

UNIVERSITY OF ALLAHABAD

**DEPARTMENT OF MEDIEVAL AND MODERN
HISTORY**



Syllabus of B.A. (Medieval and Modern History)

About the Department:

The Chair of Professor in Department of Medieval & Modern History was created in 1912-13. Academic lectures and teaching commenced in December 1916. Gradually eminent historians joined the department on the invitation and appointment made by the first HOD, Prof. L. F. Rushbrook Williams. Those joining in 1917-1919 period include Ishwari Prasad, R. P. Tripathi, Beni Prasad, Sir Shafaat Ahmad Khan and Dr. Tara Chand. Two of the above earned the D.Litt. degree of the London University by working under the legendary Harold Laski - Beni Prasad and R. P. Tripathi. By 1935, when the first session of the Indian History Congress was held at Pune – it was deemed necessary to unanimously elect Prof Shafaat Ahmad Khan, then HOD of our Department as its first president because of the immense contributions made by the historians working under his stewardship. Their contributions gave rise to what came to be emerging later as the “Allahabad School of History”.

Vision:

The Department aims to equip the students with the current trends in history and historiography so as to enable the student to fit themselves in the appropriate professional and research field and contribute to the development of the society.

Mission:

The Department envisages for the creation of knowledge based on historical methodology and sources which would culminate into a holistic approach in young minds and ignite the spirit of scientific thinking and research to make the society inclusive and sustainable.

About the Programme:

The B.A. Programme (Medieval and Modern History) aims to provide students with a comprehensive understanding of Medieval and Modern History including Indian Culture and World History. It makes students to effectively navigate the stream of history and equips them for diverse career opportunities in academia, administration and tourism industry.

Programme Outcomes (POs) – UG in Medieval and Modern History

The graduates should be able to demonstrate:

PO1. Comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning.

PO2. Apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/qualitative data to assess the appropriateness of different approaches to solving problems,

PO3. Employ the right approach to generate solutions to problems related to the chosen fields of learning.

PO4. Communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning and pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training.

PO5. Make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems,

PO6. Exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning

PO7. Embrace constitutional, humanistic, ethical, and moral values, and practice these values in life and formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives.

Programme Specific Outcomes (PSOs) – UG in Medieval and Modern History

PSO 1: Disciplinary Knowledge and Conceptual Understanding

Demonstrate comprehensive and critical understanding of core concepts, theoretical frameworks, and specialized knowledge in the chosen field of study within multidisciplinary contexts.

PSO 2: Analytical and Research Competence

Apply appropriate research methodologies, analytical tools, and theoretical approaches to collect, interpret, and evaluate qualitative and quantitative data for problem-solving and knowledge generation.

PSO 3: Critical Thinking and Decision-Making Skills-

Develop the ability to think critically, assess evidence, and make informed judgments to address academic, social, and real-life issues using reasoned arguments and evidence-based analysis.

PSO 4: Communication and Lifelong Learning Abilities-

Communicate and demonstrate teamwork and leadership qualities; and engage in continuous self-directed learning to adapt to evolving academic and professional challenges.

PSO 5: Ethical, Humanistic, and Sustainable Values

Integrate constitutional principles, ethical reasoning, humanistic concern, and environmental awareness into academic and professional practices, contributing to inclusive and sustainable societal development.

Programme of the Department

B.A. Part I

First Paper: Indian Culture

(This question paper is for all students)

Course Objectives:

1. Provide students with a comprehensive understanding of the evolution and continuity of Indian culture from ancient to modern times.
2. Introduce major sources, approaches, and interpretations of Indian culture to help students understand its diversity and unity.
3. Examine the political, social, religious, and philosophical foundations of Indian civilization and their transformations through successive historical periods.
4. Explore the artistic, literary, architectural, intellectual achievements and Bhakti, Sufi, and reform movements that shaped India's cultural identity.
5. Develop critical, analytical, and interpretive skills to appreciate the richness, complexity, and global significance of Indian culture.

Course Learning Outcomes (COs):

Students will be able to:

CO1. Explain the meaning, scope, and evolution of Indian culture and distinguish between culture and civilization.

CO2. Describe the cultural, religious, and philosophical developments from the Vedic to the post-Mauryan and Gupta periods.

CO3. Evaluate the contributions of South India, Gupta, and post-Gupta cultures to art, architecture, literature, and philosophy.

CO4. Examine the social and cultural synthesis in medieval India through the Bhakti and Sufi movements on culture.

CO5. Analyse the impact of modern education, reform movements, and colonial encounters and ideas and contributions of key reformers and thinkers such as Raja Ram Mohan Roy, Mahatma Gandhi, and Dr. B. R. Ambedkar in shaping modern Indian thought and culture.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	2		1		2		3		2	1	
CO 2	3		2		2	3		1		3		3
CO 3	2	3		2	1	2	1		3	2		1
CO 4	1		2	1	3		2	2	3		2	3
CO 5	2	3	1		2	3	1		1			2

Course Content:**Unit 1: Development of Ancient Indian Culture**

1. Interpretation of culture: Culture implies culture as a process; Culture and Civilization; Approaches to Culture – Unity in Diversity, Convergent Culture, popular and Aristocratic Culture.
2. Sources of study on the basis of Indian culture: Geographical and racial factors. Rise of major language families – Indian Aryan, Dravidian and other language families.
3. Prehistory and Early History: Survey of Prehistoric Cultures Sandhav Civilization – Major Sites, Social and Economic Life, Architecture and Urban Planning, Demise.
4. Vedic Age and Post-Vedic Age: Religious ideas and practices, political institutions, social and cultural life, education, status of women; Development and characteristics of caste system.
5. Development of sects, emergence of Buddhism and Jainism, their main features, development of their sects, their influence, factors of their decline.

Unit 2: Society and Culture in the Age of Empires

1. Maurya era and post-Maurya period: Development of art, architecture, literature and music.
2. Gupta Period culture: Architecture, sculpture, painting, literature and music. Was the Gupta period a 'Golden' Age?
3. South India: Literature and society in the Sangam era; Cultural development during the period of Pallavas and Cholas.
4. Post-Gupta period: Society and culture Indian cultural contact with Asia.
5. Philosophy and scientific disciplines: Shankaracharya, the school of ancient Indian philosophy and reinterpretation of Hindu religion; Scientific knowledge and ideas.

Unit 3: Social and Cultural Cohesion in Medieval India.

1. Islam in India: Arrival of Islam, Impact of Islam on Indian society, Contribution of Islam in cultural coordination.
2. Bhakti Movement: sources and development, basic ideas; Impact of Bhakti movement on different sects of society.
3. Sufism: Arrival and development of Sufism in India. Major Sufi orders and their ideas contribution of Sufism.
4. Medieval Architecture: Sultanate Period: Development, characteristics and influence of Mughal and South Indian architectural styles.
5. Development of Painting: Heritage of the early Medieval Period; Mughal painting; Rajput and other styles.

Unit 4: Various aspects of Medieval society and culture.

1. Language and Literature: Survey of development of Prakrit and regional languages, development of Persian, Hindi and Urdu literature.
2. Intellectual pursuit and music education and learning. Development and characteristics of classical and popular styles of music.
3. Medieval Society: Daily life; Status of women in social class division. Late Eighteenth Century urbanization and urban culture; Rural society and village life; Social.
4. Idea; Expression of regional cultures. early colonial Period:

5. Arrival of new ideas from the West, rise of reformist ideas and movements; indigenous sources of the 'New Awakening' of the Early Nineteenth Century; Raja Ram Mohan Roy's Role.

Unit 5: Survey of Society and Culture in Modern India New social and religious directions: Socio-religious movements of Hindus, Sikhs and Parsis;

1. Influence of Christianity; Social movements of Muslims and backward classes.
2. Education, Modernity and New Ideas: Destiny of traditional education and development of modern education; Review of the meaning of modernity and its impact in the socio-cultural context. Nationalism Intellectual and philosophical tendencies in perspective.
3. Sahitya and the Arts; Overview of the development of Hindi, Urdu and other Indian languages and literatures: Survey of trends in classical, folk and popular art and music, performing arts and cinema.
4. Social conditions and transformative movements: Tribal communities, women and Dalits: Thoughts and contributions of Mahatma Gandhi and Dr. B.R. Ambedkar.
5. Review: Essential characteristics of Indian culture; Indian culture in world perspective.

Recommended Books: -

1. A.L. Basham (ed): The Cultural History of India.
2. A.L. Basham : The Wonder that was India (Hindi translation: Adbhut Bharat)
3. Radha Kamal Mukherjee: The Culture and Art of India. (Hindi translation: India's Cultural and arts)
4. Tara Chand: The Influence of Islam of India Culture.
5. Yusuf Hussain : Glimpses of Medieval Indian Culture.
6. H. K. Sherwani; Cultural Trends in Medieval India.
7. S. Krishnaswamy Aiyanger : Contribution of South India to Indian Culture.
8. B. Kuppaswamy : Social Change in India.
9. C. H. Heimsath : Indian Nationalism and Hindu Social Reform.
10. L.A. Gordon & B.S. Miller: A Syllabus of Indian Civilisation.
11. P.N. Chopra, B. N. Puri & M. N. Das: A Social, Cultural and Economic History of India. (Hindi translation: Social, cultural and economic history of India)
12. Satyaketu Vidyalankara: Development of Indian Culture
13. Ramchandra Guha: India After Gandhi

B.A. Part I

Second Paper:

History of Modern India (1740-1857)

(This Paper is only for Students of Modern History.)

Course Objectives:

1. To provide an in-depth understanding of the establishment, expansion, and consolidation of British power in India between 1740 and 1857.
2. Understand the evolution of British administrative, judicial, and revenue systems through key legislative and institutional developments such as the Regulating Act, Pitt's India Act, and successive Charter Acts.
3. Evaluate the policies of prominent British administrators-Clive, Hastings, Cornwallis, Wellesley, Bentinck, and Dalhousie-and their role in shaping the colonial state.
4. Analyze the socio-economic transformations under British rule, including agrarian changes, commercialization, decline of traditional industries, and introduction of Western education and consequences of the Revolt of 1857 as the first major expression of Indian resistance against colonial domination.
5. Develop historical reasoning, critical thinking, and research-based analytical skills to interpret the processes of colonial expansion and the transition of India from a pre-colonial to a colonial society.

Course Learning Outcomes (CLOs):

Students will be able to:

CO1. Explain the political landscape of India before British dominance and assess the early phase of European rivalries, especially Anglo-French conflicts and their implications.

CO2. Describe the expansionist strategies of the East India Company through wars, diplomacy, and treaties with Indian powers including the Marathas, Mysore, Punjab, and Awadh.

CO3. Evaluate the economic impact of colonial policies on agriculture, industry, and trade, and their effects on Indian society and traditional institutions.

CO4. Assess the causes, nature, and consequences of the Revolt of 1857, and interpret it as both a political-military and socio-economic event.

CO5. Develop critical and comparative perspectives on the transformation of India's political economy during the eighteenth and nineteenth centuries and demonstrate analytical and interpretative skills in using historical sources to understand the complexities of colonial expansion and indigenous responses.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1		3	2		1		3	1	2	1	
CO 2	2	1	3		2			1		3		3
CO 3	1		1		3	2	1		3	2		1
CO 4	1	1	2	1	2		2	1	3		2	3
CO 5	2	3	1		2	3	1		1		3	2

Course Content:**Unit 1: Initial phase of establishment of British rule in India (1740-1784)**

1. Generally, the political conditions of the Indian sub-continent in 1740. First, Second and Third Anglo-French (Karnataka) War-background, dynamics, results, reasons for French defeat, Battle of Plassey-background and results (1757-60).
2. Third Battle of Panipat: Background, Importance. Post-Panipat Maratha situation and achievements of Peshwa Madhav Rao. (1761-72); Hyder Ali (Mysore) – rise, influence – expansion, background and results of the first anglo-mysore war.
3. Nawab Mir Qasim (Bengal) – Ascension and policies, Relations with East India Company, Battle of Buxar, Treaty of Allahabad (1765) 1 – provisions, importance of dual rule in Bengal – Form of dual rule, evaluation of Clive's role and work. , Problems of dyarchy in post-Clive period and criticism in Britain.
4. Regulating Act (1773) – provision and assessment; Warren Hastings's tenure (1772-85) Administrative, judicial and revenue related measures, controversial actions and impeachment, evaluation of his work.
5. First Anglo-Maratha War (1775-82) and Second Anglo-Mysore War (1780-84) background, dynamics, results, Anglo-Awadh relations (1765-97).

Unit 2: Expansion of the British Empire in India (1784-1807)

1. Pitt's India Act (1784) Background, Provisions and Importance Charter Act of 1793 – Background, Provisions and Importance.
2. Tenure of Lord Cornwallis (1786-93) Administrative, judicial and commercial measures, revenue policy and permanent land system, evaluation of his work. Review of the policy of the East India Company towards the Portuguese Emperor and the Indian states during the Period 1765 to 1798;
3. Lord Wellesley's tenure (1798-1805) – Subsidiary Treaty system; Policy towards the Mughal Emperor, Awadh, Hyderabad and other Indian states, administrative work, contribution to the British imperial system.
4. Tipu Sultan – Administrative work, policy towards East India Company, background and results of the Third Anglo-Mysore War, Background and results of the Fourth Anglo-Mysore War, evaluation of its achievements.
5. Activities and circumstances of the Marathi Confederation from the Treaty of Salbai to the Treaty of Bassein, Second Anglo-Maratha War (1803-05) – Background, Progress and results of the first phase (war with Sindhis and Bhonsle, 1803), Second phase (Holkar Progress and results of the war of 1804-05), amendment of Anglo-Maratha treaties.

Unit 3: Consolidation of British rule in India (1807 – 1842)

1. East India Company's policy towards Indian states (1813-1857); Post- Panipat – Conditions of Maharaja Ranjit Singh's Punjab (1761-98), prosperity, influence, expansion and administrative and military system of Punjab state, relation with East India Company (1806-39), evaluation of his work.
2. Anglo- Nepal War (1814-16) – background, course, consequences; Third Anglo-Maratha War (1817-18) – Reorganization and Interconflict of Maratha Confederation (1807-17), Background of Third Anglo-Maratha War, Course and Outcome of War, Causes of Defeat of Maratha Confederation.
3. Charter Act of 1813 – provisions, impact on the form of British power, administrative and economic importance; Tenure of Lord Hastings (1813-23) – Impact in Rajputana – Expansion, administrative work, propounding the concept of British Paramountcy, Lord Hastings' contribution in strengthening the British system: First Anglo-Burmese War (1824-26) – Background, progress results.
4. Lord William Bentinck's tenure (1828-35) – vision of governance, administrative work, policy towards Indian states, social policy, evaluation of work, development of feudal and feudal land systems.
5. Charter Act of 1833 – provisions, impact on the form of British power, significance Anglo-Afghan War (1839-1842) – political scenario of Afghanistan from 1798 to 1828, ascent of Amir Dost Mohammad and immediate consequences of the war. Background, tripartite agreement and progress and results of the war of invasion on Afghanistan.

Unit 4: Establishment of British supremacy in India (1842-1856)

Sindh – Annexation (1842-43) – Background, Napier's policy and activities, assessment of the propriety of Sindh – merger first.

1. Anglo-Punjab War (1845-46) of Punjab – Post Ranjit Singh Scenario, Contributor to the First Anglo-Punjab War Circumstances, course and outcome of the war. Review of the development of the concept of British paramountcy from about 1813 to 1848:
2. Lord Dalhousie's tenure (1848-56) the scenario at the time of accession, the vision of British paramountcy, the background implementation of the policy of lapse.
3. Second Anglo-Punjab War (1848-49) – background, course, assessment of the propriety of Lord Dalhousie's policy, result; Second Anglo-Burmese War (1852) – Background, dynamics, consequences.
4. Annexation of Awadh (1856) – Review of Anglo-Awadh relations from 1805 to 1848, current British pressure on Awadh (1848-56), Annexation of Awadh, assessment of the justification for the merger of Awadh; Review of Lord Dalhousie's imperial policy.
5. Development of British administrative system and jurisdiction of Control Council (1835-48) Lord Dalhousie's work and his assessment in administrative and economic fields; Charter Act of 1853 – provisions, impact on the constitutional and administrative system of British India.

Unit 5: India in Transition.

1. Survey of civil and military disagreements and rebellions in British India from 1805 to 1856. Long-term and immediate backgrounds of the Revolt of 1857.
2. Revolt of 1857 – sequence of beginning and spread, regional characteristics, major leaders, assessment of public participation, reasons for failure, immediate results, character. Economic policies of the East India Company – decline of traditional industries; transformation of external trade into wealth.
3. Exodus (Economic Absorption) Impact of British policies on economic and community life.
4. Social policies of the East India Company – The demise of the traditional education system was mostly due to the education policy since 1813. Spread of Charan and Western education, Social Policy and Legislation.
5. Indian Renaissance of the first half of the nineteenth century – factors of rise of new social and religious ideas and nature of Renaissance, thoughts and works of Raja Rammohan Roy, other major social thinkers and their role.

Recommended Books:

1. Christopher Bayly Indian Society and the Making of the British Empire.
2. Ramkrishna Mukherji: The Rise and Fall of the East India Company.
3. R. C. Majumdar, H. C. Raychoudhury & Kalikinkar Datta: An Advance History of India
4. S.C. Sarkar & K. K. Datta: Modern India History, Vol. II
5. Edward Thompson & G.T. Garatt: Rise and Fulfilment of British Rule in India.
6. T.G.P. Spear : The Oxford History of Modern India.
7. G.S. Sardesai: New History of the Marathas.
8. A. R. Desai: Social Background of Indian Nationalism.
9. Ram Lakhan Shukla: History of Modern India.
10. Satya Ray: Colonialism and nationalism in India.
11. G.N. Singh: Landmarks in the Constitutional and National Development of India.
12. S.C. Sarkar: The Bengal Renaissance

B.A. Part I

Second Paper:

History of Medieval India (1206-1526)

(This question paper is only for the students of Medieval Indian History.)

Course Objectives:

1. to provide students with a comprehensive understanding of the political, administrative, socio-economic, and cultural developments in India during the period 1206–1526.
2. To examine the establishment, expansion, and consolidation of the Delhi Sultanate under various dynasties and their impact on Indian society
3. Understand continuities in the field of culture, including the Bhakti movement and Sufi movement.
4. To explore the administrative mechanisms, revenue systems, and military structures that sustained Sultanate rule, along with the cultural and religious interactions that led to the emergence of Indo-Islamic culture.
5. To critically analyse the factors contributing to the decline of the Sultanate and to develop historical reasoning and analytical skills for interpreting medieval Indian history.

Course Learning Outcomes:

Students will be able to:

- CO1.** Understand political changes, career and achievements of the rulers and their administrations of the period.
- CO 2.** Gain some understanding about the Bhakti movement, Sufi movement, and their impact on society.
- CO 3.** Student will be able to identify foreign and indigenous sources of history.
- CO 4.** Explain the salient features of Indo-Persian historiography.
- CO 5.** Account for the major developments in the polity, economy, and society of India under the Delhi sultans.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	2	3	1	2	1		3	2	2	1	
CO 2	1		3		3		1	3	1	3		3
CO 3	3	3	2	3	1	2	1		3	2		1
CO 4	1	3		1		3		1	3		2	3
CO 5		1			3	2			1		3	2

Course Content:**Unit 1: Establishment of Turkish Power in India**

1. A panoramic view of the arrival of Islam in India, Arab conquest of Sindh, spread of Turkish power in Punjab and Indian campaigns of Mahmud Ghaznavi.
2. Condition of India at the time of invasion of Muhammad Ghori.
3. Muhammad Ghori's early life, Indian campaigns, first and second battles of Tarain.
4. Importance of Turkish victory, due to the defeat of Rajputs and victory of Turks.
5. Rise of Delhi Sultanate and rule of Qutubuddin Aibak (1206-10).

Unit 2: Expansion and consolidation of the Delhi Sultanate.

1. Shamsuddin Iltutmish (1210-36): Early life, ascension to the throne, problems, expansion of the kingdom, achievements of Iltutmish.
2. The successors of Iltutmish (1236-66), and especially Razia (1236-40), Nasiruddin Mahmud (1246-66).
3. Ghiyasuddin Balban (1266-87) Early life, accession to the throne, Mongal problem, policy of iron and blood.
4. Balban's theory of kingship, contribution of Balban.
5. Kaiqubad (1287-90), end of Ilbari rule.

Unit 3: The Glorious Period of the Sultanate.

1. Khalji dynasty was founded by Jalaluddin Firaz Shah Khalji (1290-96).
2. Alauddin Khalji (1296-1316) Early life, ascension to the throne, theory of kingship, Mongol problem.
3. Alauddin Khalji Southern Policy, Market Control System and Land Revenue System. :
4. Ghiyasuddin Tughlaq (1320-25) Establishment of the rule of Tughlaq dynasty, administrative work.
5. Muhammad bin Tughlaq Administrative reforms, rebellion, character, evaluation.

Unit 4: Decline of the Sultanate and Rise of Regional States.

1. Firoz Shah Tughlaq (1351-88) Ascension to the throne, administrative reforms, achievements.
2. Decline of Tughlaq power: Responsibility of Firoz Tughlaq.
3. Taimur's invasion and disintegration of Delhi Sultanate.
4. Bahmani State (1347-1527) Social and economic life.
5. Vijayanagara Empire (1326-1566) Social and economic life, system of governance.

Unit 5: Sayyid Dynasty and Establishment of the First Afghan State.

1. Rise and fall of the Sayyid dynasty (1414-51).
2. Bahlol Lodi (1451-89) Early life, establishment of Lodi state.
3. Sikandar Lodi (1489-1517) Expansion and strengthening of the Sultanate, achievements Ibrahim Lodi (1517-26): Relations with the Rich.
4. First Battle of Panipat (1526) Defeat and death of Ibrahim Lodi: End of Delhi Sultanate.

Recommended Books

1. M. Habib and K.A. Nizami : A Comprehensive History of India. Vol. V.
2. M. Habib and K.A. Nizami: Dilli Sultanate
3. Peter Jackson : Delhi Sultanate – A Political and Military
4. A. B. Pandey: Early Medieval India
5. A. B. Pandey: History of Early Medieval India
6. Satish Chandra: From Sultanate to Mughal (Delhi, 1999)
7. Satish Chandra: Sultanate to Mughal.

B.A. Part II
First Paper: History of the Modern World (1453-1789)
 (This paper is same for students of medieval and modern history.)

Course Objectives:

1. To examine the major political, economic, social, and cultural developments in Europe from the fall of Constantinople (1453) to the outbreak of the French Revolution (1789).
2. To understand the emergence of modern states, the growth of capitalism, and the transformation from feudal to early modern societies.
3. To analyse key movements such as the Renaissance, Reformation, Scientific Revolution, and Enlightenment, and assess their impact on modern thought and institutions.
4. To evaluate the role of exploration, colonial expansion, and the beginnings of global trade in shaping the modern world order.

Course Learning Outcomes (Cos):

The student will be able to:

CO1. Describe the definition, scope, type and historical background of the Modern World.

CO2. Discuss the meaning, history, concept and Development of Modern World.

CO3. Illustrate the development of Despotism and Enlightenment modern Europe.

CO4. Discuss the Asia & Africa, European Word in Transition.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1		2	1	3	2		3	1	2	1	
CO 2			2		2			1				3
CO 3	3	3		2	1	2	1			2		
CO 4	1	1	3	1			2	1	3		2	2

Course Content:

Unit 1: Beginning of the Modern Age in Europe

1. Characteristics of the Modern Era in Europe
2. Renaissance: Causes, features and significance
3. Geographical exploration and discoveries, Commercial Revolution.
4. Protestant Reformation: Causes, features and significance
5. Catholic Reformation

Unit 2: The Age of Despotism in Europe

1. Characteristics of Despotism. The rise of Spain and the policies and achievements of Charles V.
2. Revolt of the Netherlands: Causes and significance. Factors leading to the decline of Spain.
3. Establishment and development of Absolutism in France under the Bourbon dynasty (usually 1589 to 1661). Policies and achievements of Louis XIV (1661 to 1775). Contribution of Louis XIV to the supremacy of France.
4. Absolutism in England - characteristics and achievement

Unit 3: European Colonial Expansion and the Age of Enlightenment

1. European conquest and colonization in Latin America.
2. The Age of Enlightenment in Europe: Characteristics; Major ideas and thinkers; Importance.
3. “Enlightened Despotism”: Representative enlightened despotic rulers and their works
4. The Scientific Revolution

Unit 4: Asia & Africa

1. China under the Ming dynasty: Political development; Social and economic life culture.
2. Political, social, economic and cultural conditions of China under the Qing (Ching) dynasty (till 1800); Imperial expansion; Emerging problems.
3. Japan under Tokugawa Shogun System (Shogunate) (till 1800): Political, administrative and economic system, social and cultural life.
4. Early European colonial activities in Asia and Africa.

Unit 5: World in Transition

1. The American Revolution (Causes and Consequences) and Constitution.
2. France in the eighteenth century (1715-89)
3. Agricultural Revolution and its effects in Europe.
4. The Industrial Revolution in Britain: Causes and Consequences
5. Crisis of the Ottoman Empire (1715-1800): Internal causes; Role of European Powers.

Recommended Books:

1. J.M. Roberts: The Political History of the World.
2. H.G. Wells: An Outline of World History.
3. C.J.H. Hayes: Modern Europe up to 1870.
4. E.M. Burns and P. Ralph: World Civilizations.
5. Robert Ergang: Europe from the Renaissance to Waterloo.
6. John Merriman: Modern Europe from the Renaissance to the Present.
7. K.S. Latourette; A Short History of the Far East.
8. John K. Fairbank, Edwin O. Reischauer & Albert M. Craig: EastAsia-Tradition and Transformation.
9. हीरालाल सिंह : आधुनिक यूरोप का इतिहास.
10. लालबहादुर वर्मा : यूरोप का इतिहास (1453-1789).
11. पी.एल विश्वकर्मा : अर्वाचीन विश्व का इतिहास.
12. लईक अहमद: आधुनिक विश्व का इतिहास.
13. पी.एच. क्लाइड: सुदूरपूर्व.
14. सत्यकेतु विद्यालंकार: पूर्वी एवं दक्षिण पूर्वी एशिया का आधुनिक इतिहास.

B.A. Part II

Second (A) Paper: History of Medieval India (1526-1740) (This Paper is only for student of Medieval History.)

Course Objective:

1. To provide students with a comprehensive understanding of the political, administrative, socio-economic, and cultural foundations of the Mughal Empire in India.
2. To examine the processes of establishment, expansion, and consolidation of Mughal rule.
3. To explore the administrative and revenue systems that sustained imperial governance.
4. Analyze the cultural synthesis that flourished under Mughal patronage.
5. To enable students to critically assess the causes of the Empire's decline and the emergence of regional powers, while fostering historical reasoning, analytical thinking for medieval India.

Course Learning Outcomes (COs)

Students will be able to:

CO1. Explain the establishment, expansion, and consolidation of Mughal Empire (1526 to 1740.)

CO2. Describe the administrative, revenue system, and military organization of the Mughal Empire.

CO3. Analyze the socio-economic and cultural developments under the Mughal rulers, including art, architecture, religion, and literature.

CO4. Assess the factors responsible for decline of the Mughal Empire and rise of regional powers.

CO5. Develop historical reasoning, analytical skills, and an appreciation for India's composite culture during the medieval period.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	3	3	1	2	3	2	3		1	2	3
CO 2	1	2	2	3	2	3	1	2	1		2	3
CO 3	2		2	3	2	1	3		2	1	2	1
CO 4	3	2	2	1	2	3	2	3		1	2	3
CO 5	2	1	1		2	3	1		1		2	2

Course Content:

Unit 1: Establishment of the Mughal Empire in India

1. The condition of India at the time of Babar's arrival.
2. Attacks and achievements of Zaheeruddin Muhammad Babar.
3. Nasiruddin Muhammad Humayun: Problems, defeats and comebacks.

4. Second Afghan Empire: Sher Shah's victories and achievements.
5. Fall of Sur dynasty.

Unit 2: The climax of the Mughal Empire

1. Jalaluddin Muhammad Akbar: Ascension to throne, problems, conquests, reorganization of empire.
2. Jalaluddin Muhammad Akbar: Rajput, South and religious policies.
3. Nuruddin Muhammad Jahangir: Rajput, Southern and North-Western Frontier Policies, Influence of Nur Jahan in Mughal politics.
4. Shahjahan Rajput, South, North-Western and Central Asian policies, review from the point of view of the Golden Age.
5. Rise of Marathas and Shivaji

Unit 3: Decline of the Mughal Empire

1. War of succession among the sons of Shahjahan.
2. Muhiuddin Muhammad Aurangzeb: Rajput and religious policies.
3. Aurangzeb's southern policy, reasons for failure.
4. Attack of the subsequent Mughal ruler Nadir Shah – circumstances and results.
5. Reasons for the decline of the Mughal Empire.

Unit 4: Administrative Institutions

1. Administration Mughals - Central, provincial and local administration land revenue system.
2. Mansabdari system.
3. Administration of Sher Shah.
4. Administration of Marathas.
5. Agrarian crisis under the Mughals; Revolt of Satnami, Jaat Sikhs and Bundellas.

Unit 5: Society and Culture in Mughal India

1. Development of historical literature in the Mughal period.
2. Mughal Umra class: structure and role in politics.
3. Mughal architecture.
4. Mughal painting.
5. Society during the Mughal period: Main festival Teej, condition of women.

Recommended Books:

1. L. F. Rushbrook Williams: An Empire Builder of the Sixteenth Century.
2. R. S. Awasthi: The Mughal Emperor Humayan.
3. आर.पी त्रिपाठी: मुगल साम्राज्य का उथान एवं पतन.
4. Vincent Smith: Akbar-The Great Mughal.
5. Beni Prasad History of Jahangir.

6. B. P. Saxena: History of Shah Jahan of Delhi.
7. K. R. Qanungo: Sher Shah and his Times.
8. अवध विहारी पाण्डेय: उत्तर मध्यकालीन भारत .
9. A. L. Srivastava: The Mughal Empire.
10. राधेश्याम: मुगल सम्राट बाबर.
11. G. S. Sardesai: Main Currents of Maratha History.
12. R.P Tripathi : Rise and Fall of Mughal Empire.
13. A.B Pandey: Later Medieval India.

BA Part II

Second (B) Paper: History of Modern India (1858-1950)

(This paper is only for the students of Modern History)

Course Objective:

1. To provide a comprehensive understanding of the establishment and consolidation of British rule in India after 1858, with special emphasis on the nature and structure of colonial administration.
2. To explore the major socio-religious reform movements that contributed to the emergence of modern India and to examine the rise and evolution of Indian nationalism leading to independence in 1947.
3. To analyze the constitutional developments and political reforms under British rule, assess the consequences of Partition, and understand the early challenges of nation-building up to 1950.
4. To develop a critical perspective on colonialism, nationalism, and the making of modern India through historical interpretation and analysis.

Course Learning Outcomes (COs)

Students will be able to:

- CO1.** Explain the establishment of British rule in India after 1858 and analyze the nature of colonial administration.
- CO2.** Discuss the major socio-religious reform movements and their role in the awakening of modern India.
- CO3.** Examine the growth of nationalism and the different phases of the Indian freedom struggle from 1858 to 1947.
- CO4.** Evaluate the constitutional developments and political reforms introduced during British rule.
- CO5.** Develop critical understanding of colonialism, nationalism, and the making of modern India through historical analysis.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	2		3	2		3	1	2	1	2	
CO 2	2	3		1	3		1		3		3	
CO 3	2	2	1		2	1		3	2		2	1
CO 4	3		2	1		2	1	3		2		2
CO 5	1	3	1		3	1		1		3	3	1

Course Content:**Unit 1: Colonial Reformation and National Awakening (1858-1892)**

1. Later phase of the Revolt of 1857: Constitutional Changes (Up to 1892); Basic directions of administrative policy and a survey of the development of general and judicial administration and local self-government (Up to 1919).
2. Imperial Policy (Till 1919): Policy towards Indian princely states; frontier Policy-Burma, Afghanistan, Tibet.
3. Emergence of nationalism: Rise and activities of social and professional organisations; Questions raised by organisation and their campaigns.
5. The liberal phase of nationalism: the emergence of the Indian National Congress and the ideas and programs of the moderate stream; British response to Congress demands (Up to the Indian Councils Act, 1892).

Unit 2: National Rising and Imperial Response (1892-1919)

1. Extremist Nationalism: Rise of extremist stream (Extremist Party) and its ideas and programs; Background and dynamics of Swadeshi campaign and anti “*Bang-Bhang*” movement and its appearance and Surat Split.

2. Development of communal politics: Communal tendencies and disputes: (Since 1890s); Establishment and programs of Muslim League.
3. British response to nationalism: Viceroy Curzon's policies and Congress's attitude towards it; Background, provisions and nationalist criticism of the Indian Council Act, 1909.
4. Yuyutsu nationalism and imperialist response: Development and movement of counter-revolutionary nationalism; Compromise and repressive measures of the government.
5. National movement during the First World War: 'Home Rule 'movement and Congress-League Pact; Arrival of Gandhi and his initial campaigns (Up to Rowlatt Satyagraha).

Unit 3: Progress of Nationalism and Imperial Strategy (1919-1935)

1. Constitutional change and nationalist response: Background, provisions and nationalist criticism of the Government of India Act, 1919; Background, dynamics and impact of Khilafat and non-cooperation movement.
2. Later phase of the Non-Cooperation Movement: Objectives and tasks of Swaraj Party and its demise, Gandhi's 'Creative Programme 'and social contribution (Till 1948).
3. Call for Civil Disobedience: Simon Commission Movement, Nehru Report and 'Round Table 'Conference; Background and dynamics of civil disobedience movement.
4. New trends: Development of labor and peasant movements and 'Left 'party and their role (Till 1947); The revival of revolutionary nationalism and its contribution to the national movement.
5. Imperial response: The British government's strategy towards nationalism; And policy towards Indian princely states (Since 1919), development of central, provincial and judicial administration and local self-government.

Unit 4: Rise of Nationalism and Decline of Imperialism (1919-1947)

1. Functional Provincial Autonomy: Provisions of the Government of India Act, 1935 and its nationalist criticism; Strategy towards nationalism; Operation of provincial cabinets under the Act of 1935.
2. Communal Politics: Expansion of communalism (Since 1919); Policies and activities of Muslim League (Till 1945).
3. Initial phase of Second World War (1939-42): Resignation of Congress ministries and Congress policy; From the 'August Resolution 'to the Cripps Mission, the initiatives of the British government and their results.
4. Later phase of Second World War (1942-45): Background, dynamics and results of Quit India Movement, strategy towards nationalism; Establishment, activities and role of Azad Hind Fauj.
5. On the path of transfer of power: Shimla Conference and Cabinet Mission Plan strategy towards nationalism; Congress-League differences, communal unrest Anti-British movement and factors in the British decision to leave India.

Unit 5: Independence and its later phase and review

1. Imminent Independence: Mountbatten plan and advent of independence; Unification of princely states.
2. Constitutional Development: Function of the Constituent Assembly; Main features of the Constitution of 1950.
3. Economic Review (1860-1947): Survey of British economic policies, major features of industrial development.
4. Social Context (1860-1947): Main trends of social reform; Condition and status of Dalits, other backward classes and women.
5. Post-Independence circumstances: Social circumstances and economic circumstances.

Recommended Books:

1. R.C Majumdar, H.C Chowdhury and K.K Dutt: An Advanced History of India.
2. ए.आर.देसाई : भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि.
3. सुमित सरकार: आधुनिक भारत 1885-1947.
4. एस.सी सरकार एवं के.के दत्त: आधुनिक भारत का इतिहास (खंड दो).
5. Bipan Chandra India's freedom struggle.
6. रामलखन शुक्ल : आधुनिक भारत का इतिहास.
7. J. Masselos: Indian Nationalism - An History
8. T.G.P. Spear: The Oxford History of Modern India.
9. R. C. Majumdar (ed.): British Paramountcy and the Indian Renaissance, Parts I & II and Struggle for Freedom (Vols. IX, X & XI of the History and Culture of the Indian People)
10. B. B. Mishra: The Administrative History of India.
11. आर.सी. मजुमदार, एच.सी चौधरी एवं के.के दत्त : भारत का ब्रह्म इतिहास.
12. A.R Desai: Social background of Indian Nationalism
13. Sumit Sarkar: Modern India 1885-1947.
14. S.C Sarkar, and K.K Dutt: History of Modern India (Vol. Two)

B.A. Part III

First Paper: Modern World (1789-1950)

(This paper is the same for the students of medieval and modern history.)

Course Objectives

1. To acquaint students with the major political, economic, and social transformations that shaped the modern world between 1789 and 1950.
2. To examine the causes, nature, and consequences of major revolutions in Europe - especially the French Revolution and the Revolutions of 1830 and 1848.
3. To understand the responses of non-European regions (such as the United States, China, and Japan) to industrialization, imperialism, and modernization.
4. To explore the emergence of new ideologies and political systems such as fascism, communism, and democracy in the modern world.
5. To comprehend the post-war developments - including the Cold War, decolonization, and the creation of new international institutions like the United Nations.

Course Learning Outcomes (COs)

Students will be able to:

CO1: Describe the major causes, events, and consequences of the French Revolution and its impact on European and world history.

CO2: Analyze the rise and fall of Napoleon and assess the political restructuring of Europe after the Vienna Congress.

CO3: Examine the emergence of liberalism and nationalism and understand their roles in the unification of Italy and Germany.

CO4: Discuss the responses of non-European countries (United States, China, Japan) to Western expansion, industrialization, and modernization.

CO5: Develop critical perspectives on the global processes that led to the formation of the modern world and contemporary international relations.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1		2		3	1	1		3	1	1	2
CO 2	2	2	3		1				1			
CO 3	3	1	2	1		2		1		2		1
CO 4	1	3		2	1	1	2	2	1	1	2	
CO 5	3	2	3	1			3	1			3	2

Course Content:**Unit 1: The Age of Revolution and Reaction in Europe (1789-1848)**

1. The French Revolution: Causes, main events and significance.
2. The Rise and Fall of Napoleon; importance of Napoleonic Era.
3. Vienna Congress and the arrangement of Vienna; Objectives and Functions of the Concert of Europe and the Metternich System.
4. The revolution of 1830 (causes and consequences)
5. The revolution of 1848 (causes and consequences)

Unit 2: Liberalism and Nationalism and Neo-Imperialism in Europe (1830-1914)

1. Industrialisation in Germany, Russia, France.
2. The Unification of Italy (Nationalism and State priding).
3. The Unification of Germany (Nationalism and state building).
4. The Eastern Question (from beginning till 1914).
5. The Emergence of Neo-imperialism and competition among European countries for colonies (since 1870); European competitions, system of treaties and beginning of the First World War.

Unit 3: The non-European world in the age of industry and empire (up to 1919)

1. United states (from 1860): Background of civil war, Economic progress and rise as a world power.
2. China (from 1836): Opium war and determination of free movement in China, Anti-Western movement and the development of modern nationalism; Revolution of 1911 and its aftermath.
3. Japan (from 1854): Fall of Tokugawa Shogun system and 'Meiji Restoration'; Japan's modernization, regional dominance and rise as a world power.
4. Major stages of the First World War; Peace of Paris (1919)
5. Background of the Russian Revolution of 1917; Establishment and Strengthening of Bolshevik power (till 1924); Role of Lenin and importance of revolution.

Unit 4: The World in the Inter-war Period (1914-1945)

1. Factors for the emergence of totalitarian state systems in Europe with special reference to the Fascist regime in Italy and the Nazi regime in Germany.
2. The League of Nations and its work for international peace, security and cooperation; The Great International Depression and its effects on the world order.
3. Development of the Soviet Union under the leadership of Stalin; Background and impact of the 'New Deal' in the United States.
4. Kemal Ataturk and Modernization of Turkey; Survey of nationalist reactions against colonial rule (1870-1930)
5. China (usually from 1919): Rise of Kuo-Mintang and his policies; Reasons for Kuo-Mintang's conflict with the Communist Party and its progress (till 1949). Japan (usually since 1919); the decline of constitutionalism and the rise of military fascism; The rise and fall of the Japanese Empire (1931-1945).

Unit 5: Arrival of the New World Order (1939-1950)

1. Major trends of colonial nationalism in Asia; Broader circumstances of Latin America and colonial Africa.
2. Main factors and context of the international crisis (since 1933); review of the factors leading to the beginning of the Second World War and the main stages of the war.
3. The Immediate aftermath of the Second World War; Peace treaties; Establishment of United Nations and its initial work.
4. Development and events of the Cold War (1945-1950); De-colonization and the emergence of new nations.

Recommended Books:

1. E.M.Burns & P. Ralph: World Civilizations, Volume C.
2. C.D.M.Ketelbey: A History of Modern Times from 1789.
3. R.R.Palmer, Joel Colton and Lloyd Kramer: A History of the Modern World
4. W.C.Langsam: The World Since 1919
5. दीनानाथ वर्मा : आधुनिक विश्व.
6. David Thompson: Europe since Napoleon
7. E. Lipson: Europe in the Nineteenth and Twentieth Centuries.
8. C.D. Hazen: Modern Europe
9. C.J.H. Hayes; Modern Europe up to 1870.
10. C.J.H. Hayes: Contemporary Europe from 1870
11. H.M. Vinacke: A History of the Far East in Modern Times
12. John K. Fairbank, Edwin O. Reischauer and Albert M. Craig: East Asia-Tradition and Transformation.
13. P. H. Clyde and B.F. Beers: The Far East
14. H.C. Jain and K.C. Mathur: World History-A Survey.
15. The New Cambridge Modern History (Vol. 7-13).
16. सी.डी. एम. केटेलबी : आधुनिक काल का इतिहास.
17. ई. लिपसन : उन्नीसवीं और बीसवीं शताब्दी में यूरोप.
18. सी.डी. हेजन: आधुनिक यूरोप का इतिहास.
19. एच.एम. बिनाके : सुदूर पूर्व का इतिहास.
20. पी. एच. क्लाइड : सुदूर पूर्व .
- 21: एच.सी. जैन एवं के.सी माथुर: विश्व इतिहास— एक सर्वेक्षण.

B.A. Part III

Second Paper (A): Administrative institutions and social and economic life in Medieval India (1206-1740)

(This paper is only for the students of Medieval History.)

Course Objectives

- 1.To introduce students to the nature and structure of political, administrative, social, and economic institutions in medieval India between 1206 and 1740 CE.
- 2.To examine the theories of kingship and administrative systems developed under the Delhi Sultans, Mughals, and Marathas.
3. To understand the evolution of land revenue systems and agrarian relations, including the roles of zamindars and jagirdars.
4. To study the growth of military organization and its importance in the political consolidation of medieval empires.
5. To analyze the social structure of medieval India-especially the roles of the nobility (Umra), the religious elite (Ulema), and the condition of women. The interconnections between governance, economy, and society in medieval India.

Course Learning Outcomes (COs)

Students will be able to:

CO1: Explain and compare the different theories of kingship and administrative structures under the Turkish, Afghan, Mughal, and Maratha rulers.

CO2: Describe the evolution of central and provincial administration during the Sultanate and Mughal periods.

CO3: Assess the land revenue systems-especially the contributions of Alauddin Khilji, Sher Shah Suri, and Akbar—and their effects on agrarian life.

CO4: Discuss the social hierarchy, including the roles of Umra, Ulema, and women, and their influence on medieval Indian society.

CO5: Develop a comparative perspective on the administrative and social systems of the Sultanate, Mughal, and Maratha periods.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	1		3	1	1	1	1		3	1	2
CO 2		3		1	3		2			1		3
CO 3	2		1		2		2		1		3	
CO 4	1	2	2	1	1	2	1	2	2	1	3	1
CO 5		3	1			3		3	1		1	

Course Content:**Unit 1: Political Theories and Institutions in Medieval India**

1. Theory of Kingship: Development under Turkish and Afghan Sultans.
2. Mughal kingship theory: Thoughts of Abul Fazal.
3. Central Administration: Development under the Sultans of Delhi and the Mughal Emperors.
4. Provincial Administration: Development under the Sultans of Delhi and the Mughal Emperors.
5. Development under Maratha administration Under Shiva Ji.

Unit 2: Land System of Medieval India

1. Land revenue System of Sultanate: Contribution of Alauddin Khilji and Muhammad bin-Tughlaq.
2. Land revenue System of the Sur period: Contribution of Sher Shah, development of Jabt system.
3. Land revenue system of Mughal period: Contribution of Akbar, Success of Zabti system, settlement of Todarmal, Ain-i-Dahsala.

4. Zamindar and Jagirdar cadre in Mughal period India: Powers and privileges, Crisis in the zamindari system.

5. Agricultural productions system: Development during Sultanate and Mughal period, condition of farmers in medieval India.

Unit 3: Military Organizations in Medieval India

1. Development of military organization during the Sultanate period: Contribution of Balban and Alauddin Khilji.

2. Military organization of Babar and Humayun: Tulugma system, effect of fire arms in wars.

3. Military organization of Sher Shah.

4. Military system under the Mughals; Tulugma system; Effect of fire arms in warfare.

5. Mansabdari system under the Mughals: Changes in the Mansabdari system, merits and demerits of the Mansabdari system.

Unit 4: Trade and Industry in Medieval India

1. Non-agricultural production during the sultanate period: Large and cottage industries.

2. Non-agricultural production during the Mughal period: Large and cottage industries. Was India the world's leading industrialized nation in the seventeenth century?

3. Internal trade, trade routes and business classes during the Sultanate and Mughal periods.

4. Foreign trade, trade routes, import and export during the Sultanate and Mughal period.

5. Urbanization in medieval India: process and effects.

Unit 5. Social Life in Medieval India

1. Umra in Sultanate Period: structure, Lifestyle, role in politics.

2. Umra in Mughal period: structure, lifestyle, role in politics.

3. Ulema in medieval India: structure, educational and social role, political influence.

4. Public and personal lives of the Sultans of Delhi and the Mughal emperors.

5. Condition of women in medieval India: elite class, common class.

Recommended Books:

1. राधेश्याम: मध्यकालीन प्रशासन, समाज एवं संस्कृति.
2. घनश्याम दत्त शर्मा: मध्यकालीन भारत का सामाजिक, आर्थिक एवं राजनीतिक संस्थाएं.
3. जदुनाथ सरकार: मुगल शासन प्रणाली.
4. हरिशंकर श्रीवास्तव: मुगल शासन प्रणाली.
5. हेरम्ब चतुर्वेदी: मध्यकालीन भारत में राज्य और राजनीति.
6. I.H. Qureshi: (i) The Administration of the Sultanate of Delhi & (ii) The Administration of the Mughal Empire.
7. U.N. Dey: (i) Administration System of Delhi Sultanate; & (ii) The Mughal Government: AD 1556-1707
8. R.P. Tripathi: Some Aspects of Muslim Administration.
9. P. Saran: Islamic Policy.
10. S.B.P. Nigam: Nobility under the Sultanate of Delhi.
11. M. Athar Ali: Mughal Nobility under Aurangzeb.
12. K.A. Nizami: State and Culture in Medieval India.
13. S.M. Jafar: Some Cultural Aspects of Mughal Rule in India.
14. S.N. Sen: Administrative System of the Marathas.
15. G.S. Sardesai: New History of the Marathas.
16. Tapan Raychaudhury and Irfan Habib (eds): The Cambridge Economic History of India Vol.I.
17. P.N. Chopra: Social Life during the Mughal Age

B.A. Part III

Third Paper (B): Medieval India, 1526-1740

(This paper is only for students of Modern History)

Course Objectives

1. To introduce students to the political, administrative, and cultural developments in India during the Mughal period (1526–1740).
2. To study the life, policies, and administrative reforms of major Mughal rulers—Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb.
3. To evaluate the role of Sher Shah Suri and the Sur interregnum in shaping Mughal administration.
4. To acquaint students with the socio-economic and cultural life of Mughal India, including art, architecture, literature, and trade.
5. To encourage critical interpretation of historical sources and writings of contemporary historians to understand Mughal India objectively.

Course Learning Outcomes (COs)

Students will be able to:

CO1 Describe the political condition of India before the establishment of the Mughal Empire and explain Babur's conquests and contributions.

CO2 Examine the administrative, military, and religious policies of Sher Shah and Akbar and assess their historical significance.

CO3 Explain the structure of Mughal administration, including the central, provincial, and Mansabdari systems. Understand

CO4 Discuss the cultural achievements of the Mughal period in art, architecture, painting, and literature.

CO5 Critically evaluate the works of prominent Mughal historians and their contribution to medieval Indian historiography.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	1		3	1	1		3	1	2	1	2
CO 2	3			1				1		3		3
CO 3	2	2	1		2		1		3	2		2
CO 4	1		2	1	1	2	2	1	3		2	1
CO 5		3	1			3	1		1		3	

Course Content:**Unit 1: Establishment of the Mughal Empire**

1. Brief survey of political developments in India between 1206 and 1526.
2. Condition of India at the time of Babar's attack.
3. Battles of Panipat, Khanua and Ghaghra and military achievements of Babar.
4. Babur as an administrator; Importance of his conquests in India and contribution of Babur.
5. Humayun — Initial difficulties, his relations with Bahadur Shah and Sher Shah; Expulsion from India and recovery of the empire.

Unit 2: Sur Interregnum and the Age of Akbar

1. Sher Shah: Ascended to power, administrative reforms; Fall of Sur state.
2. Akbar's accession to the throne; Initial problems, second battle of panipat, guardianship of Bairam Khan, court politics from 1556 to 1562.
3. Expansion of the Mughal Empire under Akbar in Northern India, Deccan.
4. Religious and Rajput policies of Akbar.
5. Evaluate Akbar's administrative reforms, his achievements, was he the real creator of the Mughal Empire?

Unit 3. The Glorious Period of the Mughal Empire (1605-1658)

1. Politics of the Mughal Empire under Jahangir; Role of Nurjahan.
2. Jahangir's relations with Rajputs and southern states.
3. Shahjahan: Expansion in Deccan; Relations with Rajputs.
4. Shah Jahan's relations with the Safavids of Persia, the Uzbeks of Central Asia and the Ottoman Turkish Empire.
5. War of Succession, its causes and events.

Unit 4: Mughal Empire Peak and Crisis

1. Aurangzeb-Rajput and religious policies.
2. Aurangzeb's southern policy and relations with Marathas.
3. Regionalism vs Imperialism Aurangzeb and Jat, Satnami, Bundela.
4. Problems after Aurangzeb: Attack of Nadir Shah.
5. Decline of the Mughal Empire and responsibility of Aurangzeb.

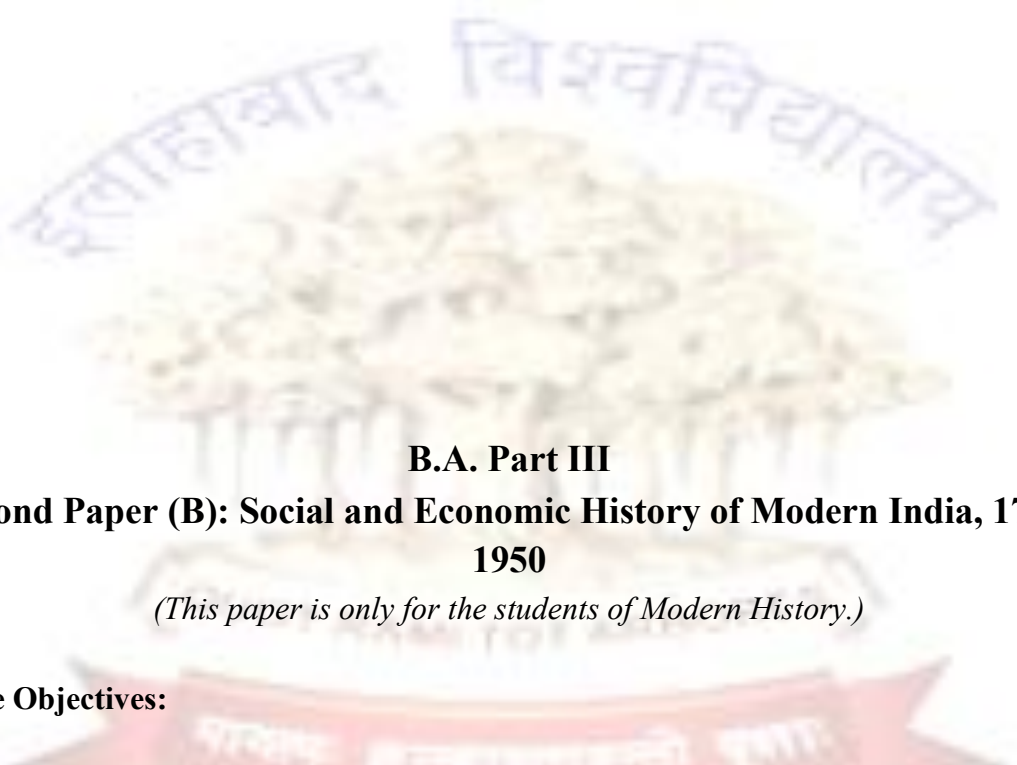
Unit 5: Review of the Mughal Period

1. Panoramic circle of cultural development under the Mughals.
2. Structure and role of the Mughal Ura class.
3. Mughal administration central, Provincial, Mansabdari system.
4. Trade and Commerce European commercial activities.
5. Prominent Historians of the Mughal era.

Recommended Books:

1. Rushbrook Williams: An Empire Builder of the Sixteenth Century.
2. R.P. Tripathi: Rise and Fall of the Mughal Empire.
3. Vincent Smith: Akbar the Architect of the Mughal Empire.
4. Beni Prasad: History of Jahangir,
5. B.P. Saksena: History of Shah Jahan of Delhi
6. J.N. Sarkar: History of Aurangzeb, Vols I to V

7. Zahiruddin Faruqi: Aurangzeb and his Times
8. G.S. Sardesai: New History of Marathas, Vols I & II
9. Satish Chandra: Medieval India, Part II.
10. Harbans Mukhia: The Mughals of India
11. हरिश्चंद्र वर्मा : मध्यकालीन भारत.
12. Ram Prasad Tripathi: The rise and fall of the Mughal Empire.
13. राम प्रसाद त्रिपाठी: मुगल साम्राज्य का उत्थान और पतन.



B.A. Part III

Second Paper (B): Social and Economic History of Modern India, 1740-1950

(This paper is only for the students of Modern History.)

Course Objectives:

1. Analyze the social and economic structures of India prior to British dominance and evaluate how colonial policies transformed agriculture, trade, and industry in the imperialist perspective.
2. Critically assess the effects of British economic policies, including land revenue systems as Zamindari, Ryotwari, Mahalwari, deindustrialization, and commercialization of agriculture and study major social reform movements such as the Brahmo Samaj, and Arya Samaj movement.
3. Explore the emergence and development of modern industry, transport and communication and its impact on Indian society and the causes of emergence the farmers and tribal movements.
4. Investigate the emergence of modern nationalism, trends of social and religious reform, regional languages, literature and educational development.
5. Analyze the immediate impact of worldwide depression on Indian society, social legislation, status of women, and the legacy of imperialism.

Course Learning Outcomes (COs)

CO1: Demonstrate an understanding of the pre-colonial social and economic structures of India and critically analyse how British colonial policies transformed agriculture, trade, and industry in an imperialist framework.

CO2: Evaluate the economic impact of British land revenue systems-Zamindari, Ryotwari, and Mahalwari-along with processes of deindustrialization and commercialization of agriculture, and assess the role of major social reform movements such as the Brahmo Samaj and Arya Samaj.

CO3: Examine the growth of modern industry, transport, and communication during the colonial period and analyze their influence on Indian society, including the rise of farmers' and tribal movements.

CO4: Assess the development of modern Indian nationalism and interpret the interlinkages among social and religious reform movements, regional language growth, literary expression, and educational advancement.

CO5: Analyze the socio-economic consequences of the worldwide depression on colonial India, interpret the evolution of social legislation, and evaluate the changing status of women and the enduring legacy of imperialism.

Mapping of CO's, PO's and PSO's:

CO's	Program Learning Outcomes											
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1		2		3	1	3	1	2	3	3	1
CO 2	2	2	3		1		1		3	1	1	
CO 3	2	1	2	1		3		3	2			3
CO 4	3	3		2	1	3	1	3		1	1	3
CO 5	2	2	3	1		1		1				1

Course Content:

Unit 1: Social and economic conditions in the early colonial period (up to 1813)

1. Stages of imperialism (up to 1947).
2. Stages of British social policy (up to 1947).
3. Economic Conditions: Rural society, urban life, caste community, social elite class, education and learning.
4. Social conditions: Rural society, urban life, caste community, social lite class, education and learning
5. (Since 1765) British economic policies, Permanent Settlement of Bengal and its effects.

Unit 2: Social and economic changes in the first half of the nineteenth century (1813-1860)

1. Development of new land systems as Rayatwari and Mahalwari and their characteristics.
2. Effects of British and revenue policies, changing nature of agriculture.
3. Trends in foreign trade: De-industrialization.
4. Factors of emergence of socio-religious reform movements, Raja Ram Mohan Roy and Brahmo Samaj; Other reform movements; Islamic response.
5. Educational policy and development, social legislation.

Unit 3: Colonial Economic Policies and their Effects in the Late Nineteenth and Early Twentieth Centuries (1860-1915)

1. Emergence and development of modern industry and entrepreneurship; Role of foreign capital.
2. British Industrial Policy; Development of the working class.
3. (with special reference to the Rail system) Development of transport and communication; (since 1757) Economic absorption and its effects.
4. Pattern of foreign trade; Tariff policy; The question of hindered economic development.
5. Problems of farmers; Rural indebtedness; Tenancy legislation and its limitations (usually from 1850), farmers and tribal movements.

Unit 4: Social change and its consequences in the late nineteenth and early twentieth centuries (1860-1919)

1. Emergence of new elite classes.
2. Social factors of the emergence of modern nationalism and its transition from liberalism to extremism.
3. Trends of social and religious reform; Development of regional languages and literature.
4. Social movements of Muslims and backward classes; Sanskritization.
5. Educational development;(Till 1939); Social legislation, status of women.

Unit 5: Social and Economic and Economic Transition and Decline of Imperialism (1919-1950)

1. Industrial policy and development, (Till 1939) foreign trade and tariffs, Impact of worldwide depression (1929-1933).
2. Conditions of farmers and farmers movement; Development of trade unionism, expression of regional and other identities.
3. Gandhian social thought and movement; Baba Saheb Ambedkar and Dalit Movement;
4. Socio-economic factors in communal mobilization since the 1890s.
5. The legacy of imperialism; Social and economic conditions after independence.

Recommended Books:

1. A.L. Basham -A Cultural History of India.
2. P.N. Chopra, B.N. Puri and M.N. Das- A Social, Cultural and Economic History of India.
3. A.R. Desai- The Social Background of Indian Nationalism.
4. B.B. Mishra- The Indian Middle Classes- Their Growth in modern Times.
5. R.C. Majumdar (Editor) British paramountcy and the Indian Renaissance: Part II. (History and Culture of the Indian People, Volume X).
6. Ramesh Chandra Dutt- The Economic History of India (Volumes I&II)
7. B.V. Singh- The Economic History of India (1857-1957)
8. D.R. Gadgil- The Industrial Evolution of India.
9. Girish Mishra- Economic History of Modern India.
10. Satya Rai - Imperialism and nationalism in India.
11. पी.एन. चोपड़ा, बी.एन.पूरी एवं एम.एन.दास : भारतका सामाजिक, सांस्कृतिक एवं आर्थिक इतिहास
12. सत्याराय: भारतमें साम्राज्यवाद और राष्ट्रवाद