

# SCHEME & SYLLABUS M.A (History)

(Choice Based Credit System)



**Department of History**  
**University Institute of Humanities**  
**Sant Baba Bhag Singh University**  
**2023-2025**

## **ABOUT THE DEPARTMENT OF HISTORY**

The Department of History strives for excellence in creating, applying and imparting knowledge in History through comprehensive educational programs. Currently the Department of History offers M.A. and M. Phil courses and opportunities for doctoral research. The range of teaching and research includes Ancient, Medieval, Modern and Contemporary Indian History. Given its geographical location most of the research concerns the study of the broad North-Western Region (including the present Punjab, Haryana and Himachal Pradesh and Pakistan Punjab). Our researches have included inquiries into the polity, economy, society and culture since the earliest times in a pan Indian, integrated and inter-disciplinary perspective. This region is being studied comparatively and in relation to the neighboring areas within India (i.e. Rajasthan, Uttar Pradesh, Jammu and Kashmir) and countries outside India (i.e. Pakistan, Afghanistan, Iran and Central Asia) that interacted closely with North-Western India.

### **SALIENT FEATURES OF THE DEPARTMENT**

- Collection- Videos, Documentaries, Historical Movies on Indian History
- Books- Authored by best scholars of History for Students
- Museum- Historical Paintings, rare documents, maps, statues, archeological items etc.
- Guidance – Competitive Exams /Nation & Human Service.
- Edify -Traditional Meditations. (Open for all).
- Consultancy – Careers in History.
- Faculties- Experienced & PhD Holders.
- Connection – various sectors connectivity for Jobs / entrepreneurships for students.

## **MA HISTORY (MASTER OF ARTS IN HISTORY)**

MA History aims at helping students to understand the present existing social, political, religious and economic conditions of the people. The present is in fact the child of the past. It is a development of the past. Without the knowledge of history, we cannot have the background of our religion, customs institutions, administration and so on. Our present conditions are thus the result of the past problems. Thus, the teaching of history helps the students to explain the present, to analyze it and to trace its course. Cause-and-effect relationship between the past and the present is lively presented in the history. History thus helps us to understand the present-day problems both at the national and international level accurately and objectively. This understanding enables us to lead useful and efficient lives.

## **VISION**

The fundamental vision of the Department of History is based on a profound belief in the importance of history as an academic discipline. The specific vision of the Department of History is threefold. Firstly, students should view history as an interesting subject. All the teachers within the Department value the study of the past, and we want students to match this passion, generating an interest in the past that will remain with them for life. Secondly, we wish to transmit knowledge and understanding of the past, both within India and of the wider world. Students should have an understanding of how the world we live in has been shaped by the past. Finally, it is our aim that students continuously develop life skills such as thinking, evaluating, analyzing, empathizing and communicating.

## **MISSION**

Our mission is to help the students develop interest and understanding about the life of people who lived in the past to develop a sense of identity and a cultural understanding based on their historical heritage to help make their own life choices today. We work to evaluate and appreciate significant contribution to the events in the past have influenced our lives today and also to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. Our aim is to foster interest in the past and to develop an understanding that enables history to be enjoyed, what history has to offer and to appreciate how

things have change over time along with to have some knowledge and understanding of historical developments in the wider world and to develop a sense of chronology. The fore most aim of the Department of History is to help society develop a sense of their cultural heritage.

### **ELIGIBILITY CRITERIA**

Graduation with History subject conducted by a recognized University or equivalent.

### **DURATION**

2 years (4 Semesters)

### **CAREER PATHWAYS**

1. History Post graduates are employed by a wide range of organizations including heritage organizations, museums and libraries. Other typical employers include:

- Research
- Teaching
- Archive and records offices
- charities
- Higher education institutions (HEIs)
- International development organizations
- management consultancies
- publishing companies
- retailers
- television and radio broadcasters.

2. National and local governments and the public services also attract history Post graduates, particularly the civil services (with some students applying to the Civil Service Fast Stream), NHS management, the police and armed services.

### **PROGRAMME EDUCATIONAL OBJECTIVE (PEO)**

**PEO1:** Know and understand significant aspects of the history of India, the nature of ancient civilizations, the expansion and dissolution of empires, features of past non-Indian societies.

**PEO2:** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyses trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

**PEO3:** Encourage students to develop the capacity for perspective taking and appreciating different points of view.

**PEO4:** Get the training to be globally adjusted individuals

### **PROGRAMME OUTCOMES (PO)**

**PO1:** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

**PO2:** Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.

**PO3:** Employability: learners will be able to get employed in public and private sector. Moreover, they will be able to set their own coaching centers or academies.

**PO4:** Ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing. And capacity to think objectively and approach problems and new situations with an open mind.

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

**PSO1:** Contribute profusely in social and national development by creating socially useful teachers, scholars and academicians.

**PSO2:** Strengthen the educational system by giving expertise of History.

**PSO3:** Qualify UGC-NET to become an Assistant Professor of History.

**PSO4:** Enhance life skills for leading a holistic life.

## **SCHEME FOR M.A. HISTORY (CBCS)**

### **1. Core courses (CR)**

Compulsory subjects of study which support the main discipline.

### **2. Elective courses (EL)**

An option for the candidate to choose a course from a pool of courses offered by Sant Baba Bhag Singh University. The categories of elective courses are as under:

- a) Discipline Specific Elective (DSE)
- b) Dissertation/ Project
- c) Generic Elective Course (GE)

### **3. Ability Enhancement Courses (AEC)**

Practical and Field based activities conducted to enhance the abilities, professional competencies and skills. The categories of Ability Enhancement Courses are as under:

- a) Ability Enhancement Compulsory Courses (AECC)
- b) Skill Enhancement Courses (SEC)

## Index

S. No.	Subject Code	Subject	Semester
<b>Course Scheme</b>			
1	HIS551	History of the Punjab 1450-1708 A.D.	1
2	HIS553	History of Ancient India up to 1000 A.D.	1
3	HIS555	Medieval India 1000-1750 A.D.	1
4	HIS557	History of Modern India 1757-1857 A.D.	1
5	HIS559	History of Modern India 1857-1947 A.D.	1
6	HIS561	Indian Historiography	1
7		Value Added Course	1
8	HIS552	History of Eighteenth Century Punjab	2
9	HIS554	Emergence of Indian Nationalism A.D. 1857-1919	2
10	HIS556	The National Movement in India 1920-1947 A.D.	2
11	HIS558	Agrarian Economy of Ancient India	2
12	HIS560	Agrarian Economy of Medieval India	2
13	HIS 562	Agrarian Economy of Modern India	2
14	HIS564	History and Historical Method	2
15	MDC	Multidisciplinary Course	2
16	HIS651	Research Methodology-1	3
17	HIS653	Dissertation-1	3
18	HIS655	Punjab in the 19 <sup>th</sup> Century	3
19	HIS657	Polity, Economy and Society in the Punjab(A.D.1799-1849)	3
20	HIS659	Contemporary India 1947-1992 A.D.	3
21	HIS661	Contemporary Punjab 1947-1992 A.D.	3
22	HIS663	Seminar	3

23		Research Ethics	3
24		Application of ICT Tools in Research	3
25	HIS652	Historical Thought and Historiography (RM-2)	4
26	HIS654	Dissertation-2	4
27	HIS656	Punjab in the 20 <sup>th</sup> Century	4
28	HIS658	History of Ideas	4
29	HIS660	Modern World 15 <sup>th</sup> to 20 <sup>th</sup> Century	4
30	HIS662	History of China and Japan 1839-1950 A.D,	4
31		Technical Writing Skill	4



## Course Scheme (MA History)

### Semester I

Sr. No	Course Type	Course Code	Course Name	L	T	P	Contact Hours	Credits
1	Major Course	HIS551	History of the Punjab 1450-1708 A.D.	4	0	0	4	4
2	Major Course	HIS553	History of Ancient India up to 1000 A.D.	4	0	0	4	4
3	Major Course	HIS555	Medieval India 1000-1750 A.D.	4	0	0	4	4
Any One From the Following								
4	Major Elective Course(DSE)	HIS557	History of Modern India 1757-1857	4	0	0	4	4
		HIS559	History of Modern India 1857-1947	4	0	0	4	4
5	Minor Course	HIS561	Indian Historiography	3	0	0	3	3
6	Value Added Course		Value Added Course	3	0	0	3	3
<b>Total</b>							<b>22</b>	<b>22</b>

## Semester II

Sr. No.	Course Type	Course Code	Course Name	L	T	P	Contact Hours	Credits
1	Major Course	HIS552	History of Eighteenth Century Punjab	4	0	0	4	4
2	Major Course	HIS554	Emergence of Indian Nationalism: AD 1857- 1919	4	0	0	4	4
3	Major Course	HIS556	The National Movement in India 1920-1947	4	0	0	4	4
4	Major Elective Course (DSE)	HIS558	Agrarian Economy of Ancient India	4	0	0	4	4
		HIS560	Agrarian Economy of Medieval India	4	0	0	4	4
		HIS562	Agrarian Economy of Modern India	4	0	0	4	4
5	Minor Course	HIS564	History and Historical Method	3	0	0	3	3
6	MDC		Multi disciplinary Course	3	0	0	3	3
			Total				22	22

### Semester III

Sr. No	Course Type	Course Code	Course Name	L	T	P	Contact Hours	Credits
1	Major Course (RM-1)	HIS651	Research Methodology -1	4	1	0	5	5
3	Major Course	HIS 653	Dissertation -I	0	0	0	0	4
4	Major Elective Course (DSE)	HIS 655	Punjab in the 19 <sup>th</sup> century	4	0	0	4	4
		HIS657	Polity, Economy and Society in the Punjab(A.D. 1799-1849)	4	0	0	4	4
5	Major Elective Course (DSE)	HIS659	Contemporary India 1947- 1992 AD	4	0	0	4	4
		HIS661	Contemporary Punjab	4	0	0	4	4
6	Seminar	HIS663	Seminar	0	0	4	4	2
7	Publication Ethics		Publications and Research Ethics	2	0	0	2	2
	ICT Tools in Research		Application of ICT Tools in Research	0	0	4	4	2
			<b>Total</b>				<b>23</b>	<b>23</b>

### Semester IV

Sr. No	Course Type	Course Code	Course Name	L	T	P	Contact Hours	Credits
1	CR (RM-2)	HIS652	Historical thought and Historiography (RM-2)	4	1	0	5	5
2	Major Course	HIS654	Dissertation-2	0	0	0	0	8
3	Major Elective Course (DSE)	HIS656	Punjab in the 20 <sup>th</sup> Century	4	0	0	4	4
		HIS658	History of Ideas	4	0	0	4	4
4	Major Elective Course (DSE)	HIS660	Modern World Mid 15 <sup>th</sup> to 20 <sup>th</sup> Century	4	0	0	4	4
		HIS662	History of China and Japan 1839-1950 A.D.	4	0	0	4	4
5	TWS		Technical Writing Skills	0	0	4	4	2
			<b>Total</b>				<b>17</b>	<b>23</b>

## Semester -1

### History of the Punjab 1450-1708 A.D.

Course Code	HIS551
Course Title	History of the Punjab 1450-1708 A.D.
Type of Course	Theory (Core Course)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"> <li>❖ This paper aims to examine the politico-administrative, social and religious milieu of Guru Nanak in order to understand his response to the contemporary environment and the foundation of Sikh movement.</li> <li>❖ It also deals with growth of Sikh movement under his first four successors, the phase of confrontation with Mughal state and its culmination under Guru Gobind Singh.</li> </ul>

#### Unit I

Sources of Punjab History, Sufism and its contribution, Bhakti tradition; Political, social and economic condition of Punjab in mid-16th century.

#### Unit II

Guru Nanak; teachings and travels, Dialogue of Guru Nanak to religious systems; Guru Nanak and contemporary politics, new institutions established by Guru Nanak with special reference to Sangat, Pangat and Langer. Emergence and contribution of the Udasi sect.

#### Unit III

Evolution of Sikhism from Guru Angad Dev to Guru Arjan Dev; The Adi Granth and its importance; Martyrdom of Guru Arjun Dev, Transformation of Sikhism under Guru Hargobind.

#### Unit IV

Circumstances leading to the martyrdom of Guru Teg Bahadur, Creation of the Khalsa Panth and its significance and achievement and personality of Guru Gobind Singh Ji.

## Recommended Readings

1. Dr. Ganda Singh and Teja Singh, *A short History of Sikhs*, Publication Bureau, Punjabi University, 1989
2. Banerjee, I.B., *Evolution of the Khalsa*, 2 vols., A. Mukherjee & Co., 1972 (2nd ed.).
3. Fenech Louis E, *Martyrdom in the Sikh tradition*: Oxford University Press, 2000.
4. Harbans Singh, *Guru Teg Bahadur*, New Delhi: Manohar, 1994.
5. Grewal, J.S., *The Sikhs of the Punjab*, The New Cambridge History of India, New Delhi: Cambridge University Press, 1999 (2nd ed.).
6. Grewal, J.S., *Guru Nanak in History*, Chandigarh: Panjab University, 1979.
7. Gupta, Hari Ram, *History of the Sikhs*, Munshiram Manoharlal Publishers, New Delhi, 1994, Vol.I.
8. Mcleod, W.H., 'The Janam Sakhis as Historical Sources', in *Sikhs and Sikhism*, Oxford: Oxford University Press, 1999, pp.248-67.
9. Singh Sulakhan, *Heterodoxy in the Sikh Tradition*, Jalandhar: ABS Publication, 1999
10. Teja Singh and Ganda Singh, *A Short History of the Sikhs: 1469-1765*, Vol.I, Patiala: Punjabi University, 1983 (rep.).
11. Singh, Kushwant, *A History of the Sikhs*, Oxford Publishers, New Delhi, 1963, Vol. I
12. Singh, Giyani Gyan, *Nirmal Panth Pardipika*, edited by Sant Inderjit Chakravarty, Nirmal Panchayati Akhaarha, Saharanpur, 1962
13. Mann, Gurinder Singh, *The Making of the Sikh Scripture*, New York: 2001.

## References

1. Bhai Jodh Singh (tr.), *Varan Bhai Gurdas*, 3 vols., Patiala: Vision and Vantura, 1998.
2. Grewal, J.S., 'Cleavage in the Panth,' *Sikh Ideology, Polity and Social Order*, Manohar, 2007, pp: 78-85

3. Mcleod, W.H., *Guru Nanak and the Sikh Religion*, Oxford: Oxford University Press, 1968.
4. Talib, Gurbachan Singh (tr.), *Sri Guru Granth Sahib*, Patiala: Publication Bureau, Punjabi University, IV Vols., 1999.

## History of Ancient India up to 1000 A.D.

Course Code	HIS553
Course Title	History of Ancient India up to 1000 A.D.
Type of Course	Theory (Core Course)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"> <li>❖ Building upon a prior basic knowledge of the history of ancient India, this course introduces the student to the major currents in the study of that history.</li> <li>❖ It focusses on the political processes that underlay the structures of the state and society but also takes the student into the details of social and cultural history.</li> </ul>

### Unit I:

Sources of Ancient Indian History. From Stone Age to Vedic Age: Technological and Cultural Developments in Paleolithic, Mesolithic and Neolithic Ages; Proto-Historic Age (Theories of the Origin of Indus Valley Civilization, Urban Centers, Society and Economy, Decline- various Debates); Vedic Age (Aryan Homeland debate, Polity, Society and Economy).

### Unit II:

Age of Mahajanapadas: Emergence of Buddhism and Jainism and Economy (Second Urbanization, Trade and Crafts); The Mauryan Empire (Nature of Mauryan Empire, Ashoka's Dhamma, Causes of the Maurya Empire's Decline).



### **Unit III:**

Post Mauryan Period: Non-Indigenous Polities (Indo-Greeks, Shakas, and Kushanas) and Indigenous Polities (Satavahanas, Gana-Sanghas and Sangam Chiefships); Post Mauryan Economy (Indo-Roman Trade, Agriculture and Irrigation, Artisans, Traders and Guilds, Coinage). The Guptas, cultural and scientific developments in Gupta Age. Post Gupta Age.

### **Unit IV:**

Early Medieval Polity: Regional State Formations (Formation of New Ruling Lineages and Processes of Political Legitimization); Early Medieval Society (Land-Grants, Peasantization of Tribes, and Proliferation of Castes; Untouchability). The Feudal Model and its Critique

### **Recommended Readings**

1. *Ancient India, Ministry of Information and Broadcasting*, Government of India, New Delhi, 1995.
2. Chattopadhyaya, B.D. *“Political Processes and Structures of Polity in Early Medieval India”*,
3. Presidential Address: *Ancient India Section, Proceedings Indian History Congress*, 44th session, Burdwan, 1983, pp 25-64.
4. Habib, Irfan, *The Indus Civilization*, Tulika Books, New Delhi, 2002
5. Habib, Irfan and Vijay Singh Thakur, *The Vedic Age*, Tulika Books, New Delhi, 2007.
6. Habib, Irfan and Vivekanand Jha, *Mauryan India*, Tulika Books, New Delhi, 2007.
7. Jha, D.N., *Ancient India – In Historical Outline*, Manohar, New Delhi, 1998.
8. Kosambi, D.D. *To the Study of Indian History*, Popular Parkashan, Bombay, 1956.
9. Sharma, Ram Sharan. *India’s Ancient Past*, Oxford University Press, New Delhi, 2004
10. Sharma, Ram Sharan, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 2005.
11. Shrimali, K. M., *The Age of Iron and the Religious Revolution*, Tulika Books, New Delhi, 2007

12. Thapar, Romila, *The Penguin History of Early India from the Origins to AD 1300*, Penguin Books, New Delhi, 2002.

13. Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12th Century*, Longman, Delhi, 2009.

### **Reference Readings**

1. Chattopadhyaya, Brajadulal, *The Making of Early Medieval India*, Oxford University Press, New Delhi, 1994.

2. Jha, D.N. (ed), *The Feudal Order: State, Society and Ideology in Early Medieval India*, Manohar, New Delhi, 2002

3. Kulke, Herman, “*Fragmentation and Segmentation Versus Integration? Reflections on the Concept of Indian Feudalism and the Segmentary State in Indian History*”, *Studies in History*, Vol. IV, No. 2, 1982, and pp. 237-63.

## Medieval India 1000-1750 A.D

Course Code	HIS555
Course Title	Medieval India 1000-1750 A.D.
Type of Course	Theory (Core Course)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"> <li>❖ This paper seeks to examine the major political developments in the Indian subcontinent during a span of nearly five centuries i.e. from the thirteenth to the seventeenth century. It aims at an in-depth analysis of the processes of state formation in the Delhi Sultanate and Mughal Empire. It lays emphasis on</li> <li>❖ The long-term strategies that enabled these two states to establish political control and</li> <li>❖ To explore the functioning of political institutions and the articulation of political ideologies. It pays equal attention to the changing composition of the ruling class as well as the response of the powerful local elements.</li> </ul>

## **Unit I**

Invasions of Mahmood Gajnavi and Mohammad Gori. Political consolidation under Iltutmish; problems and policies of Balban; nobility during the thirteenth century; agrarian reforms of Alauddin Khalji; mechanism of his market regulations and their impact.

## **Unit II**

Political and religious orientation of Muhammad bin Tughluq; rationale, implementation and consequences of his projects; administrative reforms of Firuz Shah Tughluq; nobility under the Tughluqs; emergence of the regional powers; the Afghan concept of monarchy.

## **Unit III**

India at the time of Babur and Humayun; the land revenue system of Sher Shah Suri, Abul Fazl's concept of monarchy; Akbar's relations with the Rajput Rulers; the policy of religious tolerance; evolution of the mansabdari system; salient features of the jagirdari system; development of the land revenue system. Policies and contribution of Jahangir and Shahjahan.

## **Unit IV**

Mughal expansion in the Deccan during the first half of the seventeenth century; popular uprisings in northern India during the reign of Aurangzeb; his breach with Mewar and Marwar; his military conflict with the Marathas; his conquest of Bijapur and Golconda. Later Mughals and decline of the Mughal Empire.

### **Recommended Readings:**

1. Chandra, Satish, *Medieval India: From Sultanate to the Mughal Empire (1526-1748)*, Part II, New Delhi 1998.
2. Chandra, Satish., *Parties and Politics in the Mughal Court (1707-1740)*, PPH, New Delhi, 1968.
3. Habib, Irfan, *Agrarian System of Mughal India (1526-1707)*, OUP, New Delhi, 2002
4. Hasan, Nurul, *Thoughts on Agrarian Relations in Mughal India*, PPH, New Delhi, 1973.  
Panday, A.B., *Later Medieval India*, Allahabad.
3. Raychaudhari, Tapan and Irfan Habib, (eds.), *The Cambridge Economic History of India*, Vol. I, OUP, Cambridge, 1991.
4. Singh, Surinder, *Madh Kalin Bharat Da Itihas*, Patiala: Punjabi University, 1997.

5. Tripathi, R.P., *Some Aspects of Muslim Administration*, Allahabad: Central Book Depot. (reprint), 1976.
6. Kishori Saran Lal, *History of The Khaljis: A.D. 1290-1320*, Munshiram Manoharlal Publishers Pvt. Limited, 1980.
7. A.L. Srivastana, *Delhi Sultanate*, Shiva lal Agarwala & company; 9th edition (1 January 2020)

**Reference Reading:**

1. Alam, Muzaffar, *Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748*, OUP, Delhi, 1993.
2. Alam, Mazaffar and Subramanyan Sanjay, (eds.) *The Mughal State (1526-1750)*, OUP, New Delhi, 2000.
3. Ali, Athar, *The Mughal Nobility under Aurangzeb*, OUP, Delhi, 1966. Ashraf, K.M., *Life and Conditions of the People of Hindustan*, Delhi 1979.
4. Chandra, Satish, *Historiography, Religion and State in India*, Har-Anand, New Delhi, 1996.
5. Habib, Irfan, (ed.), *Medieval India I: Researches in the History of India*, OUP, New Delhi, 1992.
6. Hasan, S. Nurul, *Religion, State and Society in Medieval India*, Edited and Introduced by Satish Chandra, New Delhi: Oxford University Press, 2005.
7. Husain, Agha Mahdi, *The Rise and Fall of Muhammad bin Tughluq*, Delhi: Idarah-I-Adabiyat-I-Delhi, (Reprint), 1972.
8. Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, OUP, New Delhi, 2010.
9. Moosvi, Shireen, *Economy of the Mughal Empire c.1595: A Statistical Study*, OUP, Delhi, 1986.

## Option (a): History of Modern India 1757-1857

Course Code	HIS557
Course Title	History of Modern India 1757-1857
Type of Course	Theory (Major Elective, DSE)
LTP	4 0 0
Credits	4
Course Pre-requisite	MA History
Course Objectives	History of modern India in general was largely fashioned by its political history. This paper informs the students with what tectics English power became paramount in India and how they established their administration and various institutions to strengthen it. India's reistance to this, by the Marathas, the Sikhs, and especilly the events of 1857, help understand not only the Indian response but also how and why the Indians failed to put up aconsolidated effort.

### Unit-I

The Foundation of British Rule in India: from Karnatic Wars to Baxar  
British Relations with Mysore up to 1799  
Anglo-Maratha Relations up to 1818

### Unit-II

Administrative and Social Reforms of Cornwallis and Bentinck,  
Achievements of Ranjit Singh in Panjab and his Relations with the British  
Anglo-Sikh Relations (1839–1849)

### Unit-III

Socio Religious Reform Movements: Brahmo Samaj, Arya Samaj, Singh Sabha Movement,  
Aligarh Movement

### Unit-IV

Lord Dalhousie and the Impacts of his Rule  
The upheaval of 1857: Causes, Nature and Impacts and Causes of its failure.

**Recommended Reading:**

Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, 1978.

\_\_\_\_\_, Essays on Indian Nationalism, Har-Anand, New Delhi, 2006.

Jalal, Ayesha, Jinnah: The Sole Spokesman, OUP, Oxford, 1987.

Moore, R.J, The Crisis of Indian Unity, OUP, Delhi, 1974.

Sumit Sarkar, Modern India, Macmillan, Delhi, 1983.

Sekhar Bandopadyay, Nationalist Movement in India: A Reader, OUP, New Delhi, 2009.

Dharmjit Singh, Lord Linlithgow in India (1936-1943), ABS Publications, Jalandhar 2005.

**Reference:**

Reference: D.A.Low, Britain and Indian Nationalism: Imprint of Ambiguity, CUP.Cambridge, 1977.

Judith Brown, Gandhi's Rise to Power, CUP,Cambridge 1972.

\_\_\_\_\_, Modern India: Origin of the Asian Democracy, OUP, Delhi 1984.

Khalid. B. Sayeed, Pakistan the Formative Phase, OUP, Oxford, 1978.

K.K.Aziz, History of Partition of India, OUP, Delhi 1980.

Khaliqzaman, Pathway to Pakistan, Lahore, 1961 (reprint).

Mushir-ul-Hasan, Nationalism and Communal Politics in India, Delhi 1979,

\_\_\_\_\_, India's Partition: Process, Strategy and Mobilization, OUP, Delhi 1993.

Anthony J. Parel, (ed.) Gandhi's Hind Swaraj and Other Essays, CUP,Cambridge, 1997.

## Option (b): History of Modern India 1857-1947

Course Code	HIS 559
Course Title	History of Modern India 1857-1947
Type of Course	Theory (Major Elective, DSE)
LTP	4 0 0
Credits	4
Course Pre-requisite	MA History
Course Objectives	The course is designed to make the student aware about the making of modern India and the struggle for independence. To impart information about Trends in Indian Nationalism and Gandhian Movements. To inform students about constitutional developments and Independence

### Unit-I

Growth of Political Awakening:

Uprising of 1857 Causes its Nature, and Consequences

Contribution of the Provincial Associations

Foundation of Indian National Congress, Means of Transportation and Communication.

### Unit-II

Development of Modern Education; Role of Press, Trends in Indian Nationalism: Moderates, Partition of Bengal and Swadeshi Movement Extremists, Revolutionary Nationalists

### Unit-III

Gandhian Movements:

Non Co-operation Movement

Civil Disobedience Movement

Quit India Movement

### Unit-IV

Towards Independence: The Indian Act of 1935, Attempts to Resolve the Constitutional Deadlock - The Cripps Mission, The Cabinet Mission and the Mountbatten Plan, Indian Independence Act and Partition of India.

### Recommended Reading:

A.R. Desai, Social Background of Indian Nationalism, Popular Parkashan Pvt. Ltd., Mumbai, 1948.

Kenneth. W.. Johns, Socio Religious Reform Movements in British India, Cambridge University Publisher, 1989.

Bhatia, B.M, Famines in India 1860-1965, Asia Publishing House, New York 1967.



Bipin Chandra, Rise and Growth of Economic Nationalism in India, People's Publishing House, New Delhi 1969.

Bipin. Chandra, Essays in Colonialism, Orient Longman, Delhi, 2000.

Bipin Chandra, India's Struggle in Independence, Penguins, New Delhi. 2001.

Bipin Chandra, Nationalism and Colonialism in Modern India, Delhi, 1978.

\_\_\_\_\_, Essays on Indian Nationalism, Har-Anand, New Delhi, 2006.

Jalal, Ayesha, Jinnah: The Sole Spokesman, OUP, Oxford, 1987.

Moore, R.J, The Crisis of Indian Unity, OUP, Delhi, 1974.

Sumit Sarkar, Modern India, Macmillan, Delhi, 1983.

Sekhar Bandopadhyay, Nationalist Movement in India: A Reader, OUP, New Delhi, 2009.

Dharmjit Singh, Lord Linlithgow in India (1936-1943), ABS Publications, Jalandhar 2005.

**Reference:**

Reference: D.A.Low, Britain and Indian Nationalism: Imprint of Ambiguity, CUP.Cambridge, 1977.

Judith Brown, Gandhi's Rise to Power, CUP,Cambridge 1972.

\_\_\_\_\_, Modern India: Origin of the Asian Democracy, OUP, Delhi 1984.

Khalid. B. Sayeed, Pakistan the Formative Phase, OUP, Oxford, 1978.

K.K.Aziz, History of Partition of India, OUP, Delhi 1980.

Khaliqzaman, Pathway to Pakistan, Lahore, 1961 (reprint).

## **Indian Historiography**

<b>Course Code</b>	HIS 561
<b>Course Title</b>	Indian Historiography
<b>Type of Course</b>	Theory (Minor Course)
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course Pre-requisite</b>	B.A. (History)
<b>Course Objectives (CO)</b>	The paper focuses on the various thoughts on Indian historiography with emphasis on the Imperialist, Nationalist, Marxist and Subaltern historical thoughts.

### **UNIT-I**

#### **Imperialist**

1. V.A. Smith
2. W.H. Moreland
3. J.S. Mill

### **UNIT-II**

#### **Nationalist**

4. R.C. Majumdar
5. Dadabhai Naoroji
6. Bipin Chandra and Ravinder Kumar

### **UNIT-III**

#### **Marxist**

7. D. D. Kosmbi
8. Irfan Habib
9. R. P. Dutt and R.S Sharma

### **UNIT-IV**

#### **Subaltern**

10. Ranajit Guha
11. Sumit Sarkar
12. Gyanendra Pandey

#### **Recommended Readings:**

1. S.P. Sen (ed), *History and Historiography in Modern India*, Calcutta, 1973.
2. C.H. Phillips (ed), *Historians of India, Pakistan and Ceylon*, OUP, London, 1967.
3. S.K. Mukhopadhyay, *Evolution of Historiography in Modern India 1900-1980*, Calcutta, 1980.
4. B.N. Ganguli, *Indian Economic Thought: Nineteenth Century Perspectives*, Tata McGraw-Hill, New Delhi, 1977.
5. Kosambi, D.D., *An Introduction to the Study of Indian History*, Delhi, 1970.
6. Habib, Irfan, *Essays in Indian History: Towards Marxist Perception*, Tulika, New Delhi, 1995.
7. Habib, Irfan, *The Agrarian System of Mughal India (1526-1707)*, OUP, New Delhi, 2005.
8. Moreland, W.H., *The Agrarian System of Moslem India: A Historical Essay with Appendices*, Oriental Books, Delhi, 1968

9. Chandra, Bipan, *Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership (1880-1905)*, PPH, New Delhi, 1969.
10. Sharma, R.S., *Indian Feudalism (A.D.300- 1200)*, Macmillan, Delhi, 1980.
11. Sarkar, Sumit, *Modern India (1885-1947)*, Macmillan, Delhi, 1983.

**References:**

1. Viney Lal, *The History of History: Politics and Scholarship in Modern India*, OUP, New Delhi, 2003.
2. Bipan Chandra, *Essays on Colonialism*, Orient Longman, Hyderabad 2006.
3. R.P.Dutt, *India Today*, Manisha, Calcutta, 1979.
4. Sumit Sarkar, *Writing Social History*, OUP, New Delhi, 2005.
5. Ranajit Guha, *Subaltern Studies: Writings on South Asian History and Society, Vol. I*, OUP, New Delhi, 2007.

## Value Added Course

Course Code	
Course Title	Value Added Course
Type of course	Theory
L T P	3:0:0
Credits	3
Course prerequisite	NA
Course Objectives (CO)	To help the students to develop their own skills in their chosen field of study..

## Semester 2

### History of Eighteenth Century Punjab

Course Code	HIS552
Course Title	History of Eighteenth Century Punjab
Type of Course	Theory (Core Course)
L T P	4 0 0
Credits	4
Course Pre-requisite	BA with history
Course Objectives (CO)	This paper challenges the notion of the eighteenth century as a 'dark period' in the Indian history and brings out the political process by which over a hundred new centers of power and not only the 'twelve Misaldars' came up in the Punjab after the decline of the Mughal Empire. It deals with all the new rulers, Sikh as well as non-Sikh, in terms of their political organization, administrative arrangements, patterns of state patronage and the main features of urban as well as agrarian economy.

#### Unit I

Establishment of independent rule under Banda Singh Bahadur and basis of his support; measures of the Mughal State; Impact on the decline of the Mughal Empire on administrative functioning and finances of the Punjab; Sikh Afghan relations; Nadir Shah, Ahmad Shah Abdali and the Sikhs.

#### Unit II

Sikh struggle with the Mughal Governors: Abdul Samad, Jakariya Khan, Yahiya Khan, and Meer Manu. The rise of the Sikhs as a ruler; role of Gurmatta, Dal Khalsa and Rakhi System in the political process.

#### Unit III

Rise of the Sikh Misals; political organisation; relations with the non-Sikh rulers; agrarian system of the Sikhs under Misals.

## Unit IV

Features of Jagirdari System; working and recipients of Dharmarth grants; development of urban centers; trade and manufacture; eighteenth century debate and the Punjab.

### Recommended Readings:

1. Alam Muzaffar, *Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*, New Delhi: Oxford University Press, 2013 (2nd ed.).
2. Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, Delhi: Oxford University Press, 1991.
3. Ganda Singh, *Life of Banda Singh Bahadur*, Publication Bureau, Punjabi University, Patiala, 2006.
4. Ganda Singh, *Ahmad Shah Durrani*, Bombay: Asia Publishing House, 1959.
5. Sachdeva, Veena, *Polity and Economy of the Punjab during the Late Eighteenth Century*, New Delhi: Manohar, 1993.
6. Gupta, Hari Ram, *History of the Sikhs*, Munshiram Manoharlal Publishers, New Delhi, 1994, Vol. III
7. Singh, Kushwant, *A History of the Sikhs*, Oxford Publishers, New Delhi, 1963, Vol. I

### Reference Readings:

8. Banga, Indu, (ed.), *Agrarian System of the Sikhs: Late Eighteenth and Early Nineteenth Century*, New Delhi: Manohar, 1997.
9. Bhagat Singh, *Sikh Polity in the Eighteenth and Nineteenth Centuries*, New Delhi: Oriental Publishers & Distributors, 1978.
10. Grewal, J.S., *The Sikhs of the Punjab: The New Cambridge History of India*, New Delhi: Cambridge University Press, 2003.
11. Gupta, Hari Ram, *History of the Sikh Confederacies (1708-1769)*, New Delhi: Munshiram Manoharlal, 1978 (3<sup>rd</sup> edition).
12. Sachdeva Veena, 'Social Base of Sikh Movement under Banda Singh Bahadur', *Research Journal Social Sciences*, Vol.22, No.3, 2014, Panjab University, Chandigarh, pp.14-24.

## EMERGENCE OF INDIAN NATIONALISM: AD 1857- 1919

Course Code	HIS554
Course Title	Emergence of Indian Nationalism: 1857- 1919
Type of Course	Theory (Core Course)
LTP	4 0 0
Credits	4
Course Pre-requisite	MA History
Course Objectives	The paper focuses on the Indian National congress and the emergence of the Gandhi

### UNIT I:

1857 and Govt. of India Act of 1858, the Growth of Political Consciousness in India, Social and Religious Reform Movements, Brahma Samaj, Arya Samaj and Singh Sabha, Formation of Regional Associations.

### UNIT II:

Foundation of Indian National Congress and its activities, Phases of Moderate Politics and estimate of their Works, Partition of Bengal and Swadeshi Movement 1905-08

### UNIT III:

Morley-Minto Reforms and Electoral Politics, Rise of Extremism in Indian nationalism and estimate of theirs works, Tribal and Peasant Movements in India

### UNIT IV:

Indian Nationalism during World War 1<sup>st</sup>, Lucknow Pact of 1916 and Hindu Muslim Unity, Emergence of Gandhi: Satyagraha Campaigns, Jallianwala Bagh, massacre, Khilafat and Non-Cooperation movement, Govt. of India Act 1919.

### Recommended Readings:

1. Anil Seal, Emergence of Indian Nationalism, CUP, Cambridge, 1984.
2. Bipan Chandra, India's Struggle for Independence 1857-1947, Penguin, New Delhi, 1988.
3. Kenneth, Jones, Socio-Religions Reform Movements in India, CUP, Cambridge, 1989.



4. Mushirul Hasan, Nationalism and Colonial Politics in India 1916-28, OUP, Delhi, 1979.
5. Sumit Sarkar, Modern India, Orient Longman, Delhi, 1983.
6. S.R. Mahrotra, The Emergence of Indian National Congress, Delhi, 1971.

**Reference:**

Reference: D.A.Low, Britain and Indian Nationalism: Imprint of Ambiguity, CUP,Cambridge, 1977.

Judith Brown, Gandhi's Rise to Power, CUP,Cambridge 1972.

\_\_\_\_\_, Modern India: Origin of the Asian Democracy, OUP, Delhi 1984.

Khalid. B. Sayeed, Pakistan the Formative Phase, OUP, Oxford, 1978.

K.K.Aziz, History of Partition of India, OUP, Delhi 1980.

Khaliquzzaman, Pathway to Pakistan, Lahore, 1961 (reprint)

Mushir-ul-Hasan, Nationalism and Communal Politics in India, Delhi 1979,

\_\_\_\_\_, India's Partition: Process, Strategy and Mobilization, OUP, Delhi 1993.

Anthony J. Parel, (ed.) Gandhi's Hind Swaraj and Other Essays, CUP,Cambridge

## **The National Movement in India: 1920-1947**

Course Code	HIS 556
Course Title	The National Movement In India: 1920-1947
Type of Course	Theory (Core Course)
LTP	4 0 0
Credits	4
Course Pre-requisite	MA History
Course Objectives	The Paper focuses on the revolutionary activities and partition of India

### **UNIT I:**

Khilafat and Non-Cooperation

Sequel to non-Cooperation, Gandhi's mass Contact program. The Swarajist Party

Revolutionary activities; Naujawan Bharat Sabha, HSRA

### **UNIT II:**

The Communal Question, Simon commission and Puran Sawraj 1929 and Civil Disobedience, its program and its impact Act of 1935, Election of 1937

### **UNIT III:**

Rise and growth of Socialism and left wing politics, World War II and the nationalist Dilemma, The Quit India movement and its impact.

### **UNIT IV:**

The Demand for Pakistan, Shimla Conference and Cabinet mission, Independence Act of India and Partition of India

### **Recommended Reading:**

Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, 1978.

\_\_\_\_\_, Essays on Indian Nationalism, Har-Anand, New Delhi, 2006.

Jalal, Ayesha, Jinnah: The Sole Spokesman, OUP, Oxford, 1987.

Moore, R.J, The Crisis of Indian Unity, OUP, Delhi, 1974.

Sumit Sarkar, Modern India, Macmillan, Delhi, 1983.

Sekhar Bandopadyay, Nationalist Movement in India: A Reader, OUP, New Delhi, 2009.  
Dharmjit Singh, Lord Linlithgow in India (1936-1943), ABS Publications, Jalandhar 2005

**Reference:**

Reference: D.A.Low, Britain and Indian Nationalism: Imprint of Ambiguity, CUP.Cambridge, 1977.

Judith Brown, Gandhi's Rise to Power, CUP,Cambridge 1972.

\_\_\_\_\_, Modern India: Origin of the Asian Democracy, OUP, Delhi 1984.

Khalid. B. Sayeed, Pakistan the Formative Phase, OUP, Oxford, 1978.

K.K.Aziz, History of Partition of India, OUP, Delhi 1980.

Khaliqzaman, Pathway to Pakistan, Lahore, 1961 (reprint)

Mushir-ul-Hasan, Nationalism and Communal Politics in India, Delhi 1979,

\_\_\_\_\_, India's Partition: Process, Strategy and Mobilization, OUP, Delhi 1993.

Anthony J. Parel, (ed.) Gandhi's Hind Swaraj and Other Essays, CUP,Cambridge

## Option (a): AGRARIAN ECONOMY OF ANCIENT INDIA

Course Code	HIS558
Course Title	Agrarian Economy of Ancient India
Type of Course	Theory (Major Elective Course, DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<p>❖ This course enlightens the students about the beginning of food production and agriculture system with special reference to bronze and iron ages. The role of agriculture and other allied trades to generate the state revenue.</p> <p>❖ It also acquaints the students with the duties of the state administration to bestow all peasants and other vocational with various facilities and endowments to boost up the production and revenue of the state. It throws light on the origin and evolution of Levy system in ancient India, its determination and mode of collection.</p>

**Unit I:**

Evolution of Agriculture: Neolithic Age (Beginning of Agriculture and Domestication of Animals); Bronze Age (Agricultural Techniques, and Irrigation); Iron Age (Cultivation Techniques, Processes, Crop Patterns and Irrigation).

**Unit II:**

State and Land Systems: Land Rights (Communal Rights, Individual Rights, and Royal Rights); State and Private Property (Demarcation of Land, and Boundary Disputes); Land Revenue and Tax Relief Provisions.

**Unit III:**

Peasantry: Peasant hierarchy in Early India; Political and Social Relationships between Peasantry, Donors, and Donees; Peasant Unrests (Causes and Nature of Peasant Unrests; Kaivarta and Kalabhara Uprisings).

**Unit IV:**

Land Grants and Expansion of Agriculture: Land Grants (agrahara, devadana, vaishyagrahara and kara-shasana); Study of the Krishiparasara (Agricultural processes and Techniques); Early Medieval Agrarian Changes.

**Recommended Readings:**

1. Chattopadhyaya, B. D. (ed.), *Essays in Ancient Indian Economic History*, New Delhi: Primus Books, 2015 reprint.
2. Gopal, L., *Aspects of the History of Agriculture in Ancient India*, Allahabad: University of Allahabad, 1987.
3. Gopal, L., 'Agriculture', in *History of Technology in India- Vol. I: From Antiquity to c. 1200 AD*, ed. A. K. Bag, New Delhi: Indian National Science Academy, pp. 391-436, 1997.
4. Sahu, B. P., (ed.) *Land System and Rural Society in Early India*, New Delhi: Manohar, 2003 reprint.
5. Sharma, R. S., *Early Medieval Indian Society: A Study in Feudalization*, New Delhi: Orient Blackswan, 2014 reprint.

6. Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12th Century*, Pearson Longman: Delhi, 2009

**Reference Readings:**

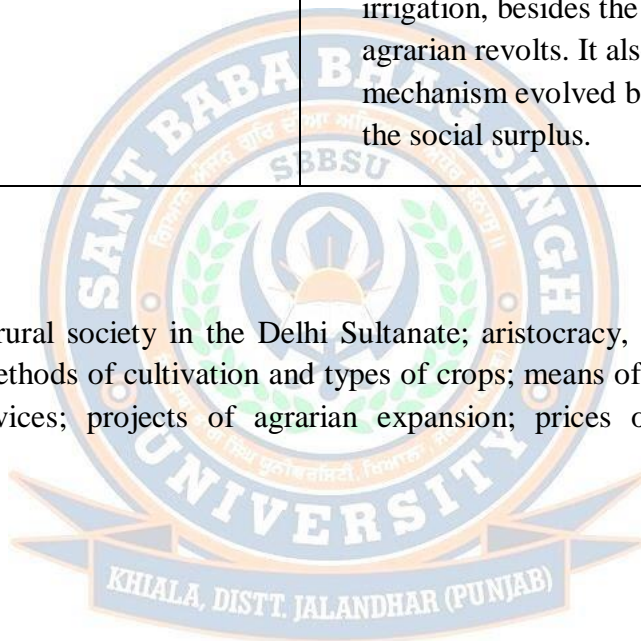
1. Basham, A.L., *The Wonder that was India*, Picador Publications, New Delhi, 2004
2. Chakravarti, Ranabir, 'Agricultural Technology in Early Medieval India (c. AD 500-1300)', in *The Medieval History Journal*, Vol. 11, No. 2, pp. 229-258, 2008.
3. Chakravarti, Ranabir, 'Interacting with Hydraulic Resources: Early Indian Experience', in *Science, Literature and Aesthetics- Vol. 15, Part-3*, ed. Amiya Dev, (HSPCIC) New Delhi: Munshiram Manoharlal, pp. 343-369, 2009.
4. Chattopadhyaya, B. D., *Aspects of Rural Settlements and Rural Society in Early Medieval India*, New Delhi: Primus Books, 2017.

## Option (b): Agrarian Economy of Medieval India

Course Code	HIS560
Course Title	Agrarian Economy of Medieval India
Type of Course	Theory (Major Elective Course, DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"> <li>❖ This paper aims at a multi-dimensional picture of the historical changes that occurred in the agrarian economy during the medieval period. For the sake of clarity and convenience, it is divided into two chronological phases, the Delhi Sultanate and Mughal Empire.</li> <li>❖ It seeks to make an in-depth analysis of the social structure, with particular reference to the various classes of peasantry as well as the intermediaries. It pays adequate attention to the technological aspects of agriculture and irrigation, besides the land rights and agrarian revolts. It also examines the mechanism evolved by the state to extract the social surplus.</li> </ul>

### Unit I

Structure of the rural society in the Delhi Sultanate; aristocracy, intermediaries and peasantry; methods of cultivation and types of crops; means of irrigation and water lifting devices; projects of agrarian expansion; prices of agricultural



produce.

## **Unit II**

Agrarian taxation in the Delhi sultanate; from tribute to a uniform land tax; magnitude of state share and methods of collection; changes in the system under successive rulers; salient features of the Iqta system; stages in the evolution of the Iqta system.

## **Unit III**

Conditions of peasantry in Mughal India; stratification among the peasantry; the nature of agrarian property; structure of the village community; zamindars and nature of their income; genesis, composition and strength of the zamindars.

## **Unit IV**

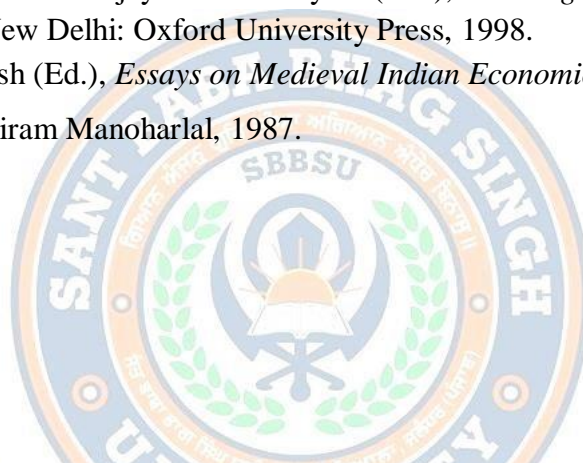
Assessment of land tax under the Mughals; magnitude of state share and mechanism of its collection; salient features of the jagirdari system; fiscal rights of jagirdars and management of jagirs; crisis in the jagirdari system; nature of the agrarian revolts.

### **Recommended Readings:**

1. Farooqi, M.A., *The Economic Policy of the Sultans of Delhi*, New Delhi: Konark Publishers, 1991.
2. Habib, Irfan, *The Agrarian System of Mughal India*, New Delhi: Oxford University Press, 2<sup>nd</sup> Revised Edition, 1999.
3. Habib, Irfan, *Essays in Indian History: Towards A Marxist Perception*, New Delhi: Tulika, 1995.
4. Naqvi, H.K., *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*, New Delhi: Munshiram Manoharlal, 1986.
5. Raychaudhuri, Tapan, & Irfan Habib, (Eds.), *The Cambridge Economic History of India, Vol. I*, Hyderabad: Orient Longman, (Reprint), 2004.

### **Reference Readings:**

1. Alam, Muzaffar & Sanjay Subrahmanyam (eds.), *The Mughal State 1526-1750*, New Delhi: Oxford University Press, 1998.
2. Chandra, Satish (Ed.), *Essays on Medieval Indian Economic History*, New Delhi: Munshiram Manoharlal, 1987.





3. Chandra, Satish, *Essays on Medieval Indian History*, New Delhi: Oxford University Press, 2003.
4. Grover, B.R., “Nature of Land Rights in Mughal India”, *The Indian Economic and Social History Review*, Vol. I, 1963.
5. Habib, Irfan, “Technological Changes and Society: 13<sup>th</sup> and 14<sup>th</sup> Centuries”, *Proceedings of the Indian History Congress*, Varanasi, 1969.
6. Habib, Irfan, “Economic History of the Delhi Sultanate: An Essay in Interpretation”, *The Indian Historical Review*, Vol. IV, No.2, 1978.
7. Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India*, New Delhi: Peoples Publishing House, 1973.
8. Hasan, S. Nurul, *Religion, State and Society in Medieval India*, Edited and Introduced by Satish Chandra, New Delhi: Oxford University Press, 2005.

## Option (c): Agrarian Economy of Modern India 1757-1857 A.D.

Course Code	HIS 562
Course Title	Agrarian Economy of Modern India 1757-1857 A.D.
Type of Course	Theory (Major Elective Course, DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	This course examines the impact of colonialism on India's agrarian economy in the nineteenth and early twentieth centuries.

### Unit I

Agrarian Context: Mid-18th century background and British Agrarian Policy; Agrarian settlements: Permanent; Ryotwari; Mahalwari; consequences of periodic settlements.

### Unit II

Agrarian Production and Technology; Commercialization of agriculture; Famine and the Peasantry; rural indebtedness

### Unit III

Agrarian Relations: Northern and Central India; Eastern India; Western India; South India.

### Unit IV

Development of irrigation in colonial times; Canalization and colonization of Punjab; Trade in Agricultural Produce; Agricultural Labour.

### Recommended Readings:

1. Ali, Imran, *The Punjab under Imperialism (1885-1947)*, OUP, New Delhi, 1989.
2. Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, OUP, New Delhi, 2010.
3. Banerjee, Himadri, *Agrarian Society of the Punjab (1849-1901)*, Manohar, New Delhi, 1982.

4. Bhatia, B.M., *Famines in India: A Study in Some Aspects of the Economic History of India with Special Reference to Food Problems, 1860-1990*, Sangam Books, Delhi, 1991.
5. Bhattacharya, Dhires, *A Concise History of the Indian Economy (1750-1950)*, Prentice Hall, New Delhi, 1979 (Second Edition).
6. Bhattacharya, Neeladri, *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Permanent Black, Ranikhet, 2018.

**Reference Readings:**

1. Amin, Shahid, 'Agrarian Bases of Nationalist Agitations in India: An Historiographical Survey,' in D.A. Low, *The Indian National Congress*, Manohar, Delhi, 1988.
2. Bayly, C.A., *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion (1770-1870)*, OUP, New Delhi, 2012(First Published 1983).
3. Choudhri, B.B., 'Trends in the Recent Studies in the Agrarian History of Colonial India' in T. Banerjee (ed.) *Indian Historical Research since Independence*, Calcutta, 1986.
4. Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 2004(First Published 1948).
5. Dhanagare, *Peasant Movements in India 1920-1950*, OUP, New Delhi, 1983.
6. Hardiman, David, *Peasant Resistance in India 1858-1914*, OUP, New Delhi 1992.
7. Kulke, Harman and Rothermund, Dietmar, *A History of India*, Routledge, London, 2010(First Published 1986).

## History and Historical Method

Course Code	HIS564
Course Title	History and Historical Method
Type of Course	Theory (Minor Course)
L T P	3 0 0
Credits	3
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	This paper provides an understanding of the meaning and nature of history and emphasizes on the value of interpretation in history. In a critical and comprehensive manner, it analyses the various trends in Indian historiography and underlines the changes in the stance of historians through times as well as their impact on history writing.

### Unit I

The historical fact; relationship between the historian and the facts; society and historian; importance of social forces; history as science; history as literature.

### Unit II

History as a study of causes; problem of determinism; problem of chance; value judgments in history; objectivity in history.

### Unit III

Categories of primary sources; problems of genuineness and reliability of literary sources; oral evidence; evaluation of secondary sources.

### Unit IV

Widening scope of history; history and archaeology; history and geography, history and economics; history and sociology and anthropology; history and literature.

### Recommended Readings:

1. Carr, E.H., *What is History?* Penguin: 1990 (also available in Hindi and Punjabi).

2. Webster, John C.B., *Studying History*, Delhi: Macmillan, 1997.

### **Reference Readings:**

1. Appleby, Joyce, Lynn Hunt and Margaret Jacob, *Telling the Truth about History*, New York: W.W. Norton, 1994.

2. Banga, Indu, *Causation in History*, Shimla: Indian Institute of Advanced Study, 1992.

3. Barzun, Jaques and Henry F. Graff, *The Modern Researcher*, New York: Harcourt Brace Jovanovich, 1992 (5th ed).

4. Bloch, Mark, *The Historian's Craft*, Manchester: Manchester University Press, 1984 (translated by Peter Putnam).

5. Elton, G.R., *The Practice of History*, Oxford: Blackwell, 2002.

6. Gottschalk, Louis, *Understanding History, A Primer of Historical Method*, New Delhi: Alfred A. Knopf, 1968.

7. Hexter, J.H. *The History Primer*, New York: Basic Books, 1971.

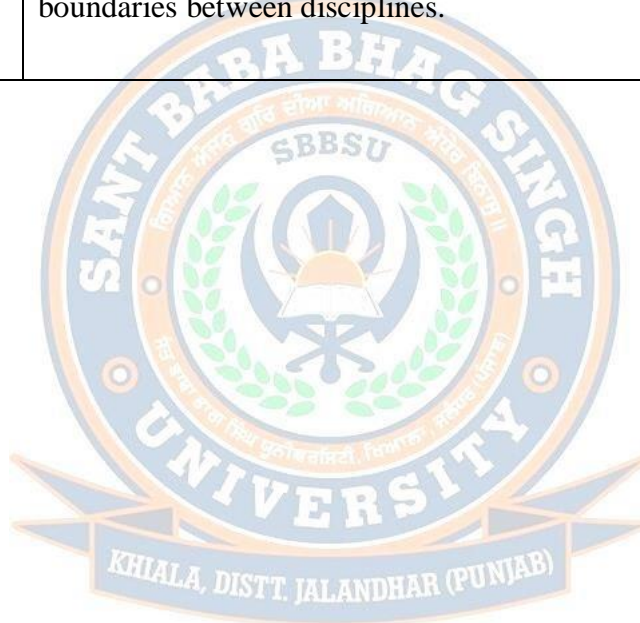
8. Jenkins, Keith, *On What is History*, London: Routledge, 1995.

9. Landes, David S. and Charles Tilly (eds.), *History as Social Science*, Englewood Cliffs: Prentice-Hall, 1971.

10. Marwick, Arthur, *The Nature of History*, Basingstoke: Macmillan Education, 1989.

## Multi Disciplinary Course

Course Code	
Course Title	MDC
Type of course	Theory
L T P	3:0:0
Credits	3
Course prerequisite	NA
Course Objectives (CO)	A multidisciplinary curriculum means studying the same topic from the viewpoint of more than one discipline, which indicates the aim to cross boundaries between disciplines.



## Semester 3

### Research Methodology-I

Course Code	HIS651
Course Title	Research Methodology (RM-1)
Type of Course	Theory (Core Course)
L T P	4 1 0
Credits	5
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"><li>❖ To familiarize the student with approaches and themes in Indian historiography appropriate to the study of History.</li><li>❖ And making student capable for doing their independent research in the form of dissertation</li></ul>

#### UNIT I:

##### Consultation of Sources:

How to read a History book, take notes, write footnotes and Bibliography, Analysis of Secondary Works, Examination of Primary Sources, Use of Oral traditions; documents; government records; newspapers; private papers and literary works.

#### UNIT II:

##### Preparation of Synopsis:

Rationale of Research problem and its theoretical framework, Book Review, Review of Literature Formulation of Hypothesis and Questions, Chapterization

#### UNIT III:

##### Writing:

Organization of material (outline, section, para, sentence) Plagiarism and forgery. Proof reading and Word Processing

#### UNIT-IV

##### New Techniques for Research:

Survey and interviews; Statistical data and tasks, Computer's application for maps, diagrams and figures and Use of Internet

**Recommended Readings:**

1. Barzun, J. and Henry Graff, *The Modern Researcher*, Harcourt Brace Jovanovich, New York, 1977.
2. Chitnis, K.N. *Research Methodology in History*, Atlantic 2006.
3. H.S., *Research Methodology in History*, Aph Publishing Corporation 2011.
4. Ludmila Jordanova, *History in Practice*, Arnold London, 2000.
5. Singh, Y.K, *Research Methodology: Techniques and Trends*, 2007.
6. Shreedharan, E, *A Manual of Historical Research Methodology*, 2002.



## Dissertation-I

<b>Course Code</b>	HIS653
Course Title	Dissertation-I
Type of Course	Theory (Core Course)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	The Aims and Objectives for your Master's Dissertations need to be in chapter 1, the introduction to the research project. Chapter 1 should be an introduction to the project, and not an introduction to the topic. The topic is covered in the Literature Review, usually chapter 2.

## Option (a): Punjab in the 19th century

Course Code	HIS655
Course Title	Punjab in the 19 <sup>th</sup> century
Type of Course	(Major Elective Course, DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"><li>❖ The aim of the present course is to make an assessment of British policy and programme in Punjab and study the construction of State.</li><li>❖ It critically examines and evaluates administrative, social, cultural, economic developments as well as socio-religious resurgence in the province between 1849-1901</li></ul>

### Unit I

Formation of the Kingdom of Lahore; land revenue administration, distribution of land revenue; agricultural production and development; trade, industry and urbanization.

### Unit II

Nature of state under Ranjit Singh; Ranjit Singh relation with British 1809-1839, political developments 1839-1849; role of the ruling classes in the decline of the kingdom of Lahore; annexation of the Punjab. (1<sup>st</sup> and 2<sup>nd</sup> Anglo Sikh War)

### Unit III

The early British administration 1849-58; British agrarian policies; application of modern science and technology; canal colonies.

### Unit IV

Christian missionaries and their activities; Arya Samaj and Dev Samaj; Muslim Anjumans and Ahmediyas; Nirankaris, Namdharis and Singh Sabhas.

### Recommended Readings:

1. Ali, Imran, *The Punjab under Imperialism, 1890-1947*, Delhi: Oxford, University Press, 1989.

2. Bal, S.S., *British Policy towards the Punjab (1844-49)*, Calcutta, 1971.
3. Banerjee, Himadri, *Agrarian Society in the Punjab, 1849-1901*, New Delhi: Manohar, 1982.
4. Banga, Indu (ed.), *Five Punjabi Centuries*, Delhi: Manohar, 2000.
5. Banga, Indu and J.S. Grewal, eds., *Maharaja Ranjit Singh: Society and Economy*, Amritsar: GNDU, 2001.

**Reference Readings:**

1. Chhabra, G.S., *Social and Economic History of Punjab, 1849-1901*, Jalandhar: S. Nagin & Co., 1962.
2. Ganda, Singh (ed.), *The Singh Sabha and other Socio-Religious Movements in the Punjab*, 'The Punjab Past and Present', 2nd ed., Patiala: Punjabi University, 1984.
3. Goswamy, B.N., *Painters at the Sikh Court*, Delhi: Aryan Books, 1999.
4. Goswamy, B.N., *Piety and Splendour: Sikh Heritage in Art*, Delhi: National Museum, 2000.
5. Islam, M.M., *Irrigation, Agriculture and the Raj: Punjab 1887-1947*, New Delhi: Manohar, 1997.
6. Khilani, N.M., *British Power in the Punjab*, Bombay: Asia, 1972.
7. Mathur, Y.B., *British Administration of Punjab (1849-75)*, Delhi: Surjeet Book Depot, 1972.
8. Sharma, Radha, *Peasantry and the State Early 19th century Punjab*, Delhi: K.K. Publishers, 2000.
9. Singh, Sukhwant, *Agricultural Growth under Colonial Constraints: The Punjab, 1849-1947*, Delhi: Manmeet Parkashan, 2000.
10. N.K. Sinha, Ranjit Singh,
11. Bhagat Singh, maharaja Ranjit and his time. Shegal Publisher, New Delhi, 1990
12. Curriham, History of Sikhs.

### Option (b) : POLITY, ECONOMY AND SOCIETY IN THE PUNJAB (A.D. 1799-1849)

<b>Course Code</b>	<b>HIS657</b>
Course Title	Polity, economy and Society in the Punjab (A.D. 1799-1849)
Type of Course	Theory (Major Elective Course, DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	NA
Course Objectives (CO)	The aim of the present course is to make an assessment of Rise and Fall of Maharaja Ranjit Singh's Empire, It critically examines and evaluates the Ruling Classes, The Jagirdars And Dharmarth Grants

#### Unit-I

1. Rise of the Sukarchakias
2. Unification and Expansion Under Ranjit Singh
3. Decline and Fall of the Kingdom of Lahore

#### Unit-II

4. Nature of Monarchy
5. Central and Provincial Government in the Kingdom of Lahore
6. Land Revenue Administration

#### Unit-III

7. The Ruling Classes
8. The Jagirdars
9. Dharmarth Grants

#### Unit-IV

10. The Intermediaries and the Peasantry
11. The Mercantile Classes
12. Social Mobility

#### Recommended Readings:

1. Fauja Singh, *Some Aspects of State and Society under Ranjit Sijgh*, New Delhi 1982.
2. G.L.Chopra, *The Punjab As a Sovereign State*, VVRI., Hoshiarpur, 1960.
3. Indu Banga, *Agrarian System of the Sikhs: Late Eighteenth and Early*

- Nineteenth Century*, Manohar, New Delhi, 1978.
4. \_\_\_\_\_, (ed.) *Five Punjabi Centuries: Polity, Economy, Society, and Culture (C.1500-1990)*, Manohar, New Delhi, 1997.
  5. \_\_\_\_\_, "The Ruling Class in the Kingdom of Lahore", *Journal of Regional History*, III, 1982, pp 15-24.
  6. Radha Sharma, *Ranjit Singh Kal Di Kissani Da Samaj Shastri Adhiyan*, Patiala 1999.
  7. \_\_\_\_\_, *Peasantry and the State: Early Nineteenth Century Punjab*, K.K.Publications, Simla 2000.
  8. \_\_\_\_\_, *The Lahore Darbar*, G.N.D. University, Amritsar 2001.

## Reference Readings

1. Badan Powell, *The Land System of British India* Vo. II, Delhi 1974(reprint – first published 1892)
2. Bhatti, Indryas, *Nobility under the Lahore Darbar (1799-1849)*, M. Phil. Dissertation, Amritsar, 1981.
3. Bikramjit Hasrat, *Life and Time of Ranjit Singh*, VVRI, Hoshiarpur, 1977.
4. Fauja Singh Bajwa, *Military System of the Sikhs (1799-1849)*, Motilal Banarsidass, Delhi 1964.
5. Harish C. Sharma, "Artisans", *Maharaja Ranjit Singh Society and Economy* (ed. InduBanga and J.S.Grewal), G.N.D. University, Amritsar, 2001, pp 107-86
6. Indu Banga, "State Formation Under Sikh Rule", *Journal of Regional, History*, Vo. I, 1980, pp 15-35.
7. \_\_\_\_\_, "Social Mobility in the Punjab Under Maharaja Ranjit Singh", *Maharaja Ranjit Singh and His Times* (eds. J.S.Grewal & Indu Banga), G.N.D. University, Amritsar 1980, pp 125-37.
8. J.S.Grewal, *The Reign of Maharaja Ranjit Singh Structure of Power, Economy and Society*, Sita Ram Kohli Memorial Lectures, Punjabi University, Patiala 1981.

## Option (a): Contemporary India 1947-1992 A.D.

Course Code	HIS659
Course Title	Contemporary India 1947-1992 A.D.
Type of Course	Major Elective Course(DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	This course provides an introduction to the major strands in the history of contemporary India.

### Unit I

Partition and rehabilitation as a major challenge, making of the Constitution, Integration of Princely states, Economic policies and Five Years plans.

### Unit II

Peasant Unrest in Bengal, Andhra Pradesh and Bihar, Land Reforms; Green Revolution, Political Processes: working of Multi-Party System, Congress, Left Wing Parties, Right Wing Parties.

### Unit III

Re-organization of states since 1950s, Beginning of Coalition Era: J. P. Movement, Emergency, the Janta Party experiment. Reorganization Act of Punjab 1966 (Punjabi Suba Movement)

### Unit IV

Foreign Relations: China, Pakistan, USA, USSR.

### Recommended Readings:

1. Chandra Bipan, Mridula Mukherjee and Aditya Mukherjee, *India after Independence, 1947-2000*, Delhi: Penguin, 2002.
2. Moore, Barrington M., James C. Scott, Edward Friedman, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, New York: Beacon Press, 1993.
3. Spear, Percival, *The Oxford History of Modern India 1740-1975*, New York: Oxford University Press, 1979.

4. Frankel, F., *India's Political Economy 1947-77*, OUP, Princeton, 1978.
5. Menon, V.P., *The Story of the Integration of the Indian States*, Bombay, 1969.

### **Reference Readings**

1. Austin, Granville, *Working a Democratic Constitution: The Indian Experience*, New York and Delhi: Oxford University Press, 1999.
2. Bardhan, Pranab, *The Political Economy of Development in India*, Delhi: Oxford University Press, 1998.
3. Dreze, Jean and Amartya Sen, *India: Economic Development and Social Opportunity*, Delhi: Oxford University Press, 1996.
4. Ganjoo, Dr. Satish, *Wailing Shadows in Kashmir*, Anmol Publishers, New Delhi, 2006.
5. Karlekar, Hiranmay (ed.), *Independent India: the first fifty years*, Delhi: ICCR and Oxford University Press, 1998.
6. Morris Jones, W.H., *The Government and Politics of India*, Delhi: Oxford University Press, 1987.

## Option (b): Contemporary Punjab (1947-1992)

Course Code	HIS661
Course Title	Contemporary Punjab
Type of Course	Major Elective Course(DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	This course provides an introduction to the major strands in the history of contemporary Punjab

### Unit-I

1. Partition and Rehabilitation
2. Punjabi Suba and Territorial Reorganization
3. Green Revolution and its Impact.

### Unit-II

4. Peasant Agitation
5. Political Economy
6. Demographic Changes and Urbanization

### Unit-III

7. Centre – State Relations and the Punjab Crises
8. Emergence of Militancy/Terrorism
9. Impact of Militancy/Terrorism

### Unit-IV

10. Agrarian and Social Crises
11. Punjabi Diaspora
12. Status of the Punjab in the Union

### Recommended Readings:

- J.S.Grewal, *The Sikhs of the Punjab*, OUP, Cambridge, 1990.
- J.S.Grewal and Indu Banga, *Punjab in Prosperity and Violence*, K.K. Publishers, Chandigarh 1998.
- Harish K. Puri, Paramjit Singh Judge and Jagroop Singh Sekhon, *Terrorism in Punjab :Understanding Reality at the Grassroots Level*, *Guru Nanak Journal Sociology*, Vol. XVIII No.I, G.N.D. University, Amritsar, 1997, pp. 37-99.
  - Khushwant Singh, *A History of the Sikhs*, Vol. II, OUP, Oxford 1972.
  - Kirpal Singh, *Partition of Punjab*, Punjabi University, Patiala, 1972.
  - Pritam Singh & Shinder Singh Thandi (eds), *Punjabi Identity in Global Context*, OUP, Oxford, 1999.
  - Pritam Singh, *Punjab Economy: The Emerging Pattern*, Enkay Publishers, New Delhi, 1995.



## Seminar

Course Code	HIS663
Course Title	Seminar
Type of Course	Practical
L T P	0 0 4
Credits	2
Course Pre-requisite	NA
Course Objectives (CO)	To acquire a good manner of putting questions and to answer the questions of other effectives.

## Research Publication and Ethics

<b>Course Code</b>	
Course Title	Research Publication and Ethics
Type of Course	Theory
L T P	2 0 0
Credits	2
Course Pre-requisite	NA
Course Objectives (CO)	The first and broadest objective is to protect human participants. The second objective is to ensure that research is conducted in a way that serves interests of individuals, groups, and/or society as a whole.

### Unit-1

#### Philosophy and Ethics:

1. Introduction to Philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

### Unit-II

#### Scientific Conduct:

1. Ethics and respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, fabrication, and plagiarism
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

### Unit-III

#### Publication Ethics:

1. Publication ethics: definition, introduction and importance
2. Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest

4. Publication misconduct: definition, concept, problems and lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

#### **Unit-IV**

##### **A. Databases**

1. Index databases
2. Citation databases: Web of Science, Scopus, etc.

##### **B. Research Metrics**

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score,
2. Metrics: h-index, g index, i10 index, altmetrics

#### **References**

Bird, A. (2006), Philosophy of Science, Routledge

MacIntyre, Alasdair (1967), A Short History of Ethics, London.

P. Chaddah, (2018), Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978-9387480865

National Academy of Sciences, National Academy of Engineering and Institute of Medicine, (2009), On Being a Scientist: A Guide of Responsible Conduct in Research: Third Edition, National Academies Press.

Resnik, D.B. (2011), What is Ethics in Research & why is it important, National Institute of Environmental Health Sciences, 1-10, Retrieved from <http://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Beall, J.(2012). Predatory Publishers are corrupting open access, Nature, 489(7415), 179-179.

<https://doi.org/10.1038/48917a>

Indian National Science Academy(INSA), Ethics in Science Education, Research and Governance(2019), ISBN:978-81-939482-1-7. <http://www.insaindia.res.in/pdf/Ethics Book.pdf>

## Application of ICT Tools in Research

<b>Course Code</b>	
Course Title	Application of ICT Tools in Research
Type of Course	Theory
L T P	0 0 4
Credits	2
Course Pre-requisite	NA
Course Objectives (CO)	To speed up the research work, To enhance the quality of research work.

## Semester 4

### Historical thought and Historiography

Course Code	HIS652
Course Title	Historical thought and Historiography (RM-2)
Type of Course	Theory (Core Course)
L T P	4 1 0
Credits	5
Course Pre-requisite	B.A. (pre-requisite)
Course Objectives (CO)	This paper provides an understanding of the meaning and nature of history and emphasizes on the value and interpretation in history. In a critical and comprehensive manner, it analyses the various trends in Indian historiography and underlines the changes in the stance of historians through times as well as their impact on history writing.

#### Unit-I

1. Definition and Nature of History
2. Scope and Purpose of History
3. Causation in History

#### Unit-II

1. Objectivity in History
2. History and Other Disciplines: Economics, Political Science, Psychology
3. History and Auxiliary Sciences: Sociology, Geography, Literature

#### Unit-III

4. Greek Historical Thought: Herodotus
5. Roman Historical Thought: Tacitus
6. Christian Historical Thought : St. Augustine

#### Unit-IV

7. Renaissance Thought : Michiaveli
8. Enlightenment Thought : Edward Gibbon
9. Marxist Historical Thought : Karl Marx

#### Recommended Readings:

1. E.H.Carr, *What is History?* Penguin, Middlesex, 1987.
2. Marc Bloch, *The Historians Craft*, Vintage Books, New York, 1953.

3. B.Sheik Ali, *History: Its Theory and Method*, Macmillan, Madras, 1990.
4. M.C.Lemon, *Philosophy of History*, Routledge, London, 2008.
5. Peter Lambert and Phillip Schofield, *Making History: An Introduction to History and Practices of a Discipline*, Routledge, London, 2006.

## References:

1. John C.B.Webester, *Studying History*, Maicmillan, New Delhi, 1997.
2. Marnie Hughes – Warrington, *Fifty Great Thinkers on History*, Routledge, London, 2004
3. S.K.Bajaj, *Recent Trends in Historiography*, Anmol Publications, New Delhi,1998.
4. G.R.Elton, *The Practice History*, Collins, Glasgow 1978.
5. J. Havet, *Main Trends of Research in the Social and Human Sciences Part II, Vol. I*,Mouton, The Hague , pp 229-443 (G. Barraclough on History)
6. H.E. Barners, *A History of Historical Writings*, New York, 1962.
7. R.G. Collingwood, *The Idea of History*, OUP, London, 1973.
8. E. Sreedharan, *A Textbook on Historiography (500 BC – 2000 AD)*, Orient Longman,Hyderabad, 2004
9. Agnes Heller, *A Theory of History*, Routledge, London, 1982.
10. John, Tosh, *The Pursuit of History*, Longman, London, 1985.
11. Allen Nevins, *The Gateway to History*, Vora and Co. Bombay, 1968.
12. Sajal Nag, “Imperialist Historiography: A Re-Emphasis”, *New Quest*, No.99, May-June,1993.

## Dissertation-2

<b>Course Code</b>	HIS 654
<b>Course Title</b>	Dissertation-2
<b>Type Of Course</b>	Theory
<b>L T P</b>	8:0:0
<b>Credits</b>	8
<b>Course Prerequisites</b>	NA
<b>Course objectives</b>	The main objective of dissertation is that to effectively understand about the research methodology and then making the dissertation research proposal on the basis of the understanding.



## Option (a): Punjab in the 20<sup>th</sup> Century

Course Code	HIS656
Course Title	Punjab in the 20 <sup>th</sup> Century
Type of Course	Theory (Major Elective Course, DSE)
L T P	4 0 0
Credits	4
Course Pre-requisite	B.A. (History)
Course Objectives (CO)	<ul style="list-style-type: none"> <li>❖ The course traces the history of Punjab from 1901 to 1966 focusing on how the agrarian policies and legislations passed by the British Raj in these years affected the Punjab Peasantry. How the discontentment led the Peasantry to join the National Movement which Gandhi spearheaded.</li> <li>❖ Punjab's participation in the various phases is discussed particularly the phase of partition</li> </ul>

### Unit I

**Punjab from 1901 to 1920's:** Land Alienation Act of 1901- The Agrarian Agitation of 1907, The Ghadar Movement; Rowlatt Satyagraha, Jallianwala Bagh and the martial law; Formation of Punjab National Unionist Party 1923.

### Unit II

**Punjab in 1920's:** The Akali Agitation or Gurdwara Reform Movement; The Babbar Akalis 1921-22; The Congress Party in Punjab 1920's, Left wing groups of parties-1920's; Peasants protests -1924-29.

### Unit III

**Punjab in 1930's-1940's:** The Civil Disobedience and Punjab; agitations around land revenue; Unionists under provincial autonomy; struggle for freedom during World War II (1939-1945); responses to the demand of Pakistan; Congress and Sikh politics 1940-1947, partition and its effects on the Punjabis.

### Unit IV

**Punjab after partition:** Towards the Punjabi province 1947-1966; Naxalite Movement, Reorganization of Punjab in 1966; Reorganization Act of 1966. Emergence of Militancy/Terrorism and Impact on Punjab.

### **Recommended Readings:**

1. Ali, Imran, *The Punjab under Imperialism 1890-1947*, Delhi: Oxford University Press, 1989.
2. Bal, S.S., *A Brief History of Modern Punjab*, Ludhiana: Lyall Book Depot.
3. Banga, Indu, (ed.), *Five Punjabi Centuries: Polity, Economy, Society and Culture c.1500*, Delhi: Manohar 1997.
4. Banga, Indu, *Agrarian System of the Sikhs*, New Delhi, Manohar, 1978.
5. Barrier, N.G., *The Sikhs and their Literature*, New Delhi: Manohar, 1970.
6. Dayal, Ravi (ed.) *We fought together for freedom*; Indian Council of Historical Research, Oxford University Press, Delhi, 1995
7. Mohan, Kamlesh, *Militant Nationalism in the Punjab*, New Delhi: Manohar, 1985.
8. Mukherjee, Mridula, *Colonializing Agriculture*, Modern Indian History Series, New Delhi: Sage India, 2005.
9. Mukherjee, Mridula, *Peasants in India's Non-violent Revolution*, Modern Indian History Series, New Delhi: Sage India, 2004.
10. Wallace, Paul and S. Chopra (eds.), *Political Dynamics and Crisis in Punjab*, Guru Nanak Dev University, Amritsar 1988.

### **Reference Readings**

1. Grewal, J.S., *The Sikhs of the Punjab*, *New Cambridge History of India*, New Delhi: Orient Longman, 1990.
2. Grewal, J.S., *The Akalis: A Short History*, Chandigarh: Punjab Studies Publications, 1966.
3. Gopal Singh (eds.) *Punjab: Past, Present and Future*, Ajanta, Delhi, 1994.
4. Islam, M.M., *Irrigation, Agriculture and the Raj, Punjab 1887-1947*, New Delhi: Manohar, 1997.
5. Kirpal Singh, *The Partition of the Punjab*, Patiala: Punjabi University, 1972.

6. Mahajan Sucheta, *Anti British Agitation in 1907 Punjab*, Punjab History Conference Proceedings fifteenth session, 1981.
7. Pramod Kumar (ed.), *Punjab Crisis: Context and Trends*, CRRID, Chandigarh, 1984.
8. Pritam Singh and Shinder S. Thandi (eds.), *Punjabi Identity in a Global Content*, Delhi: Oxford, 1999.

## Option (b): HISTORY OF IDEAS

Course Code	HIS658
Course Title	History of Ideas
Type of Course	Theory (Major Elective Course, DSE)
LTP	4 0 0
Credits	4
Course Pre-requisite	NA
Course Objectives	To familiarize the student with approaches and themes in Indian philosophy

### UNIT I:

Vedic, Upanishdic, Philosophical Ideas, Six schools of Indian Philosophy, Philosophy of Jainism and Buddhism

### UNIT II:

Philosophy of Bhakti Movement, Philosophy of Sufism, Reform and Revivalism in India: 19<sup>th</sup> Century

### UNIT III:

Colonialism and Imperialism, Utilitarianism and Liberalism, Nationalism and Internationalism

### UNIT IV:

Socialism and Communism, Secularism, Humanism

### Recommended Reading:

Romila Thapar, *The Penguin History of Early India from the Origins to A.D. 1300*, Penguin, London, 2005.

A.L. Bashan, *The Wonder That was India*, Rupa, New Delhi, 2002.

S.Chandra, *Historiography, Religion and State in Medieval India*, Har-Anand, New Delhi, 1996

J.S. Grewal, *Guru Nanak in History*, Punjab University, Chandigarh, 1998.

Thomas R. Metcalf, *Ideologies of the Raj*, CUP, New Delhi, 1995.

K.W. Jones, *Socio-Religious Reform Movements in British India*, CUP, New Delhi, 1994.

Bipan Chandra, *Communalism : A Primer*, Anamika, New Delhi, 2004.

A.Appadorai, *Indian Political Thinking in the Twentieth Century from Naroji to Nehru : An Introductory Survey*, Calcutta, 1979.

## Option(a): Modern World Mid-15<sup>th</sup> to 20<sup>th</sup> Century

<b>Course Code</b>	HIS660
<b>Course Title</b>	Modern World Mid-15 <sup>th</sup> to 20 <sup>th</sup> century
<b>Type of Course</b>	Theory (Major Elective Course, DSE)
<b>L T P</b>	4 0 0
<b>Credits</b>	4
<b>Course Pre-requisite</b>	B.A. (History)
<b>Course Objectives (CO)</b>	<ul style="list-style-type: none"> <li>❖ The paper focuses on the Modern phase of World history with particular reference to Modern ideas with emphasis on ‘humanism’, politics revolving around European State System and colonial and economic developments are highlighted.</li> <li>❖ The social and economic change which took place in Europe from 17<sup>th</sup> to 19<sup>th</sup> century effecting the transition from Feudalism to Capitalism and the rise of Nationalism in the 19<sup>th</sup> century is focused in the course.</li> </ul>

### Unit I

Enlightenment and Modern Ideas: Renaissance; Reformation, its origins, course and significance; Spread of Enlightenment, outside Europe; Rise of Socialist ideas (up to Marx).

### Unit II

American war of independence and the constitution; French Revolution and its aftermath; Commercial Revolution, Price revolution and English revolution.

### Unit III

Modern Nation State System: English Industrial Revolution; Rise of Nationalism in the 19<sup>th</sup> century; state building in Germany and Italy;

### Unit IV

World War-I; League of Nation; World War- II and formation of UNO, Cold War

### **Recommended Readings:**

1. Clark, G., *Early Modern Europe*, Oxford University Press, 1964.
2. Clough, Shepherd, *Economic Development of the Western World*, London: Macraw Hill Book Company.
3. Davis, H.A., *Outline History of the World. Ed.5* 1968.
4. Gay, P and J. Goratty (eds.) *Columbia History of the World*, New York: Harper Row, 1972.  
Hale, J.R., *Renaissance Europe*, London: Collins Sons & Co. Ltd., 1971.
5. Hinsley, F.H. (eds.) *Material Progress and World-Wide Problems, 1870-1898*, Cambridge University Press, 1976. Hobsbawm, Eric., *Age of Empire 1875-1914*, Delhi: Viking, 1975.
6. Hobsbawm, Eric., *Age of Revolution 1789-1848*, Delhi: Viking, 1975.
7. Jain and Mathur, *A History of The Modern World*, Misc Publisher.
8. Palmer, R.A., *A History of Modern World*, Macgraw, 1982.

### **Reference Readings**

1. Lefebvre, G., *The French Revolution*
2. Rude, George, *Revolutionary Europe*, Collins, 1964.
3. Thompson, Davis, *Europe Since Napoleon*, Australia: Penguin, 1966.

**Option(b):History of China and Japan  
1839-1950 A.D.**

<b>Course Code</b>	HIS 662
<b>Course Title</b>	History of China and Japan 1850-1950 A.D.
<b>Type of Course</b>	Theory (Major Elective Course, DSE)
<b>L T P</b>	4 0 0
<b>Credits</b>	4
<b>Course Pre-requisite</b>	B.A. (History)
<b>Course Objectives (CO)</b>	This course aims to trace the various phases of history of China and Japan in modern times in context of their struggle against invasion of west. Also, the present course seeks to evaluate the internal struggle as well as various efforts made within these nations which were directed towards the quest of their identities as important powers of the world.

**Unit-I**

Opening of China: The First Opium War and the Second Opium War; Taiping rebellion; Battle of Concessions (1895-98); Boxer movement (1900); the Impact of foreigners in China.

**Unit II**

Sun Yat Sen and the revolution of 1911; May 4<sup>th</sup> 1919 Movement; C.C.P.'s relations with K.M.T.till 1949 and triumph of communism; the inauguration of first Five Year Plan and land reforms;the role of communes.

**Unit III**

Opening of Japan: Perry expedition and its significance; Meiji restoration and reforms for modernisation-end of feudalism, reorganization of central administration, reforms in education, economic progress, industrial and agricultural reforms, the new Japanese Constitution of 1889; the first Sino-Japanese War (1894-95); Anglo- Japanese Alliance (1902); Russo-Japanese War (1905).



#### **Unit IV**

Japan's role in World War I and presentation of 21 demands; Washington Conference (1921); Causes growth of Japanese militarism; Japan from Manchurian Crisis to the Second World War; monetary and banking systems in post-war Japan; the role of Zaibatsu in post-war economy

#### **Recommended Readings:**

1. Allen, G.C., *Japan's Economic Recovery, Opium Wars to 1911 Revolution Vol.I*, Delhi:Khosla, 1978. Donnithorne Andrey, *China's Economic Systems*, London, 1969.
2. Flath David, *The Japanese Economy*, New York: Oxford University Press, 2000.
3. Hsu Immanuel, C.Y., *The Rise of Modern China*, New York: Oxford University Press, 1970.
4. Hughes, T.J. & Luard D.E.T., *The Economic Development of Communist China (1949-58)*, London: Oxford University Press, 1959.
5. Vinacke, Harold M., *A History of the Far East in Modern Times*, New York: Appleton CenturyCrafts, 1961 (6<sup>th</sup> edition.)

#### **Reference Readings:**

1. Kennedy Paul, *The Rise and Fall of the Great Powers- Economic Change and Military Conflict from 1500 to 2000*, London: Unwin and Hyman, 1988.
2. Latourette, K.S., *A Short History of the Far East*, New York, Macmillan, 1957.

## Technical Writing Skills

<b>Course Code</b>	
<b>Course Title</b>	<b>TECHNICAL WRITING</b>
<b>Type of Course</b>	Audit Course
<b>L T P</b>	0 0 4
<b>Credits</b>	2
<b>Course Prerequisites</b>	Nil
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand that how to improve your writing skills and level of readability</li> <li>2. Learn about what to write in each section</li> <li>3. Understand the skills needed when writing a Title</li> <li>4. Ensure the good quality of paper at very first-time submission</li> </ol>
<b>Course Outcome (CO)</b>	<p>The learner will be able to-</p> <ol style="list-style-type: none"> <li>1. Develop writing skills by analyzing model texts</li> <li>2. Expand academic vocabulary</li> <li>3. Consolidate more advanced aspects of English grammar relevant to writing research papers</li> <li>4. Consolidate language functions found in research papers</li> <li>5. Compare various practices and conventions used in writing research papers across a range of disciplines.</li> </ol>

### UNIT-I

Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness

### UNIT-II

Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticising, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts. Introduction

### UNIT-III

Review of the Literature, Methods, Results, Discussion, Conclusions, the Final Check.

### UNIT-IV

Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed

when writing a Review of the Literature

### UNIT-V

Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, and skills are needed when writing the Conclusions.

<b>RECOMMENDED BOOKS</b>			
<b>Sr. no.</b>	<b>Name</b>	<b>Author(s)</b>	<b>Publisher</b>
1	Writing for Science	Goldbort R (2006)	Yale University Press (available on Google Books)
2	How to Write and Publish a Scientific Paper	Day R (2006)	Cambridge University Press
3	Handbook of Writing for the Mathematical Sciences	Highman N (1998)	SIAM. Highman's book
4	English for Writing Research Papers	Adrian Wallwork	Springer New York Dordrecht Heidelberg London, 2011