

**Rayat Shikshan Sanstha`s**  
**Sadguru Gadage Maharaj College, Karad**  
**(Autonomous)**



Accredited By NAAC with 'A+' Grade

CHOICE BASED CREDIT SYSTEM

Syllabus For

**M.A. Part II History**

(Syllabus to be implemented from June, 2024 onwards.)

RAYAT SHIKSHAN SANSTH'S  
**SADGURU GADAGE MAHARAJ COLLEGE, KARAD**  
 (AN AUTONOMOUS COLLEGE)

**DEPARTMENT OF HISTORY**

**MA PART – II 2024-25**

**SEMESTER III**

Subject code	Title of Theory Paper	Credit	TH/PR	SEE		CCE		Total theory Marks
				Max	Min	Max	Min	
NHIST-M-1	History of Indian Foreign Policy	4	TH	80	32	20	08	100
NHIST- M-2	History of Feminist Movement in the World	4	TH	80	32	20	08	100
NHIST- M-3	Contemporary World (1950-1991)	4	TH	80	32	20	08	100
NHIST-M-4	Traditions and New Trends in History	2	TH	40	16	10	04	50
NHIST-E-1	Polity and Economy under the Delhi Sultanate	4	TH	80	32	20	08	100
RP	Research Project	4		80	32	20	08	100
<b>Total of Semester III</b>								<b>550</b>

**SEMESTER IV**

Subject code	Title of Theory Paper	Credit	TH/PR	SEE		CCE		Total theory Marks
				Max	Min	Max	Min	
NHIST-M-5	History of International Organizations	4	TH	80	32	20	08	100
NHIST-M-6	Women in Indian History	4	TH	80	32	20	08	100
NHIST-M-7	Contemporary World (1991-2020)	4	TH	80	32	20	08	100
NHIST-M-8	Allied Sciences of History	2	TH	40	16	10	04	50
NHIST-E-2	Polity and Economy under the Mughals	4	TH	80	32	20	08	100
RP	Research Project	6	TH	80	32	20	08	100
<b>Total of Semester IV</b>								<b>500</b>

## **NHIST-M-1 History of Indian Foreign policy**

### **Course outcomes:**

CO 1 Students learn the foreign policy of India as a newly independent nation.

CO 2 Students understand foreign policy of Indira Gandhi; along with various pathbreaking events that took place during that period.

CO 3 Students understand India's foreign policy during the period from Rajiv Gandhi to Manmohan Singh as Prime Ministers.

CO 4 Students learn foreign policy of India during the leadership of Narendra Modi.

CO 5. After studying these, students could assess the historical development of India's foreign policy under various leadership, sequentially.

### **Module 1. Era of Pandit Jawaharlal Nehru (1950-1966)** (Teaching hours: 15, Credit: 1)

- a. Russia
- b. USA
- c. China

### **Module 2. Foreign policy of Indira Gandhi (1967-1984)** (Teaching hours: 15, Credit: 1)

- a. Russia
- b. USA
- c. China
- d. Pakistan

18

### **Module 3. Indian Foreign policy from 1984 to 2014** (Teaching hours: 15, Credit: 1)

- a. Rajiv Gandhi (1984-1989)
- b. P.V. Narsinhrao (1991-1996)
- c. Atalbihari Vajpai (1998-2004)
- d. Manmohan Singh (2004-2014)

### **Module 4. Foreign policy of Narendra Modi (From 2014 to 2023)**(Teaching hours: 15, Credit: 1)

- a. USA
- b. China
- c. Pakistan

### **References**

- Balakrishnan, T. K. Foreign Policy of India: Problems and Paradoxes. Mohini Publishers and Distributors, New Delhi, 2010
- Bradnock, Robert. India's Foreign Policy Since 1971, Royal Institute for International

Affairs, London, 1990

- Choudhury, G.W. India, Pakistan, Bangladesh and the Major Powers, The Free Press, New York, 1975
- Damodaran, A.X and Rajpai, U.S. (eds.), Indian Foreign Policy: The Indira Gandhi years, New Delhi: Radiant, 1990
- Ganguly, Sumit. India's Foreign Policy. Oxford University Press, New Delhi, 2011
- Heimsath, Charles H. and Surjit Mansing, A Diplomatic History of Modern India, Allied, New Delhi, 1971
- Khanna, V. N. Foreign Policy of India. Noida, India. Vikas Publishing House Pvt. Ltd., 2010
- Mathur, D. and Kamath, P.M., Conduct of India Foreign Policy, South Asian Publishers, Delhi, 1996
- Nanda, B.R. (ed.), India's Foreign Policy in the Nehru Years, Vikas, New Delhi, 1976
- Past, Council on Foreign Relations Press, New York, 1997
- Rajamohan, C. Crossing the Rubicon: The Shaping of India's New Foreign Policy. Penguin, New Delhi, 2005
- Rose, Leo E. and Sisson, Richard. War and Secession: Pakistan, India and the Creation of Bangladesh. University of California Press, Berkeley, 1990
- Reddy, K. Raja. Foreign Policy of India and Asia-Pacific. New Century Publications, New Delhi, 2012
- Sikri, Rajiv. Challenge and Strategy: Rethinking India's Foreign Policy. Sage Publications India Limited, New Delhi, 2010.

## **NHIST-M-2 History of Feminist Movement in the World**

### **Course Outcomes:**

CO 1. Students will comprehend and conceive the concept of feminism and various trends in feminism.

CO 2. Students will understand the concept of patriarchy and gender bias.

CO 3. Students will understand the rise of feminism on the global platform with renowned feminist activists and their work.

CO 4. Students will understand the different initiatives taken at international and national levels.

### **Module 1. Feminism: Basic Approaches** (Teaching hours: 15, Credit: 1)

- a. Meaning and Definition of Feminism
- b. Liberal Feminism, Marxist Feminism
- c. Radical Feminism, Socialist Feminism
- d. Post- Modernist Feminism, Black Feminism

### **Module 2. Concept of Patriarchy and Gender** (Teaching hours: 15, Credit: 1)

- a. The Concept of Sex and Gender
- b. Sexual Division of Labour
- c. Socio-Cultural Aspects of Patriarchy

### **Module 3. Global Women Activists** (Teaching hours: 15, Credit: 1)

- a. Mary Wollstonecraft, Simone de Beauvoir,
- b. Kate Millet, Shulamith Firestone
- c. Julliet Michell, Betty Friden

### **Module 4. International and National Initiatives** (Teaching hours: 15, Credit: 1)

- a. International Women's Conference.
- b. UN Women Organization.
- c. National Commission for Women and State Commission.

### **References:**

- Altekar, A.S. Position of Women in Hindu Civilization. Motilal Banarasidas Publications, New Delhi, 1962
- Agrawal, Sushila (ed.) Status of Women. Printwell Publishers, Jaipur, 1988
- Bagchi, Jasodhara. Indian Women: Myth & Reality. Sangam books, Hyderabad, 1995

- Rege, Sharmila. (Ed.), *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage, New Delhi, 2003.
- Rege, Sharmila. *Writing Caste/ Writing Gender*. Zubaan, an imprint of Kali for Women, New Delhi, 2013.
- Krisnaraj, Maitreyi. *Feminist Concepts, Part I & II*. Research Centre of Women Studies, SNDT Woman University, Mumbai.
- Marjorie, Agosin (ed.). *Women, Gender and Human Right: A Global Perspective*.
- Patil, Padmaja & Shobhana Jadhav. *Women in Indian History*. Phadake Prakashan, Kolhapur, 2007
- Perrot, Michelle (ed.). *Writing Women's History* (Trans. by Felicia Pheasant). Blackwell, Oxford, 1984.
- Talim, M. *Women in Early Buddhist Literature*. University of Bombay, Mumbai, 1972

## **NHIST-M-3 Contemporary World (1950-1991)**

### **Course Outcomes:**

CO 1. Students will attain a comprehensive understanding of the key events, developments, and transformations that defined the global landscape during the period 1950-1991.

CO 2. Students will develop critical analytical skills to evaluate the origins, proxy conflicts, and eventual end of the Cold War, examining its impact on global politics.

CO 3. Students will acquire expertise in the decolonization process and the emergence of new nations, understanding the complexities of post-colonial challenges and state-building.

CO 4. Students will gain awareness of the global economic transformations, including post-war reconstruction, the rise of multinational corporations, and the socio-cultural changes that characterized the mid-20th century.

CO 5. Students will develop a historical understanding of significant social movements, such as civil rights and counterculture, recognizing their role in shaping societies and challenging established norms during the contemporary world period.

### **Module 1: The Cold War (1950-1991)** (Teaching hours: 15, Credit: 1)

- a. Meaning, Causes of Cold War and Security Pacts
- b. Conflicts in Cold War: Germany, Korea and Cuba
- c. End of the Cold War in 1991

### **Module 2: Decolonization and the Emergence of New Nations** (Teaching hours: 15, Credit: 1)

- a. Post-World War II Decolonization - Africa and Asia
- b. Movements and Leaders in Africa - Nelson Mandela (South Africa), Gamal Abdel Nasser (Egypt)
- c. Movements and Leaders in Asia- Ho Chi Minh (Vietnam), Ang San Suu Kyi (Burma)

### **Module 3: Global Economy** (Teaching hours: 15, Credit: 1)

- a. Economic Reconstruction in Post-World War II-Europe
- b. Rise of Asia- South Korea, Taiwan and Singapore
- c. Formation of OPEC and Economic Resurgence in Arab Nations

### **Module 4: Social and Cultural Changes** (Teaching hours: 15, Credit: 1)

- a. Civil Rights Movements: Africa
- b. Feminist Movement: USA
- c. Cultural Changes – Music (Pop, Disco, Hip-Hop), Films (Block buster), Fashion (Elegance to

Boldness)

**References :**

- Chhabra., H.K. History of Modern World Since 1914, Surjeet Publication, New Delhi, 1989
- Duiker William J., Twentieth-Century World History (Thomson, Wadsworth, 2004.
- Findley Carter Vaughn and John Alexander Rothney, Twentieth-Century World (Cengage Learning, 2011)
- Fisher- Knapp H.C., The Modern World, (SBW Publishers) New Delhi, 1991
- Grenville, John Ashley Soames A History of the World from the 20th to the 21st Century (Psychology Press, 2005)
- Hobsbawm, Eric Age of Empire: 1875-1914 (Hachette UK, 2010)
- Hobsbawm Eric J. and Antonio Polito, On the Edge of the New Century (New Press, 2001)
- Hobsbawm, Eric J. The Age of Extremes: A History of the World, 1914-1991 (Peter Smith Pub Incorporated, 2000)
- Howard Michael and William Roger Louis, The Oxford History of Twentieth Century (OUP Oxford, 2002)
- John Spanier, American Foreign Policy Since World War II, Tata Mcgraw, Hill Publication, New Delhi.
- Kim Young Hum, Twenty Years of Crisis: Cold War Era. Prentice-Hall, 1968
- Mahajan, Sneh Issues in Twentieth-Century World History (Macmillan, 2009)



## **NHIST-M-4 Traditions and New Trends in History**

### **Course Outcomes**

CO 1. The students will get an insight into the ancient Greek, Roman, Arabic and Indian history writing traditions.

CO 2. The students will acquaint with new approaches and advanced historical writings.

### **Module 1. Ancient and Medieval Traditions (Teaching hours: 15, Credit: 1)**

a. Greco- Roman

b. Arabic

c. Indian (Itihas- Purana) and Persian

### **Module 2. New Approaches in History (Teaching hours: 15, Credit: 1)**

a. Cultural History, Environmental History

b. Microhistory, Contemporary History

c. Local History, Oral History

### **References**

- Abrams, Lynn. Oral History Theory. Routledge, 2016
- Allen, Robert. Loring Oral Tradition: A Study in Historical Methodology. Routledge, 2017
- Arcangeli, Alessandro. Cultural History: A Concise Introduction. Taylor & Francis, Abhingdon-on-Thames, Oxfordshire, U.K., eBook, 2003.
- Barraclough, Geoffrey. An Introduction to Contemporary History. Viking Press, New York, USA, 1991.
- Bentley, Michael. Modern Historiography: An Introduction. Routledge, 2005
- Breisach, Ernst. Historiography: Ancient, Medieval, and Modern. University of Chicago Press, 2007
- Burke, Peter. The French Historical Revolution: The Annales School, 1929-2014. Stanford University Press, 2015
- Burke, Peter. What is Cultural History? Polity Press, Cambridge, U.K., 2004.
- Duri, Abd Al-Aziz. The Rise of Historical Writing Among the Arabs. Princeton University Press, 2014
- Fornara, Charles W. The Nature of History in Ancient Greece and Rome. University of California Press, 1988.

## **NHIST-E-1: Polity and Economy under the Delhi Sultanate**

### **Course Outcomes:**

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

CO 1. Identify different sources for the study of Delhi Sultanates

CO 2. Account for the major developments in the polity and administration under the Delhi Sultanates

CO 3. Understand agriculture, irrigation and land revenue system under Delhi Sultanates

CO 4. Give an account of Industry Trade and Commerce during the period of Delhi Sultanate.

### **Module 1. Historiography and sources (Teaching hours: 15, Credit: 1)**

a. Literary sources

b. Archaeological sources

c. Foreign accounts

### **Module 2. Polity under Sultanate (Teaching hours: 15, Credit: 1)**

a. Theory of Kingship

b. Internal Reforms under Sultanates

c. Evolution of administrative system

### **Module 3. Agrarian System (Teaching hours: 15, Credit: 1)**

a. Agriculture

b. Irrigation

c. Land Revenue system

### **Module 4. Industry, Trade and Commerce (Teaching hours: 15, Credit: 1)**

a. Industry

b. Trade: Internal and External

c. Currency and Banking

### **References:**

- Chitnis, K. N., Glimpses of Medieval Indian Ideas and Institutions, 1974
- Chitnis K. N. Socio- Economic Aspects of Medieval India, Poona, 1979
- Habib, Mohammad. Politics and Society in Early Medieval Period, Vols. I to IV, PPH, Delhi, 1974
- Mehta, Jaswant Lal. Advanced Study in the History of Medieval India. Volume I to III, Sterling, New Delhi, 1981.

- Rizvi, S.A.A., *The Wonder that was India. Part II*, Rupa, Delhi, 2002
- Seshan, Radhika. *Medieval India: Problems and Possibilities*. Rawat, Delhi, 2006

## **RP : Research Project**

### **Course Learning Outcomes**

- Research problems are identified and objectives formulated.
- Appropriate methodology selected with proper tools and techniques.
- Data collected from different sources carefully analysed and interpreted.
- On the basis of data analysis decision made and conclusion found out.

Instructions for teachers and students while doing Field Project:

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. SEPARATE Field project should be FORMALLY ASSIGNED (in written form) by concerned teacher to every student. It should not be done in common.
3. Students are required to prepare the project report based on field work and studying the current trends in economics under the guidance of the project guide.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

### **Important Notes for Teachers:**

1. Prepare an Appropriate Format of PERMISSION LETTER to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

### **The format may be as follows:**

Chapter I : Introduction and Research Methodology

Chapter II : Review of Literature / Theoretical Background / Conceptual Framework

Chapter III : Profile of the Organization / Area

Chapter IV : Analysis and Interpretation of the Data

Chapter V : Conclusion - It will include observations, findings, suggestions and conclusions.

# Syllabus

MA-II, Semester-IV

## **NHIST-M-5 History of International Organizations**

**Course Outcomes:** After successfully completion of this course the student will be able to...

CO 1. Know about the nature, objectives of UNO

CO 2. Study the various treaties and alliances like NATO, CENTO, ANZUS etc.

CO 3. Understand the importance of Non-Alignment Movement.

CO 4. Study Other Important Organizations like OPEC, SAARC & WTO

### **Module 1: UNO (United Nations Organization) (Teaching hours: 15, Credit: 1)**

a. Objectives of UNO

b. Nature of UNO

c. Work of UNO

### **Module 2: Treaties and Alliances (Teaching hours: 15, Credit: 1)**

a. North Atlantic Treaty Organization (NATO)

b. Central Treaty Organization (CENTO)

c. Australia, New Zealand and United States Security Treaty (ANZUS)

d. Warsaw Pact

### **Module 3: Non-Alignment Movement (NAM) (Teaching hours: 15, Credit: 1)**

a. Principles and Objectives of NAM.

b. Leadership: Jawaharlal Nehru, Gamal Abdel Nasser and Josip Tito

c. Importance of NAM.

### **Module 4: Other Important Organizations (Teaching hours: 15, Credit: 1)**

a. Organization of Petroleum Exporting Countries (OPEC)

b. South Asian Association for Regional Cooperation (SAARC)

c. World Trade Organization (WTO)

### **References**

- Grenville J. A. S., History of the World in the 20th Century, Harper Collins Publishers 77-85
- Knapp H. C., Fisher- The Modern World, (SBW Publishers), New Delhi.
- Suxena N. S., 20th Century World history, Anmol Publications. Delhi-51.
- Spanier John, American Foreign Policy since World War II, New Delhi.
- Nanda S. P., History of the Modern World, Anmol Publication, New Delhi.
- Lowe N., Modern World History, Low Norman, Mastering Modern World History, Delhi, 1997.
- Chhabra H. K., History of Modern World, Surjeet Pub., New Delhi, 1989.

- Joshi P.S.,Gholkar S.V., History of Modern World,
- Palmer &Parkins, International Politics, Relations, London, 1957.
- Sharp W. R., Contemporary International Politics, Hartman, World in Crisis,
- Grenville J. A. S., History of the World in the 20th Century, Harper Collins
- Knapp H. C., Fisher- The Modern World, (SBW Publishers), New Delhi.
- Suxena N. S., 20th Century World history, Anmol Publications. Delhi-51.
- Nanda S. P., History of the Modern World, Anmol Publication, New Delhi.
- Lowe N., Modern World History, Low Norman, Mastering Modern World History, Delhi, 1997.
- Arjun Dev, Contemporary World History (Eng Edn). Orient BlackSwan, 2009.
- Eric Hobsbawm, Age Of Empire: 1875-1914. Hachette UK, 2010.
- William R Keylor and Jerry Bannister. The Twentieth Century World: An International History. Oxford University Press, 2005.
- Norman Lowe,. Mastering Modern World History. Macmillan International Higher Education,2013.

## **NHIST-M-6 Women in Indian History**

### **Course Outcomes:**

- Students will understand the significance of women's history writing and its sources and methodology.
- Students will understand the customary and legal status of women in the past.
- Students will know important thinkers, their thoughts, and their work in elevating the status of women.
- Students will know the mention of women's status in different history writing trends.

### **Module 1. Writing Women's History (Teaching hours: 15, Credit: 1)**

- a. Significance of Women's History
- b. Visualizing Women in the History
- c. Sources and methodology for writing women's history

### **Module 2. Trends in Writing of Women's History (Teaching hours: 15, Credit: 1)**

- a. Colonialist, Nationalist
- b. Marxist, Subaltern
- c. Feminist, Non-Brahmin

### **Module 3. Indian Women: Customary and Legal Status (Teaching hours: 15, Credit: 1)**

- a. Ancient India
- b. Medieval India
- c. Colonial India
- d. Tribal Society

### **Module 4. Role of Women in Various Movement (Teaching hours: 15, Credit: 1)**

- a. Shantabai Dani
- b. Anutai Wagh
- c. Godawari Parulekar
- d. Gail Omvedt

### **References**

- Altekar, A.S. Position of Women in Hindu Civilization. Motilal Banarasidas Publications, New Delhi, 1962.
- Bagchi, Jasodhara. Indian Women: Myth & Reality. Sangam books, Hyderabad, 1995.
- Bhasin, Kamala. What is Patriarchy. Kali for Women, New Delhi, 1993.



- Engineer, Asgar Ali (ed.). Status of Women in Islam. Institute of Islamic Studies, Ajanta Publications, Bombay, 1987.
- Krisnaraj, Maitreyi. Feminist Concepts, Part I & II. Research Centre of Women Studies, SNDT Woman University, Mumbai, 1990.
- Mukherjee, Soma. Royal Mughal Ladies. Gyan Publication House, Delhi, 2002.
- Marjorie, Agosin (ed.). Women, Gender and Human Right: A Global Perspective. Rutgers University Press, New Brunswick, USA, 2003.
- Patil, Padmaja & Shobhana Jadhav. Women in Indian History. Phadake Prakashan, Kolhapur, 2007.
- Perrot, Michelle (ed.). Writing Women's History (Trans. by Felicia Pheasant). Blackwell, Oxford, 1984.
- Sangari, Kumkum and Sudesh Vaid (eds.). Recasting Women: Essays in Colonial History. Kali for Women, New Delhi, 1989.
- Thomas, P. Indian Women Through the Ages. Asia Publishing House, New York, 1967.

## **NHIST-M-7 Contemporary World (1991-2020)**

### **Course Outcomes:**

CO 1. Students will acquire an in-depth knowledge of key events, trends, and geopolitical shifts in the contemporary world from 1991 to 2020, demonstrating a nuanced understanding of the historical context.

CO 2. Students will develop critical analytical skills, allowing them to evaluate and interpret the role of significant organizations that sprung up after the fall of Soviet Union.

CO 3. Students will cultivate a global perspective, recognizing and understanding challenges and conflicts faced by the world at the beginning of 21st century.

CO 4. Students will understand, analyze the emerging trends and powerful economies in the world.

CO 5. Students will develop the ability to anticipate future geopolitical trends and challenges, applying historical insights to analyze and predict potential developments in the global landscape.

### **Module 1: The Post-Cold War Era (Teaching hours: 15, Credit: 1)**

- a. Collapse of the Soviet Union
- b. European Union (EU),
- c. ASEAN, G-20, Bricks

### **Module 2: Challenges and Conflicts (Teaching hours: 15, Credit: 1)**

- a. Global War on Terror: AL-Qaeda & ISIS
- b. Regional Conflicts: Yugoslavia
- c. Conflict in West Asia: Israel - Palestine

### **Module 3: Emerging Trends (Teaching hours: 15, Credit: 1)**

- a. The Arab Spring: Tunisia, Egypt, Syria,
- b. Social media and Cybersecurity
- c. LGBTQ movement in America

### **Module 4: Contemporary Challenges and Prospects (Teaching hours: 15, Credit: 1)**

- a. Global Health Crises: COVID
- b. Climate Change and Environmental Concerns: Friday for future initiated by Swedish student activist Greta Thunberg in 2018.
- c. Search of God Particle: Higgs Boson

## References

- Chhabra., H.K. History of Modern World Since 1914, Surjeet Publication, New Delhi, 1989
- Duiker William J., Twentieth-Century World History (Thomson, Wadsworth, 2004.
- Findley Carter Vaughn and John Alexander Rothney, Twentieth-Century World (Cengage Learning, 2011)
- Fisher- Knapp H.C., The Modern World, (SBW Publishers) New Delhi, 1991
- Grenville, John Ashley Soames A History of the World from the 20th to the 21st Century (Psychology Press, 2005)
- Hobsbawm, Eric Age of Empire: 1875-1914 (Hachette UK, 2010)
- Hobsbawm Eric J. and Antonio Polito, On the Edge of the New Century (New Press, 2001)
- Hobsbawm, Eric J. The Age of Extremes: A History of the World, 1914-1991 (Peter Smith Pub Incorporated, 2000)
- Howard Michael and William Roger Louis, The Oxford History of Twentieth Century (OUP Oxford,2002)
- John Spanier, American Foreign Policy Since World War II, New Delhi.
- Kim Young Hum, Twenty Years of Crisis: Cold War Era. Prentice-Hall, 1968
- Mahajan, Sneha Issues in Twentieth-Century World History (Macmillan, 2009)
- Moss Walter G., An Age of Progress? Clashing Twentieth-Century Global Forces (Anthem Press, 2008)
- Lowe, Norman Mastering Modern World History (Macmillan International Higher Education, 2013).

## **NHIST-M-8 Allied Sciences of History**

### **Course Outcomes**

CO 1. Students are acquainted with the allied disciplines mainly concerned to Indology.

CO 2. Students are acquainted with traditional as well as modern allied disciplines and methodologies like anthropology, ethnography & statistics.

### **Module 1. Allied Disciplines-1 (Teaching hours: 15, Credit: 1)**

- a. Archaeology
- b. Epigraphy
- c. Iconography and Numismatic

### **Module 2. Allied Disciplines-2 (Teaching hours: 15, Credit: 1)**

- a. Anthropology
- c. Ethnography
- b. Statistic (S.P.S.S.)

### **References**

- Davies, John and Wilkes John. (Edit.) Epigraphy and the Historical Sciences. Oxford University Press /British Academy, 2012.
- Sircar, D.S. Indian Epigraphy. Motilal Banarasidass Publishing House, New Delhi, 2017
- Sircar, D.S. Studies in Indian Coins. Motilal Banarasidass Publishing House, New Delhi, 2008.
- Handa, Devendra. Facets of Indian Art, Iconography and Numismatics. Aryan Books International, New Delhi, 2021.
- Hammersley, Martyn and Atkinson, Paul. Ethnography: Principles in Practice, Routledge, U.K., 2019.
- McCormick, Keith et al. SPSS Statistics for Dummies. John Wiley & Sons, 2015
- Gregory, Ian N. Toward Spatial Humanities: Historical GIS and Spatial History, Indiana University Press, 2014.
- Hasanai, Nadim. Indian Anthropology. Palak Prakashan, Delhi, 1996.
- Jha, Makhan. An Introduction to Anthropological Thoughts, 2nd Edition, S. Chand, New Delhi, 1994.
- Monaghan, John and Just, Peter. Social and Cultural Anthropology: A Very Short Introduction. Oxford University Press, 2000.
- Rao, Gopinath. Elements of Hindu Iconography. Motilal Banarasidas, New Delhi, 1984

## **NHIST-E-2 Polity and Economy under the Mughals**

### **Course Outcome:**

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

CO 1. Know about various sources to write history of Mughal Empire.

CO 2. Gain the knowledge of polity and administration of Mughals.

CO 3. Understand agriculture, irrigation and land revenue system of Mughals.

CO 4. Explain about industry, trade and commerce during Mughal period.

### **Module 1. Sources (Teaching hours: 15, Credit: 1)**

a. Literary sources

b. Archaeological sources

c. Foreign accounts

### **Module 2. Polity (Teaching hours: 15, Credit: 1)**

a. Theory of Kingship

b. Internal Reforms under Mughal

c. Evolution of administrative system

### **Module 3. Agrarian System (Teaching hours: 15, Credit: 1)**

a. Agriculture

b. Irrigation

c. Land Revenue system

### **Module 4. Industry Trade and Commerce (Teaching hours: 15, Credit: 1)**

a. Industry

b. Trade: Internal and External

c. Currency and Banking

### **References**

- Chandra, Satish. History of Medieval India (800-1700). Orient Longman, Hyderabad, 2007
- Qureshi I. H. The Administration of the Mughal Empire. Low Price Publication, Delhi, 1990.
- Richards, J. F. The Mughal Empire. Foundation Books, Delhi, 1993
- Farooqui, Salma Ahmed. A Comprehensive History of Medieval India. Pearson, 2011

## RP:2 :Research Project

### Course Learning Outcomes

- Research problems are identified and objectives formulated.
- Appropriate methodology selected with proper tools and techniques.
- Data collected from different sources carefully analysed and interpreted.
- On the basis of data analysis decision made and conclusion found out.

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**The format may be as follows:**

Chapter I : Introduction and Research Methodology

Chapter II : Review of Literature / Theoretical Background / Conceptual Framework

Chapter III : Profile of the Organization / Area

Chapter IV : Analysis and Interpretation of the Data

Chapter V : Conclusion - It will include observations, findings, suggestions and conclusions.

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# NATURE OF QUESTION PAPER AND SCHEME OF MARKING

## A) FOR FOUR CREDITS: Total Marks: 80

M.A. (History) PART: II, SEMESTER: III / IV EXAMINATION, \_\_\_\_\_

TITLE OF THE PAPER \_\_\_\_\_ PAPER NO. \_\_\_\_\_

Subject Code:

Day and date:

Total marks: 80

Duration:

Instructions: 1. All questions are compulsory.

2. All questions carry equal marks.

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Q. No 1 A) Select the correct option (Ten) (1 Marks each)	10 marks
B) Answer in one sentence (Five) (2 Marks each)	10 marks
Q. No 2) short notes (Any four out of Five)	20 marks
Q. No 3) Short Answer (Any four out of Five)	20 marks
Q. No 4) Descriptive Type Question	
A) Long answers (Any one out of two)	10 marks
B) Long answers (Any one out of two)	10 marks

## CCE Exam Pattern:

Term Work- Assignment/ Seminar/ Open Book Test/ Presentation – 20 marks

Semester Exam for each paper – 80 marks

# NATURE OF QUESTION PAPER AND SCHEME OF MARKING

## **B) FOR TWO CREDITS: Total Marks: 50**

*(For NHIST-M-4 Traditions and New Trends in History and NHIST M8 Allied Sciences of History)*

M.A. (History) PART: I I, SEMESTER: III / IV EXAMINATION, \_\_\_\_\_

TITLE OF THE PAPER \_\_\_\_\_ PAPER NO. \_\_\_\_\_

Subject Code:

Day and date:

Total marks: 40

Duration:

Instructions: 1. All questions are compulsory.

2. All questions carry equal marks.

<b>Q. 1</b>	Multiple Choice questions (TEN QUESTION)	<b>10</b>
<b>Q. 2</b>	Short notes answer type question [Any 2 out of 4]	<b>10</b>
<b>Q.3</b>	Short answer type question [Any 2 out of 4]	<b>10</b>
<b>Q. 4</b>	Write long answer on any ONE [Any 1 out of 2]	<b>10</b>
	<b>CIE (Comprehensive Internal Evaluation)</b>	<b>10</b>

Term Work- Assignment/ Seminar/ Open Book Test/ Presentation – 10 marks  
Semester Exam for each paper – 40 marks