

**Sant Gadge Baba Amravati University, Amravati**

**Syllabus Prescribed under Choice based Credit System 2022-23**

**Faculty : Humanities**

**Programme: M.A. (History)**

**Part A**

**Programme Outcomes (PO)**

1. Student will learn basic narrative of historical events, chronology, personalities and turning points of the history of the India and World.
2. Build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.
3. Evaluation of historical ideas, arguments and points of view, presentation of a summary of a topic in an organized, coherent, and compelling fashion orally or written.
4. Construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.
5. Students will acquire basic historical research skills, including, effective use of libraries, archives, and databases.

**Specific Programme Outcomes (SPO)**

1. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India and World.
2. Understand background of the religions, customs, institutions and administration and so on.
3. By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.
4. Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visits places of historical interests, archeological sites, museums and archives, read historical maps, charts and write articles on historical topics.
5. Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

**Employability Potential of the Programme:**

**M.A. in History, Semester I : Scope and Employment Opportunities**

History graduates usually find plenty of lucrative career positions in both government and private sectors. Some of the most promising government job arenas are museums, libraries, archives, tourism, heritage consultancy & planning, and foreign affairs departments. Apart from this, History majors can also opt for Academia, Law, Journalism, Politics, Civil Services, and Public Relations.

Here are five areas that prove the scope of M.A. History is rich and varied:

**1. Archeology**

Archaeology is a highly research-oriented field of study. Archaeologists are experts who investigate the different facets of human, cultural, and material development. They excavate and unearth things of historical importance like coins, inscriptions, monuments, etc., and analyze them to find out which period they belong to, their purpose, how they were used, and so on.

The Archaeological Survey of India (ASI) is responsible for maintaining heritage buildings, museums, sites, and historical research institutions. So, for an aspiring Archeologist, ASI is the ideal employment institution.

## **2. Museology**

As the name suggests, Museology refers to the study of museums. A Museologist studies and investigates the History of museums, their societal importance, and the activities they propagated. This branch of study will teach you how to curate and preserve a museum.

Furthermore, Museologists perform detailed documentation work concerning artifacts and museum management. They work in museums, heritage galleries, and also in various non-governmental organizations.

## **3. Academia**

The teaching profession is the best career choice for History graduates who want to educate the next generation and infuse their knowledge back to the society. This is undoubtedly one of the most respectable jobs.

As a History teacher, you can work in schools, colleges, universities, and online learning institutions. A B.Ed degree is necessary for the school level, whereas for colleges/universities, you must pass the UGC NET exam.

## **4. Research**

Research is another excellent fit for History graduates. As a researcher, you will learn to understand past civilizations and societies' History by studying, examining, and interpreting evidence (texts, pictures, paintings, maps, physical remains of historical sites, etc.).

Researchers find well-paying jobs in historical research organizations like the Indian Council of Social Sciences Research (ICSSR) and the Indian Council of Historical Research (ICHR).

## **5. Civil Services**

History makes up a crucial part of the prelims and main exams of the Indian Civil Services. Naturally, if you are a History major, you will possess in-depth knowledge of Historical events, dates, and concepts.

This will be a significant help when you appear for the Civil Services exams. If you clear the Civil Services exams, you will join the ranks of the most prestigious and respectable officers in the country.

## **6. Historian**

Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians research, analyzes, and interprets historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

## **7. Archivist**

Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

## **8. Curator**

Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy, exhibit, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

## **9. Archeologist**

Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

## **10. History Teacher / Professor**

While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites.

History Professors teach specialized and advanced history courses to students in their undergraduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and books.

**11. Political Scientist:**

If students gravitate towards political History topics, career in this area with knowledge of Past events and key research skills, you will be able to analyze government policies trends and other related issue in politics. By understanding the past and studying the present, you will be able to forecast trend into the future.

**12 . Technical writer:**

Technical writing jobs can show up in a variety of industries. An employer might ask to write a guide for a consumer product or a white paper on the research. History majors already know how to research, write, edit revise and package content.

**13. Journalist -**

A journalist reports on Current events: understanding bias and perspective, fact checking and writing Compelling narrative. Similarly a history major essentially reports and write on the past.

**14. Marketing Coordinator**

Marketing Coordinators work on campaigns that are intended to bring a particular product or service to potential customers. History majors spend a lot of time studying people in different locations eras and contexts which is ultimately about tailoring content to a particular audience and understanding their needs and motivation would come naturally. Marketing teams stand to benefit from history majors.

**15. Intelligence analyst:**

History majors make good intelligence analyst because they can interpret information in the context of similar scenarios they may have studied before. Intelligence analyst, work in different government branches to assess information and identify and resolve security threats.

**16. Public relation specialist –**

Public relations specialists portray government actions in a positive light to forge strong relations between the govt. and general public. Sometimes public relations specialists launch campaigns to introduce citizens to a new policy they also check content on social media pages and feed for accuracy and marketability.

**17. Compliance officer:**

Compliance officers working for government agencies perform site visit and review the extent of a private entity's compliance with the applicable laws and regulations in the jurisdiction. Compliance officers can work across several industries such as insurance, food safety, construction and architecture.

**18. Special Agent:**

Special Agent investigate crimes for govt. agencies they gather evidence to support potential Casco against suspect who may have violated state or central laws.

**19. Underwater archeologist:**

Underwater archeologist study and examine shipwrecks sunken aircrafts, historical remains and artifacts found in oceans lakes and other bodies of water, they also research once- inhabited areas that have submerged after natural disasters.

**20. Dramaturge:**

PG in History students can select a career as a dramaturge could be the perfect way to compline your skills and interests. Dramaturge works with playwrights and theater companies to research and adopt plays ensuring they are culturally and historically correct and relevant. This is a great job for history buffs who want to contribute to the art world as well.

**21. Content strategist:**

Writing remains a redly important part of content Creation. Content creation is bigger than ever too, as and more businesses move online and need people who can tell their stories. Content strategist are the next level content creators. They plan organization wide they create strategies for blogs, videos and posts to make sure there is a coherent brand flow

**Programme: M.A. (History)**  
**Semester 1**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
<b>History paper 1</b>	<b>Historiography</b>	60	04

**COs:( Course outcomes)**

**A ) Knowledge and understanding Student will**

1. To describe about the method of writing history.
2. Analysis the excellent work of many scholars Philosophers and critics.
3. To compare thoughtful authentic and systematic study of History is not merely for enriching the social theory.
4. Learn to investigate rationally the truth and Principles of knowledge.
5. Learn to deal with the various aspect of widened scope of history.

**B) Intellectual skills–**

1. Students will be able to interpret the changing and wider meaning of History.
2. Student will learn a drastic change in approach , treatment and technique of historical literature .
3. Student will be able to writing history
4. Students take interest to visit historical place and write history with historical approach.

**Total Marks: 100**  
Theory 80 IA .Ass.20

<b>Unit 1</b>	1.) Meaning of Historiography, Nature and Scope of History 2.) Auxiliary Sciences of History Kinds of History <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit 2</b>	1) History as an Art and a science 2) Sources of History and their relative importance 3) Collection and selection of Data: Foot notes, Bibliography <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit 3</b>	1) Internal and External Criticism, 2)Causation in History 3)Rewriting of History. <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit 4</b>	1) Ancient Tradition: Ancient Indian Tradition, Greco- Roman, Chinese Tradition 2) Medieval Historiography: Indian -Sultanate , Mughal and Maratha 3) Western, Arabic and Persian History writing <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit 5</b>	1) Classical Marxism - Karl Marx. 2) Aumals Marc Bloch, Fernand Braudel 3) Positivism- August Comte, Ranke <span style="float: right;"><b>(Periods 9)</b></span>

**Internal Assessment**

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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**Reference Books:**

- 1) Introduction to the study of History- Langlois&Seignbos
- 2) History Its Theory and Practice- B. Shaikh Ali
- 3) Study of History -A Toynbee
- 4) History of Historiography- Shot Weel
- 5) Historians and Histriography in Modern India :S. P. Sen.
- 6) इतिहासाचे स्वरूप आणि अभ्यास- वळसंगकर
- 7)इतिहासाचे तत्वज्ञान- सदाशिव आठवले
- 8) इतिहास लेखन शास्त्र- गायकवाड सरदेसाई व हनुमाने
- 9) इतिहास लेखन शास्त्र- सुहास राज देकर
- 10) इतिहास लेखन शास्त्र- प्राध्यापक प्रकाश चंद्र व्यास
- 11) संशोधकाचा मित्र- ग. ह. खरे
- 12) इतिहास स्वरूप व सिद्धांत- गोपीचंद पांडे
- 13) इतिहास म्हणजे काय ? - इ. एच. कार

**Programme: M.A. (History)**  
**Semester I**  
**Paper II**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
<b>AIE- 2</b>	<b>Ancient India Earliest times to 606 AD</b>	<b>60</b>	<b>04</b>

**COs:( Course outcomes)**

- 1) Students are able to understand the meaning of Ancient
- 2) They take interest to read historical maps and novel related to Ancient India
- 3) Students take interest to visit historical places and examine ancient India through caves, temples, Art and Architecture.
- 4) Students Collect antiquities art, coins and other material related to Ancient history.
- 5) They analyze the important of sources of History.
- 6) Students take interest to visit museum and Archives.
- 7) Students make Study tour of Ancient Indian Historical places and make report properly.

Total Marks: 100  
Theory: 80 Int.Ass. 20

<b>Unit 1</b>	1) Sources: Literature, Archaeology, 2) Prehistory: The Epigraphy, Numismatics, accounts of Foreign Travelers. Geographical setting of Ancient India, Paleolithic and Mesolithic Culture, and Rock art, Early Farming Communities; Neolithic and Chalcolithic Village Culture. 3) Protohistory: Bronze Age : First Urbanization-The Harappan Civilization; Early Harappan, Mature Harappan, late and Post Harappan. 4) Early historic India; Vedic age-society, Polity, economy and religion as reflected in Vedic, Literature, Iron Age: Megalithic Culture. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 2</b>	1) Later Vedic age: Economic Developments, Social Stratification - Gender, Marriage, beginnings of Varnashram ,Jati, Property relations , Sanskaras. 2) Janapadas and Mahajanpadas: territorial states- monarchical and gana-sanghas; craft production ,tuade and coinage. 3) Religious movements: Jainism, Buddhism, Ajivikas and other sects;second urbanization; urbancenters new classes, and changing social relations. 4) Iranian and Macedonian Invasions: Iranian Invasion-results of contact; Alexander's invasion andits effects. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 3</b>	1) The Maurya Empire: Nandas and Mauryas: Polity-Nature and extent, centralization and foreign relations, Economy-trade and trade routes, currency and conage, art and architecture. 2) Ashoka's Dhamma. 3) Post Mauryan developments; Sungas and Kanvas; Indo-Greeks and saka-Pahalvas-Social condition. 4) State formation in central India and in the Deccan: 5) Satavahanas and western Kshatrapas-land grants and agricultural expansion; trade and trade guilds, Indo- roman trade; coins and currency; art and architecture; sculpture and cave paintings. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 4</b>	1) Kushanas: society, religion, art, architecture and sculpture- Gandhara, Mathura, Amravati, interactions with Central and Westen Asia, trade and trade routes, including silk routes and spice routes, coins and currency. 2) Society and religion, peasantization of tribes, assimilation of incoming people; spread of Jainism and Buddhism, emergence of Mahayan Buddhism,vaishnava and saiva forms of worship; beginning of Tantricism, Literature. 3) Sangam age: Chiefdoms; Literature; society; Indo- Roman trade, and integration of cultures. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 5</b>	1) Age of the Guptas: political consolidation-extent and structure 2) Polity: administrative organization, Provincial and feudatory states. 3)Economy: land grants, expansion of agriculture, coinage and Currency system, trade. 4)Society: Agrarian structure of villages; urban pattern, Religion:

	revival of vedic and puranic traditions, temples; cultural contacts with Central Asia. 5) Cultural developments; art, architecture, sculpture, paintings, Sanskrit literature, science & Technology. 6) Vakatakas: land grants; art and architecture; paintings, society; and religion.	<b>(Periods 9)</b>
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#### Internal Assessment

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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#### Reference Books:

1. The Archaeology of India-D.P. Agrawal
2. Social Dimensions of Early Buddhism- Uma Chakravarti
3. History of Science and Technology in Ancient India- B.D. Chattopadhyaya
4. The Art and Architecture of the Indian Subcontinent-J.C.Harle
5. Economy and Society in Early India -D. N. Jha
6. An Introduction to the Study of Indian History- D. D. Kosambi
7. History and culture of Indian people, RC Majumdar
8. political history of ancient India, H. C. Raichaudhary
9. Ashok and decline of the mauryas- RomilaThapar
10. History of Indian literature- m winternitz
11. history and culture of Indian people ( vakataka Gupta age)- R.C. Majumdar
12. Introduction to the study of Indian History- DD Kosambi
13. प्राचीन भारतीय सभ्यता तथा संस्कृति का विकास- बी. एन. लूनिया
14. प्राचीन भारत की शासन प्रणाली- मुजुमदार, अल्टेअर
15. प्राचीन भारतीय संस्कृति- कुलकर्णी अ रा
16. प्राचीन महाराष्ट्रातील कला- रा. श्री. मोरवंचीकर
17. प्राचीनभारत- व्ही. डी. महाजन

**Programme: M.A. (History)**  
**Semester I**  
**Paper III**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
IUS-3	<b>India under the Sultanate Period (1206 to 1526 AD)</b>	<b>60</b>	<b>04</b>

**COs:( Course outcomes)**

1. Students examine the socio - economic, cultural and political background of Sultanate period,
2. Students are able to analyse the key concept of Sultanate period.
3. Students take interest to visit historical place in sultanate period, like fort, monuments etc.
4. Students can collect the Art, antiquities, Coins & other material of sultanate period
5. Students will be able to discuss & examine the difference between fact and fiction of Sultanate period

Total Marks: 100  
Theory:80 Int.Ass. :20

<b>Unit 1</b>	1. Sources of the history of the Sultanate Period. 2. Foundation and Consolidation of the Sultanate: Aibak, Iltutmish, Razia Sultan, Bulban 3. Rise of Khilji's: Alauddin Khilji's administrative and economic reforms, military reforms and Deccan policy. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 2</b>	1. Tughlaqs: Mohammad-bin-Tughlaq and Feroz Shah Tughlaq: administrative forms and economic and impact, Timur's Invasion. 2. The Sayyad and Lodhi Dynasties, decline of the Delhi Sultanate. 3. Bahamani and Vijaynagar Kingdoms: Society and economy <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 3</b>	1. Agrarian economy and the state: The village community and peasantry, management water resources, agricultural technology and crop patterns. 2. Trade commerce and the monetary system, trade routes and pattern of inland commerce, maritime trade, Role of Arab and European traders, Indian merchants, Currency, coinage and banking market regulation. 3. Industries and production technology: Urban economy, crafts, textile industries, agroindustries metal technology, mercantile groups, imperial Karkhanas <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 4</b>	1. Social condition: Ruling elites, Muslim community, Hindu community, Slavery, labour class, untouchability. States of Women: Property rights, marriage, Sati, Parada, devadasi 2. Education: Pattern of education, Institutions- Madarasa, temple schools, craft-training, tradition of arts. 3. Socio-religious reform movements: Bhakti Movement and Sufi movement <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit 5</b>	1. Architectural traditions in India: Evolution of Indo-Islamic style during Sultanate period. 2. Regional architecture and sculptures: Vijaynagar, Bahamani, Rajputana, 3. Language and literature <p style="text-align: right;"><b>(Periods 9)</b></p>

**Internal Assessment**

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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**Reference Books:**

1. Chopra PN.- A Socio-Economic and Cultural History of Medieval India
2. Habib Irfan - (ed) Medieval India, Research in the History of India, 1200-1750 (Delhi OPP. 1992)
3. Jackson P. - The Delhi Sultanate (Cambridge university, Press circulated through Foundation Press Delhi 1999)

4. Chaudhari K.N.- Trade and Civilization in the Indian ocean : an Economic History from Rise of Islam to 1750 (DelhiMunshiramManoharrila. 1985)
5. Satish Chandra - MedievalIndia: Society:TheJahngirdari Crisis and the viliage(Delhi Macmillan. 1982)
6. Chitnis KN.-Glimpses of Medieval indian Ideas and Institutions (2d Ed.) Pune 1981
7. Chitnis K.N- A Socio-Economic and cultural History of Medieval India.
8. चिटणीस कृ.ना. -मध्ययुगीन भारतीय संकल्पना व संस्था
9. सेतुमाधवराव पगडी- सूफी संप्रदाय
10. डॉ. नलिनी टेभेकर- प्राचीन कालीन भारतीय राज्य
11. विद्याधर महाजन -मध्यकालीन भारत



**Programme: M.A. (History)**  
**Semester I**  
**Paper IV**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
<b>MW-4</b>	<b>Modern World (1871-1945 A.D.)</b>	<b>60</b>	<b>04</b>

**COs:( Course outcomes)**

1. Students can obtain knowledge about political Diplomacy of modern world.
2. Students trace and analyze the main development of Contemporary world and explore the important development of 20th century world.
3. Students examine the situation during world wars and analyzed the effects of world wars.
4. Students analyze skill develop about comparative study of the foreign policies and international relations.
5. Students compare the various political movements and growth of Nationalism in different parts of the world.

Total Marks 100  
Theory 80  
Int.Ass 20

<b>Unit 1</b>	1) Growth of Capitalism and Imperialism 2) Origin of First World War, Bismarckian Diplomacy eastern question, Power blocks and alliance, Nature of the world war 3) Americas entry in the World War I, Its impact  <b>(Periods 9)</b>
<b>Unit 2</b>	1)Peace settlement and its long term consequence. 2) The Russian Revolution 3)League of Nation: Achievement and failures  <b>(Periods 9)</b>
<b>Unit 3</b>	1)The Rise of Fascism in Italy;foreign policies of Italy 2) The Rise of Hitler and Nazism; foreign policies of Germany 3)Foreign policy of England (AD 1919- AD 1939)  <b>(Periods 9)</b>
<b>Unit 4</b>	1) Militarism in Japan; foreign policies of Japan 2) Foreign policy of France (AD 1919- AD 1939) 3) Foreign policyof U.S S.R.(AD 1919-AD 1939)  <b>(Periods 9)</b>
<b>Unit 5</b>	1) Origin, Nature and Results of the World WarII 2) Entry of the USA in the World War II 3) War time conferences (AD 1939- AD 1945) 4) Nationalist Movements and Decolonization  <b>(Periods 9)</b>

**Internal Assessment**

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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**Reference Books:**

1. A History of Modern Times - C.M.D. Kettleby
2. European History since 1870- F.W. Benns
3. Europe since 1870- Sidney H. Zabol
4. The Age of Conflict, 1914 to Present-Alberg and Alberg
5. International Relations (Part I and Part II) - M. G.Gupta
6. The World Since 1919 - W.C. Langsam
7. Modern World History -Morman Lowe
8. International Relation between the two World Wars - E.H. Car
9. History of Modern Europe- V.D. Mahajan
10. आंतरराष्ट्रीय संबंध-मदन गोपाल गुप्ता
11. युरोप का आधुनिक इतिहास- सत्य केतू विद्यालंकार
12. आधुनिक जगचा इतिहास- डॉ. सुमन वैद्य
13. द्वितीय महायुद्धानंतरचेजग- य . ना . कदम

**Programme : M.A. (History)**  
**Semester II**  
**Paper I**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
TTH -5	Trends and Theories of History	<b>60</b>	<b>04</b>

Total Marks : 100  
Theory : 80. Int. Ass. : 20

**COs: ( Course outcomes)**

- 1 ) Improve the ability to assess evidences in History.
- 2 ) Experience in Assessing past historical examples of History writings & changes.
- 3 ) Trends & Theories of History Contribute to Morel & social understanding .
- 4) Studying history is essential for Society for development of Humanity, Nation etc.
- 5) Students realize about subaltern people .
- 6) Students will acquire basic historical research skills , archives and databases

<b>Unit I</b>	1) Imperialist History Writing - James Mill, Grant Duff. 2) Nationalist History Writing-.R.C. Mujumdar, K.P. Jayswal, <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit II</b>	1)Orientalist History Writing - William Jones, Alexander Cunnigham. 2) Marxist History Writing: R.S.Sharma, D.D.Kosambi. <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit III</b>	1) Theological History Writing : Saint Augustine. 2) Subaltern History Writing: Antonio Gramsci, Mahatma Phule, Ranjit Guha, Sharad Patil <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit IV</b>	1) Cyclical Theory of History –Giambattista Vico, Toynbee 2) Comparative Approach to History – Romila Thaper. 3) Ecological Approach to History – Ramchandra Guha. <span style="float: right;"><b>(Periods 9)</b></span>
<b>Unit V</b>	1) Themes in Indian History : Religion And Culture, Varna, Caste and Gender. 2) V.K. Rajwade, J. N. Sarkar, R. C. Dutt, G.S. Sardesai, Jawaharlal Nehru, B.R. Ambedkar. <span style="float: right;"><b>(Periods 9)</b></span>

**Internal Assessment**

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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**Reference Books:-**

- 1) An Introduction to the Philosophy of History :- W.H. Walsh.
- 2) Modern Historians :- C.H. Williams.
- 3) The Idea of History :- R.G. Collingwood.
- 4) An Introduction to the study of History :- W.H. Walsh.
- 5) Theories of History :- Patrick Gardiner.
- 6) Philosophy of History :- Dharmendra Goael.
- 7) History and Historian in 19th century :- G.P. Goach
- 8) इतिहास दर्शन-झारखंड चौबे
- 9) इतिहास दर्शन- कोलेश्वर रॉय
- 10) इतिहास दर्शन- बुध्द प्रकाश
- 11) इतिहास दर्शन-परमानंद सिंह
- 12) इतिहास का सिध्दांत एवं पध्दतीयाँ - डॉ.ए.सी. वाचाळ
- 13) इतिहास का इतिहास-गार्डेन चाईल्ड,
- 14) भारतीय इतिहास लेखन -मोहम्मद अक्रम लॉरी
- 15) इतिहास-लेखन धरणाएँ तथा पध्दतीयाँ- डॉ.के.एल.खुराना, बन्सल

**Programme: M.A. (History)**  
**Semester II**  
**Paper II**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
<b>AI-6</b>	Ancient India (606 to 1206 A.D.)	<b>60</b>	<b>04</b>

Total Marks: 100

Theory : 80

Int.Ass. : 20

CO's

1. Identify and define various kinds of sources and understand how evidences are notified.
2. Increase the awareness of transition from Harshavardhan era to Arab invasion
3. Analyze the emergence of Central, western & Deccan Indian Dynasties.
4. Compare and Contrast various stages of Progress of political, social and Economical system.
5. Critically examine the Art & Architectural evidences.

<b>Unit I</b>	1) Sources: Literature: archaeology; epigraphy, numismatics; accounts. 2) Vardhan empire: Harshavardhan- political system and administrative institutions; patronage to Buddhism. 3) Peninsular India: Chalukyas and Pallavas-polity, society; and economy; cultural developments with special reference to art and religion. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit II</b>	1) Post-Vardhan India; Gurjaras, Pratiharas&Palas; thae polity and economy; their contribution towards culture. 2) Dynasties of Central, Western &Deccan India: Eastern Chalukyas, Rastrakutas and Yadawas inDeccan. 3) Invasions of the Arabs, Ghazanavis and Ghoris; nature and their impact. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit III</b>	1) Post- Vardhan polity; political structure and forms of Legitimation. 2) Nature of regional policies- northern and eastern India, western and central India, and Deccan South India. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit IV</b>	1) Post Vardhan Economy: Agrarian economy- Land grants; agricultural expansion; agrarian organization; peasants; intermediataries and landed magnats; irrigation and technology. 2) Urban economy: Trade and trade routes, Inter-regional and maritime trade, trade contacts with South East Asia and West Asia; urban settlements; trade and craft guilds; forms of exchange coin age and currency; interest and wages; and traders, merchants and craftsmen. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit V</b>	1) Society: social stratification, proliferation of castes; untouchability, status of women, matrilissystem; marriage, property rights; inheritance ,educational ideas and institutions, everyday life,migration and settlement of Aryan groups in different regions of India. 2) Religions: Bhakti movements, Shaivism, Vaishnavism, Tantricism, Jainism, Buddhism, Islam and popular religious movements. 3) Literature: Sanskrit, Pali-Prakrit, Tamil and Apabhransha; Rise of regional languages andliterature: Marathi, Kannada, Telugu and other languages. 4) Art and Architecture: temple architecture; evolution of regional styles; sculpture, bonzes; and paintings, Science and technology. <p style="text-align: right;"><b>(Periods 9)</b></p>

### Internal Assessment

Assessment / Seminar	(15 Periods)
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#### References:

1. The Archaeology of India-D.P. Agrawal
2. History of science and Technology in Ancient India- B.D. Chatopadhyaya
3. The Art and Architecture of the Indian Subcontinent-J.C.Harle
4. Economy and society in Early India- D.N.Jha
5. An introduction to the study of India History- D.D. Kosambi
6. History and culture of the Indian People- R.C. Mujumdar
7. Social Roots of Religion in ancient India-R.N. Nandi
8. Political History of ancient India- H.C.Rayachaudhari
9. Land system and rural society in early India- B.P. Sahu
10. Ancient Indian social History- RomilaThapar
11. History of Indian Literature - M. Winternitz
12. Material culture and social formations in ancient India- R.S.Sharma
13. Frontiers of the Indian civilization- B.B. Lal, S.P. Gupta
14. Introduction to the study of Indian History-D.D. Kosambi
15. The Indian civilization - R.E.M. wheeler
16. Chandragupta and his times- R.C. Mukerji
17. State and Government in Ancient India. Position of women in Hindu Civilization- A.S. Altekar
- 18., The Archaeology of India - D. P. Agrawal
19. Early history of Deccan- R.G.Bhandarkar
20. History of Rajputana - S.H. Ojha
21. History of GurjarPratiharas- B.N. Puri
22. Rashtrakutas and their times - A.S. Altekar
23. प्राचीन भारतीय सभ्यता तथा संस्कृती का विकास- बी. एन . लुनिया
- 24- प्राचीन भारत की शासन प्रणाली- अल्लेकर, मुजुमदार
२५. प्राचीन भारत- व्ही. डी. महाजन
२६. वाकाटक नृपती आणि त्यांचा काळ- वा. वि. मिराशी

**Programme: M.A. (History)**  
**Semester II**  
**Paper III**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
<b>IUM-7</b>	India under the Mughals (1526-1707 AD)	<b>60</b>	<b>04</b>

Total Marks : 100

Theory : 80      Int. Ass.: 20

**CO's**

Course Outcomes-

1. Students analyze the literary and archaeological sources of Mughal period and aware the society about it.
2. Students discuss the concept of golden age and exchange the ideas during the golden age to new society.
3. Students realise the agriculture system during Mughal period and informing the farmers about Mughal agriculture.
4. Students compare the art and architecture during Mughal period and to innovate art and architecture like that.
5. Students analyse the medieval period languages and literature and translate in modern languages.

<b>Unit I</b>	1) Sources of Mughal period: Literary and archaeological. 2) Babur. Battle of Panipat, Khanwa, and Ghagra-their causes and significance. 3) Humayun: Relation with Bahadurshaha and Sher Shah Suri 4) Shershah and his reforms, its significance. 5) Akbar: Second Battle of Panipat, Rajput Policy, Deccan Policy, Religious Policy <div style="text-align: right;"><b>(Periods 9)</b></div>
<b>Unit II</b>	1) Jahangir: Deccan Policy; Nurjahan's reforms 2) Shah Jahan: Golden age of Mughal period. 3) Aurangzeb- His war of succession, Deccan policy, Religions policy <div style="text-align: right;"><b>(Periods 9)</b></div>
<b>Unit III</b>	1) Mughal Administration and Theory of Kingship, Mansabdari System 2) Mughal revenue system. 3) Agrarian economy and the state: The village community and peasantry, management of water resources, agricultural technology and crop patterns. <div style="text-align: right;"><b>(Periods 9)</b></div>
<b>Unit IV</b>	1) Trade commerce and the monetary system, trade routes and pattern of in land commerce, Maritime trade, role of Arab and European traders, Indian merchants, currency, coinage and banking market regulations. 2) Growth of Cities and Towns: Administration of cities and towns, urban communities, merchants, Bankers, artisans, craftsmen and labourers. 3) Industries and production technology: Urban economy, crafts, textile industries, agroindustries, bankers, artisans, craftsmen and labourers. metal technology, mercantile groups, imperial karkhanas. <div style="text-align: right;"><b>(Periods 9)</b></div>
<b>Unit V</b>	1) Social condition: Mughal ruling classes, Muslim community, Hindu community, Slavery, labour class, untouchability. 2) States of Women: Property rights, marriage, Sati, Parada, devadasi . 3) Religious Movements. Bhakti Movement, Sufism, Sikhism, Mahanubhav Sampraday. 4) Education: Pattern of education, Institutions- Madarasa, temple schools, craft, training, tradition of arts <div style="text-align: right;"><b>(Periods 9)</b></div>

**Internal Assessment**

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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### Reference Books

- 1- Chopra P.N. A socio -Economic and cultural History of Medieval India
2. Chopra PN. Some Aspects of Society and culture during the Mughal age (1526-1707)
3. Fukazawa, Hiroshi :- The Medieval Deccan :- Peasants, social systems and states, sixteenth to
- 4.Eliot and Downson :- History of India .
5. Moosvi, Shreen: Economy of the Mughal Empire :- A statistical stydy (Aligarh. AMU,1987)
6. Moreland W.H.:- Frou Akbar to Aurangzeb: Astudy n Indian Feonomie Hstory Delhi. LOW
7. Naqyi H.K.Urbanisation and urban centers under the Great Mughals 1561-1707(Simla.II AS price publication. 1971)
- 8.इरफान हबीब- मुगल कालीन भारत भाग 1 ते 5
9. आशीर्वादीलाल श्रीवास्तव- मुगल भारत
10. विद्याधर महाजन- मध्यकालीन भारत
11. के.एल. खुराना- भारत का सामाजिक एवं आर्थिक विकास

**Programme: M.A. (History)**  
**Semester II**  
**Paper IV**

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	No. of Credits
<b>CW - 8</b>	Contemporary World: 1945-2000	<b>60</b>	<b>04</b>

Total Marks: 100  
Theory : 80      Int. Ass. : 20

**Co's**

1. Students have realised the relation between superpowers like USA and USSR
2. Students have acknowledge the process of spread of communism in different part of world
3. Students have analysed the politics of third world
4. Students have identified the concept of globalization and sharing an information about the impact on society
5. Students learning encourages awareness and critical thinking about contemporary world

<b>Unit I</b>	1) Ideological and political basis of cold war: pacts and treaties. 2)The UNO :the genesis of the concept of world peace, organs and functions, role in theregional tensions -Palestine, Kashmir, Cuba, Korea, Vietnam. 3)Non-Alignment Movement and the Third World: Origin and progress. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit II</b>	1) Post war problems of Germany -the establishment of FRG and GDR; Berlin Crisis 2) Communist revolution in China and its impact on world politics. 3) Genesis and process of disintegration of USSR: its impact on society and politics. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit III</b>	1) Fall of communist regimes in East European countries. 2) Socialism in decline. 3)Organization of African Unity, genesis growths and achievements. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit IV</b>	1) Civil Rights Movement, Apartheid and Feminism. 2) Progress in science and technology: Space Research communication and information. 3) Formation of European Union. <p style="text-align: right;"><b>(Periods 9)</b></p>
<b>Unit V</b>	1) Rise of unipolar world. 2) Reunification of Germany, Kuwait Crisis. 3) Globalization and its economic and political impact. <p style="text-align: right;"><b>(Periods 9)</b></p>

**Internal Assessment**

<b>Assessment / Seminar</b>	<b>(15 Periods)</b>
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**Books Recommended /Suggested Readings:**

1. Origins of the cold war :- D. F. Fleming, Vol. I and II
2. Emergence of Africa, W.E.F. Ward
3. Imperatives of Non-Alignments, (Delhi, Macnillan, 1976)
4. The Soviet Block :- Unity and Conflic, Z.K. Brezezinski
5. Contemporary World Problems, N.L. Hill
6. Twentieth Century World, L.P.Mathur
7. American Foreign policy since World War I, - John Spanier
8. .Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries, - E. Lipson