1. SH050601T and SH050602T are **alternative papers** under **Core Course–I (Elective)**. A student shall opt for **only one** of these papers.
2. The Minor multi-disciplinary courses (6 credits) shall be offered in **Semester II** and **Semester IV** for students of other disciplines/faculties.
3. Total Credits after completion of six semesters: **130**.



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4. A student shall be awarded the **B.A. History (Honours)** degree after successful completion of all six semesters.

16. Project/Research Work:

As per University norms.

17. Passing Criterion

As per University norms.

18. Faculty Requirement

As per University norms.

19. Infrastructure

- A. One lecture room per class with adequate seating capacity, proper lighting, ventilation, and audio-visual facilities.
- B. The lecture rooms shall be equipped with a whiteboard and modern teaching aids including LCD projector/computer facilities.
- C. A **History Resource Centre/Computer Laboratory** with internet-enabled computer systems for accessing digital archives, e-resources, and online learning materials.
- D. A library with an adequate number of textbooks, reference books, historical atlases, journals, periodicals, magazines, newspapers, manuscripts (where available), and access to **e-books and e-journals** related to History and allied disciplines. The library shall also have a reading room, computers with network connectivity, and photocopy facilities.
- E. The campus shall have free Wi-Fi facility for the students.
- F. There shall be facilities for educational tours, heritage visits, museums, archives, and indoor and outdoor games for the students.

20. Award of Degree

The candidates shall be declared to have passed and shall be eligible for the award of the degree of **B.A. History (Honours)**, as per University Regulations.

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Code	Courses	Credits	CIA	End Sem	Total
SH050301T	ANCIENT INDIA – III Post–Mauryan Developments to the Gupta Age — Fully Aligned Version	4	25	75	100
SH050302T	MEDIEVAL INDIA – III Political Developments and Regional States in Late Medieval India (1350–1526 CE)	4	25	75	100
SH050303T	MODERN INDIA – III Industrial Colonialism and Administrative Transformation (1813– 1858)	4	25	75	100
VOCxxx*	Vocational Skill Enhancement course	3	25	75	100
Z031301	Physical Education and Yoga	2	25	75	100
	Total	17	125	375	500

Code	Courses	Credits	CIA	End Sem	Total
SH050401T	ANCIENT INDIA – IV Transition to Early Medieval India (500–750 CE): Polity, Economy and Institutional Change	4	25	75	100
SH050402T	MEDIEVAL INDIA – IV Mughal Rule in India: Establishment, Administration and Society (1526–1658 CE)	4	25	75	100
SH050403T	MODERN INDIA – IV Revolt, Financial Colonialism and the	4	25	75	100

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Semester – I			
Code	Paper	Courses	Credits
SH050101T	Core Course – I	ANCIENT INDIA – I (Sources, Prehistory, Indus Valley Civilization, Vedic Age – Introductory Historiography)	4
SH050102T	Core Course -II	MEDIEVAL INDIA – I The Foundation of Turkish Rule and the Delhi Sultanate State: (1200–1290 CE)	4
SH050103T	Core Course -III	MODERN INDIA – I Historiography, Eighteenth-Century India and the Rise of Colonial Rule (1707–1765 CE)	4
VOCxxx*	Skill Enhancement course (SEC)	Vocational Skill Enhancement course	3
Z011101	Co-curricular Course	First Aid and Basic Health	2
Total credits			17

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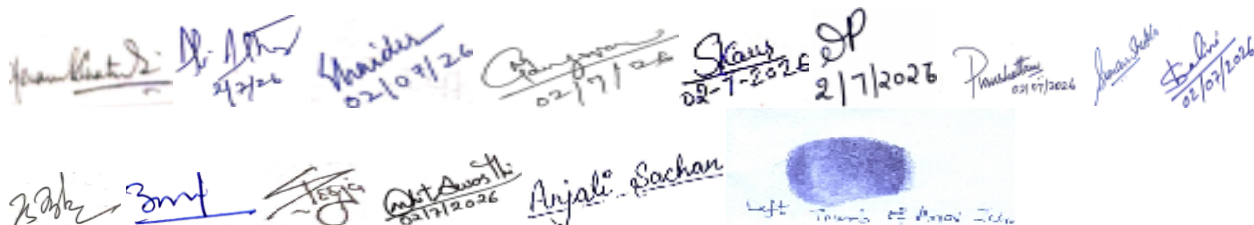
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Semester – II			
Code	Paper	Courses	Credit
SH050201T	Core Course – I	ANCIENT INDIA – II (State Formation, Religious Movements and the Mauryan Empire)	4
SH050202T	Core Course -II	MEDIEVAL INDIA – II Delhi Sultanate under the Khiljis and Tughlaqs: Power, Economy and State Policies (1290–1398 CE)	4
SH050203T	Core Course -III	MODERN INDIA – II Mercantile Colonialism and the Early Company State (1765–1813 CE)	4
SH050204TM	Minor Course	Indian Leaders: Ancient to Modern India**	6
VOCxxx*	Skill Enhancement course (SEC)	Vocational Skill Enhancement course	3
Z021201	Co-curricular Course	Human Values and Environment Studies	2
Total Credits			23

Note:

1. * Course code will be allotted as per the given course in the respective semester.
2. **The Minor multi-disciplinary Course (6 credits) will be by the students of other disciplines (Other than Political Science)/Faculty
3. Total Credits 40 till semester II
4. Student is entitled for certificate in Faculty after successful completion of first two semesters



Semester – III			
Code	Paper	Courses	Credits
SH050301T	Core Course – I	ANCIENT INDIA – III (Post-Mauryan Developments to the Gupta Age — Fully Aligned Version)	4
SH050302T	Core Course -II	MEDIEVAL INDIA – III Political Developments and Regional States in Late Medieval India (1350–1526 CE)	4
SH050303T	Core Course -III	MODERN INDIA – III Industrial Colonialism and Administrative Transformation (1813–1858 CE)	4
VOCxxx*	Skill Enhancement course (SEC)	Vocational Skill Enhancement course	3
Z031301	Co-curricular Course	Physical Education and Yoga	2
Total credits			17









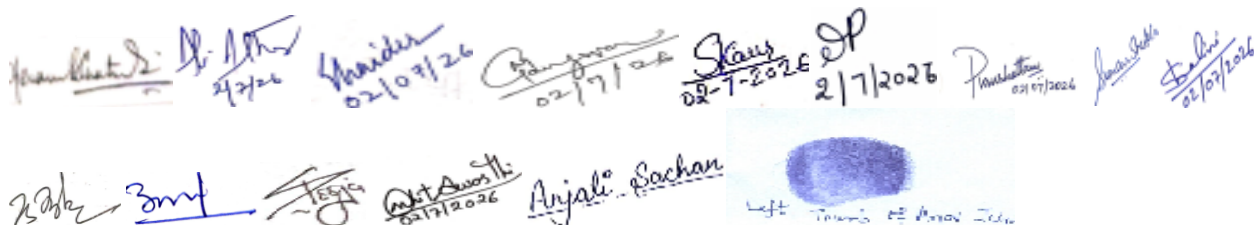




Semester – IV			
Code	Paper	Courses	Credit
SH050401T	Core Course – I	ANCIENT INDIA – IV (Transition to Early Medieval India (500–750 CE): Polity, Economy and Institutional Change)	4
SH050402T	Core Course -II	MEDIEVAL INDIA – IV Mughal Rule in India: Establishment, Administration and Society (1526–1658 CE)	4
SH050403T	Core Course -III	MODERN INDIA – IV Revolt, Financial Colonialism and the Emergence of Indian Nationalism (1857–1885 CE)	4
SH050404TM	Minor Course	Women, Reform, Resistance and Nation-Building in Indian History**	6
SH050401R	Project	Inter/Intra Faculty related to main Subject	3
Z041401	Co-curricular Course	Social Responsibility and Community Engagement	2
Total Credits			23

Note:

1. **The Minor multi-disciplinary Course (6 credits) will be by the students of other disciplines (Other than Political Science)/ Faculty.
2. Total Credits 80 till semester IV.
3. Student is entitled for Diploma in Faculty after successful completion of first two semesters.



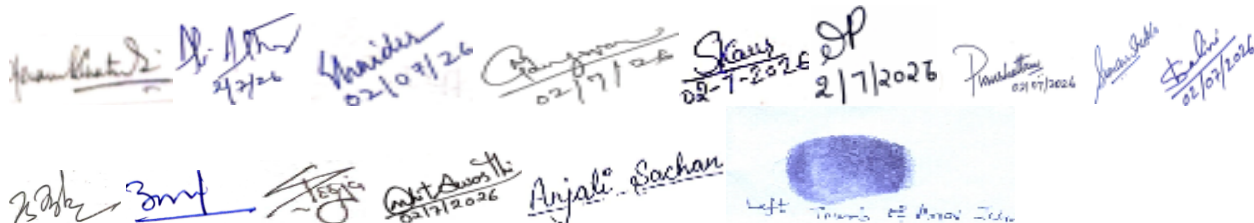
Semester - V			
Code	Paper	Courses	Credits
SH050501T	Core Course – I	ANCIENT INDIA – V Early Medieval India (750–1200 CE): Polity, Society, Economy and Culture	5
SH050502T	Core Course -II	MEDIEVAL INDIA – V Mughal Rule in India: Administration, Economy, Society and Emerging Regional Forces (1556–1707 CE)	5
SH050503T	Core Course –III	MODERN INDIA – V Indian Nationalism, Revolutionary Politics and Mass Movements (1885–1935 CE)	5
SH050504T	Core Course –IV	WORLD HISTORY – I Rise of the Modern West, Nationalism, Industrialisation and Imperialism (1450– 1919 CE)	5
SH050501R	Research Project	Inter/Intra Faculty related to main Subject	5
Total credits			25

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Semester – VI			
Code	Paper	Courses	Credit
SH050601T	Core Course – I (Elective)	HERITAGE PROTECTION AND CONSERVATION	5
SH050602T		PUBLIC POLICY AND HISTORY IN INDIA	
SH050603T	Core Course -II	MEDIEVAL INDIA – VI Mughal Rule in India: Decline and Regionalization (1707–1757 CE)	5
SH050604T	Core Course –III	MODERN INDIA – VI Freedom, Partition, Post-Independence & Contemporary India	5
SH050605T	Core Course –IV	WORLD HISTORY – II Global Conflict, Decolonisation and the Contemporary World Order (1919 CE – Present)	5
SH050601R	Research Project	Inter/Intra Faculty related to main Subject	5
Total Credits			25

Note:

1. Total Credits 130 till semester VI
2. Student is entitled for Three Year B.A. (Honours) History UG Degree after successfully completion of six semesters.



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1.3 Foreign Accounts

- Greek: Megasthenes
- Chinese: Faxian, Huein Tsang
- Arab: Al-Biruni

1.4 Introductory Historiography

- Meaning and scope of historiography
- Difference between history and historiography
- Colonial interpretations and their limitations
- Nationalist perspectives on ancient Indian history
- Introduction to scientific and socio-economic approaches

UNIT 2: Prehistory and Protohistory

2.1 Paleolithic Age

- Lower, Middle, and Upper Paleolithic phases
- Tool typology: hand-axes, cleavers, flakes, blades
- Hunting-gathering subsistence patterns

2.2 Mesolithic Age

- Microlithic technology
- Semi-nomadic lifestyle and seasonal settlements
- Rock art traditions (Bhimbetka and related sites)

2.3 Neolithic Phase

- Emergence of agriculture (Mehrgarh and other sites)
- Domestication of plants and animals
- Permanent settlements and village economy
- Pottery and technological developments

2.4 Chalcolithic Cultures

- Regional cultures: Ahar, Malwa, Jorwe
- Settlement patterns and rural economy
- Copper tools and craft specialization
- Trade and regional interaction

2.5 Megalithic Cultures

- Distribution: South India, Deccan, Vidarbha, and parts of North India
- Chronology and association with early Iron Age
- Burial practices: dolmens, cists, menhirs, stone circles
- Grave goods and social differentiation

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- Economy: agro-pastoral activities and iron technology
- Cultural significance and transition to early historic phase

UNIT 3: Indus Valley Civilization

3.1 Origin, Extent, and Chronology

- Early Harappan Civilisation
- Major sites: Harappa, Mohenjo-daro, Dholavira, Lothal, Suktagendor
- Geographical spread and phases of development

3.2 Urban Planning

- Grid system and town planning
- Drainage and sanitation systems
- Public buildings and civic organization

3.3 Economy

- Agriculture and irrigation practices
- Internal and external trade (Mesopotamia)
- Craft production: bead-making, metallurgy, pottery

3.4 Society and Religion

- Social organization (interpretations and debates)
- Religious symbols: Mother Goddess, Pashupati motif
- Burial practices and beliefs

3.5 Script and Seals

- Features of Indus script
- Problems of decipherment
- Administrative and economic significance of seals

3.6 Decline of Civilization

- Environmental and ecological factors
- Migration and invasion theories
- Internal socio-economic explanations

UNIT 4: Vedic Civilization

4.1 Early Vedic Period (Rigvedic Phase)

- Pastoral economy and cattle wealth
- Tribal organization: Jana, Vish
- Political institutions: Sabha and Samiti

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4.2 Later Vedic Period

- Expansion of agriculture and iron technology
- Emergence of Janapadas
- Growth of monarchy and territorial states

4.3 Social Structure

- Evolution of Varna system
- Patriarchal family structure, Ashram System
- Status of women, Society

4.4 Religion and Thought

- Nature worship and sacrificial rituals
- Transition towards philosophical thought (Upanishads)

SUGGESTED READINGS

Core Texts

- Upinder Singh – *A History of Ancient and Early Medieval India*
- R.S. Sharma – *India's Ancient Past*

Analytical Works

- Romila Thapar – *Early India*
- D.D. Kosambi – *An Introduction to the Study of Indian History*

Supplementary Readings

- A.L. Basham – *The Wonder That Was India*
- R.S. Sharma – *Ancient India (NCERT)*

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SEMESTER 1

CORE PAPER 2: (SH050102T) MEDIEVAL INDIA – I

The Foundation of Turkish Rule and the Delhi Sultanate State: (1200–1290 CE)

COURSE OBJECTIVES

The course aims to:

1. To study the transition from early medieval India to Sultanate rule
2. To analyze the formation of the Delhi Sultanate state
3. To examine administrative and economic structures
4. To understand socio-cultural transformations

COURSE LEARNING OUTCOMES (CLOs)

By the end of this course, students will be able to:

1. Explain the political transformation leading to the establishment of the Delhi Sultanate.
2. Analyze the structure and nature of the early Sultanate state.
3. Evaluate administrative, military, and economic institutions.
4. Examine socio-religious and cultural developments.
5. Critically assess historiographical debates on state formation and urbanization.

UNIT 1: Political Background and Turkish Conquest

1.1 Sources of Medieval India

(A) Archaeological Sources

- Exploration and excavation
- Epigraphy (inscriptions)
- Numismatics (coins)
- Monuments and architecture

(B) Literary Sources

(i) Indigenous Sources

- Chronicles (e.g., court histories)
- Religious literature
- Regional literature

(ii) Foreign Accounts

- Arab and Persian writers
- Accounts of travelers and scholars

1.2 Political Structure before 1200

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4.2 Rural Society

- Village organization
- Role of intermediaries
- Continuity with early medieval structures

4.3 Trade and Commerce

- Internal trade networks
- Market system
- Role of merchants

4.4 Urbanization

- Growth of Delhi and other towns
- Craft production and markets
- Administrative and commercial centres

4.5 Urbanization Debate and the Concept of “Third Urbanization”

- R.S. Sharma:
 - Urban decline thesis (early medieval period)
- Mohammad Habib and Irfan Habib:
 - Concept of Third Urbanization
 - Urban revival under the Delhi Sultanate
- Features of medieval urban growth:
 - Trade and craft-based economy
 - Administrative towns
 - Market expansion

UNIT 5: Society, Religion and Cultural Developments

5.1 Social Structure

- Turks, Afghans, Indian Muslims
- Non-Muslim population
- Social hierarchy and interaction

5.2 Religious Developments

- Early Sufism
- Interaction with Early Bhakti traditions

5.3 Cultural Developments

- Indo-Islamic cultural synthesis
- Persian language and literature
- Architecture

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SEMESTER 1

CORE PAPER 3: (SH050103T) MODERN INDIA – I

Historiography, Eighteenth-Century India and the Rise of Colonial Rule (1707–1765 CE)

COURSE OBJECTIVES

The course aims to:

1. Introduce students to the major historiographical approaches to Modern Indian History.
2. Examine the political, economic and cultural conditions of India in the eighteenth century.
3. Analyze the role of European trading companies in Indian commerce and politics.
4. Study the Anglo-French rivalry and the Carnatic Wars as a turning point in colonial expansion.
5. Assess the emergence of British political power through the Battles of Plassey and Buxar.
6. Understand the transformation of the East India Company from a trading corporation into a territorial power and the beginnings of colonial rule in India.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Understand major historiographical approaches to Modern Indian History.
2. Analyze the political and economic transformation of India in the eighteenth century.
3. Examine the role of European trading companies in India.
4. Evaluate the significance of Anglo-French rivalry and the Carnatic Wars.
5. Explain the emergence of British political dominance in India.
6. Assess the significance of the Treaty of Allahabad (1765) and the beginning of colonial rule.

UNIT 1: Historiography of Modern India

1.1 Old Cambridge School

- Main arguments and methodology
- Interpretation of colonial rule and Indian politics
- Major historians: Anil Seal, John Gallagher, Gordon Johnson

1.2 Nationalist Historiography

- Colonialism as economic and political exploitation
- Interpretation of Indian nationalism
- National movement as struggle for freedom
- Major historians: R.C. Majumdar, Tara Chand, Patabhi Sitaramayya

1.3 Marxist Historiography

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- Colonial economy and class relations
- Colonialism and social transformation
- Interpretation of peasant and popular movements
- Major historians: R.P. Dutt, A.R. Desai, Bipan Chandra, Sumit Sarkar

1.4 Neo-Cambridge School

- Revisionist interpretations
- Locality, patronage and political networks
- Critique of nationalist narratives
- Major historians: C.A. Bayly, Christopher Baker, Francis Robinson

1.5 Subaltern Historiography

- Critique of elite historiography
- Autonomous domain of subaltern politics
- Peasant consciousness and resistance
- Ranajit Guha and the Subaltern Studies Collective

UNIT 2: India in the Early Eighteenth Century

2.1 Political Condition of India

- Death of Aurangzeb
- Decline of Mughal authority
- Crisis of the Mughal Empire
- Later Mughals and Struggle for Succession

2.2 Rise of Regional States

- Hyderabad
- Bengal
- Awadh
- Marathas
- Sikhs
- Jats and Rajputs
- Regional administration and political structures

2.3 Brief overview of regional Socio-Economical & cultural situation

UNIT 3: European Trading Companies in India

3.1 Portuguese in India

- Arrival and Expansion

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- Defeat of the French

4.5 Consequences of the Carnatic Wars

- British supremacy in South India
- Decline of French political influence
- Beginning of British political intervention

UNIT 5: Establishment of British Political Power

5.1 Bengal under the Nawabs

- Murshid Quli Khan
- Alivardi Khan
- Siraj-ud-Daulah

5.2 Battle of Plassey (1757)

- Causes
- Course of the battle
- Role of Mir Jafar
- Consequences

5.3 British Expansion in Bengal

- Political influence
- Economic control
- Installation of dependent rulers

5.4 Battle of Buxar (1764)

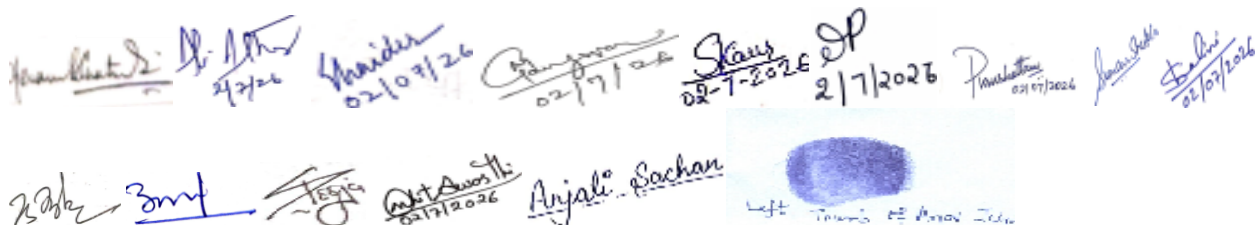
- Causes
- Triple alliance against the Company
- Course of the battle
- Consequences

5.5 Historical Significance of Plassey and Buxar

- Foundation of British power
- Political and economic implications
- Historiographical interpretations

UNIT 6: From Trading Company to Territorial Power

6.1 Political Developments after Buxar


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SEMESTER 2

CORE PAPER 1: (SH050201T) ANCIENT INDIA – II

(State Formation, Religious Movements and the Mauryan Empire)

COURSE OBJECTIVES

1. To study the emergence of early states and political institutions
2. To understand the relationship between economy, society, and religion
3. To analyze the formation of the first subcontinental empire
4. To introduce key debates on urbanization and state formation

COURSE LEARNING OUTCOMES (CLOs)

By the end of this course, students will be able to:

1. Explain the transition from Later Vedic society to territorial states.
2. Analyze the emergence of Mahajanapadas and processes of urbanization.
3. Evaluate the rise of Magadha and the Nanda dynasty.
4. Examine the socio-religious and philosophical transformations in early historic India.
5. Critically assess the structure, administration, and ideology of the Mauryan Empire.

UNIT 1: Transition to Early State Formation

1.1 From Later Vedic Society to Territorial States

- Aryan Expansion into the Gangetic plains
- Role of iron technology in agricultural expansion
- Transition from pastoral to agrarian economy

1.2 Formation of Janapadas

- From Jana to Janapada
- Emergence of political boundaries and identities
- Evolution of monarchy and oligarchies

1.3 Economic and Social Developments

- Agricultural expansion and taxation
- Growth of trade routes and exchange networks
- Social stratification and changing social order

UNIT 2: Age of Mahajanapadas and Second Urbanization

2.1 Mahajanapadas

- Sixteen Mahajanapadas: distribution and characteristics
- Monarchies and Ganasanghas (republican states)

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- Nyaya
- Vaisheshika,
- Sankhya,
- Yoga
- Mimamsa

- Pūrana Kassapa – Doctrine of non-action (Akriyavada)
- Makkhali Gosala – Determinism (Niyativada)
- Ajita Kesakambalin – Materialist philosophy
- Pakudha Kaccayana – Theory of eternal elements
- Sanjaya Belatthiputta – Agnosticism (Ajnanavada)

4.1 Foundation of the Mauryan Empire

- Decline of the Nanda dynasty
- Rise of the Mauryas-Chandra Gupta Maurya, Bindusara
- Role of Kautilya and Arthashastra

- Nature of centralized state
- Bureaucratic organization
- Provincial and local administration

- Agrarian economy and taxation
- Trade, commerce, and state control
- Social structure

- Concept and policy of Dhamma
- Edicts and inscriptions
- Spread of Buddhism

- Contacts with Hellenistic world
- Diplomatic and cultural exchanges

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4.6 Art and Architecture

- Pillars, stupas, and sculpture
- Mauryan craftsmanship and polish

4.7 Decline of the Mauryan Empire

- Weak successor
- Administrative and economic weaknesses
- Internal and external factors

SUGGESTED READINGS

Core Texts

- Upinder Singh – *A History of Ancient and Early Medieval India*
- R.S. Sharma – *India's Ancient Past*

Analytical Works

- Romila Thapar – *Aśoka and the Decline of the Mauryas*
- D.D. Kosambi – *An Introduction to the Study of Indian History*

Supplementary Readings

- A.L. Basham – *The Wonder That Was India*
- NCERT (Old) – Ancient India

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4.1 Ghiyasuddin Tughlaq

- Establishment of the Tughlaq Dynasty
- Restoration of Political Stability
- Administrative Consolidation

4.2 Muhammad bin Tughlaq: Experiments

- Transfer of capital (Delhi to Daulatabad)
- Token currency experiment
- Expansionist policies

4.3 Taxation in Doab

- Increased taxation
- Impact on peasants
- Causes of failure

UNIT 5: Firoz Tughlaq, Economy and Social Structure

5.1 Firoz Tughlaq: Administrative Policies

- Welfare measures
- Public works (canals, buildings)

5.2 Economic Policies

- Revenue concessions
- Agricultural support

5.3 Nobility and Religious Policy

- Revival of nobility influence
- Role of Ulema

5.4 Agrarian Structure

- Land revenue system
- Peasant conditions

5.5 Trade and Urban Economy

- Growth of towns
- Markets and crafts

5.6 Social Structure

- Composition of society

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UNIT 6: Crisis, Decline and Historiographical Perspectives (1290–1398)

6.1 Administrative Weaknesses

- Governance issues
- Declining central authority

6.2 Rebellions and Fragmentation

- Regional uprisings
- Political instability

6.3 Timur's Invasion (1398)

- Causes of invasion
- Nature of invasion
- Impact on Delhi Sultanate
- Structural collapse

6.4 Historiographical Perspectives

6.4.1 Nature of Khalji Revolution

Revolution vs continuity

6.4.2 Alauddin Khalji's Economic Policies

Control vs necessity

6.4.3 Nature of the Sultanate State

Military vs bureaucratic

6.4.4 Muhammad bin Tughlaq

Visionary vs impractical ruler

6.4.5 Decline of the Sultanate

Structural crisis vs external invasion

SUGGESTED READINGS

Core Texts

Satish Chandra – *History of Medieval India (Vol. I)*

Satish Chandra – *Medieval India: From Sultanate to the Mughals, Vol. I*

Harish Chandra Verma – *Medieval India*

Advanced Readings

Peter Jackson – *The Delhi Sultanate: A Political and Military History*

Mohammad Habib & K.A. Nizami (Eds.) – *A Comprehensive History of India, Vol. V*

Irfan Habib – *Medieval India: The Study of a Civilization*

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SEMESTER 2

CORE PAPER 3: (SH050203T) MODERN INDIA – II

Mercantile Colonialism and the Early Company State (1765–1813 CE)

COURSE OBJECTIVES

1. Introduce students to the nature and characteristics of Mercantile Colonialism in India.
2. Examine the emergence of the East India Company as an early colonial state between 1765 and 1813.
3. Analyze British political expansion through wars, diplomacy and subsidiary alliances.
4. Study the administrative, judicial and revenue policies introduced by the Company.
5. Assess the economic, social and cultural impact of early colonial rule.
6. Familiarize students with major historiographical debates relating to colonialism, the Company State and economic exploitation.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the concept, objectives and characteristics of Mercantile Colonialism in India.
2. Analyze the transformation of the East India Company from a commercial enterprise into an early colonial state.
3. Evaluate British political expansion through Anglo-Mysore Wars, Anglo-Maratha Wars and Subsidiary Alliance.
4. Assess the impact of administrative and revenue reforms introduced by Warren Hastings and Lord Cornwallis.
5. Examine the economic consequences of colonial policies, including revenue extraction, control over artisans and the origins of the Drain of Wealth.
6. Understand the Company's social and cultural policies, including non-interference and Orientalist scholarship.
7. Critically analyze major historiographical debates relating to Mercantile Colonialism, colonial expansion and the early Company State.

UNIT 1: Nature of Mercantile Colonialism and the Early Company State

1.1 Concept of Mercantile Colonialism

- Mercantilism and Colonial expansion
- Trade monopoly and Colonial control
- Characteristics of the Mercantile Phase

1.2 Objectives of Early Colonial Rule

- Maximum revenue extraction

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- Export-import pattern

4.2 Bengal and Colonial Exploitation

- Company control over artisans
- Commercialization of production

4.3 Origin of the Drain of Wealth

- Early transfer of resources
- Economic consequences

4.4 Decline of Indigenous Industries

- Handicraft industries
- Traditional manufacturing

4.5 Revenue Extraction and Colonial Economy

- Revenue as source of colonial expansion
- Relationship between trade and taxation

UNIT 5: Social and Cultural Policies

5.1 Company's Policy of Non-Interference

- Limited interest in social reform
- Reasons for non-intervention

5.2 Orientalism

- Orientalist understanding of India
- Study of Indian traditions

5.3 Asiatic Society of Bengal

- Foundation
- Objectives
- Contribution

5.4 Colonial Knowledge and Governance

- Knowledge as an instrument of rule

UNIT 6: Historiographical Perspectives on Early Colonialism

6.1 Nature of Mercantile Colonialism

- Commercial enterprise or colonial project?

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6.2 Early Company State

- Colonial state versus trading corporation
- Historiographical Debates on nature of the East India Company

6.3 British Expansion

- Military superiority versus Indian political conditions

6.4 Permanent Settlement Debate

- Success versus failure
- Economic, Social and political Impact

6.5 Drain of Wealth Debate

- Nationalist interpretation
- Marxist interpretation

SUGGESTED READINGS

Core Texts

- Bipan Chandra – *History of Modern India*
- Sekhar Bandyopadhyay – *From Plassey to Partition and After*
- Sumit Sarkar – *Modern India*

Colonial Economy

- Dadabhai Naoroji – *Poverty and Un-British Rule in India*
- R.P. Dutt – *India Today*

Advanced Readings

- C.A. Bayly – *Indian Society and the Making of the British Empire*
- P.J. Marshall – *Bengal: The British Bridgehead*

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Minor Paper (SH050204TM) Indian Leaders: Ancient to Modern India

1. Introduce students to major political, administrative, social, religious and intellectual leaders of India from ancient to modern times.
2. Examine the contribution of rulers, reformers, saints and national leaders to Indian society and statecraft.
3. Analyze the ideas of governance, ethics, social reform, spirituality and nation-building associated with prominent Indian leaders.
4. Develop an understanding of leadership traditions in Indian civilization.
5. Familiarize students from diverse disciplines with significant personalities who shaped Indian history and modern India.

1. Explain the contribution of major rulers and political thinkers of Ancient India.
2. Assess the role of important rulers, saints and spiritual leaders of Medieval India.
3. Evaluate the contribution of social reformers and early nationalists in shaping modern India.
4. Analyze the ideas and leadership of major figures of the Indian national movement.
5. Understand the contribution of Indian leaders to nation-building and social transformation.

- Gupta Age
- Political and Cultural Achievements

UNIT II: Emperors, Saints and Spiritual Traditions of Medieval India

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2.1 Akbar the Great

- Administration
- Religious Policy
- Sulh-i-Kul

2.2 Shivaji Maharaj

- Maratha State
- Military and Administrative System

2.3 Kabir

- Bhakti Tradition
- Social and Religious Ideas

2.4 Guru Nanak and the Sikh Guru Tradition

- Teachings of Guru Nanak
- Development of Sikh Panth
- Social and Spiritual Reform

2.5 Krishnadeva Raya

- Vijayanagara Empire
- Cultural Patronage

UNIT III: Social Reformers and Early National Leaders

3.1 Swami Dayanand Saraswati

- Arya Samaj
- Vedic Revivalism
- Social and Religious Reform

3.2 Swami Vivekananda

- Religious and Social Thought
- Ramakrishna Mission
- Practical Vedanta
- National Awakening and Cultural Nationalism

3.3 Dadabhai Naoroji

- Drain Theory
- Economic Nationalism

3.4 Bal Gangadhar Tilak

- Assertive Nationalism

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- Political Mobilization

3.5 Gopal Krishna Gokhale

- Moderate Nationalism
- Constitutional Politics

UNIT IV: Nation Builders of Modern India

4.1 Mahatma Gandhi

- Philosophy of Satyagraha
- Mass Nationalism

4.2 Jawaharlal Nehru

- Democratic Socialism
- Vision of Modern India

4.3 Dr. B. R. Ambedkar

- Social Justice
- Constitutionalism

4.4 Subhas Chandra Bose

- Revolutionary Nationalism
- Indian National Army

4.5 Sardar Vallabhbhai Patel

- Political Integration
- Nation Building

SUGGESTED READINGS

1. Kautilya – *Arthashastra* (Translated by R. Shamasastri)
2. A. L. Basham – *The Wonder That Was India*
3. Satish Chandra – *A History of Medieval India*
4. Abul Fazl – *Akbarnama* (Translated by H. Beveridge)
5. Dadabhai Naoroji – *Poverty and Un-British Rule in India*
6. Swami Vivekananda – *The Complete Works of Swami Vivekananda*
7. Jawaharlal Nehru – *The Discovery of India*
8. M. K. Gandhi – *Hind Swaraj*

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- Growth of Vaishnavism and Shaivism
- Religious pluralism

4.5 Literature and Intellectual Developments

- Classical Sanskrit literature (e.g., Kalidasa)
- Puranic traditions

4.6 Science and Technology

- Aryabhata: mathematics and astronomy (Varahmihira)
- Metallurgy (Iron Pillar)
- Medical traditions

4.7 Art and Architecture

- Gupta sculpture
- Temple architecture (early Nagara style)
- Painting traditions

SUGGESTED READINGS

Core Texts

- Upinder Singh – *A History of Ancient and Early Medieval India*
- R.S. Sharma – *India's Ancient Past*

Analytical Works

- Romila Thapar – *Early India*
- D.D. Kosambi – *An Introduction to the Study of Indian History*

Supplementary

- A.L. Basham – *The Wonder That Was India*
- NCERT (Old) – *Ancient India*

SEMESTER 3

CORE PAPER 2: (SH050302T) MEDIEVAL INDIA – III

Political Developments and Regional States in Late Medieval India (1350–1526 CE)

COURSE OBJECTIVES

1. To study the later phase of the Delhi Sultanate
2. To analyze regionalization of political power
3. To examine socio-economic and cultural diversity
4. To understand the transition from Sultanate to Mughal phase

COURSE LEARNING OUTCOMES (CLOs)

Students will be able to:

1. Analyze the decline of centralized Sultanate authority.
2. Understand the emergence of regional states across India.
3. Evaluate administrative and economic systems of Vijayanagara and Bahmani kingdoms.
4. Examine trade, society, and cultural developments.
5. Interpret the transition to Mughal rule using historiographical perspectives.

UNIT 1: Later Delhi Sultanate – Sayyid and Lodi Dynasties

1.1 Post-Tughlaq Political Situation

- Decline of central authority
- Political fragmentation

1.2 Sayyid Dynasty

- Nature of rule
- Administrative limitations

1.3 Lodi Dynasty

- Bahlol Lodi and Sikandar Lodi
- Ibrahim Lodi
- Afghan polity and governance

1.4 Nature of Afghan Rule

- Nobility structure
- Decentralized tendencies

2.1 Bengal Sultanate

- Ilyas Shahi Dynasty
- Alauddin Husain Shah
- Political Structure

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UNIT 5: Economy, Society and Cultural Developments

5.1 Agrarian Economy

- Land revenue system
- Peasant conditions

5.2 Trade and Commerce

- Inland trade
- Maritime trade (Indian Ocean network)

5.3 Urbanization

- Growth of towns
- Market centres

5.4 Social Structure

- Regional variations
- Role of caste and community

5.5 Religious Movements (Early Phase under Sultanate)

(A) Bhakti Movement – Early and Regional Forms

- Background and socio-religious context
- Transition from South Indian Bhakti traditions
- Early North Indian Bhakti:
 - Ramananda
 - Kabir
 - Ravidas
- Key Features:
 - Nirguna Bhakti
 - Critique of caste and ritualism
 - Vernacular religious expression

(B) Sufism – Early Development in India

- **Major Sufi Orders:**
 - Chishti
 - Suhrawardi
- **Key Saints:**
 - Nizamuddin Auliya
 - Nasiruddin Chirag-e-Delhi
- **Features:**

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- ## UNIT 6: Transition and Historiographical Perspectives (1350–1526)

- Decline of Delhi Sultanate
- Rise of regional powers

- Administrative limitations
- Military challenges

- Babur's invasion
- First Battle of Panipat (1526)

- 6.4.1 Nature of Late Sultanate**
Decline vs transformation debate
- 6.4.2 Regional States**
Fragmentation vs consolidation
- 6.4.3 Vijayanagara Debate**
Segmentary state theory
- 6.4.4 Bahmani Politics**
Factional conflict interpretation
- 6.4.5 Transition to Mughal Rule**
Structural vs military explanation

- Satish Chandra — *Medieval India (Vol. I)*
- Irfan Habib — *Medieval India*

- Burton Stein — *Vijayanagara*
- K.A. Nizami — *Medieval India*

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SEMESTER 3

CORE PAPER 3: (SH050303T) MODERN INDIA – III

Industrial Colonialism and Administrative Transformation (1813–1858 CE)

COURSE OBJECTIVES

The course aims to:

1. Examine the nature and objectives of Industrial Colonialism in India.
2. Analyze British imperial expansion from Hastings to Dalhousie.
3. Study administrative and legal restructuring under Company rule.
4. Assess the impact of Industrial Capitalism on Indian economy and society.
5. Understand the role of English education, social legislation and colonial reform.
6. Evaluate Utilitarian and Liberal influences on colonial governance.
7. Introduce major historiographical debates on Industrial Colonialism.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the transition from Mercantile Colonialism to Industrial Colonialism.
2. Analyze British territorial expansion and imperial policies between 1813 and 1858.
3. Evaluate the impact of Ryotwari and Mahalwari settlements and legal-administrative reforms.
4. Assess the consequences of commercialization of agriculture and deindustrialization.
5. Examine the role of English education and social legislation in colonial governance.
6. Critically evaluate historiographical interpretations of Industrial Colonialism.

UNIT 1: Nature of Industrial Colonialism and Colonial Objectives

1.1 Charter Act of 1813

- End of Company's trade monopoly
- Opening of India to free trade
- Missionary activities

1.2 Concept of Industrial Colonialism

- Industrial Revolution and British imperialism
- Characteristics of Industrial Colonialism

1.3 Objectives of Industrial Colonialism

- India as a supplier of raw materials
- India as a market for British manufactured goods

1.4 Impact of Industrial Colonialism

- Political consequences

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- ### 3.3 Administrative Reorganization and Centralization (Hastings to Bentinck)

- ### 3.4 Judicial and Police Reforms (William Bentinck and Colonial Governance)

- ### 3.5 Codification of Laws and Administrative Modernization (Bentinck to Dalhousie)

- ## UNIT 4: Economic Policies under Industrial Colonialism

- Cash crops
- Market-oriented production

- Decline of handicraft industries
- Impact on artisans

- Objectives
- Economic consequences

- Communication networks
- Administrative utility

4.5 Landless Peasants and Agricultural Labour

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6.5 Education Debate

- Anglicists versus Orientalists

6.6 Colonial State Debate

- Modern state or instrument of exploitation?

Suggested Readings

Core Texts

1. **Bipan Chandra** – *History of Modern India*
2. **Sekhar Bandyopadhyay** – *From Plassey to Partition and After: A History of Modern India*
3. **Sumit Sarkar** – *Modern India*
4. **B.L. Grover & Alka Mehta** – *A New Look at Modern Indian History*

Advanced Reading

5. **R.C. Dutt** – *The Economic History of India*
6. **Eric Stokes** – *The English Utilitarians and India*

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SEMESTER 4

CORE PAPER 1: (SH050401T) ANCIENT INDIA – IV

(Transition to Early Medieval India (500–750 CE): Polity, Economy and Institutional Change)

COURSE OBJECTIVES

1. To study the transformation from classical to early medieval India
2. To analyze regional state formation and decentralization
3. To understand agrarian expansion and institutional change
4. To introduce key historiographical debates

COURSE LEARNING OUTCOMES (CLOs)

By the end of this course, students will be able to:

1. Explain the causes and processes behind the decline of the Gupta Empire.
2. Analyze the emergence of regional political formations in post-Gupta India.
3. Evaluate agrarian expansion and the development of land grant systems.
4. Examine transformations in economy, society, and religion during the transition phase.
5. Critically assess historiographical debates on early medieval transition and state formation.

UNIT 1: Decline of the Gupta Empire and Political Transition (500–650 CE)

1.1 Decline of the Gupta Empire

- Internal weaknesses: succession disputes and administrative decentralization
- Economic factors: decline in long-distance trade
- External invasions: Hunas
- Historiographical debates on decline

1.2 Post-Gupta Political Developments

- Fragmentation of centralized authority
- Rise of Regional Kingdoms in the North
- Shift from empire to regional state structure

1.3 Pushyabhuti and Harshavardhana (606–647 CE)

- Rise and expansion of Harsha
- Nature of administration and governance
- Cultural and diplomatic relations
- Harsha as the last major attempt at political unity in North India

UNIT 2: Emergence of Regional States (550–750 CE) in South India

2.1 Pallavas of Kanchipuram

- Political expansion and territorial consolidation

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- ## 2.2 Chalukyas of Badami

- ### 2.3 Kadambas and Other Regional Powers

- ### UNIT 3: Agrarian Expansion and Land Grant System in Early Medieval India

- Rise of landed elites
- Changing relations between state and peasantry

- Urban decline thesis (R.S. Sharma)
- Counter-view: urban transformation
- Emergence of new settlements

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5.1 Social Structure

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- ## UNIT 5: Deccan Politics and South India

- Inland trade
- Overseas trade
- Early European competition

- Sufi–state relations
- Chishti order and Mughal court

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6.3 Cultural Synthesis

- Interaction of Bhakti and Sufi traditions

6.4 Historiographical Perspectives

(a) **Nature of Mughal State**

- Centralized vs patrimonial-bureaucratic state

(b) **Akbar's Religious Policy**

- Tolerance vs political strategy

(c) **Mughal Economy Debate**

- Agrarian structure interpretations

(d) **Deccan Politics**

- Regional vs imperial interpretation

SUGGESTED READINGS

Core

- Satish Chandra — *Medieval India (Vol. I & II)*
- Irfan Habib — *Medieval India*

Advanced

- John F. Richards — *The Mughal Empire*
- Athar Ali — *Mughal Nobility*

- Regional vs imperial interpretation

Core

- Satish Chandra — *Medieval India (Vol. I & II)*
- Irfan Habib — *Medieval India*

Advanced

- John F. Richards — *The Mughal Empire*
- Athar Ali — *Mughal Nobility*

- Satish Chandra — *Medieval India (Vol. I & II)*
- Irfan Habib — *Medieval India*

- John F. Richards — *The Mughal Empire*
- Athar Ali — *Mughal Nobility*

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1.5 Consequences of the Revolt

1.6 Historiography of 1857

- Sepoy Mutiny Thesis
- First War of Independence Thesis
- Nationalist Interpretation
- Marxist Interpretation
- Revisionist Perspectives

UNIT 2: Financial Colonialism and Economic Policies

2.1 Nature of Financial Colonialism

2.2 British Financial Capital and Colonial Economy

2.3 Home Charges and Drain of Wealth

2.4 British Industrial Policy in India

2.5 India as a Field for British Investment

2.6 Obstacles to Indigenous Industrial Development

UNIT 3: Political and Administrative Policies under Crown Rule

3.1 Government of India Act, 1858

3.2 Queen's Proclamation (1858)

3.3 Policy of Indirect Expansion

- Paramountcy
- Relations with Princely States

3.4 Police Reforms

3.5 Military Reforms

3.6 Civil Service Reforms

3.7 Local Self-Government

- Lord Mayo

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- Lord Ripon

3.8 Indian Councils Act, 1861

3.9 Indian Councils Act, 1892

UNIT 4: Social and Cultural Policies

4.1 Policy of Non-Interference in Social Affairs

4.2 Racial Discrimination and Colonial Attitudes

4.3 Colonial Education and Growth of Educated Middle Class

4.4 Emergence of Public Sphere

4.5 Growth of Modern Press and Journalism

4.6 Development of Vernacular Literature

UNIT 5: Social Reform, Religious Reform and Social Awakening

5.1 Brahmo Samaj and Raja Rammohan Roy

5.2 Young Bengal Movement

5.3 Arya Samaj and Swami Dayanand Saraswati

5.4 Ramakrishna Mission and Swami Vivekananda

5.5 Aligarh Movement and Sir Syed Ahmad Khan

5.6 Faraizi and Wahabi Movements

5.7 Women and Social Reform

5.8 Emergence of Caste Consciousness

- Jyotiba Phule
- Narayana Guru
- Periyar (Introductory Perspective)
- B.R. Ambedkar (Introductory Perspective)

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SEMESTER 4th Minor (SH050404TM)**Women, Reform, Resistance and Nation-Building in Indian History****COURSE OBJECTIVES**

The course aims to:

1. Examine the role of women in shaping India's intellectual, spiritual, political and socio-cultural traditions from ancient to modern times.
2. Analyze women's contributions to governance, diplomacy, social reform, revolutionary movements and nation-building.
3. Explore the historical experiences of women leaders within diverse regional, cultural and political contexts.
4. Develop an understanding of women's agency, leadership and resistance in Indian history.
5. Foster appreciation of the contribution of women to the making of Indian civilization, the freedom struggle and modern India.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the contribution of women scholars, rulers and spiritual leaders in Ancient and Medieval India.
2. Assess the role of women in governance, diplomacy, military resistance and public administration.
3. Evaluate the contribution of women reformers to social transformation and intellectual awakening in colonial India.
4. Analyze the participation of women in revolutionary movements, anti-colonial struggles and the Indian National Movement.
5. Understand the significance of women in constitutional development, democracy and nation-building in modern India.

UNIT I: Women Scholars, Queens and Saints of Ancient and Medieval India**1.1 Gargi**

- Women and Learning in Vedic India
- Philosophical Contributions

1.2 Maitreyi

- Upanishadic Tradition
- Knowledge, Philosophy and Spiritual Inquiry

1.3 Rudrama Devi

- Kakatiya Kingdom
- Statecraft and Leadership

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1.4 Mirabai

- Bhakti Movement
- Spiritual and Cultural Legacy

UNIT II: Women in Governance, Diplomacy and Resistance

2.1 Razia Sultana

- Delhi Sultanate
- Challenges of Female Sovereignty

2.2 Nur Jahan

- Influence in Mughal Administration
- Court Politics and Diplomacy

2.3 Rani Durgavati

- Gond Kingdom
- Resistance against Mughal Expansion

2.4 Ahilyabai Holkar

- Administration and Public Welfare
- Cultural and Religious Patronage

2.5 Kittur Chennamma

- Resistance to Colonial Expansion
- Legacy of Political Defiance

UNIT III: Women Reformers and Social Transformation in Colonial India

3.1 Savitribai Phule

- Women's Education
- Social Reform and Empowerment

3.2 Pandita Ramabai

- Women's Education
- Women's Rights and Social Reform

3.3 Annie Besant

- Home Rule Movement
- Educational and Political Contributions

3.4 Sister Nivedita

- National Awakening
- Education and Social Service

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UNIT IV: Women in the Revolt of 1857 and Revolutionary Nationalism

A. Women and the Revolt of 1857

4.1 Rani Lakshmibai

- Revolt of 1857
- Symbol of Resistance and Patriotism

4.2 Begum Hazrat Mahal

- Leadership during the Revolt of 1857
- Anti-Colonial Resistance

B. Women Revolutionaries and Anti-Colonial Resistance (Post-1857)

4.3 Madam Bhikaji Cama

- Revolutionary Nationalism Abroad
- Internationalization of the Indian Freedom Struggle
- National Flag Movement

4.4 Durga Devi Vohra (Durga Bhabhi)

- Hindustan Socialist Republican Association (HSRA)
- Revolutionary Underground Movement
- Assistance to Bhagat Singh and Revolutionary Networks

4.5 Pritilata Waddedar

- Chittagong Armoury Movement
- Revolutionary Nationalism in Bengal

C. Kanpur and Revolutionary Traditions

4.6 Rajkumari Gupta

- Kakori Conspiracy
- Hindustan Republican Association (HRA)
- Revolutionary Underground Networks
- Contribution of Kanpur and the United Provinces to Revolutionary Nationalism

UNIT V: Tribal Women Leaders and Armed Resistance

A. Tribal Resistance and Indigenous Leadership

5.1 Rani Gaidinliu

- Heraka Movement

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- Anti-Colonial Resistance in North-East India
- Tribal Leadership and Nationalism

5.2 Phulo and Jhano Murmu

- Santhal Resistance
- Women's Participation in Tribal Movements
- Resistance against Colonial Exploitation

5.3 Sammakka and Saralamma

- Tribal Resistance in the Deccan
- Indigenous Traditions and Collective Memory
- Legacy in Tribal Society

B. Women in Armed Nationalism

5.4 Capt. Lakshmi Sahgal

- Indian National Army (INA)
- Rani Jhansi Regiment
- Women in Armed Nationalism

UNIT VI: Women in the National Movement and Nation-Building

A. Women in the National Movement

6.1 Sarojini Naidu

- Nationalism and Political Leadership
- Women's Participation in Public Life

6.2 Aruna Asaf Ali

- Quit India Movement
- Underground Nationalism

6.3 Usha Mehta

- Congress Radio
- Underground Movement during the Quit India Movement
- Dissemination of Nationalist Ideas

B. Women in Constitution Making and Nation-Building

6.4 Hansa Mehta

- Women's Rights
- Constitutional and Educational Contributions

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6.5 Kamaladevi Chattopadhyay

- Freedom Movement
- Cooperative Movement
- Cultural Renaissance and Handicraft Revival

SUGGESTED READINGS

- . Geraldine Forbes – *Women in Modern India*
- . Ruby Lal – *Domesticity and Power in the Early Mughal World*
- . Ellison Banks Findly – *Nur Jahan: Empress of Mughal India*
- . Uma Chakravarti – *Gendering Caste Through a Feminist Lens*
- . Radha Kumar – *The History of Doing*
- . Aparna Basu – *Women's Struggle: A History of the All India Women's Conference*
- . Kumari Jayawardena – *Feminism and Nationalism in the Third World*
- . Bipan Chandra – *India's Struggle for Independence*

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SEMESTER 5

CORE PAPER 1: (SH050501T) ANCIENT INDIA – V

(Early Medieval India (750–1200 CE): Polity, Society, Economy and Culture)

COURSE OBJECTIVES

- To complete the study of Ancient India up to c. 1200 CE
- To analyze regional political systems and decentralization
- To understand agrarian economy and institutional structures
- To examine religious, cultural, and intellectual developments

COURSE LEARNING OUTCOMES (CLOs)

By the end of this course, students will be able to:

1. Explain the emergence and consolidation of regional states in early medieval India.
2. Analyze administrative structures and patterns of governance in North and South India.
3. Evaluate agrarian economy, trade networks, and urban developments.
4. Examine socio-religious transformations including Bhakti and institutional religion.
5. Critically assess cultural and intellectual developments up to c. 1200 CE.

UNIT 1: Political Developments in Early Medieval India (c. 750–1200 CE)

1.1 Rise of Regional Powers

- Gurjara-Pratiharas: territorial expansion, political organization
- Palas: role in eastern India, Buddhist patronage
- Rashtrakutas: Deccan polity and imperial ambitions

1.2 Tripartite Struggle

- Struggle for control over Kannauj
- Political dynamics among Pratiharas, Palas, Rashtrakutas
- Impact on political fragmentation

1.3 Rajput States

- Origin debates (foreign vs indigenous theories)
- Nature of polity: clan-based structure
- Concepts of kingship, honour, and warfare

UNIT 2: South Indian Polity and Administrative Structures

2.1 Chola Empire

- Expansion under Rajaraja I and Rajendra I
- Nature of imperial control
- Administrative organization

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2.2 Local Self-Government

- Sabha, Ur, Nadu
- Structure and functions of village assemblies
- Revenue collection and local administration

2.3 Other South Indian Kingdoms

- Pandyas and Hoysalas
- Regional variations in polity

UNIT 3: Economy and Agrarian Structure

3.1 Agrarian Expansion

- Extension of agriculture into new regions
- Irrigation systems and water management
- Role of peasants and agricultural labour

3.2 Land Grants and Rural Structure

- Advanced stage of land grant system
- Rights of landholders and intermediaries
- Revenue extraction mechanisms

3.3 Trade and Commerce

- Inland and maritime trade
- Role of merchant guilds (Manigramam, Ayyavole, Nagarattar)
- Trade routes and commercial centres

3.4 Urbanization

- Nature of urban centres
- Market towns and port cities
- Debate: continuity vs transformation of urban life

UNIT 4: Society, Religion and Institutional Developments

4.1 Social Structure

- Consolidation of caste system
- Emergence of new social groups
- Status and role of women

4.2 Religious Developments

- Growth of Shaivism and Vaishnavism

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- Bhakti movement:
 - Alvars (Vaishnav tradition)
 - Nayanars (Shaiva tradition)
- Features of devotional religion

4.3 Temple and Matha Institutions

- Temples as centres of economy and administration
- Mathas as centres of religious authority
- Role in social organization and cultural patronage

UNIT 5: Culture, Philosophy and Intellectual Developments

5.1 Philosophy

- Shankaracharya: Advaita Vedanta
- Ramanuja: Vishishtadvaita
- Madhva: Dvaita philosophy (introductory)

5.2 Literature

- Sanskrit literature
- Tamil Bhakti literature
- Emergence of regional languages
- Kalhana's *Rajatarangini*
- Al-Biruni's *India*

5.3 Art and Architecture

- Temple architecture:
 - Nagara style (North India)
 - Dravida style (South India)
- Sculpture and iconography
- Painting traditions

5.4 Science and Technology

- Developments in mathematics and astronomy
- Medicine and Ayurveda
- Metallurgy and technological innovations

SUGGESTED READINGS

Core Texts

- Upinder Singh – *A History of Ancient and Early Medieval India*
- Satish Chandra – *Medieval India (Vol. I)*

Analytical Works

- B.D. Chattopadhyaya – *The Making of Early Medieval India*
- Burton Stein – *Peasant State and Society in Medieval South India*

Supplementary

- K.A. Nilakanta Sastri – *History of South India*
- Romila Thapar – *Early India*

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- ## UNIT 4: Society and Cultural Life

- Hierarchy and stratification
- Role of caste and community

- Cultural synthesis
- Courtly traditions

- Persian literature
- Regional languages

- Mature Mughal style
- Patronage and development

- Institutionalization of Bhakti
- Regional devotional traditions
- Nirguna and Saguna streams

- Kabir
- Ravidas
- Dadu Dayal
- Guru Nanak
- Equality, devotion and social critique

- Tulsidas
- Surdas
- Mirabai

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- Chaitanya
- Text, song and devotional communities

5.4 Bhakti in Western India

- Varkari Tradition
- Dnyaneshwar
- Namdev
- Eknath
- Tukaram

5.5 Sufism and Intellectual Interactions

- Naqshbandi Order
- Orthodox and Liberal Trends
- Dara Shikoh
- Sufi–Vedanta Synthesis

UNIT 6: Rise of Regional Forces within Mughal Framework (Pre-1707)

6.1 Marathas

(A) Rise under Shivaji

- Background and emergence
- Guerrilla warfare

(B) Administration

- Ashtapradhan system
- Revenue practices

(C) Mughal–Maratha Relations

- Conflict with Aurangzeb
- Expansion tendencies

6.2 Sikhs

(A) Early Sikh Tradition

- Teachings of Guru Nanak
- Development of Sikh community

(B) Militarization

- Guru Arjun Dev

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- Guru Tegh Bahadur

(C) Guru Gobind Singh

- Formation of Khalsa (1699)
- Transformation into martial community

UNIT 7: Historiographical Perspectives

7.1 Nature of Mughal State

- Centralized vs patrimonial-bureaucratic

7.2 Agrarian Structure Debate

- Irfan Habib vs revisionist

7.3 Jagirdari Crisis

- Structural explanation of decline

7.4 Aurangzeb Debate

- Orthodoxy vs pragmatism

SUGGESTED READINGS

Core

- Satish Chandra — *Medieval India (Vol. II)*
- Irfan Habib — *Agrarian System of Mughal India*

Advanced

- Athar Ali — *Mughal Nobility under Aurangzeb*
- Muzaffar Alam — *The Crisis of Empire*

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SEMESTER 5

CORE PAPER 3: (SH050503T) MODERN INDIA – V

Indian Nationalism, Revolutionary Politics and Mass Movements (1885–1935 CE)

COURSE OBJECTIVES

The course aims to:

1. Examine the emergence and growth of organized nationalism through the Indian National Congress.
2. Analyze the transition from Moderate politics to Extremism, Revolutionary Nationalism and Gandhian Mass Politics.
3. Study the impact of constitutional reforms, communal politics and ideological developments on the national movement.
4. Assess the role of socialist, communist, labour and peasant movements in shaping nationalist discourse.
5. Understand the evolution of Indian nationalism through constitutional, revolutionary and mass-based struggles.
6. Introduce major historiographical debates on Indian nationalism.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the emergence and evolution of Indian nationalism between 1885 and 1935.
2. Analyze Moderate, Extremist and Revolutionary phases of the national movement.
3. Evaluate Gandhi's contribution in transforming nationalism into a mass movement.
4. Assess constitutional developments and communal politics in late colonial India.
5. Examine socialist, communist and labour movements within the broader nationalist framework.
6. Critically analyze historiographical interpretations of Indian nationalism.

UNIT 1: Indian National Congress and Moderate Nationalism (1885–1905)

1.1 Formation of the Indian National Congress (1885)

1.2 Safety Valve Theory and its Critique

1.3 Moderate Phase of Congress

- Objectives
- Methods
- Leadership
- Achievements
- Limitations

1.4 Economic Critique of Colonialism

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- ## 1.5 Growth of Nationalist Press and Public Opinion
- ### 1.6 Indian Councils Act, 1892

2.1 Partition of Bengal (1905)

2.3 Extremist Leadership

- ## 2.4 Surat Split (1907)

- Anushilan Samiti
- Jugantar
- Abhinav Bharat
- India House

2.7 Formation and Growth of the Muslim League

- Ghadar Movement
- Berlin Committee
- Hindu-German Conspiracy

- Bal Gangadhar Tilak
- Annie Besant

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4.4 Nehru Report (1928)

4.5 Jinnah's Fourteen Points (1929)

4.6 Growth of Communal Politics

4.7 Revolutionary Nationalism: Phase III

- Hindustan Socialist Republican Association (HSRA)
- Bhagat Singh
- Chandrashekhar Azad
- Batukeshwar Dutt
- Lahore Conspiracy Case

4.8 Lahore Congress Session (1929)

4.9 Purna Swaraj Resolution

4.10 Civil Disobedience Movement

4.11 Round Table Conferences

4.12 Gandhi-Irwin Pact

4.13 Government of India Act, 1935

- Background
- Main Provisions
- Federal Scheme
- Significance

4.14 Provincial Autonomy: An Introductory Perspective

UNIT 5: Socialism, Communism and New Political Trends

5.1 Emergence of Socialist Ideas in India

5.2 Communist Movement in India

5.3 Trade Union Movement

5.4 All India Trade Union Congress (AITUC)

5.5 Peasant Mobilization and Kisan Politics

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Anjali Sachan
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5.6 Congress Socialist Party

5.7 Jawaharlal Nehru and Socialist Thought

5.8 Jayaprakash Narayan, Ram Manohar Lohia , Usha Mehta, Acharya Narendra dev

UNIT 6: Historiography of Indian Nationalism

6.1 Historiography of Indian Nationalism

- Nationalist Interpretation
- Cambridge Interpretation
- Marxist Interpretation
- Subaltern Interpretation

6.2 Debates

- Debates on Leadership and Mass Mobilization
- Debates on Communalism and Nationalism

6.3 Historiographical Perspectives

- Historiographical Perspectives on Revolutionary Nationalism
- Historiographical Perspectives on Gandhian Nationalism

SUGGESTED READINGS

1. Bipan Chandra – *History of Modern India, India's Struggle for Independence*
2. Sekhar Bandyopadhyay – *From Plassey to Partition and After*
3. Sumit Sarkar – *Modern India*
4. A.R. Desai – *Social Background of Indian Nationalism*
5. Judith M. Brown – *Gandhi's Rise to Power*
6. S.N. Sen – *History of the Freedom Movement in India*

SEMESTER 5

CORE PAPER 4: (SH050504T) WORLD HISTORY – I

Rise of the Modern West, Nationalism, Industrialisation and Imperialism (1450–1919 CE)

COURSE OBJECTIVES

1. Examine the emergence of the modern world through Renaissance, Enlightenment and the rise of the modern state.

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2. Analyze the role of major revolutions in shaping modern political institutions and democratic values.
3. Study the growth of nationalism and the formation of modern nation-states in Europe and America.
4. Assess the impact of industrialization on economy, society and political thought.
5. Examine the rise of imperialism and colonial expansion in the nineteenth century.
6. Understand the causes, course and consequences of the First World War.
7. Introduce major historiographical debates concerning Renaissance, revolutions, nationalism and imperialism.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the intellectual and political foundations of the modern world.
2. Analyze the significance of the American and French Revolutions in the development of modern democracy.
3. Assess the role of nationalism in the creation of modern nation-states.
4. Evaluate the economic and social consequences of industrialization.
5. Examine the causes and impact of imperialism and colonialism.
6. Analyze the origins and consequences of the First World War and major historiographical debates in modern world history.

UNIT 1: Rise of the Modern West

1.1 World History: An Inward Journey

- Nature and Scope of World History
- Approaches to the Study of World History

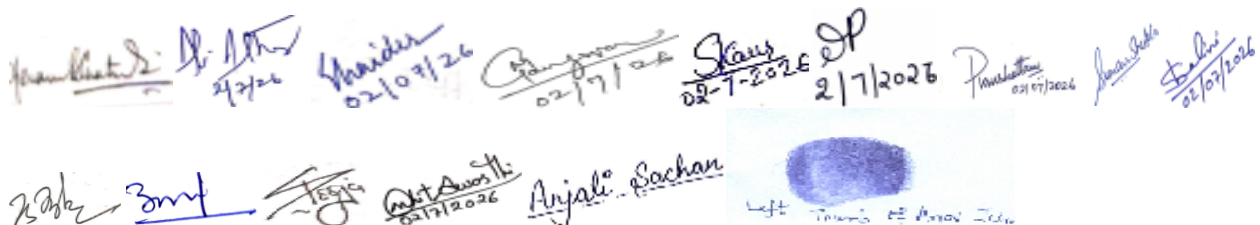
1.2 Renaissance

- Background and Causes
- Humanism
- Renaissance in Italy
- Renaissance in Literature, Art and Science
- Impact of the Renaissance

1.3 European State System

- Decline of Feudalism
- Rise of Nation States
- Balance of Power
- Emergence of the Modern State

UNIT 2: Enlightenment, Liberalism and Revolutions


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2.1 Enlightenment

- Intellectual Background
- Characteristics of Enlightenment

2.2 Major Enlightenment Thinkers

- John Locke
- Montesquieu
- Voltaire
- Rousseau

2.3 American Revolution

- Causes
- Course
- Consequences

2.4 American Constitution

- Salient Features
- Significance

2.5 American Civil War

- Causes
- Major Events
- Consequences

2.6 French Revolution

- Causes
- Major Events
- Reign of Terror
- Legacy of the French Revolution

UNIT 3: Nationalism and the Reorganization of Europe

3.1 Europe after 1815

- Congress of Vienna
- Concert of Europe

3.2 Revolutions of 1830 and 1848

3.3 Rise of Nationalism in Europe

3.4 Unification of Italy

- Mazzini
- Cavour
- Garibaldi

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3.5 Unification of Germany

- Bismarck
- Wars of Unification

3.6 Disintegration of Old Empires

- Ottoman Empire
- Austro-Hungarian Empire
- Russian Empire (Introductory Perspective)

UNIT 4: Industrialisation and New Ideologies

4.1 Industrial Revolution in Britain

- Preconditions and Causes
- Agricultural Revolution
- Technological Innovations
 - Textile Industry
 - Iron and Steel Industry
 - Steam Engine
- Factory System
- Industrial Capitalism

4.2 Parliamentary Reforms in Britain

- Reform Act of 1832
- Reform Act of 1867
- Reform Act of 1884
- Growth of Representative Government

4.3 Spread of Industrial Revolution

- France
- Germany
- United States of America
- Japan

4.4 Social Consequences of Industrialization

- Urbanization
- Growth of the Working Class
- Labour Conditions
- Women and Child Labour
- Labour and Trade Union Movements

4.5 Liberalism

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- Classical Liberalism
- Political and Economic Liberalism

4.6 Socialism

- Utopian Socialism
- Scientific Socialism

4.7 Marxism

- Karl Marx and Friedrich Engels
- Historical Materialism
- Class Struggle
- Dictatorship of the Proletariat
- Communist Manifesto

4.8 Industrial Society and Social Transformation

UNIT 5: Imperialism and Colonial Expansion

5.1 Imperialism and Colonialism

- Meaning
- Nature
- Distinction between Colonialism and Imperialism

5.2 New Imperialism (1870–1914)

- Economic Causes
- Political Causes
- Strategic Causes
- Cultural and Missionary Factors

5.3 Scramble for Africa

- Berlin Conference (1884–1885)
- Partition of Africa
- Impact on African Societies

5.4 Imperialism in Asia

- China
- South-East Asia
- West Asia

5.5 Economic Dimensions of Imperialism

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- Capital Investment
- Markets
- Raw Materials
- Dependency

5.6 Political and Cultural Impact of Imperialism

- Colonial Administration
- Education
- Cultural Change
- Resistance Movements

5.7 Theories and Interpretations of Imperialism

- J.A. Hobson
- V.I. Lenin
- Gallagher and Robinson

5.8 Imperialism and the Origins of the First World War

UNIT 6: First World War and Historiographical Debates

6.1 Origins of the First World War

- Alliance System
 - Triple Alliance
 - Triple Entente
- Militarism
- Nationalism
- Imperial Rivalries
- Balkan Crisis
- Assassination of Archduke Franz Ferdinand

6.2 Course of the First World War

- Western Front
- Eastern Front
- Trench Warfare
- Entry of the United States
- Major Turning Points of the War

6.3 Consequences of the First World War

- Political Consequences
- Economic Consequences
- Social Consequences

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SEMESTER 6th

CORE PAPER 1: (SH050601T) Elective Paper

HERITAGE PROTECTION AND CONSERVATION

COURSE OBJECTIVES

The course aims to:

1. Introduce students to the concepts, categories and significance of cultural and natural heritage.
2. Familiarize students with the principles and philosophies of heritage conservation.
3. Examine national and international frameworks for heritage protection and management.
4. Develop an understanding of conservation techniques and restoration practices.
5. Analyze contemporary challenges in heritage management through case studies and field-based learning.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the meaning, types and significance of heritage.
2. Analyze the evolution of conservation philosophy and international conservation standards.
3. Understand legal and institutional frameworks governing heritage protection.
4. Evaluate conservation and restoration techniques used in heritage management.
5. Assess challenges and opportunities in heritage conservation through case studies and fieldwork.

UNIT I: Introduction to Heritage Studies

1.1 Meaning and Types of Heritage

- Tangible Heritage
- Intangible Heritage
- Natural Heritage
- Cultural Heritage
- Built Heritage

1.2 Values in Conservation

- Historical Value
- Architectural Value
- Aesthetic Value
- Social Value
- Economic Value

1.3 Evolution of Conservation Philosophy

- John Ruskin

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- Viollet-le-Duc
- Modern Conservation Approaches

1.4 Key International Charters

- Venice Charter (1964)
- Burra Charter
- Nara Document on Authenticity

1.5 Heritage Conservation in India

- Archaeological Survey of India (ASI)
- Indian National Trust for Art and Cultural Heritage (INTACH)
- Ancient Monuments and Archaeological Sites and Remains Act, 1958 (AMASR Act)
- State Archaeology Departments

UNIT II: Conservation and Restoration Techniques

2.1 Principles of Intervention

- Repair
- Restoration
- Reconstruction
- Anastylis

2.2 Structural Conservation

- Crack Stitching
- Underpinning
- Buttressing
- Grouting

2.3 Surface Treatment

- Cleaning Techniques
- Lime Plastering
- Removal of Paint and Biological Growth

2.4 Traditional Craftsmanship

- Masons
- Stone Carvers
- Lime Specialists
- Araish Work

2.5 Adaptive Reuse

- Conversion of Havelis and Forts into Hotels
- Conversion of Heritage Buildings into Museums

2.6 Disaster Risk Management

- Fire Protection
- Earthquake Mitigation
- Flood Management for Heritage Sites

UNIT III: Legal Framework, Heritage Management and Case Studies

3.1 Institutional Framework

- National Heritage Laws
- State Heritage Acts
- UNESCO World Heritage Process

3.2 Heritage Management Plans

- Stakeholders
- Community Participation
- Sustainable Tourism

3.3 Economics of Conservation

- Funding Mechanisms
- Corporate Social Responsibility (CSR)
- Adaptive Reuse as a Revenue Model

3.4 Case Study – National

- Humayun's Tomb Conservation
OR
- Jaisalmer Fort Conservation

3.5 Case Study – Regional

- Rumi Darwaza, Lucknow
OR
- Bhitargaon Temple, Kanpur
OR
- Any Other Approved Regional Heritage Site

3.6 Issues and Debates in Conservation

- Incorrect Restoration
- Over-Tourism
- Gentrification

- Ownership and Identity of Heritage

UNIT IV: Field School and Heritage Documentation

Supervised Field Survey (Any One)

- Bithoor
- Jajmau
- Nana Rao Park
- Sarsaiya Ghat
- Lal Imli

Field-Based Activities

- Site Documentation
- Heritage Mapping
- Photographic Recording
- Condition Assessment
- Preparation of Field Report

SUGGESTED READINGS

1. Jukka Jokilehto – *A History of Architectural Conservation*
2. Bernard M. Feilden – *Conservation of Historic Buildings*
3. INTACH – *Conservation Guidelines*
4. Archaeological Survey of India – Publications and AMASR Act
5. A.G.K. Menon – *Heritage Conservation in India*
6. UNESCO – *World Heritage Convention*
7. Arun Ghose – *Conservation and Restoration of Cultural Heritage*
8. Satish Chandra & Roshan Taqui (Eds.) – *Conservation of Lucknow Heritage: Preservation Methodology and International Dimensions*

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- Development of public health systems
- Healthcare infrastructure
- Role of state in healthcare delivery

4.4 Social Justice Policies

- Policies for SCs, STs, and OBCs
- Gender-related policies
- Reservation and affirmative action

UNIT 5: Liberalization and Policy Transformation (1991 onwards)

5.1 Economic Reforms of 1991

- Background of economic crisis
- Liberalization, Privatization, Globalization (LPG)
- Structural changes in economy

5.2 Disinvestment and Public Sector Reform

- Concept and process of disinvestment
- Decline of PSU dominance
- Increasing role of private sector

5.3 Market-Oriented Policy Shift

- Reduction of state control
- Integration with global economy
- Growth of private enterprise

5.4 Governance and Administrative Reforms

- Policy implementation reforms
- Transparency and accountability
- Digital governance initiatives

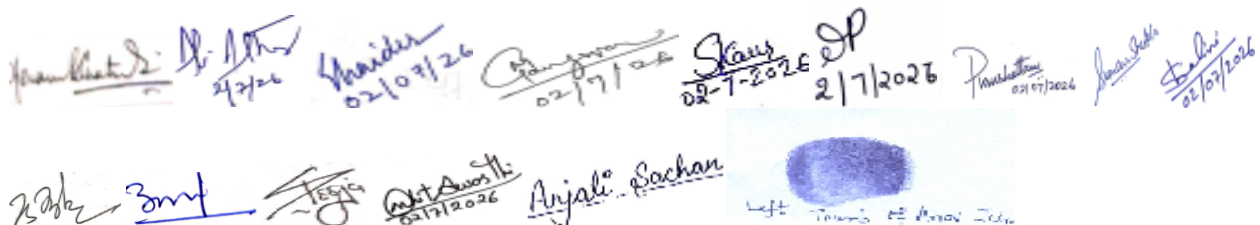
UNIT 6: Contemporary Public Policy and Crisis Governance

6.1 Health and Welfare Policy

- Ayushman Bharat:
 - Objectives and structure
 - Health insurance and coverage
 - Implementation challenges

6.2 State-Level Policy Initiatives

- Deen Dayal Upadhyaya Scheme (Uttar Pradesh)
- Role of state governments in policy innovation



- Centre–State relations in policy implementation

6.3 Crisis Governance: Covid-19

- Lockdown and containment strategies
- Public health infrastructure expansion
- Vaccination policy
- Migrant labour crisis and relief measures

6.4 Digital Governance and Policy Delivery

- Direct Benefit Transfer (DBT)
- Aadhaar-based welfare delivery
- Role of technology in governance

SUGGESTED READINGS

Core Texts

- Bipan Chandra – *India Since Independence*
- Ramachandra Guha – *India After Gandhi*

Policy and Development

- Jean Drèze & Amartya Sen – *India: Development and Participation*
- Pranab Bardhan – *The Political Economy of Development in India*

Contemporary Sources

- NITI Aayog Reports
- Government of India Economic Survey
- India Year Book

SEMESTER 6

CORE PAPER 2: (SH050603T) MEDIEVAL INDIA – VI

Mughal Rule in India: Decline and Regionalization (1707–1757 CE)

COURSE LEARNING OUTCOMES (CLOs)

Students will be able to:

1. Critically analyze the structural causes behind Mughal decline.
2. Examine the transformation from centralized empire to regional polities.
3. Evaluate emergence of Marathas, Sikhs and successor states.
4. Understand continuity and change in economy and society.
5. Engage with historiographical debates on 18th-century India.

COURSE OBJECTIVES

- To examine decline of Mughal imperial system
- To study rise of regional powers
- To analyze 18th-century economy and society
- To understand pre-colonial political formations
- To interpret historiographical debates

UNIT 1: Decline of Mughal Empire

1.1 Political Crisis after 1707

- War of succession after Aurangzeb
- Weak rulers and loss of central authority
- Role of nobles in Imperial politics

1.2 Administrative Breakdown

- Crisis of Mansabdari system (inflation of ranks)
- Jagirdari crisis:
 - Shortage of jagirs
 - Decline in revenue realization

1.3 Fiscal and Military Weakness

- Declining revenue base
- Inefficiency of Military organization
- Lack of technological advancement

1.4 Court Politics and Factionalism

- Turani vs Irani factions
- Role of Wazirs (e.g., Nizam-ul-Mulk before Hyderabad)
- Power struggle at Court

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1.5 External Invasions

- Nadir Shah (1739):
 - Sack of Delhi
 - Economic consequences
- Ahmad Shah Abdali:
 - Repeated invasions
 - Impact on North India

1.6 Structural Causes of Decline

- Over-centralization
- Administrative over-expansion

UNIT 2: Marathas (Post-1707 Expansion)

2.1 Transition to Peshwa Authority

- Decline of Chhatrapati power
- Rise of Peshwas:
 - Balaji Vishwanath
 - Baji Rao I, Balaji Baji Rao, Madhavrao & others

2.2 Military and Political Expansion

- Northern expeditions
- Expansion into Malwa, Gujarat, Bundelkhand
- Influence over Mughal emperor

2.3 Maratha Confederacy

- Semi-autonomous chiefs:
 - Holkar
 - Scindia
 - Bhonsle
 - Gaikwad
- Nature of confederate polity

2.4 Revenue System

- Chauth and Sardeshmukhi
- Collection methods and implications

2.5 Maratha–Mughal Relations

- Control over imperial politics
- Role in decline of Mughal authority

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- Regional adaptations

UNIT 5: Economy and Society

5.1 Agrarian Economy

- Decline of centralized control
- Rise of regional agrarian systems
- Role of zamindars

5.2 Trade and Commerce

- Inland trade networks
- Role of merchant communities
- Indian Ocean trade continuity

5.3 Urban Changes

- Decline of Mughal cities (Delhi, Agra)
- Rise of regional centres

5.4 Social Structure

- Regional differentiation
- Role of intermediaries (zamindars, merchants)

UNIT 6: Pre-Colonial Political Structure and Historiography

6.1 Nature of 18th Century Polity

- Decentralization
- Multiplicity of power centres

6.2 Balance of Power System

- Regional rivalries
- Fluid political alliances

6.3 Pre-Colonial State Structure

- Absence of central authority
- Political fragmentation

6.4 Historiographical Perspectives

(a) Decline Debate

- Traditional “decline” theory
- Revisionist “regionalization” view (in the case of Marathas with respect to Andre Wink)

(b) 18th Century Interpretation

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- “Dark Age” vs “Transition phase”

(c) Economic Debate

- Continuity vs disruption

(d) Cambridge and Subaltern Views

- Role of local elites
- Micro-level politics

SUGGESTED READINGS

Core

- Satish Chandra — *Medieval India Vol. II*
- Irfan Habib — *Medieval India*

Advanced

- Muzaffar Alam — *The Crisis of Empire*
- Seema Alavi — *The Eighteenth Century in India*
- Burton Stein — *State Formation in India*

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SEMESTER 6

CORE PAPER 3: (SH050604T) MODERN INDIA – VI

Freedom, Partition, Post-Independence & Contemporary India

COURSE OBJECTIVES

The course aims to:

1. Examine the final phase of India's freedom struggle and the transfer of power.
2. Analyze constitutional negotiations, communal politics and competing visions of nationalism.
3. Study the causes, processes and consequences of Partition.
4. Understand the making of the Constitution and the challenges of nation-building.
5. Assess post-independence economic, social and political transformations.
6. Examine India's foreign policy and its role in the post-colonial world.
7. Introduce major historiographical debates on Partition, nation-building and contemporary India.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Analyze the final phase of the Indian freedom struggle and constitutional negotiations.
2. Evaluate the causes and consequences of Partition.
3. Assess the process of Constitution-making and democratic consolidation.
4. Examine economic planning, land reforms and industrialization in independent India.
5. Evaluate social justice policies and democratic participation in post-independence India.
6. Critically analyze historiographical debates relating to Partition and nation-building.

UNIT 1: Towards Independence (1937–1945)

1.1 Provincial Ministries and Congress Ministries (1937–1939)

1.2 Second World War and Indian Politics

1.3 Individual Satyagraha

1.4 Growth of Political Polarization

- Indian National Congress
- Muslim League
- Hindu Mahasabha

1.5 Lahore Resolution (1940)

1.6 Pakistan Demand and the Growth of Communal Politics

UNIT 2: Freedom and Partition (1942–1947)

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2.1 Quit India Movement (1942)

- Background and Causes
- Bombay Resolution
- Nature and Spread of the Movement
- Participation of Students, Workers and Peasants
- British Repression
- Significance and Limitations

2.2 Underground Movement

- Usha Mehta and Congress Radio
- Jayaprakash Narayan
- Ram Manohar Lohia
- Aruna Asaf Ali
- Underground Revolutionary Activities

2.3 Parallel Governments (Prati Sarkars)

- Ballia (United Provinces)
- Tamluk National Government (Bengal)
- Satara Prati Sarkar (Maharashtra)
- Significance of Parallel Governments

2.4

- C. Rajagopalachari (C.R.) Formula (1944),
- Gandhi–Jinnah Talks (1944)
- Wavell Plan and Simla Conference (1945)
- Cabinet Mission Plan (1946)
- Interim Government (1946)
- Constituent Assembly:
Formation and Early Working (Only Introductory Perspective)

2.5 Direct Action Day (16 August 1946)

2.6 Mountbatten Plan (3 June Plan, 1947)

2.7 The Indian Independence Act, 1947

2.8 Partition of India

2.9 Impact of Partition and Communal Violence

2.10 Perspectives on Partition

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- ## UNIT 3: Constitution Making and Nation Building (1947–1964)

- Andhra Movement and Potti Sriramulu
- States Reorganisation Commission (1953–1955)
- States Reorganisation Act, 1956
- Impact on Indian Federalism

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- Revisionist Perspectives
- Subaltern Perspectives

6.2 Historiography of Constitution Making and Nation Building

6.3 Debates

- Debates on Secularism and National Integration
- Debates on Planning and Economic Development
- Historiography of Post-Independence Social Change

SUGGESTED READINGS

1. Bipan Chandra, Mridula Mukherjee & Aditya Mukherjee – *India Since Independence*
2. Sekhar Bandyopadhyay – *From Plassey to Partition and After*
3. Ramachandra Guha – *India After Gandhi*
4. Granville Austin – *The Indian Constitution: Cornerstone of a Nation*
5. Paul R. Brass – *The Politics of India Since Independence*
6. Mushirul Hasan (Ed.) – *India's Partition: Process, Strategy and Mobilization*

SEMESTER 6

CORE PAPER 4: (SH050605T) WORLD HISTORY – II

Global Conflict, Decolonisation and the Contemporary World Order (1919 CE–Present)

COURSE OBJECTIVES

The course aims to:

1. Examine the global consequences of the First World War and the restructuring of the international order.
2. Analyze the Russian Revolution, the crises of capitalism and the rise of totalitarian ideologies.
3. Study the causes, course and consequences of the Second World War.
4. Assess the emergence of the Cold War and the evolution of the contemporary international system.
5. Examine decolonisation movements in Asia and Africa and the rise of the Third World.
6. Understand the end of the Cold War, globalization and contemporary global transformations.
7. Introduce major historiographical debates concerning revolutions, totalitarianism, decolonisation, the Cold War and globalization.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Explain the consequences of the First World War and the transformation of the international order.
2. Analyze the causes and significance of the Russian Revolution and the crises of capitalism.
3. Assess the emergence and impact of Fascism, Nazism and the Second World War.
4. Evaluate the significance of the Cold War and decolonisation movements.
5. Examine the emergence of the Third World, globalization and contemporary international institutions.
6. Critically analyze historiographical debates relating to major developments in twentieth-century world history.

UNIT 1: The Inter-War World and the Crisis of Liberal Capitalism

1.1 Paris Peace Conference (1919)

1.2 Treaty of Versailles

- Main Provisions
- Impact on Germany
- Criticism of the Treaty

1.3 League of Nations

- Structure
- Functions

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- ## UNIT 3: Global War and the Emergence of Bipolarity

3.2 Major Events of the Second World War

- ### 3.3 Consequences of the Second World War

- Formation
- Structure
- Objectives
- Specialized Agencies

3.6 Major Phases of the Cold War

- ### 3.7 NATO and Warsaw Pact

UNIT 4: Decolonisation, National Liberation and the Rise of the Third World

- General Features
- National Liberation Movements

- Rise of Chinese Communism
- Mao Zedong
- Establishment of the People's Republic of China

4.4 Decolonisation in Africa

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5.6 Emergence of a New World Order

- From Bipolarity to Unipolarity
- Rise of New Centres of Power

UNIT 6: Contemporary World and Historiographical Perspectives

6.1 Challenges in the Development of Africa

- Political Instability
- Economic Underdevelopment
- Ethnic Conflicts

6.2 Challenges in the Development of Latin America

- Dependency
- Military Regimes
- Developmental Challenges

6.3 Contemporary World: A cursory Look

- Multipolar World
- Rise of China
- Emerging Global Challenges

6.4 Historiography of the Russian Revolution

- Liberal Interpretation
- Marxist Interpretation
- Revisionist Interpretation

6.5 Historiography of Fascism and Nazism

- Intentionalist Perspective
- Structuralist Perspective

6.6 Historiography of the Cold War

- Orthodox School
- Revisionist School
- Post-Revisionist School

6.7 Historiography of Decolonisation

- Imperialist Perspective
- Nationalist Perspective
- Dependency School

6.8 Historiography of Globalisation

- Liberal Perspective

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- ## 6.9 World History: An Analysis

1. Norman Lowe – *Mastering Modern World History*
2. Jain & Mathur – *World History*
3. Arjun Dev & Indira Arjun Dev – *History of the World*
4. E.J. Hobsbawm – *The Age of Extremes: The Short Twentieth Century*
5. Peter Calvocoressi – *World Politics Since 1945*
6. Andrew Heywood – *Global Politics*