

UNIVERSITY OF LUCKNOW



Two Year Post Graduate Programme (2024)

of

Medieval and Modern Indian History

(Under NEP 2020 Framework)

University of Lucknow
Two Year Master of Medieval and Modern Indian History
Programme in under NEP 2020

1. Applicability

These regulations shall apply to the Master in Medieval and Modern Indian History programme from the session 2025-26.

2. Minimum Eligibility for admission

A three/four-year Bachelor's degree or equivalent degree awarded by a University or Institute established as per law and recognised as equivalent by this University **with History as a subject**, for General, OBC Candidate 45% and SC,ST 40% percentage marks or equivalent grade, shall constitute the minimum requirement for admission to the Master in Medieval and Modern Indian History programme. **However, students not having History at the graduation level, their minimum requirement for admission will be as per University rule.**

3. Programme Objectives

Indian history is a vast subject and is studied under different phases. The course of Medieval and Modern Indian History exhibits different characteristics and signifies such developments which shaped India's destiny. The changes that took place in the nature of state, the presence of different political entities at different points of time in the country, high level of centralization of power, major transformation in the political, socio-cultural and economic arena of the country and finally India's move towards freedom and birth as a Nation have been identified as the major features of this period.

The course has been designed to provide an exhaustive view of the development in the Medieval and Modern period of Indian history in a proper framework of time.

4. Programme Outcomes-

Students will not only become aware of their past heritage but will also develop a critical sense to analyse things in a proper perspective.

It is expected that the courses offered in each Semester will enhance the knowledge of the students and will prepare them to take up various competitive exams.

An indepth study of the courses will provide an opportunity to the students to enroll for research in history and pursue career in academics.

5. Specific Programme Outcomes

It is expected that the Course will prepare Students for the competitive examinations they can also seek employment in Museum Archives, Department of Tourism as well as academics

6. Course Structure

The course structure of the Two Year Master in Medieval and Modern Indian History programme under NEP 2020 shall be as follows:

Year	Semester	Course Type	Paper Title	Credits	Total	
1	Semester 1	Core Course 01	Historiography and Methodology	04	20	
		Core Course 02	History of Medieval India (Political & Administrative Aspects: 1206-1526)	04		
		Core Course 03	History of India (Political, Administrative & Constitutional Aspects: 1740-1813)	04		
		Core Course 04	History of India: Political, Administrative & Constitutional History: 1858-1905	04		
		Core Course 05	Project	02		
		Value added Course Credited (Intradepartmental)	Emergence of a Composite Culture During Medieval Period	02		
2	Semester 2	Core Course 06	Historiography and Historians	04	20	
		Core Course 07	History of Medieval India (Political & Administrative Aspects: 1526-1739)	04		
		Core Course 08	History of India (Political, Administrative & Constitutional Aspects 1813-1857)	04		
		Core Course 09	History of India: Political, Administrative & Constitutional History : 1905-1947	04		
		Core Course 10	Women in Modern India	02		
		Interdepartmental Course	Reconstructing Modern India: Role of Social Reformers	02		
3	Semester 3	Core Course 11	Socio - Cultural & Economic History of Medieval India (1206-1526)	04	20	
		Core Course 12	Freedom Struggle of India (1857-1920)	04		
		Core Course	13	Nawabi Regime in Awadh		04
		Elective Course	13 a	Contemporary History of India (Political and Administrative Aspects: 1947-2000)		
			13b	Economic History of India: 1740-1947		
		Elective Course	14 a	Socio - Cultural & Economic History of Modern India: 1740- 1947		04
			14 b	Environmental awareness in India		
		Elective Course	15 a	Project		02
	15b	Project				
Internship Field Work	Internship Report	02				
4	Semester 4	Core Course 16	Freedom Struggle of India (1920-1947)	04	20	
		Elective Course	17 a	Socio- Cultural and Economic History of Mughal India		04
			17 b	Socio- Cultural and Economic History of Contemporary India (1947-2000)		
		Elective Course	18 a	Project		04
			18 b	Project		
			Dissertation	08		
TOTAL CREDITS					80	

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-1
Core Course -01 (04 Credits)
Historiography and Methodology

OBJECTIVE : The paper aims to provide an understanding of history as a form of social inquiry, focusing the conceptual theoretical and methodological processes. It also seeks to impart an understanding of the historiography that developed during the Delhi Sultanate period.

Unit-I

1. Nature and Scope of History
2. Structure and form of History:
 - a) Categorization of history as science or arts
 - b) History's relations with other subjects
3. Significance of Auxiliary sciences in History

Unit-II

1. Objectivity and subjectivity in History
2. Subaltern History
3. Research Methodology:
 - a) Primary and secondary sources
 - b) Analytical operations.

Unit-III

1. Salient Features of Delhi Sultanate Historiography
2. Prominent Historians of Early Turkish Period:
 - a) Fakhr-i-Muddabbir
 - b) Minhaj-us-seraj
 - c) Hasan Nizami

Unit-IV

1. Historiography during Khalji & Tughluq Regime:
 - a) Amir Khusrau
 - b) Ziauddin Barni
 - c) Sams-i-Seraj, Afif
 - d) Isami
 - e) Ibn Babuta

Unit-V

1. Historical trends during the later period of the Sultanate
2. Mughal historiography: Salient Features
3. Babur, Humayun, Shershah

LEARNING OUTCOME : Students will be benefitted by getting a clear understanding of history in totality as a discipline and can use their knowledge for research purposes. It also makes them aware of history writing processes during the Delhi Sultanate Period.

Suggested Reading:

1. B. Sheik Ali-*History its Theory & Method*
2. E. Sridharan-*A Textbook of Historiography*
3. I. H. Siddiqui-*Indo-Persian Historiography up to the 13th Century*
4. K. L. Khurana-*Concepts and Methods of Historiography*
5. Mohibbul Hasan (ed.)-*Historians of Medieval India*
6. के० एल० खुराना-*इतिहास लेखन के सिद्धान्त और अवधारणाएं*
7. हेरम्ब चर्तुवेदी-*सल्तनतकालीन इतिहास लेखन*
8. रहीस सिंह-*इतिहास लेखन*

PG 2 YEAR PROGRAMME

M. A. (MIH) SEMESTER-1

Core Course -02 (04 Credits)

History of Medieval India (Political & Administrative Aspects: 1206-1526)

OBJECTIVE : The paper aims to provide an understanding of the political history of the Delhi Sultanate, which forms the core area of medieval history. The objective is to make students aware of the transformation that took place in Indian polity with the advent of new political entities and the changes introduced at the administrative levels.

Unit-I

1. Major Sources of Delhi Sultanate
2. Political condition of India on the eve of Turkish invasion.
3. Foundation of Delhi Sultanate: The Sultans (1206-1290)
4. Mongol invasions

Unit-II

Foundation of the Khalji Dynasty:

1. Khalji Revolution
2. Jalaluddin Khalji
3. Alauddin Khalji –Expansion of the Sultanate, Administration.
4. Qutbuddin Mubarak Shah

Unit-III

1. Foundation of the Tughluq Dynasty
2. Ghiyasuddin Tughluq
3. Mohammad Bin Tuqhuq
4. Firoz Shah
5. Fall of the Tughluqs

Unit-IV

1. Invasion of Amir Timur : Period of Political Anarchy
2. Emergence of Saiyyed Dynasty
3. Regime of Lodi Sultans
4. Political condition of India on the eve of Babur's invasion

Unit-V

1. Delhi Sultans: Theory of Kingship
2. Administration: Central and provincial structure
3. Power and Functions of Wazir in the Central Administration
4. Revenue, Military and Judicial system

LEARNING OUTCOME : Students will be benefitted by getting an idea of the political regime and its functioning. An in depth study of the paper will help the students to cope up with competitive exams.

Suggested Reading:

1. A C Banerjee-*History of Khaljis*
2. ABM Habibullah-*Foundation of Muslim rule in India*
3. Agha Mehdi Hussain-*History of the Tughluqs*
4. Agha Mehdi Hussain-*Mohammad bin Tughluq*
5. Harish Chandra Verma-*Medieval India (Part-01)*
6. Ishwari Prasad-*A History of the Qaraunah Turks*
7. K A Nizami-*Some Aspects of Religion & Politics in India during the 13th Century*
8. K S Lal-*History of the Khaljis*
9. Mohammad Habib & K A Nizami (ed.)-*A Comprehensive History of India Vol-V*
10. S A A Rizvi-*Wonder that was India Vol-II*
11. U N Day-*Some Aspects of Medieval Indian History*
12. Vipul Singh-*Interpreting Medieval India Vol-I &II*
13. हरीश चन्द्र वर्मा—*मध्यकालीन भारत (भाग-01)*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-1
Core Course -03 (04 Credits)

History of India (Political, Administrative & Constitutional Aspects: 1740-1813)

OBJECTIVE : To understand in depth and gain an insight into the beginnings of the political, administrative and constitutional set up during the early phase of the rule of East India Company.

Unit-I

1. Anglo-French Rivalry in Carnatic
2. Causes of the failure of the French
3. Rise of the English Power in Bengal

Unit-II

1. Clive's second Governorship of Bengal
2. Reforms of Warren Hastings
3. Affairs of Chait Singh and the Begums of Awadh

Unit-III

1. The Rohilla War
2. The trial of Nand Kumar
3. Haider Ali: Career and achievements

Unit-IV

1. Reforms of Cornwallis
2. Wellesley : Subsidiary Alliance
3. Tipu Sultan : Career and achievements

Unit-V

1. The Regulating Act
2. Pitts India Act
3. Charter Act of 1793

LEARNING OUTCOME : The students will get acquainted with the evolution of political, administrative and constitutional set up during the formative years of the rule of English East India Company.

Suggested Reading:

1. Nand Lal Chatterji - *Clive as an Administrator*
2. Sophia Weitzman - *Warren Hastings and Philip Francis*
3. Aspinall - *Cornwallis in Bengal*
4. P.E. Roberts - *India under Wellesley*
5. Bipan Chandra - *Modern India*
6. K.M. Pannikar - *The Evolution of British Policy towards Indian States, 1774-1858*
7. R. C. Majumdar, H.C. Rai Chaudhary and K.K. Datta - *An Advanced History of India*
8. C.H. Phillips - *The English East India Company 1784-1834*
9. R.K. Mukherjee- *The Rise and fall of the East India Company*
10. A.B. Keith – *A Constitutional History of India*
11. G. N. Singh- *Landmarks in Indian Constitutional and National Developemnt*
12. R.C. Majumdar- *British Paramountcy and Indian Renaissance, Part-I*
13. बिपिन चन्द्र—*आधुनिक भारत*
14. शेखर बंद्योपाध्याय—*प्लासी से विभाजन तक और उसके बाद*
15. सुन्दर लाल—*भारत में अंग्रेजी राज, 02 भाग*
16. राम लखन शुक्ल—*आधुनिक भारत का इतिहास*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-1
Core Course -04 (04 Credits)

History of India: Political, Administrative & Constitutional History: 1858-1905

OBJECTIVE : To enhance the understanding of the Crown era of the colonial age in India regarding the political, administrative and constitutional changes brought about.

Unit-I

Administrative Changes-I (1856-1872):

1. Canning – Internal Administration (1856-62)
2. Elgin (1862-64) Establishment of Calcutta, Bombay and Madras High Court
3. Sir John Lawrence (1864-69) Administrative and Economic Reforms
4. Mayo (1869-72)- Financial Decentralization, Establishment of Mayo College Amendment in Sedition Act 1870, 1st Census of India

Unit –II

Administrative Changes-II (1872-1905):

1. Northbrook (1872-76) – Dramatic Performance Act
2. Lytton (1876-80) – Internal Administration
3. Ripon (1880-84)- Liberal Administrative Measures, Ilbert Bill Controversy Hunter Commission
4. Lansdowne (1888-94)- Manipur Palace Revolt
5. Curzon (1899-1905) - Era of Commissions

Unit –III

Foreign Relations-I (1864-1884) :

1. Lawrence - Relation with Bhutan and Afghanistan
2. Mayo to Northbrook - Continuation of the Policy of Inactivity
3. Lytton - Forward Policy towards Afghanistan
4. Dufferin - Anglo-Burmese War

Unit –IV

Foreign Relations-II (1888-1905) :

1. Lansdowne - Durand Agreement
2. Elgin II - Tribal Policy
3. Curzon - Afghan Policy and North-West Frontier Policy
4. Curzon - Relation with Persian Gulf and Tibet

Unit –V

Constitutional Changes (1858-1892):

1. Government of India Act 1858
2. Queen's Proclamation
3. Indian Council Act 1861
4. Indian Council Act 1892
5. Delhi Darbars - 1877 and 1903

LEARNING OUTCOME : Students will gain knowledge as to how the British rule strengthened their base in India.

Suggested Reading:

1. Bipan Chandra-*History of Modern India*
2. Hira Lal Singh-*Problems and Policies of British in India (1885-1898)*
3. R. C. Agarwal-*Constitutional development & freedom struggle*
4. Sabyasachi Bhattacharya-*Rethinking 1857*
5. Shekhar Bandopadhyaya-*Plassey to Partition*
6. Sumit Sarkar-*Modern India*
7. Pandit Sunder Lal- *British rule of India*
8. R.C. Majumdar, H. C. Rai Chudhary & K.K. Dutta- *An advanced History of India*
9. एल० पी० शर्मा—*भारत का इतिहास*
10. शेखर बन्दोपाध्याय—*प्लासी से विभाजन तक*
11. बिपिन चन्द्र—*आधुनिक भारत का इतिहास*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-1
Core Course -05 (02 Credits)

Project

OBJECTIVE : Study of theme based sources: Students are required to make submission on any of the above themes.

LEARNING OUTCOME : Project will enable students to handle sources and develop critical thinking among them, which is necessary for objective writing in history.

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-1
Value added Course Credited (Intradepartmental) 02 Credits
Emergence of a Composite Culture During Medieval Period

OBJECTIVE : The objective of the paper is to discuss the development and Progress of Composite Culture of shared values, during the medieval period. Focus had been to highlight the vital aspects related to culture such as mysticism, painting, music, literature & art.

Unit-I

Socio- Religious Movements:

1. Emergence of Bhakti Movement :
 - a) Monotheistic Movement
 - b) Vaishnava Bhakti Movement in North India
2. Emergence of Sufi Movement: Popular Sufi Silsilas in India : Chishti Silsilas and Suharwardi silsilas
3. Interaction between the Hindus and Muslims

Unit –II

Development of Painting :

1. Regional schools of Painting: Sultanate Era
2. Mughal School of Painting:
 - a) Evolution of Painting under Akbar
 - b) Development of Painting under Jahangir
 - c) Distinctive Features of Painting under Shahjahan

Unit –III

Development of Indo- Persian Music :

1. Major Treatises on Music
2. Prominent Musicians of the Sultanate Period
3. Prominent Musicians of the Mughal Period

Unit –IV

Growth of Language and Literature :

1. Persian Literature
2. Sufi and Bhakti Literature
3. Prominent Poets of the Medieval era

Unit –V

Development of Indo-Islamic Architecture :

1. Architectural Style : Turkish Period
2. Architectural Style : Mughal Period
3. Major Monuments of the Medieval Era

LEARNING OUTCOME : Culture is a vital as aspect of society & requires an indepth study. Preliminary survey on significant aspects of culture will further lead to probing and will generate research in the area. Further it will make students aware of their past heritage.

Suggested Reading:

1. S.A.A. Rizvi – *History of Sufism in India, Vol-I & II*
2. K.A. Nizami – *Religion & Politics in India, during 13th Century*
3. S.A.A. Rizvi – *Wonder that was India, Part-II*
4. Yusuf Husain – *Glimpses of Medieval Indian History*
5. Iqtidar Husain Siddiqui – *Composite Culture under the Sultanate of Delhi*
6. Percy Brown – *Indo-Islamic Architecture*
7. Savitri Chandra Shobha – *Social Life & Concepts in Medieval Hindi Bhakti Poetry*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-2
Core Course 06 (04 Credits)
Historiography and Historians

OBJECTIVE : The paper seeks to provide information that how historiography developed at different course of time in terms of concepts content and methodology. Paper covers a broad period encompassing the Mughal era to the colonial British regime, Modern India and Europe as well. The objective is to give a comprehensive view of historians and new trends in the art of writing keeping with time.

Unit-I

Historian and Historiography: Reign of Akbar and Jahangir

Unit –II

Historians and Historiography: Reign of Shahjanhan, Aurangzeb and later Mughals

Unit –III

Indian Historiography: Prominent Historians of the Modern Period; S.N.Sen, Ramesh Chandra Dutt, Sir Jadunath Sarkar, Mohammad Habib, Romila Thapar

Unit –IV

British Historians: W.H. Moreland, James Tod, J P Cunningham, James Mill

Unit –V

Major trends of European Historiography: Prominent Historians of Europe; Arnold Joseph Toynbee, Leopold van Ranke, Voltaire, Benedetto Croce, Hegel

LEARNING OUTCOME : Students will improve their analytical ability and will get to know of the different trends in history writing through making a critical analysis of the historians and their works. Knowledge of various sources of history will be helpful for research purposes.

Suggested Reading:

1. AbulFazl;-*Akbarnama(Eng-Trs)Mrs. Beveridge*
2. B. Sheik Ali-*History its Theory & Method*
3. E. Sridharan-*A Textbook of Historiography*
4. Harbans Mukhia- *Historians & Historiography During the reign of Akbar*
5. Mohibbul Hasan(ed.)-*Historians of Medieval India*
6. R.G. Collingwood-*The Idea of History*
7. S. P. Sen (ed.)-*Historians and Historiography in Modern India*
8. वी० के श्रीवास्तव -*इतिहास लेखन एवं विधि*
9. ई० श्रीधरन-*इतिहास लेखन*
10. हरिशंकर श्रीवास्तव-*इतिहास लेखन*
11. सैयद अतहर अब्बास रिजवी-*मुगलकालीन भारत*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-2
Core Course-07 (04 Credits)

History of Medieval India (Political & Administrative Aspects: 1526-1739)

OBJECTIVE : The objective of the paper is to highlight a very formative period of history, which witnessed a new political entity on the Indian scene in the form of Mughals. The transformation that took place from the sultanate to the Mughals in terms of nature of rule and administration has been the focal area of discussion.

Unit-I

1. Foundation of Mughal Empire: Babur & Humayun
2. Rise of Sher Shah to power: Conflict with Humayun, Administrative Aspects
3. Reoccupation of Hindustan by Humayun
4. Wikalat of Bairam Khan
5. Consolidation of Empire under Akbar: Expansion of the Empire, Rajput policy, Deccan policy, Foreign policy

Unit –II

1. Jahangir's Accession
2. Relations with the Rajputs & the Deccani States
3. Loss of Qandhar
4. Nurjahan: Role in Mughal Politics

Unit –III

1. Shahjahan : Early Measures
2. Deccan policy
3. Foreign policy
4. Dara Shikoh's influence on Shahjahan
5. War of succession

Unit –IV

1. Aurangzeb : Accession crisis
2. Deccan policy
3. Relations with Rajputs
4. Relations with Shivaji
5. Creation of an insurgent state by Shivaji
6. Decline of the Mughal Empire

Unit –IV

Mughal Administration:

1. Central and Provincial structure
2. Military organization
3. Mansabdari System
4. Revenue Administration

LEARNING OUTCOME : Students will improve their understanding of the medieval period, which becomes more broad with the inclusion of the Mughals and will prepare them for specialization in the area of medieval history. The comprehensive study of the specialised area can be utilised for seeking employment in museums, tourism industry and archives.

Suggested Reading:

1. A. L. Srivastava-Akbar, the great in 3 Vols.
2. B. P. Saxena-History of Shahjahn of Delhi
3. Beni Prasad-History of Jahangir
4. Ibn Hasan-Central Structure of the Mughal Empire
5. P. Saran-Provincial Structure of the Mughal Empire
6. S. R. Sharma-History of Medieval India (Hindi & English)
7. Satish Chandra-Medieval India Vol. II
8. हरीश चन्द वर्मा-मध्यकालीन भारत, भाग 02
9. Abdul Aziz-Mansabdari System and the Mughal Army
10. J. N. Sarkar-History of Aurangzeb
11. M Athar Ali-The Mughal Nobility under Aurangzeb
12. William Irvine-Later Mughals

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-2
Core Course 08 (04 Credits)

History of India (Political, Administrative & Constitutional Aspects 1813-1857)

OBJECTIVE : The familiarize students with the political, administrative and constitutional changes which enabled the East India Company to strengthen and consolidate their power in India .

Unit-I

1. The Anglo- Nepal War-1814-16
2. Extermination of the Pindaris
3. Hasting Policy towards the Marathas

Unit –II

1. Amherst's policy towards Burma
2. Reforms of William Bentick
3. William Bentick's policy towards Indian States

Unit –III

1. Ranjeet Singh : Career and Achievement
2. Auckland Policy towards Afghanistan
3. Annexation of Sind

Unit –IV

1. Reforms of Dalhousie
2. Dalhousie's policy towards Indian States
3. Revolt of 1857 : Causes, Nature and Significance

Unit –V

1. Charter Act of 1813
2. Charter Act of 1833
3. Charter Act of 1853

LEARNING OUTCOME : The students will develop an in depth understanding about the real nature of the British rule. They will also be able to critically analyze the positive and negative aspects of the British policies.

Suggested Reading:

1. Bipan Chandra- *Modern India*
2. K.M. Pannikar- *The Evolution of British Policy towards Indian States, 1774-1858*
3. R. C. Majumdar, H.C. Rai Chaudhary and K.K. Datta- *An Advanced History of India*
4. C.H. Phillips- *The English East India Company 1784-1834*
5. R.K. Mukherjee- *The Rise and fall of the East India Company*
6. M.S. Mehta- *Lord Hastings and Indian States*
7. N.K. Sinha- *Ranjeet Singh*
8. R.C. Majumdar- *The sepoy Mutiny and Revolt of 1857*
9. A. R. Desai- *Social Background of Indian Nationalism*
10. S. N. Sen- *Eighteen Fifty Seven*
11. R.C. Majumdar- *British Paramountcy and Indian Renaissance, Part-I*
12. A B Keith- *A Constitutional History of India*
13. A C Banerjee - *Indian Constitutional Documents , Vol.-01*
14. G N Singh- *Landmarks in Indian Constitutional and National Development*
15. शेखर बंदोपाध्याय— *प्लासी से विभाजन तक*
16. बिपिन चन्द्र— *आधुनिक भारत का इतिहास*
17. राम लखन शुक्ल— *आधुनिक भारत का इतिहास*
18. सुन्दर लाल— *भारत में अंग्रेजी राज, 02 भाग*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-2
Core Course 09 (04 Credits)

History of India: Political, Administrative & Constitutional History: 1905-1947)

OBJECTIVE : The aim of the paper is to describe as to how the British rule increased its repressive rule over India so that they could govern the country for a long duration.

Unit –I

1. Lord Minto - II (1905-10) - Seditious Meeting(Prohibition) Act 1907
2. Lord Harding (1910-16) - Transfer of Capital, Islington Commission (1912)
3. Chelmsford (1916-21) - Rowlatt Act 18 March 1917, Calcutta University Commission or Sadler Commission (1917), Womens University Poona (1919)

Unit –II

1. Lord Reading (1921-26) - Lee Commission, Hindu-Muslim Riots(1923)
2. Irwin (1926-31) - Administrative Reforms , Sharda Act, Butter Commission, 1st Session of Round Table Conference
3. Willingdon (1931-36) - Administrative Measures, II & III Sessions of Round Table Conferences and its significance

Unit –III

1. Linlithgow (1936-44) - Election of 1937, Cripps Mission 1942
2. Wavell (1944-47) - Simla Conference and Wavell Plan 1945, Cabinet Mission Plan 1946
3. Mountbatten (1947-48) - Mountbatten Plan

Unit –IV

1. Lord Minto-II and Neighbouring Countries
2. Lord Harding II – Tibet and Mc Mohan Line (China)
3. Chelmsford's Afghan Policy

Unit –V

1. Government of India Act - 1909
2. Government of India Act - 1919
3. Government of India Act - 1935
4. Government of India Act - 1947

LEARNING OUTCOME : Students will get to know about the exact nature of British rule in India.

Suggested Reading:

1. Bipan Chandra-*History of Modern India*
2. Dr. R. S. Rastogi-*Indo Afghan Relations*
3. Hira Lal Singh-*Problems and Policies of British in India (1885-1898)*
4. Shekhar Bandopadhyay-*Plassey to Partition*
5. Sumit Sarkar-*Modern India*
6. Pandit Sunder Lal- *British rule of India*
7. R.C. Majumdar, H. C. Rai Chudhary & K.K. Dutta- *An advanced History of India*
8. A.B. Keith- *A Constitutional History of India*
9. G. N. Singh- *Landmarks in Indian Constitutional and National Development*
10. एल० पी० शर्मा—*भारत का इतिहास*
11. शेखर बन्दोपाध्याय—*प्लासी से विभाजन तक*
12. बिपिन चन्द्र—*आधुनिक भारत का इतिहास*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-2
Core Course 10 (02 Credits)

Women in Modern India

OBJECTIVE : To develop a robust foundation of the concept of gender and womanhood in Indian society along with its social, cultural, political and economic dimensions. The paper will discuss in detail the events, personalities, movements etc. associated with the upliftment and emancipation of women.

Unit-I

1. Status of Women in 18th And early 19th Century
2. Efforts to educate Women in the 19th and early 20th Century
3. The emergence of Women organizations : Women's Indian Association, National Council of Women in India and All India Women's conference

Unit –II

1. Movements for Women's franchise
2. Women in Nationalist Movement after emergence of Gandhi
3. Women's Status in Post-Independent India

Unit –III

1. Women in Indian Politics after Independence
2. Dowry as an evil
3. Agitation against Sati-1987-1988

Unit –IV

Contributions of Reformers for Women upliftment:

- a) Raja Ram Mohan Roy
- b) Ishwarchandra Vidyasagar
- c) Dayanand Saraswati
- d) Maha Govind Ranade
- e) B. R. Ambedkar

Unit –V

Women Pioneer in the resurgence of New India

- a) Sister Nivedita
- b) Pandita Ramabai Bai
- c) Annie Besant
- d) Sarojini Naidu
- e) Kamladevi Chattopadhyay
- f) Rajkumari Amrit Kaur

LEARNING OUTCOME : The study of this paper will enable students to have a nuanced understanding of gender and women related issues. They will develop empathy, sensitivity and appreciation for women's contribution towards our society through critical and analytical reading of Indian history.

Suggested Reading:

1. Geraldine Forbes-*Women in Modern India*
2. Sushila Nayar, Kamla Mankekar (ed.) - *Women Pioneers in India's Renaissance*
3. राधा कुमार—स्त्री संघर्ष का इतिहास
4. सम्पादक राधना आर्य, निवेदिता मेनन, जिनी लोकनीता – नारीवादी राजनीति

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-2
Interdepartmental Course (02 Credits)
Reconstructing Modern India: Role of Social Reformers

OBJECTIVE : The paper will enlighten the students about the vital role played by the social reformers in the resurgence of Modern India.

Unit-I

Reformers:

1. Raja Ram Mohan Rai
2. Pandit Ishwarchandra vidyasagar
3. Keshav Chandra Sen
4. Mahadev Govind Ranade

Unit –II

Thinkers & Revivers of Society :

1. Swami Vivekanand
2. Swami Dayanand
3. Dwarka Nath Tagore
4. Sir Sayyed Ahmad Khad

Unit –III

Women Educationist :

1. Pandita Ramabai
2. Sister Nivedita
3. Begum Ruqayya Sakhawat Husain
4. Annie Besant

Unit –IV

The Grass Root Socialists :

1. Vinoba Bhave
2. Jayprakash Narayan
3. Ram Manohar Lohia
4. Acharya Narendra Dev

Unit –V

Eminent Reformers: Diverse Areas

1. Sarojani Naidu
2. Kamladevi Chattopadhyaya
3. Sundarlal Bhahuguna
4. Medha Patkar

LEARNING OUTCOME : The students will be able to infer and appreciate the glorious legacy of the past, especially in the context of identifying, fighting and purging several social evils.

Suggested Reading:

1. Ram Chandra Guha – *Makers of India*
2. R. C. Majumdar-*British Paramountcy and Indian Renaissance*
3. Radha Kumar - *The History of Doing*
4. G.S. Chhabra - *An advanced study in the history of Modern India*
5. *Complete works of Swami Vivekananda*, Advait Ashram
6. रूचि त्यागी (संपादक)– *भारतीय राजनीतिक चिंतन*
7. प्रो० के०एल० कमल– *भारतीय राजनीतिक चिंतन*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Core Course 11 (04 Credits)

Socio- Cultural & Economic History of Medieval India (1206-1526)

OBJECTIVE : To paper aims to provide an understanding of a very formative period of the Indian history which brought about major changes in the social economic and cultural history of India.

Unit –I

1. Social condition of India
 - a) Structure of Indian Society before the advent of Turks
 - b) Major transformation in Indian society after the establishment of Turkish Power
2. Position of women in society
3. Slave system

Unit –II

1. Socio-Religious Movements:
 - a) Bhakti Movement
 - b) Sufi Movement
2. Religious Trends under Iltutamish, Alauddin Khalji, Muhammad bin Tughaq, Firoz shah
3. Impact of Islam on Indian Society

Unit –III

1. Development of Trade
2. Industrial Development
3. Iqta System
4. Nature of Taxation: Agrarian and Non-Agrarian
5. Economic Policies: Alauddin Khalji, Ghiyasuddin Tughluq, Muhammad Bin Tughlaq, Firoz Shah

Unit –IV

Cultural Development:

1. Development of Architecture: Early Turkish, Khalji, Tughlaq, Lodi,
2. Painting : Regional Styles
3. Music
4. Literature

Unit –V

1. Sources of the Period
2. Education
3. Public works of Sultans
4. Recreation/Festivals

LEARNING OUTCOME : Students will enhance their knowledge regarding vital aspects of society economy & cultural trends of the time.

Suggested Reading:

1. A L Srivastava-*Social & Economics History of Medieval India*
2. Irfan Habib, Tapan Rai Chaudhry-*Cambridge Economics History, Vol.-1*
3. K. M. Ashraf-*Life and conditions of the people of Hindustan*
4. Puri Chopra & Das-*Social Economics & Culture History of Medieval India, Vol-II*
5. S A A Rizvi-*History of Sufism in India Vol. II*
6. Satish Chandra-*Medieval India Vol. II*
7. Yusuf Husain-*Glimpses of Medieval Indian History*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Core Course 12 (04 Credits)

Freedom Struggle of India (1857-1920)

OBJECTIVE : To give the students a broad as well as deep idea of the initial phase of the Nationalist struggle which laid the path for the freedom movement.

Unit-I

Initiation:

1. Revolt of 1857: Controversies
2. Pre Congress Elders : Poona Sarwajanik Sabha, Indian Association, Land Holders Society, East India Association, Madras Mahajan Sabha, Bombay Presidency Association
3. Birth of Indian National Congress: Circumstances
4. Moderates : Ideology and Effectiveness

Unit-II

Progress:

1. Growth of Extremists Ideology
2. Importance of Congress Sessions of 1905-1907
3. Partition of Bengal : Intensions and Reactions
4. Swadeshi Movement : Programme and Achievements

Unit-III

Marching Ahead:

1. Revolutionary Movement in India and Abroad
2. Muslim League: Formation
3. Home Rule Movement: Role of Annie Besant and Tilak
4. Re-unification of Indian National Congress

Unit-IV

Towards Culmination :

1. Gandhi's Entry into Indian Politics
2. Lucknow Pact 1916: Role of Jinnah, Moti Lal Nehru and Tej Bahadur Sapru
3. Beginning of Gandhian Era : Satyagrah for Indigo Peasants
4. Gandhi's Role in Kheda and Ahmedabad Mill Workers Discontentment

Unit –V

Preparing Ground for Final Assault :

1. Jallianwala Bagh Episode
2. Khilafat : Dispute among Congress Leaders and Khilafat Movement
3. Prominent Personalities: Gopal Krishna Gokhle, Lala Lajpat Rai, Bal Gangadhar Tilak, Bipin Chandra Pal, Sir Syed Ahmad Khan

LEARNING OUTCOME : The paper aims at enhancing the understanding of the concepts of different ideologies and efforts of their propagators to get ultimate goal.

Suggested Reading:

1. A R Desai-*Social Background of Indian Nationalism*
2. Bipin Chandra (ed.)-*India's Struggle for Independence*
3. R.C. Majumdar-*Struggle for Freedom*
4. S. N. Banerjee-*A Nation in Making*
5. S. R. Mehrotra-*Emergence of Indian National Congress*
6. Shekhar Bandopadhyay-*National Movement in India*
7. Subhas Chandra Bose-*Indian Struggle*
8. Sumit Sarkar-*Swadeshi Movement*
9. Tara Chand-*History of Freedom Movement in India Vols-II,III,IV*
10. पुखराज जैन-*भारत में स्वतंत्रता संघर्ष*
11. आर० सी० अग्रवाल-*संवैधानिक विकास एवं स्वतंत्रता संघर्ष*
12. बिपिन चन्द्र मृदुला मुखर्जी, आदित्य मुखर्जी, के०एन० पानिकर, सुचेता महाजन-*भारत का स्वतंत्रता संघर्ष*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Core Course 13 (04 Credits)
Nawabi Regime in Awadh

OBJECTIVE : The relevance of introducing this paper on the ‘Nawabi Regime of Awadh’ is to widen the scope of knowledge in relation to the regional history of India. The rulers of Awadh were particularly important for their relations with the East India Company. Special attention has been paid to focus on the history of Lucknow University to make students aware of their rich academic heritage.

Unit –I

1. Burhan-ul- Mulk Saadat Khan (1722-39)
2. Abdul Mansur Khan Safdar Jung (1739-54)- Relation with Mughal Court
3. Shuja-ud-daula (1754-75) :
 - Relation with English East India Company and Rohillas
 - Umat-ul-Zohra

Unit –II

1. Asaf-ud-daula/Mohammad Yahya Mirzra Amani (1775-97)
 - Transfer of Capital
 - Dispute with the Begums
 - Relation with Faizulla Khan
 - Relation with English Company
 - Murtaza Khan
2. Wazir Ali Khan (1797-98)
 - Controversy Regarding his Origin
 - Coronation and Deposition
 - Confinement in Benaras
3. Yamin-ud-Daula Saadat Ali Khan (1798-1814)
 - Coronation
 - Awadh and subsidiary Alliance System
 - Administration
4. Abul Muzaffar Ghazi-ud-Din Haider Khan (1814-27)
 - Nawab Wazir (1814-19)
 - First King of Awadh (1819-27)
 - Relation with English Company

Unit –III

1. Nawab/King of Awadh (1827-47)
 - Nasir-ud-din Haider (1827-37)
 - Mohammad Ali Shah (1837-1842)
 - Amjad Ali Shah (1842-47)
2. Wajid Ali Shah (1847-56)
 - Coronation
 - Administration
 - Deposition and Annexation of Awadh

Unit –IV

1. Architecture
2. Music and Dance
3. Sources of recreation
4. Craft

Unit – V

1. Education in Nawabi era
2. Origin of Canning Collage
3. Formation of Lucknow University
4. Brief History of Prominent Departments and Library till 1947
5. The role of academia in the freedom struggle.

LEARNING OUTCOME : The study of this paper will enlighten the students with the politico- economic conditions well as the rich cultural life of the people of the region. Awadh is also well known for communal harmony which helped to bring about a cultural synthesis.

Suggested Reading:

1. A L Srivastava-*The first two Nawabs of Awadh*
2. A P Bhatnagar -*The Oudh Nights*
3. C C Davics-*Warren Hastings and Oudh*
4. G D Bhatnagar- *Awadh under Wazid Ali Shah*
5. Ikhtiyaruddin Qidwai-*The court Life under the Nawabis of oudh*
6. Mirza Ali Azhar-*King Wazid Ali Shah*
7. P C Mukerjee-*Pictorial Lucknow*
8. Ravi Bhatt-*The life and times of Nawabs*
9. Sydney Hay-*The Historic Lucknow*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Elective Course 13 a (04 Credits)

Contemporary History of India (Political and Administrative Aspects: 1947-2000)

OBJECTIVE : To augment the knowledge and enrich understanding about India's transition from a British colony to an independent nation, which has flourished as a modern democracy.

Unit –I

1. Indian's Foreign Policy : Main Features
2. India's Internal Policy : Integration of States(Kashmir Issue and Hyderabad)
3. Non-Alignment Movement : Main Features

Unit –II

1. India and United Nations; an appraisal
2. India and South Asian Association of Regional Cooperation (SAARC)
3. Disarmament, Nuclear Non-Proliferation and India

Unit –III

India's relations with:

1. United States of America
2. Russia
3. China

Unit –IV

India's relations with:

1. Pakistan
2. Bangladesh
3. Srilanka

Unit –V

1. Salient Features of Indian Constitution
2. Directive Principles of State Policy
3. Union Executive –President and Vice-President (Power and Position)

LEARNING OUTCOME : This paper will help the students in developing an in depth understanding of India's journey as a sovereign, socialist, secular, democratic republic post-independence.

Suggested Reading:

1. J.N. Dixit-*India's Foreign Policy and its Neighbours*
2. V.P. Dutta-*India's Foreign Policy since Independence*
3. Tapan Biswal (ed.)-*International Relations*
4. A Appadorai-*The Domestic Roots of India's Foreign Policy*
5. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee-*India after Independence*
6. Ramchandra Guha-*India After Gandhi*
7. D D Basu-*Introduction to the Constitution of India*
8. M V Pylee -*An Introduction to the Constitution of India*
9. एम० एस० राजन-*गुट निरपेक्ष आंदोलन एवं संभावनाएँ*
10. बिपिन चन्द्र, मृदुला मुखर्जी, आदित्य मुखर्जी-*आजादी के बाद का भारत*
11. डा० मनोहर प्रभाकर, डा० संजीव शनावत-*समकालीन भारत*
12. डा० सुभाष कश्यप-*भारत का सांविधानिक विकास और संविधान*
13. डा० नीना शिरीश-*राष्ट्रसंघ सैद्धान्तिक और व्यवहारिक पक्ष*
14. वी० पी० दत्त-*बदलती दुनिया में भारत की विदेश नीति, 02 भाग*
15. जे० एन० दीक्षित-*भारतीय विदेश नीति*
16. राम चंद्र गुहा-*भारत में गांधी के बाद*
17. राम चंद्र गुहा-*भारत में नेहरू के बाद*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Core Course -13 b (04 Credits)
Economic History of India: 1740-1947

OBJECTIVE : To illustrate and evaluate the economic exploitation of Indians by the British rulers, thereby enabling the students to understand the root cause of Indian's subjugation during colonial rule.

Unit –I

1. Indian Economy at the advent of the British rule in India
2. Agrarian Movements
3. Economic Causes of the revolt of 1857

Unit –II

1. Land Revenue systems : Permanent settlement, Ryotwari, Mahalwari systems and their effects
2. Commercialisation of Agriculture
3. Rural indebtedness

Unit –III

1. Industrial Condition before the emergence of modern industries
2. Decline of Handicraft Industry
3. Industrial Development between the two world wars

Unit –IV

1. Growth and expansion of Railways in India
2. Impact of the British economic policy on India
3. Drain of wealth

Unit –V

Economic thinkers:

1. Dadabhai Naoroji
2. M.G. Ranade
3. G. K. Gokhale
4. R.C. Dutt
5. Vinoba Bhave
6. M. K. Gandhi

LEARNING OUTCOME : It will help students to understand and assess the role of economy in ensuring a nation's independence. Students will also learn about the role of various Indian economic thinkers during the course of study.

Suggested Reading:

1. Bipan Chandra-*The Rise and Growth of Economic Nationalism in India (1880-1905)*
2. B. B. Mishra-*Indian Provincial Finance*
3. R. C. Dutt-*Economic History of India- 2Vols*
4. Dharma Kumar(ed.)-*The Cambridge Economic History of India*
5. V.B. Singh-*Economic History of India*
6. चोपड़ा, पुरी, दास—*भारत का सामाजिक सांस्कृतिक व आर्थिक इतिहास भाग-03*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Elective Course -14 a (04 Credits)

Socio - Cultural and Economic History of Modern India: 1740- 1947

OBJECTIVE : The main purpose of the study of this paper is to acquaint students with the socio-religious and economic issues faced by society during the period of study. The paper will also highlight in detail the efforts made to eradicate social evils, evolution of Indian economy and promotion of cultural activities.

Unit –I

1. Social policy of English East India Company
2. Impact of the Christian Missionaries on Indian Society
3. Socio- Religious Reform Movements: Brahma Samaj, Arya Samaj, Rama Krishna Mission, Theosophical Society, Aligarh Movement

Unit –II

1. Social Evils: Sati, Thugee, Hindu Widow remarriage, Female Infanticide: Practices and eradication
2. Middle Class : Growth and importance
3. Development of Education: Wood's dispatch to Sadler Commission

Unit –III

1. Indian Economy at the advent of the British rule in India
2. Land Revenue System: Permanent settlement, Ryotwari, Mahalwari, Zamindari system and their effect
3. Commercialisation of Agriculture and Rural Indebtedness

Unit –IV

1. Decline of Handicraft and Growth of heavy Industries
2. Growth and expansion of Railways
3. Economic views of : Dadabhai Naoroji, M G Ranade, Gopal Krishna Gokhale, R C Dutt, Vinoba Bhave, Mahatma Gandhi

Unit –V

1. Impact of West on Indian culture and society
2. Growth of Hindi Literature: Premchand, Amrit Lal Nagar, Mahadevi Verma
3. Cultural Ambassadors: Rabindranath Tagore, Iqbal, Brij Narian Chakbast, Ravi Shankar, Bismillah Khan, Udai Shankar, Abnindranath Tagore, Nandalal Bose

LEARNING OUTCOME : The paper will enrich the comprehensive knowledge of the social, economic and cultural history of India.

Suggested Reading:

1. Chopra Puri, Das- *Social Economic & Cultural History of India, Vol-III*
2. J. N. Farquhar- *Modern Religious Movements in India*
3. A. R. Desai-*Social background of Indian Nationalism*
4. K. K. Datta-*Renaissance, Nationalism and social change in Modern India*
5. C.H. Heimsath- *Indian Nationalism and Hindu Social Reform*
6. H.C.E. Zacharias-*Renascent India*
7. V. A. Narain-*A Social History of Modern India*
8. B.A. Pingle- *History of Indian Music*
9. Ragini Devi-*Dances of India*
10. S. Nurullah and J.P. Naik-*A History of Education in India*
11. D.Barret and G Basil-*Painting in India*
12. R. C. Dutta- *Literature of Bengal*
13. R. A. Dwivedi- *Hindi Literature*
14. M. Sadiq- *A History of Urdu Literature*
15. B.B. Misra-*The Indian Middle Class*
16. R.C. Majumdar- *British Paramounty and Indian Renaissance Vol. X, Part-II*
17. एल० पी० शर्मा—*आधुनिक भारतीय संस्कृति*
18. चोपड़ा, पुरी, दास—*भारत का सामाजिक सांस्कृतिक व आर्थिक इतिहास भाग-03*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Elective Course 14 b (04 Credits)

Environmental awareness in India

OBJECTIVE : To develop an understanding of the environment and its related issues.

Unit-I

1. Colonial Regime: Land Regulation, Forest Regulation
2. Colonial Regime: Regulations related to water & irrigation
3. Resistance of peasants and tribes against the government Regulation

Unit –II

1. Chipko Movement
2. Narmada Bachao Movement
3. Environmental Movement of Northe-East

Unit –III

1. Silent Valley Movement
2. Tehri Dam Movement
3. Save the Ganga Movement

Unit –IV

1. Sundar Lal Bahuguna
2. M.C. Mehta
3. Vandana Shiva
4. Chandi Prasad Bhatt

Unit –V

1. Government Policies for Environmental Awareness
2. Role of NGOs for creating Environmental Awareness

LEARNING OUTCOME : Students will enhance their knowledge regarding conservation and preservation of the Environment.

Suggested Reading:

1. इराक भरूचा-पर्यावरण अध्ययन, ओरियंट ब्लैकस्वान, 2023, तीसरा संस्करण
2. शेखर पाठक-हरी भरी उम्मीद, वाणी प्रकाशन, 2020
3. O P Dwivedi-India's Environmental Policies, Programmes and Stewardship, published Macmillan Press Ltd., Great Britain 1997
4. Haripriya Rangan- Of Myths and Movements Rewriting Chipko into Himalayan History, Published by Oxford University Press, 2001
5. Ram Chandra Guha- The Unquiet Woods Ecological Change and Peasant Resistance in the Himalaya, Published by Permanent Black Oxford University Press 1989
6. Ishwar Chandra Naik-Environmental Movements, state and civil society, Published by Rawat Publication, 2016
7. Prakash Chandra Kandpal-Environmental Governance in India Issues and Challenges, Sage Publications India Pvt. Ltd., 2018

**PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Core Course -15 a (02 Credits)
Project**

OBJECTIVE : Study of theme based sources: Students are required to make submission on any of the above themes.

LEARNING OUTCOME : Project will enable students to handle sources and develop critical thinking among them, which is necessary for objective writing in history.

**PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3
Core Course -15 b (02 Credits)
Project**

OBJECTIVE : Study of theme based sources: Students are required to make submission on any of the above themes.

LEARNING OUTCOME : Project will enable students to handle sources and develop critical thinking among them, which is necessary for objective writing in history.

**PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-3**

Internship Field Work (02 Credits)

Internship Report

OBJECTIVE : The objective of internship is to make students aware of the practical usage of History.

LEARNING OUTCOME : It is expected that the students will gain knowledge from the visits to Museums, Archives historical monuments or Libraries.

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-4
Core Course 16 (04 Credits)
Freedom Struggle of India (1920-1947)

OBJECTIVE : Paper aims to provides knowledge to the students that how the freedom movement developed into great mass struggle under the leadership of Mahatma Gandhi, which ultimately freed India from the colonial rule.

Unit –I

1. Khilafat and Non Cooperation Movement
2. Gandhi's First Imprisonment- Yarwada Jail(1922-24)
3. Swaraj Party- Formation and Achievements
4. Bardoli Satyagrah

Unit –II

1. Simon Commission-Appointment and Boycott
2. Nehru Report- Differences among Political Parties
3. Jinnah and his Delhi proposal-1929
4. Civil Disobedience Movement- Dandi March to Gandhi-Irwin Pact

Unit –III

1. Gandhi and Second Session of Round Table Conference
2. Revival of Civil Disobedience Movement and its suspension
3. Communal Award: Reaction & Result
4. Dispute on Ministry formation-1937

Unit –IV

1. Lahore Resolution of Muslim League-1940
2. Gandhi's last National Movement
3. Naval Mutiny
4. Interim Government: Role of Congress and Muslim League 1946

Unit –V

1. Attlee Declaration and Mountbatten Plan
2. Indian National Army: Formation and Achievements
3. Revolutionary Movement in India and Abroad
4. Partition of India

LEARNING OUTCOME : The students will elaborate their knowledge on the importance and consequences of Gandhian movements.

Suggested Reading:

1. A. R. Desai-*Social Background of Indian Nationalism*
2. Bipan Chandra (ed.)-*India's Struggle for Independence*
3. R.C. Majumdar-*Struggle for Freedom-*
4. S. N. Banerjee-*A Nation in Making*
5. S. R. Mehrotra-*Emergence of Indian National Congress*
6. Shekhar Bandopadhyay-*National Movement in India*
7. Subhash Chandra Bose-*Indian Struggle*
8. Sumit Sarkar-*Swadeshi Movement*
9. Tara Chand-*History of Freedom Movement in India Vols-II,III,IV*
10. पुखराज जैन-*भारत में स्वतंत्रता संघर्ष*
11. आर० सी० अग्रवाल-*संवैधानिक विकास एवं स्वतंत्रता संघर्ष*
12. बिपिन चन्द्र, मृदुला मुखर्जी, आदित्य मुखर्जी, के०एन० पानिकर, सुचेता महाजन-*भारत का स्वतंत्रता संघर्ष*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-4
Elective Course 17 a (04 Credits)
Socio- Cultural and Economic History of Mughal India

OBJECTIVE : The paper aims to provide an understanding of a significant phase in Mughal history, which witnessed transformation at the social economic and cultural levels.

Unit-I

The Structure of Society:

1. Rural Society
2. Town and Urban Life
3. The Middle strata
4. The Ruling classes
5. Position of women in Society

Unit-II

Religious Trends:

1. Saguna Bhakti Saints : Thoughts & Work
2. Sufi Silsilas : Philosophy, Organization Works on Sufism
3. Religions & State: Akbar, Jahangir, Shahjahan, Aurangzeb
4. Interaction between the Hindus & Muslims

Unit –III

Economic:

1. Development of Trade and Industries
2. Commercial relations with the Europeans
3. Jagirdari and Zamindari System
4. Nature of Taxation: Agrarian and Non-Agrarian
- 5 Economic Policies: Sher Shah, Akbar Jahangir, Shahjahan, Aurangzeb

Unit –IV

Cultural Development:

1. Development of Architecture under Mughal Emperors
2. Painting and Calligraphy : Evolution & Development
3. Music : Distinctive Features
4. Cultural contribution of Nurjahan, Shahjahan and Dara Shikoh

Unit –V

1. Sources of the Period
2. Education
3. Literature: Persian, Hindi, Urdu and Eminent Scholars
4. Library
5. Gardens

LEARNING OUTCOME : Students will develop a comparative understanding of the different phases in Indian history which left a deep impact on socio-cultural and economic milieu of time.

Suggested Reading:

1. A L Srivastava-*Social and Cultural History of Medieval India*
2. Harbans Mukhiya-*The Mughals of India*
3. Percy Brown-*Indo-Islamic Architecture*
4. S. A. A. Rizvi-*Medieval India*
5. Tara Chand-*Influence of Islam on Indian Culture*
6. W H Moreland-*1-India from Akbar to Aurangzeb 2- India at the Death of Akbar*
7. ए० एल० श्रीवास्तव-*मध्यकालीन भारत का सामाजिक एवं सांस्कृतिक इतिहास।*
8. हरीश चन्द्र वर्मा-*मध्यकालीन भारत भाग-02*

PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-4
Elective Course 17 b (04 Credits)
Socio- Cultural and Economic History of Contemporary India (1947-2000)

OBJECTIVE : To develop a comprehensive holistic and interdisciplinary understanding of the Indian society, economy and culture in the post-independence era.

Unit –I

1. Indian Culture : Main Features
2. Main Festivals and fairs of India
3. Status of Women in India

Unit –II

1. Education : Radhakrishnan Commission, University Grants Commission, Kothari, Commission, New Education Policy-1986
2. Literature : Development of Hindi Literature with special reference to Ramdhari Singh Dinkar, Harivansh Rai Bachchan, Sumitra Nandan Pant and Mahadevi Verma
3. Cinema: Development of Hindi Cinema

Unit –III

1. Music : Classical , Folk Traditions
2. Dance Forms: Kathak, Bharatnatyam, Odissi
3. Painting : Folk Painting Traditions

Unit –IV

1. Five year Plans : Evaluation
2. Agriculture : Problems and Policies
3. Industries : Problems and Policies
4. India's Foreign Trade : Features, Problems and Policies

Unit –V

Life Sketch and Contribution of Eminent Personalities:

B. R. Ambedkar, Vinoba Bhave, Verghese Kurian, Sundar Lal Bahuguna, Satyajit Ray, Bismillah Khan, Kamla Devi, Chattopadhyay, Jai Prakash Narayan

LEARNING OUTCOME : Students will develop the ability to critically analyze contemporary issues and appreciate that society, economy and culture are inter related and inter dependent. Changes in one is bound to affect the others.

Suggested Reading:

1. A.L. Basham (ed.) : *A Cultural History of India*
2. Sayyid Abid Husain : *The National Culture of India*
3. Kapila Vatsyayan: *Indian Classical Dance*
4. B. Chaitanya Deva-*An Introduction to Indian Music*
5. S. Parmar-*Folk Music and Mass Media*
6. S. Krishaswamy- *Musical Instruments of India*
7. Percy Brown-*Indian Painting*
8. Chopra, Puri and Das-*A Social Cultural and Economic History of India, Vol.-III*
9. G. S. Bhalla- *Indian Agriculture since Independence*
10. Bimal Jalan (ed.)- *The Indian Economy: Problems and Prospects*
11. Terence J. Byres (ed.)- *The State, Development Planning and Liberalisation in India*
12. बिपिन चन्द्र, मृदुला मुखर्जी, आदित्य मुखर्जी-*आजादी के बाद का भारत*
13. डा० मनोहर प्रभाकर, डा० संजीव भानावत-*समकालीन भारत*
14. डा० रीता प्रताप-*भारतीय चित्रकला एवं मूर्तिकला का इतिहास*
15. डॉ० सुशील कुमार चौबे-*हमारा आधुनिक संगीत*
16. डॉ० नामवर सिंह-*हिंदी साहित्य की आधुनिक प्रवृत्तियाँ*
17. विश्वनाथ त्रिपाठी-*हिंदी साहित्य का सरल इतिहास*
18. रामचंद्र गुहा-*भारत नेहरू के बाद*
19. रामचंद्र गुहा-*भारत गांधी के बाद*
20. चोपड़ा, पुरी, दास-*भारत का सामाजिक सांस्कृतिक व आर्थिक इतिहास भाग-03*

**PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-4
Core Course -18 a (04 Credits)
Project**

OBJECTIVE : Study of theme based sources: Students are required to make submission on any of the above themes.

LEARNING OUTCOME : Project will enable students to handle sources and develop critical thinking among them, which is necessary for objective writing in history.

**PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-4
Core Course -18 b (04 Credits)
Project**

OBJECTIVE : Study of theme based sources: Students are required to make submission on any of the above themes.

LEARNING OUTCOME : Project will enable students to handle sources and develop critical thinking among them, which is necessary for objective writing in history.

**PG 2 YEAR PROGRAMME
M. A. (MIH) SEMESTER-4
Dissertation (08 Credits)**

Objective: The aim of the dissertation is to make students learn about the research methodology and prepare them for writing the research proposal on the basis of the understanding of the subject.

Learning Outcome: The students will learn about the research methodology and will develop a better understanding of the subject.