FACULTY OF ARTS & SOCIAL SCIENCES

SYLLABUS FOR THE

SUBJECT: HISTORY

for the award of the Degree in

BACHELOR OF ARTS/ BACHELOR OF SCIENCE/ HONOURS

(Offered under 4-year UG Degree Programme)

(Credit Based Grading System)
under NEP 2020

Batch: 2025–29

GURU NANAK DEV UNIVERSITY AMRITSAR

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Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
(under NEP 2020) (Batch 2025-29) (Semester System)
(Faculty of Arts & Social Sciences)

SCHEME

HISTORY

SEMESTER-I

Sr. No.	Course Code	Course Title	Credits L-T -P	Marks
		Discipline Specific Course (DSC)		
1.		HISTORY OF INDIA UPTO C. 1000 (THEORY)	4-0-0	100

SEMESTER-II

Sr. No.	Course Code	Course Title	Credits L-T -P	Marks
1.		HISTORY OF INDIA (C. 1000-A.D. 1707) (THEORY)	4-0-0	100

SEMESTER-III

Sr. No.	Course Code	Course Title	Credits L-T -P	Marks
1.		HISTORY OF INDIA (A.D. 1707- 1947) (THEORY)	4-0-0	100

SEMESTER-IV

Sr. No.	Course Code	Course Title	Credits L-T -P	Marks
1.		HISTORY OF PUNJAB (A.D. 1469-1799) (THEORY)	4-0-0	100

SEMESTER-V

Sr. No.	Course Code	Course Title	Credits L-T -P	Marks
1.		HISTORY OF THE WORLD (C 1500-1956 A.D.) (THEORY)	4-0-0	100
2.		INTERNSHIP/COMMUNITY OUTREACH (06-08 WEEKS)	0-0-2	50

SEMESTER-VI

Sr. No.	Course Code	Course Title	Credits L-T-P	Marks
1.		HISTORY OF THE PUNJAB (1799-1966) (THEORY)	4-0-0	100

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SEMESTER-VII

Sr. No.	Course Code	Course Title	Credits L-T-P	Marks
		Discipline Specific Course (DSC)		
1.		POLITICAL PROCESSES AND STRUCTURES IN INDIA UPTO A.D. 1200 (THEORY)	4-0-0	100
2.		POLITY AND ECONOMY OF INDIA A.D. 1200-1526 (THEORY)	4-0-0	100
3.		URBAN AND AGRARIAN ECONOMY IN INDIA UPTO A.D. 1200 (THEORY)	4-0-0	100
4.		POLITICAL IDEAS AND INSTITUTIONS IN INDIA A.D 1757-1947 (THEORY)	4-0-0	100
5.		SOCIETY AND CULTURE IN INDIA UPTO A.D. 1200 **(MINOR)** (THEORY)	4-0-0	100
6.		INTERNSHIP/COMMUNITY OUTREACH (06-08 WEEKS)	0-0-2	50

SEMESTER-VIII

Sr. No.	Course Code	Course Title	Credits L-T-P	Marks
		Discipline Specific Course (DSC)		
1.		POLITY AND ECONOMY OF INDIA A.D. 1526-1750 (THEORY)	4-0-0	100
2.		MODERN WORLD: MAJOR TRENDS A.D. 1500-1900 (THEORY)	4-0-0	100
3.		ECONOMIC HISTORY OF MODERN INDIA A.D. 1757-1857 (THEORY)	4-0-0	100
4.		ART, ARCHITECTURE AND LITERATURE OF INDIA A.D. 1200-1750 (THEORY)	4-0-0	100
5.		SOCIETY AND CULTURE OF INDIA A.D. 1200-1750 **(MINOR)** (THEORY)	4-0-0	100

Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
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SEMESTER–I
HISTORY
HISTORY OF INDIA UPTO C. 1000
(THEORY)

L-T-P
Credits : 4-0-0
Time: 3 Hours **Max. Marks: 100**
Theory-6 periods/Week

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION – A

1. **Sources:** Meaning of the term 'ancient', Literary sources Vedic literature, Epics and Puranans, Buddhist and Jain texts, Sangam literature; Accounts of Indians and foreigners; Archeological Sources; Coins, Inscriptions and Monuments.

2. **The Indus Civilization:** Origin & Extent; Harappa, Mohenjodaro, Rakhigarhi, Kalibanga, Dholavira and Lothal; Political organization; Town–planning and architecture; Agriculture, technology; Trade contacts with the outside world; Religion; Script, Seals and Figurines, Causes of disintegration.

SECTION – B

3. **The Indo Aryans:** Original home; Geographical area known to Vedic texts; Social Institutions : Family, Varna and the Caste system, Religious ideas and rituals; Economy; Political Organization—Changes in the later Vedic period; Emergence of the republics and kingdoms; Growth of towns.

4. **Jainism and Buddhism:** Social and political conditions; Doctrines of Jainism and sectarian development; Teachings of Gautam Buddha; The Sangha organization; Spread of Buddhism; its decline, Legacy of Buddhism and Jainism.

SECTION – C

5. **The Age of the Mauryas :** Establishment of the Mauryan Empire; Expansion of the empire; the Kalinga War; Polity and administration; Contacts with neighbouring states; Ashoka's Dhamma; Decline of the Mauryan empire.

6. **The Kushanas :** Kanishka and his successors; Ghandhara Art; Literature.
The Gupta Age : Establishment of the Gupta Empire; its expansion under Samundra Gupta and Chandra Gupta–II; Administration; Revenue system; Trade and Commerce; Science and Technology Art and architecture; The Huna invasions and the decline of the Gupta Empire.

SECTION – D

7. **The Age of the Vardhanas:** Establishment of Vardhana Kingdom; Harsha's campaigns and political relations; Sources of revenue; Patronage to religion, Literature and education.
8. **The Cholas:** Local administration of the Cholas; Art and Literature; Economy and Trade

Suggested Reading :

1. Basham, A.L., Wonder that was India, Fontana, London, 1977.
2. Jha, D.N., *Early India: Concise History of India*, Manohar Publication, 2010
3. Sharma, R.S., *India's Ancient Past,* Oxford University Press, New Delhi, 2005
4. Thapar, Romila, *Early India: From Origins to AD 1300*, Penguin publication, New Delhi, 2003.

Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
(under NEP 2020) (Batch 2025-29) (Semester-II)
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SEMESTER–II
HISTORY
HISTORY OF INDIA (C. 1000–A. D. 1707)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Theory-6 periods/Week

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

1. **The Conquests of the Ghaznavis and Ghauris :** Invasions of Mahmud Ghaznavi; their effects, Battles of Muhammad Ghauri, Causes of the success of the Turks.
2. **Establishment of the Sultanate of Delhi:** Political and military development under Qutabuddin Aibak, Iltutmish and his successors; Consolidation of the Sultanate under Balban and the Mongol invasions.

SECTION–B

3. **The Khiljis:** Emergence of the Khiljis under Jalaluddin and Alauddin Khilji; Alauddin's conquests, the future Mongol invasions; Treatment of the nobility; Land revenue reforms; Economic reforms. **The Tughlaqs:** Muhammad–bin–Tughlaq; His experiments; Causes of disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur’s Invasions.
4. **The Vijaynagar Kingdom:** Establishment and expansion; Polity, Economy and Administration; Art and Architecture.

SECTION–C

5. **Mughal–Afghan Struggle (1526–1556):** Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha, Battles of Humayun; Expansion of the Afghan power under Sher Shah Suri, Administrative reforms; Return of Humayun.
6. **Re–establishment and expansion of the Mughal Empire under Akbar:** Conquests, extent of empire, Religious policy, Rajput policy. **Expansion and Decline under Akbar's Successors** : Jahangir and Mewar; North–western campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.

SECTION–D

7. **The Mughal Government, Administration and Culture:** Position of the King: Central and local administration; Land revenue system; Mansabdari; Jagirdari; State policy towards agriculture, Trade and Commerce, Literature, Art and Architecture and Culture.
8. **The establishment of Maratha Power:** The rise of Shivaji, Maratha administration, Land revenue system; Chauth and Sardeshmukhi.

Suggested Reading

1. Chandra, Satish, *History of Medieval India,* Orient Black Swan, Hyderabad, 2007
2. Chandra, Satish, *Medieval India*, Vol. I & II, Har-Anand Publication Pvt. Ltd. New Delhi, 2010
3. Mehta, J.L. *Medieval Indian Society and Culture (Advanced Study in the History of Medieval India*, Vol. III), Sterling Publication, New Delhi, 2009
4. Rizivi, S.A.A., *The Wonder That Was India-II* (1200-1700), Picador India.
5. Mahajan, V.D., *Medieval India*, S. Chand and Publication, New Delhi, 2010

Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
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SEMESTER–III
HISTORY
HISTORY OF INDIA (A.D. 1707-1947)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Theory-6 periods/Week

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

1. **Foundation of British Rule:** Advent of the British; Battles of Plassey and Buxar, Clive and Warren Hastings; Subsidiary Alliance Policy, Doctrine of Lapse.
2. **The Uprising of 1857:** Causes, Spread of the Uprisings, Nature and aftermath.

SECTION–B

3. **Economic Changes:** Agriculture, British commercial policies and the impact on the trade balance; Destruction of indigenous industries; the growth of modern industry; The drain theory.
4. **Growth of Education and Political Organization:** Western Education; Rise of the middle classes; **Socio Religious Movements :** Brahmo Samaj, Arya Samaj, Rama Krishana Mission, Prarthna Samaj, Theosophical Society, Aligarh Movement.

SECTION–C

5. **Early Political Associations and Emergence of Revolutionary Movement:** Early Political Association and Indian National Congress; Swadeshi Movement, Partition of Bengal and its impact; Revolutionary Terrorism in Bengal, Maharashtra and the Punjab, Impact on the National Movement.
6. **The Phase of Non-Co-operation :** Emergence of Gandhi; The Jallianwala Bagh Massacre and its impact; Khilafat agitation; the Non-cooperation Movement; Withdrawal and impact; the Swarajists; The Simon Commission; **The Phase of Civil Disobedience :** The programme and the course of the Civil Disobedience Movement, the Round Table Conferences; Communal Award; Poona-pact; Withdrawal of Civil Disobedience Movement

SECTION–D

7. **Constitutional Development:** The Minto-Morley Reforms of 1909, The Government of India Act of 1919 and Dyarchy; Government of India Act, 1935 and Provincial Autonomy.
8. **Towards Partition and Independence:** Growth of communal politics; Lahore resolution, Cripps proposals; Quit India Movement; the INA Trials; Cabinet Mission and towards Independence.

Suggested Reading:

1. Bipan Chandra, *History of Modern India*, Orient Longman, Hydrabad, 2009.
2. Sarkar, Sumit, *Modern India (1885-1947)*, Orient Longman, New Delhi, 1983.
3. Bose, Sugata and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, OUP, New Delhi, 2004.
4. Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, Hydreabad, 2004.
5. Datta, Kali Kinkar, *A Social History of Modern India*, Macmillan, New Delhi, 1975.
6. Bannerjee, A.C., *The New History of Modern India (1707-1947),* K.P.Bagchi, Calcutta, 1983.
7. Burton, Stein, A History of India, OUP, New Delhi, 2003.
8. Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1966.
9. Misra, B.B., *The Indian Middle Classes: Their Growth in Modern Times*, OUP, London, 1978
10. Jones, Kenneth, *Socio-Religious Movements in India,* CUP, Cambridge, New Delhi, 1989.
11. Chopra, P.N. et al, *A Social, Cultural and Economic History of India: Modern India,* Vol. III, Macmillan, New Delhi, 1974.
12. Chaudhuri, M.K., (ed.), *Trends of Socio-Economic Change in India (1871-1961),* IIAS, Simla, 1969.
13. Choudhary, Sukhbir, *Peasants' and Workers' Movements in India, 1905-1929*, PPH, New Delhi, 1971.
14. Sakhar Bandyopadhyay, Nationalist Movement in India A reader, Oxford University Press, 2008.

Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
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(Faculty of Arts & Social Sciences)

SEMESTER–IV
HISTORY
HISTORY OF THE PUNJAB (A.D. 1469-1799)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Theory-6 periods/Week

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

1. **Sources:** Geographical and Physical features, Historical literature in Persian and Punjabi; Religious literature; Administrative records and documents; European travellers' accounts, Non-literary sources: numismatics and paintings; **Socio-Religious condition of the Punjab around 1500 A.D. :** The Sunnis; the Shias; the Sufis, the Brahmans; the Jogis; the Vaishnava bhakti and the saints.

2. **Foundation of Sikh Panth : Guru Nanak Dev and his Teachings** : Early life, Conception of God, Importance of the Guru, Insistance on right conduct and earnest profession; Institution of community kitchen (Langer) and Congregational worship (sangat), Dharamsal (Gurudwara) Succession to Guruship.

SECTION–B

3. **Development of the Sikh Panth: Guru Angad Dev to Guru Arjan Dev**: Increasing number of sangats: Sikh ceremonies; the Manji and Masand system, The founding of the sacred places, The Hari mandir. Compilation of the Adi Granth.

4. **Transformation of the Sikh Panth: Guru Hargobind to Guru Tegh Bahadur:** Martyrdom of Guru Arjan Dev and Guru Hargobind's response; Armed conflict with the state; Circumstances leading to the accession and martyrdom of Guru Tegh Bahadur.

SECTION–C

5. **Creation of Khalsa:** Meaning; Circumstances leading to the creation of the Khalsa (1699); New Social order; Conflict with the Hill chiefs and Mughal administrators; Legacy.

6. **Banda Bahadur**: Early life of Banda Bahadur and his meeting with Guru Gobind Singh; His political activities upto the conquest of Sarhind; Establishment of an independent rule; Imperial campaign against Banda Bahdur

SECTION–D

7. **Political Struggle (1716-48):** Position of the Sikhs; Repression and conciliation by the Mughal governors, Abdus Samad Khan and Zakaria Khan (1716-1745), Ghallughara, Sikh-Afghan struggle (1752-65); Occupation of Lahore, the striking of the coin; Causes of Sikh success against the Mughals and Afghans; **Leading Sardars and Territories:** Nawab Kapur Singh; Jassa Singh Ahluwalia; Bhangis; Jassa Singh Ramgarhia; Charat Singh and Mahan Singh; Jai Singh Kanhaya; Ala Singh.

8. **Political Organisations of the Sikhs in the 18th Century:** Rakhi; Dal Khalsa; Gurmata, Misl. Emergence of new rulers and their military resources; Administrative arrangements; Land revenue; Administration of Justice.

Suggested Reading:

1. Grewal J.S., *From Guru Nanak to Maharaja Ranjit Singh*, G.N.D. University, Amritsar, 1982.
2. _____, *The New Cambridge History of India: The Sikhs of the Punjab*, CUP, New Delhi, 1990.
3. _____, *Guru Nanak in History*, Panjab University, Chandigarh, 1969.
4. Khushwant Singh**,** *A History of the Sikhs, Vol. I (1469-1839)*, OUP, Delhi, 1977.
5. McLeod, W.H., *Guru Nanak and the Sikh Religion*, OUP, Delhi, 1968.
6. Teja Singh and Ganda Singh, *A Short History of the Sikhs* Vol. *(1469-1765)*, Patiala 1983
7. Banerjee, I.B. *Evolution of the Khalsa, 2 Vols*., A. Mukherjee & Co., Calcutta, 1979.
8. Grewal, J.S. and S. S. Bal, *Guru Gobind Singh*, Panjab University, Chandigarh, 1987.
9. _____, and Indu Banga, *The Khalsa Over 300 Years*, Manohar, New Delhi, 1999.
10. Harbans Singh (ed.), *The Encyclopedia of Sikhism*, 4 Vols., Punjabi University, Patiala 1992.
11. McLeod, W.H. *Evolution of the Sikh Community*, OUP, Delhi, 1970.
12. _____, *Historical Dictionary of Sikhism*, OUP, New Delhi, 2002.

Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
(under NEP 2020) (Batch 2025-29) (Semester-V)
(Faculty of Arts & Social Sciences)

SEMESTER–V
HISTORY
HISTORY OF THE WORLD (C 1500-1956 A.D.)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Theory-6 periods/Week

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

1. **Emergence of the Modern World:** Renaissance and Reformation; Causes, effects of Renaissance in Europe; Martin Luther's Protestantism.

2. **French Revolution**: Causes; National Assembly; Role of Philosophers National Convention, Nepoleon's rise to Power, Continental System, Downfall of Nepoleon, Vienna Settlement.

SECTION–B

3. **Nationalism in Europe:** Rise of Imperialism; Industrial Revolution; Unification of Italy and Germany.
4. **The World War-I**: Causes and Impact of the war, Treaty of Versailles; League of Nations.

SECTION–C

5. **Russian Revolution:** February Revolution, October Revolution; New Economic Policy.
6. **Rise of China and Japan**: The Revolution of 1911; Rise of Communism in China; the Revolution of 1949; Opening up of Japan; Meiji restoration and the Modernization of Japan. Impact of Versailles settlement in China.

SECTION–D

7. **Rise of USA as World Power:** Entry in the First World War; Great Economic Depression of 1929; New Deal of Roosevelt.
8. **Towards World War II and its Aftermath:** Fascism in Italy; Nazism in Germany; Causes and Impact of the World War II; the UNO; the Cold War.

Suggested Reading:

1. Lowe, Norman, *Mastering Modern World History,* Macmillan, New Delhi, 1997
2. Chakarbarti, Ranjan, *A History of the Modern World*, Ratan Sagar Private Limited. 2012
3. Rao, B.V., *History of Modern World*, Sterling Publication Pvt. Ltd. New Delhi, 2012

SEMESTER-V

HISTORY

INTERNSHIP/COMMUNITY OUTREACH (6-8 WEEKS)

L-T-P
Credits: 0-0-2
Max. Marks: 50

Course Objectives:

The internship enriches the students' theoretical knowledge and understanding by enabling their professional skills through hands-on experience while working with outer agencies and allied organizations. Through historical exploration, students get an opportunity to enhance their professional competency and understanding of the world of work about historical and cultural heritage via practical exposure including cataloguing of archival materials; development and design of exhibitions; oral history interviews; historical research and institutional writing; community outreach and social media—and much more.

Internships shall be undertaken on an individual basis by each student and shall not be treated as a group activity.

Internship Organizations:

The students are required to opt for internships with organization of their choice (tentative areas given below). They can also opt for research internships with faculty and researchers at their own or other HEI/research institutions, research project within the department with aim to actively engage for practical exposure to improve their employability.

History and other related field

Students interested in internship may select the organization/Areas such as (but not limited to) Oral History, Museums(State Museums such as Partition Museum, War Memorial Museum OR National Museum Internship Program), 1947 partition Archive, ITIHAAS- Indian Traditions and Heritage Society, Architectural Heritage, Internshala, Art and Material Heritage, Crafts Community and Heritage, Library Archives and Documentation Centre, Heritage Education and Communication Service, Heritage Tourism, INTACH- Indian National Trust for Art and Cultural Heritage, Heritage Academy, Intangible Cultural Heritage and Natural Heritage via writing to them or visiting them at INTACH Central Office in New Delhi. UNESCO internship Program offered by New Delhi field office.

Students may undergo internships in a firm, industry, or organization or Training in labs with faculty and researchers or other HEIs/research institutions local industry, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations. Handcraft, Art, Tourism & Hospitality, Emerging Technologies (Artificial Intelligence in History) Education, Sustainable development, Environment, Journalism and social media Community organizations, literary organizations.

Internship Coordinator:

Internship Coordinators are entrusted with providing academic supervision, guidance, and continuous support to students throughout the duration of their internship. The internship should be finalized in consultation with the internship Coordinator, for a period of 6-8 weeks during summer vacation before the beginning of 7th semester. The students are required to understand the following instructions and guidelines to write a report (25-35 pages):

1. Nature and structure of the organization, explanation of various divisions (if any) and their role/functions in the organization.
2. Nature of current projects (in brief) undertaken by the organization and details of the project(s),and activities the students has worked upon with documentary proofs such as photographs/videos (if Any), along with the student's learning/observations/contribution/ limitations & challenges, future scope and relevance of various activities/project(s) undertaken by him/her in the organization.
3. The viva-voce of the report shall be conducted by the Internship Coordinator and Head of the department or Head's nominee.

The student is required to bring the following documents on the official letterhead from the organization in which he/she has undergone internship:

Joining and relieving report: A letter issued by the organization duly signed by the internship supervisor/authorized signatory which also contains the students' attendance records.

Roles and Responsibilities of Internship Coordinator

(i) **Pre-Internship Orientation**: Conduct a preparatory session with the assigned student(s) to clarify expectations, learning goals, and reporting formats. Help students set individual learning objectives and reflect on how the internship aligns with their academic and career plans.

(ii) **Guidance and Counseling:** Assist students in identifying and selecting internship opportunities that align with their academic background, career aspirations, and interests. They should ensure that students understand the objectives, expectations, and learning outcomes of the internship component.

(iii) **Approval and Monitoring**: Review and approve internship offers and work plans before commencement. Ensure that the internship duration, mode (physical or virtual), and assigned tasks meet the standards.

(iv) **Academic Supervision**: Oversee the student's internship journey to ensure alignment with the intended learning outcomes of the program. Guide the student in understanding the academic relevance of their assigned tasks, roles, or projects.

(v) **Ongoing Monitoring and Support**: Maintain regular communication with the student during the internship period through scheduled check-ins or reviews. Provide academic or professional advice when students face challenges or uncertainties during their internship.

Liaise with the Internship Supervisor if any issues require institutional support. The coordinator needs to provide guidance to the students digitally or physically throughout the internship duration. The coordinator needs to check and validate the performance of students fortnightly and after the completion of the internship, issue the certificate/report.

(vi) **Evaluation and Feedback**: Review the student's internship performance fortnightly by reviewing the logbook, project work, and final report to assess the depth of engagement and learning outcomes. On completion of Internship, the intern will prepare an internship report and get it endorsed by the coordinator. Coordinator will conduct or participate in the final viva voce or presentation as part of the assessment process. Submit a detailed feedback report and grading input (if applicable) based on student performance, learning.

(vii) **Documentation and Record Keeping**: Ensure timely submission of student deliverables such as reports, certificates, and feedback forms. Maintain a record of internship evaluations and submit relevant data to the Head of the department/ Internship Cell.

Evaluation Criteria for Internship

1. The parent HEI will examine/evaluate the student's performance following its evaluation method.
2. The evaluation of the internship will be carried out at the following stages:
    a. The interns will be evaluated by internship supervisor based on their efforts and research output.
    b. The interns will be evaluated through seminar presentation or viva-voce at the HEI.
3. The intern will be evaluated through a seminar/viva voce on his work, by a duly constituted expert committee (Internship coordinator, Head of the department or Head's Nominee), on the following suggestive aspects.

I. Activity logbook and evaluation report of Internship Supervisor
II. Format of presentation and the quality of the intern's report
III. Acquisition of skill sets by the intern
IV. Originality and any innovative contribution
V. Significance of research outcomes
VI. Attendance

Research Internship

1. Internship offered by the organization should be followed by one project report and the assessment on evaluation can be judged based on
    a. Innovativeness of Research
    b. Presentation and,
    c. Viva-Voce
2. The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/advisor for originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same Institution or any other Institution.

Bachelor of Arts/Bachelor of Science/Honours (History) (CBGS)
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(Faculty of Arts & Social Sciences)

SEMESTER–VI
HISTORY
HISTORY OF THE PUNJAB (1799-1966)
(THEORY)

L-T-P
Credits : 4-0-0
Time: 3 Hours **Max. Marks: 100**
Theory-6 periods/Week

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION–A

1. **The Establishment and Expansion of Ranjit Singh's Kingdom :** Political condition of the Punjab in the 1790s; Conquests of the Sikh principalities; Subjugation of the Satlej- Jamuna Divide and British intervention; Subjugation of the Hill principalities; Annexation of Afghan dependencies; Policy towards the defeated rulers; Extent of the Kingdom in 1839.

2. **Administrative Organization of the Kingdom of Lahore:** Central, Provincial and local administration; Land revenue system. Jagirdari system, Dharmarth grants; Judicial administration; Military organization; state policy towards agriculture, Manufacture and trade.

SECTION-B

3. **Annexation and After :** First Anglo-Sikh War; Second Anglo-Sikh War; The British Administration 1845-1856; Agricultural development.
4. **Socio-Religious Reform Movements in the late– Nineteenth Century :** The Christian evangelicals; the Arya Samaj; The Nirankaris and the Namdharis; the Singh Sabhas and the Ahmadiyas.

SECTION-C

5. **Early Nationalist Activities**: The Ghadar movement; Rowlatt Satyagrahs and the Jallianwala Bagh; Non-Cooperation Movement; Hindustan Socialist Republican Army and Naujawan Bharat Sabha; Civil Disobedience and Quit India Movement.
6. **Gurdwara Reforms and the Akalis :** Causes of the movement for reform; Central Sikh League; SGPC and the Shiromani Akali Dal ; Major Morchas ; Gurdwara legislation

SECTION–D

7. **Towards Partition:** Communal politics; Sikander–Jinnah Pact; Lahore Resolution of the Muslims League; Cabinet Mission Plan; Mountbatten Plan and Partition.

8. **The Punjab after Independence**: Re-organisation and rehabilitation: Demand for Punjabi Suba; The Re-organisation Act of 1966. How to incorporate PEPSU 1956: Green Revolution.

Suggested Reading:

1. Grewal, J.S., *The Sikhs of the Punjab*, CUP, Cambridge, 1990.
2. Kirpal Singh, *Partition of Punjab*, Punjabi University, Patiala, 1972.
3. Khushwant Singh, *A History of the Sikhs*, Vol. I & II Oxford Publication, 2004.
4. Kushwant Singh, *Ranjit Singh: Maharaja of the Punjab*, Chatar Singh Jeewan Singh Publication, Amritsar, 2012

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SEMESTER-VII

HISTORY

POLITICAL PROCESSES AND STRUCTURES IN INDIA UPTO A.D. 1200

(THEORY)

L-T-P

Time: 3 Hours **Credits : 4-0-0**

Max. Marks: 100

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. The Harappan and Early Vedic Polity
2. The Later Vedic Polity
3. The Mahajanpadas Polity

SECTION-B

4. The Mauryan Polity
5. The Kushana Polity
6. The Satavahana Polity

SECTION-C

7. The Gupta Polity
8. The Early Medieval Indian Polity
9. Critique of Feudal Model Polity

SECTION-D

10. The Sangam Age Polity
11. The Pallava Polity
12. The Chola Polity

Recommended Readings:

1. *Ancient India*, Ministry of Information and Broadcasting, Government of India, New Delhi, 1995.
2. Altekar A.S., *State and Government in Ancient India*, Motilal Banarsidas, New Delhi, 2016
3. Chattopadhyaya, B. D., "Political Processes and Structures of Polity in Early Medieval India", Presidential Address: Ancient Indian Section, *Proceedings Indian History Congress*, 44th session, Burdwan, 1983, pp 25-64.
4. Habib, Irfan, *The Indus Civilisation*, Tulika, New Delhi, 2002.
5. Jha, D.N., *Ancient India- In Historical Outline*, Manohar, New Delhi, 1998.
6. Sharma, Ram Sharan, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.
7. Singh Upinder Nayanjot Lahiri, *Ancient India New Research*, Oxford University Press, New Delhi 2010.

8. _____, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 1996.
9. _____, *Indian Feudalism, c. A.D. 300-1200*, Macmillan, New Delhi, 1980.
10. Romila Thapar, *A History of India*, Vol. I, Penguin Books, London, 1981.
11. Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12th Century*, Longman, Delhi, 2009.
12. Thapar, Romila, *The Penguin History of Early India from the Origins to AD 1300*, Penguin Books, New Delhi, 2002.
13. Upinder Singh, Ancient India culture of Contradictions, Alaph book company, 2021

Reference Readings:

1. Basham, A.L., *The Wonder That Was India*, Fontana, London, 1977.
2. Chattopadhyaya, B.D., *The Making of Early Medieval India*, OUP, New Delhi, 1994.
3. Jha, D.N., *The Feudal Order*, Manohar, New Delhi, 2000.
4. _____., "The Relevance of 'Peasant State and Society' to Pallava- Chola Times", *The Indian Historical Review*, Vol. VIII, Nos. 1-2, 1981-82, pp 74-94.
5. 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, pp 237-63.
6. Mukhia, Harbans, "Was There Feudalism in Indian History?", *Feudalism and Non European Societies* (eds. T.J. Byres and Harbans Mukhia), Frank Cass, London, 1985, pp 255-91.
7. Sharma, Ram Sharan, "How Feudal was Indian Feudalism ?", *Feudalism and Non-European Societies* (eds. T.J. Byres and Harbans Mukhia), Frank Cass, London, 1985, pp. 19-43.
8. Roy, Kumkum, *The Emergence of Monarchy in Northern India: Eighth to Fourth Centuries B.C. as Reflected in the Brahmanical Tradition*, Oxford University Press, New Delhi, 1994.
9. Ratnagar, Shireen, *Enquiries into the Political Organization of the Harappan Society*, Ravish Publishers, Pune, 1991.
10. _____., Understanding Harappa Civilisation in the Greater Indus Valley, Tulika, New Delhi, 2001.
11. Tripathi Ram Shankar, *History of Ancient India*, Exotic India, 2014.
12. Thapar, Romila, *Asoka and the Decline of the Mauryas*, Oxford University Press, New Delhi, 1997.
13. _____., (ed.), *Recent Perspectives of Early Indian History*, Popular Prakashan, Bombay, 1995.
14. _____, *History of Early India from the Origins to A.D. 1300*, Penguin, New Delhi, 2002.

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SEMESTER VII
HISTORY
POLITY AND ECONOMY OF INDIA (A.D. 1200-1526)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. The Sources
2. Theory of Kingship and Nature of the State
3. Central and Provincial Government

SECTION-B

4. Working of the System: Iqta System, Land Revenue and Army Organization
5. The Ruling Classes
6. Agrarian Economy

SECTION-C

7. Trade and Commerce
8. Industries and Currency System
9. Town and City Life

SECTION-D

10. Polity and Economy in South India under Vijaya Nagar Empire
11. Disintegration of Delhi Sultanate
12. Rise of Regional Kingdoms in North India

Recommended Readings:

1. Raychaudhari, Tapan and Irfan Habib (eds.), *The Cambridge Economic History of India,* Vol. I, CUP, London, 1991.
2. Habib, Mohammad and K.A. Nizami (eds.), *Comprehensive History of India, A.D. 1206-1526:* Vol. *V: The Delhi Sultanate*, PPH, Delhi
3. Habibullah, A.B.M., *The Foundation of Muslim Rule in India,* Central Book Depot, Allahabad, 1976.
4. Panday, A.B., *Later Medieval India,* Central Book Depot, Allahabad, 1968.
5. _____., *The First Afghan Empire in India (1451-1526*), Calcutta, 1965.

6. Qureshi I.H., *The Administration of the Sultanate of Delhi*, New Delhi, 1971.
7. Chandra, Satish, *Medieval India From Sultanate to the Mughals*, *Delhi Sultanate (1206-1526)*, Part I, New Delhi, 1997.

Reference Readings:

1. Ashraf K.M., *Life and Conditions of the People of Hindustan*, New Delhi, 1970.
2. Chandra Satish, *History of Medieval India*, Orient Blackswan, 2020.
3. Jackson, P. *The Delhi Sultanate*, Delhi 1999.
4. Majumdar, R.C., (ed.*), The Mughal Empire*, VBS, Bombay, 1970.
5. Chandra, Satish, *Medieval India*, Part-I & II, Har-Anand, Publications, Delhi, 1987

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SEMESTER VII
HISTORY
URBAN AND AGRARIAN ECONOMY IN INDIA UPTO A.D. 1200
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Origin and Growth of Agriculture and Agrarian Economy
2. Land Rights
3. Land Revenue

SECTION-B

4. Land Grants
5. Crafts
6. Guilds

SECTION-C

7. Inter-Regional Trade in India
8. Foreign Trade
9. Coinage and Currency

SECTION-D

10. Credit and Banking
11. Urban Centers
12. Economic Role of Temples

Recommended Readings:

1. *Ancient India*, Ministry of Information and Broadcasting, Government of India, New Delhi, 1995.
2. Jha, D.N., *Ancient India- In Historical Outline*, Manohar, New Delhi, 1998.
3. Hussain Zakir, *Medieval India, Studies in Polity, Economy and Society*, Primus Books, 2019.
4. Sharma, Ram Sharan, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.
5. _____., *Perspectives in Social and Economic History of Early India*, Munshiram Manoharlal, New Delhi, 1995.

6. _____., *Social Change in Early Medieval India (Circa AD 500-1200),* PPH, New Delhi, 1993.
7. Thapar, Romila *A History of India*, Vol. I, Penguin Books, London, 1981.
8. Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12th Century*, Longman, Delhi, 2009.

Reference Readings :

1. Basham, A.L., *The Wonder That Was India*, Fontana, London, 1977.
2. Gopal, Lallanji, *Economic Life of Northern India A.D. 700-1200*, Motilal Banarsidass, New Delhi, 1995.
3. Jha, D.N., *Economy and Society in Early India – Issues and Paradigms*, Munshiram Manoharlal, New Delhi, 1995.
4. Ray, Himanshu Prabha, " Trade and Contacts", in *Recent Perspectives of Early Indian History* (ed. Romila Thapar), Popular Prakashan, Bombay, 1995, pp 142-75.
5. Sahu, Bhairabi Prasad (ed.), *Iron and Social Change in Early India*, Oxford University Press, New Delhi, 2006.
6. Sharma, Ram Sharan, *Early Medieval Indian Society: A Study in Feudalisation,* Orient Longman, Kolkata, 2001.
7. _____., *Urban Decay in India (c. 300 – c.1000),* Munshiram Manoharlal, New Delhi, 1987.
8. Stein, Burton, "Economic Functions of a Medieval South Indian Temple", *Journal of Asian Studies*, Vol. XIX, No 2, 1980, pp 163-76.
9. Thakur, V.K., *Urbanisation in Ancient India*, Abhinav Publications, New Delhi, 1981.
10. Thapar, Romila, *Asoka and the Decline of the Mauryas*, Oxford University Press, New Delhi, 1997.

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SEMESTER VII
HISTORY
POLITICAL IDEAS AND INSTITUTIONS IN INDIA (A.D. 1757-1947)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Strategies of Imperial Expansion.
2. Financial Decentralization.
3. Civil Services.

SECTION-B

4. Judicial System.
5 Growth of Local Self Government.
6. History of Indian Press.

SECTION-C

7. Regulating Act of 1773 and Pitts India Act of 1784.
8. Charter Acts: 1793,1813, 1833 and 1853.
9. Government of India Act of 1858 and the Queen's Proclamation of 1858.

SECTION-D

10. Indian Councils Act of 1861, 1892 and GOI 1909.
11. Government of India Act of 1919 and 1935.
12. The Indian States and British Paramountcy.

Recommended Readings

1. Banerjee, A.C., *The New History of Modern India 1707-1947*, K.P. Bagchi, Calcutta- 1983.
2. Majumdar, R.C. (ed.), British *Paramountcy and Indian Renaissance,* 2 Parts, Vidya Bhawan, Bombay, 1965.
3. Stokes Eric, *The English Utilitarians and India*, Clarendon Press, Oxford, 1999.
4. Mittal, S.C., *India Distorted*: *A Study of British Historians on India,* Vol. I, M.D. Publications, New Delhi 1995.
5. Mishra, B.B, *The Administrative History of India 1834-1947*, OUP, New Delhi, 1970.
6. Trautsmann, Thomas R, *Aryans and British India*, OUP, New Delhi, 1997.
7. Majumdar, R.C. (ed), *British* Paramountcy *and Indian Renaissance,* 2 Parts, Bharti Vidya Bhawan, Bombay, 1965
8. Bradford Spangenberg, *British Bureaucracy in India: Status, Policy and the ICS in the late 19th Century*, Manohar, Delhi, 1976.

Reference Readings:

1. Ambirajan, S., *Classical Political Economy and British Policy in India*, CUP, Cambridge, 1978.
2. Judith, *Modern India: The Origins of an Asian Democracy*, OUP, Delhi, 1985.
3. Matcalf, Thomas R., *Land, Landlords and the British Raj*, University of California Press, Barkeley, 1979.
4. Gopal, S., *British Policy in India(1858-1905)*, OUP, London, 1975.
5. Bisheshwar Prasad, *Bondage and Freedom: A History of Modern India 1707-1947*, 2 Vols. New Delhi 1979.
6. Chandra, Bipan *Modern India*, NCERT, New Delhi, 1990.
7. _____., *India's Struggle for Independence*, Penguin, New Delhi, 2001.
8. Desai, A. R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay 1994.

Reference Readings

1. Ambirajan, S., *Classical Political Economy and British Policy in India*, CUP, Cambridge, 1978.
2. Brown, Judith, *Modern India: The Origins of an Asian Democracy*, OUP, Delhi, 1985.
3. Matcalf, Thomas R., *Land, Landlords and the British Raj*, University of California Press, Barkeley, 1979.
4. Gopal, S., *British Policy in India(1858-1905)*, OUP, London, 1975.
5. Bisheshwar Prasad, *Bondage and Freedom: A History of Modern India 1707-1947*, 2 Vols. New Delhi 1979.
6. Chandra, Bipan *Modern India*, NCERT, New Delhi, 1990.
7. _____., *India's Struggle for Independence*, Penguin, New Delhi, 2001.
8. Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay 1994.

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SEMESTER VII
HISTORY
(MINOR)

SOCIETY AND CULTURE IN INDIA UPTO A.D. 1200
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Varna and Jati
2. Tribals, Untouchables and Mlechhas
3. Women, Marriage and Family

SECTION-B

4. The Harappan and the Vedic Religion
5. Jainism, Buddhism and other Early Heterodox Movements
6. Ashoka's Dhamma

SECTION-C

7. Vaishnavism, Shaivism and Shaktaism
8. Bhakti and Tantricism
9. Non – Indian Religions

SECTION-D

10. Language, Script, Literature
11. Architecture and Sculpture
12. Education, Science and Technology

Recommended Readings:

1. *Ancient India*, Ministry of Information and Broadcasting, Government of India, New Delhi, 1995.
2. Chakravarti Ranbir, *Exploring Early India upto c. a.d. 1300*, Primus Books, New Delhi, 2016.
3. Jha, D.N., *Ancient India- In Historical Outline*, Manohar, New Delhi, 1998.
4. Sharma, Ram Sharan, *India's Ancient Past*, OUP, New Delhi, 2005.
5. _____., *Material Culture and Social Formations in Ancient India*, Macmillan, Delhi, 2001.
6. Thapar, Romila, *A History of India*, Vol. I., Penguin Books, London, 1981.
7. Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12th Century*, Longman, Delhi, 2009

Reference Readings:

1. Basham, A.L., *The Wonder That Was India*, Fontana, London, 1977.
2. Chanana, Dev Raj, *Slavery in Ancient India as Depicted in Pali and Sanskrit Texts*, People's Publishing House, New Delhi, 1990.
3. Chattopadhyaya, B.D., *The Making of Early Medieval India*, Oxford University Press, New Delhi, 1994.
4. Jaiswal, Suvira, "Some Recent Theories of the Origin of Untouchability: Historiographical Assessment", *Proceedings Indian History Congress*, 39th Session, Hyderabad, 1978, pp 124-36.
5. _____., "Women in Early India: Problems and Perspectives", *Proceedings Indian History Congress*, 42nd Session, Bodh Gaya, 1981, pp 54-60.
6. Jha, V.N., "Candala and the Origin of Untouchability", *The Indian Historical Review*, Vol XIII, Nos 1-2, 1986-87, pp 1-36.
7. _____., Stages in the History of Untouchables", *The Indian Historical Review*, Vol. II, No 1, July 1975, pp 14-31.
8. Nath, Vijay, "Women as Property and Their Right to Inherit Property upto Gupta Period", *The Indian Historical Review*, Vol. XX, Nos 1-2, 1991-92, pp 1-15.
9. Prasher, Aloka, *Mlechhas in Early India: A Study in Attitudes Towards Outsiders upto A.D. 600*, Munshiram Manoharlal, New Delhi, 1991.
10. Sharma, Ram Sharan, *Social Change in Early Medieval India (circa A.D. 500-1200)*, People's Publishing House, New Delhi, 1993.
11. _____., *Sudrars in Ancient India: A Social History of the Lower Orderdown to circa A.D. 600*, Motilal Banarsidass, Delhi, 1980 (2nd ed; 1st ed 1958).
12. Shrimali, K.M. (ed.), *Essays in Indian Art, Religion and Society*, Munshiram Manoharlal, New Delhi, 1987.
13. _____., *The Age of Iron and the Religious Revolution c. 700-350 BC*, Tulika Books, New Delhi, 2007.
14. Thapar, Romila, *Asoka and the Decline of the Mauryas*, Oxford University Press, New Delhi, 1997.
15. _____., *Ancient Indian Social History*, Orient Longman, New Delhi, 1990.
16. Yadava, B.N.S., *Society and Culture in Northern India in the Twelfth Century*, Central Book Depot, Allahabad, 1973.
17. Upinder Singh India Culture of Contradiction Aleph book company, 2021.

SEMESTER-VII

HISTORY

INTERNSHIP/COMMUNITY OUTREACH (6-8 WEEKS)

L-T-P
Credits: 0-0-2
Max. Marks: 50

Course Objectives:

The internship enriches the students' theoretical knowledge and understanding by enabling their professional skills through hands-on experience while working with outer agencies and allied organizations. Through historical exploration, students get an opportunity to enhance their professional competency and understanding of the world of work about historical and cultural heritage via practical exposure including cataloguing of archival materials; development and design of exhibitions; oral history interviews; historical research and institutional writing; community outreach and social media—and much more.

Internships shall be undertaken on an individual basis by each student and shall not be treated as a group activity.

Internship Organizations:

The students are required to opt for internships with organization of their choice (tentative areas given below). They can also opt for research internships with faculty and researchers at their own or other HEI/research institutions, research project within the department with aim to actively engage for practical exposure to improve their employability.

History and other related field

Students interested in internship may select the organization/Areas such as (but not limited to) Oral History, Museums(State Museums such as Partition Museum, War Memorial Museum OR National Museum Internship Program), 1947 partition Archive, ITIHAAS- Indian Traditions and Heritage Society, Architectural Heritage, Internshala, Art and Material Heritage, Crafts Community and Heritage, Library Archives and Documentation Centre, Heritage Education and Communication Service, Heritage Tourism, INTACH- Indian National Trust for Art and Cultural Heritage, Heritage Academy, Intangible Cultural Heritage and Natural Heritage via writing to them or visiting them at INTACH Central Office in New Delhi. UNESCO internship Program offered by New Delhi field office.

Students may undergo internships in a firm, industry, or organization or Training in labs with faculty and researchers or other HEIs/research institutions local industry, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations. Handcraft, Art, Tourism & Hospitality, Emerging Technologies (Artificial Intelligence in History) Education, Sustainable development, Environment, Journalism and social media Community organizations, literary organizations.

Internship Coordinator:

Internship Coordinators are entrusted with providing academic supervision, guidance, and continuous support to students throughout the duration of their internship. The internship should be finalized in consultation with the internship Coordinator, for a period of 6-8 weeks during summer vacation before the beginning of 7th semester. The students are required to understand the following instructions and guidelines to write a report (25-35 pages):

1. Nature and structure of the organization, explanation of various divisions (if any) and their role/functions in the organization.
2. Nature of current projects (in brief) undertaken by the organization and details of the project(s),and activities the students has worked upon with documentary proofs such as photographs/videos (if Any), along with the student's learning/observations/contribution/ limitations & challenges, future scope and relevance of various activities/project(s) undertaken by him/her in the organization.
3. The viva-voce of the report shall be conducted by the Internship Coordinator and Head of the department or Head's nominee.

The student is required to bring the following documents on the official letterhead from the organization in which he/she has undergone internship:

Joining and relieving report: A letter issued by the organization duly signed by the internship supervisor/authorized signatory which also contains the students' attendance records.

Roles and Responsibilities of Internship Coordinator

(i) **Pre-Internship Orientation**: Conduct a preparatory session with the assigned student(s) to clarify expectations, learning goals, and reporting formats. Help students set individual learning objectives and reflect on how the internship aligns with their academic and career plans.

(ii) **Guidance and Counseling:** Assist students in identifying and selecting internship opportunities that align with their academic background, career aspirations, and interests. They should ensure that students understand the objectives, expectations, and learning outcomes of the internship component.

(iii) **Approval and Monitoring**: Review and approve internship offers and work plans before commencement. Ensure that the internship duration, mode (physical or virtual), and assigned tasks meet the standards.

(iv) **Academic Supervision**: Oversee the student's internship journey to ensure alignment with the intended learning outcomes of the program. Guide the student in understanding the academic relevance of their assigned tasks, roles, or projects.

(v) **Ongoing Monitoring and Support**: Maintain regular communication with the student during the internship period through scheduled check-ins or reviews. Provide academic or professional advice when students face challenges or uncertainties during their internship.

Liaise with the Internship Supervisor if any issues require institutional support. The coordinator needs to provide guidance to the students digitally or physically throughout the internship duration. The coordinator needs to check and validate the performance of students fortnightly and after the completion of the internship, issue the certificate/report.

(vi) **Evaluation and Feedback**: Review the student's internship performance fortnightly by reviewing the logbook, project work, and final report to assess the depth of engagement and learning outcomes. On completion of Internship, the intern will prepare an internship report and get it endorsed by the coordinator. Coordinator will conduct or participate in the final viva voce or presentation as part of the assessment process. Submit a detailed feedback report and grading input (if applicable) based on student performance, learning.

(vii) **Documentation and Record Keeping**: Ensure timely submission of student deliverables such as reports, certificates, and feedback forms. Maintain a record of internship evaluations and submit relevant data to the Head of the department/ Internship Cell.

Evaluation Criteria for Internship

1. The parent HEI will examine/evaluate the student's performance following its evaluation method.
2. The evaluation of the internship will be carried out at the following stages:
    a. The interns will be evaluated by internship supervisor based on their efforts and research output.
    b. The interns will be evaluated through seminar presentation or viva-voce at the HEI.
3. The intern will be evaluated through a seminar/viva voce on his work, by a duly constituted expert committee (Internship coordinator, Head of the department or Head's Nominee), on the following suggestive aspects.

I. Activity logbook and evaluation report of Internship Supervisor
II. Format of presentation and the quality of the intern's report
III. Acquisition of skill sets by the intern
IV. Originality and any innovative contribution
V. Significance of research outcomes
VI. Attendance

Research Internship

1. Internship offered by the organization should be followed by one project report and the assessment on evaluation can be judged based on
    a. Innovativeness of Research
    b. Presentation and,
    c. Viva-Voce
2. The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/advisor for originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same Institution or any other Institution.

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SEMESTER VIII

HISTORY

POLITY AND ECONOMY OF INDIA (A.D. 1526-1750)

(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. The Sources
2. Theory of Kingship and Nature of the State
3. Structure of Government: Central, Provincial and Local Administration

SECTION-B

4. The Working of Government: Ruler, Land Revenue System, Mansabdari Army Organizations
5. Ruling Classes
6. Agrarian Economy

SECTION-C

7. Trade and Commerce
8. Monetary System
9. Towns and Cities

SECTION-D

10. Industries: Organization and Production Technology
11. Conflicts inherent in the Political System and its Collapse
12. Emergence of Regional States

Recommended Readings:

1. Raychaudhari, Tapan and Irfan Habib,(eds.) *The Cambridge Economic History of India,* Vol. I, Orient Longman, New Delhi, 1991.
2. Hasan, Nurul, *Thoughts on Agrarian Relations in Mughal India,* PPH, New Delhi, 1973.
3. Panday, A.B: *Later Medieval India,* Central Book Depot, Allahabad, 1976
4. Chandra, Satish *Medieval India: From Sultanate to the Mughal Empire (1526-1748),* Part II, Har- Anand, New Delhi ,1998.

Reference Readings:

1. Ali, Athar, *The Mughal Nobility Under Aurangzeb*, OUP, Delhi, 1998.
2. Alam, Muzaffar, *Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1848)*, OUP, Delhi, 1993.
3. Alam, Mazaffar and Subramanyam Sanjay, *The Mughal State (1526-1750)*, OUP, New Delhi, 2000.
4. Ashraf, K.M., *Life and Conditions of the People of Hindustan*, Munshiram Manoharlal, Delhi 1979.
5. Chandra, Satish , *Historiography, Religion and State in Medieval India*, Har-Anand, New Delhi, 1997.
6. _____., *History of Medieval India*, Orient Blackswan, 2020.
7. _____., *Parties and Politics at the Mughal Court*, PPH, New Delhi, 1971.
8. _____., *Medieval India: Society, the Jagirdari Crisis and the Village*, Macmillan, Delhi, 1982.
9. _____., *Mughal Religious Policies : The Rajputs and Deccan*, Delhi, 1993
10. Habib, Irfan, *The Agrarian System of Mughal India*, OUP, New Delhi, 2005.
11. Moosvi, Shireen, *Economy of the Mughal Empire: c. 1595: A Statistical Study*, OUP, New Delhi, 1986.
12. Naqvi, H.K., *Urban Centres and Industries in Upper India (1556-1803)*, Asia Publishing House, Bombay, 1968.
13. Tripathi, R.P., *Some Aspects of Muslim Administration in India*, Central Book Depot, Allahabad, 1972.
14. Panikkar, K.M., *The Making of History: Essays presented to Irfan Habib*, Tulika, New Delhi, 2001.

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(Faculty of Arts & Social Sciences)

SEMESTER VIII
HISTORY
MODERN WORLD: MAJOR TRENDS (A.D. 1500-1900)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Expansion of Western World
2. Renaissance
3. Reformation

SECTION-B

4. Enlightenment
5. Emergence of Nation States
6. Growth of Parliamentary System

SECTION-C

7. American Revolution
8. French Revolution
9. Industrial Revolution

SECTION-D

10. Growth of Nationalism: Unification of Italy and Germany
11. Rise of Socialism
12. New Imperialism

Recommended Readings:

1. John A. Garraty and Peter Gay, *The Columbia History of the World*, Harper & Row Publishers, New York, 1986.
2. _____, *The University History of the World*, New Orchard Editions, New York, 1980.
3. Keith W. Olsan, *An Outline of American History*, United States Information Agency, USA.
4. Chakrabarti Ranjan, *A History of the Modern World: An Outline*, Primus, New Delhi, reprint 2019.
5. Chris Harman, *A People's History of the World*, Orient Longman, Hyderabad, 2006.
6. David Thomson, *Europe since Napoleon*, Penguin, London, 1976.
7. H.M. Vinacke, *A History of the Far East in Modern Times*, George Allen & Unwin, London, 1967.

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SEMESTER VIII
HISTORY
ECONOMIC HISTORY OF MODERN INDIA (A.D. 1757-1857)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Mid-Eighteenth Century : Economic Background.
2. Agrarian Economy
3. Mercantile Imperialism and East India Company

SECTION-B

4. Land Revenue Settlements – Zamindari, Ryotwari and Mahalwari Systems
5. Decline of Handicrafts and De-industrialization.
6. Commercial Agriculture and its impact on agrarian economy.

SECTION-C

7. Indian Business Enterprise
8. Managing Agency System
9. Foreign Enterprise and Investment

SECTION-D

10. System of Financial Control
11. Irrigation System
12. Economic Drain

Recommended Readings

1. Romesh C. Dutt, *The Economic History of India,* Vol. I & II, Publication Division, Delhi, 1970.
2. Dharma Kumar and Meghnad Desai (eds.), *The Cambridge Economic History,* Vol. II *1757-1977,* Orient Longman, Delhi, 1977.
3. Sabyasachi Bhattacharya, *Financial Foundations of the British* Raj, Orient Longman, Delhi, 2005.
4. Rajat K. Ray (ed.) *Entrepreneurship and Industry in India*, *1800-1947*, OUP, Delhi, 1994.
5. H. Bhattacharya, *Aspects of Indian Economic History* (*1750-1950),* Calcutta, 1986.

Reference Readings:

1. Asiya Siddiqi, *Agrarian Change in Northern Indian State*, OUP, Oxford, 1973.
2. D. Rothermund, *Asian Trade and European Expansion in the Age of Mercentilism*, Manohar New Delhi, 1981.
3. D.R. Gadgil, *Industrial Evolution of India in Recent Times*, OUP, Oxford, 1972.
4. N. Mukherjee, *The Ryotwari System in Madras 1792-1827*, Calcutta, 1962
5. R.P. Dutt, *India Today*, Manisha, Calcutta, 1979.
6. Surendra Gopal, *Commerce and Crafts in Gujrat*, New Delhi, 1975.
7. S.Gopal, *Permanent Settlement in Bengal and its Results*, OUP, London, 1949.
8. V.B. Singh (ed.), *Economic History of India*, Allied Publishers, New Delhi, 1975.
9. D. Bhattacharya, *A Concise History of Indian Economy*, Prentice Hall, New Delhi 1977.
10. Girish Mishra, *An Economic History of Modern India*, Pragati Publishers, New Delhi, 1979.
11. P.C. Joshi, "*Decline of Indigenous Handicrafts* I U.P", pp 24-35, Vol. I, No. 1, *Indian Economic and Social History Review*.
12. A.C. Staples, "*Indian Maritime Transport*" pp 61-99, Vol. III, No. 1 (IESHR)
13. Susil Chaudhri, "*Problems of Financing E.I.C.'s Investments in Bengal*", pp 109-133, Vol. VIII, No. 2 (IESHR)
14. K.N. Chaudhari, "*Indian Textile Industry in 17th and 18th* C." 127-182, Vol XI, No. 2-3(IESHR)
15. R.Ray, *"The Bengal Zamindars"* pp 263-292, Vol. XII, No.3 (IESHR)
16. _____, *"Land Transfer and Social Change under Permanent Settlement*", Vol. XI, No. 1, pp 1-45 (IESHR)
17. P.S. Nickles, "*A New Look at Productivity inthe New England Cotton Textile Industry*, 1830-60", pp 889-910, Vol. XXXIX, No. 4, *Journal of Economic History.*
18. Chandra, Bipan, et al., *India After Independence (1947-2000)*, Penguin, New Delhi, 2006.

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SEMESTER VIII
HISTORY
ART, ARCHITECTURE AND LITERATURE OF INDIA
(A.D. 1200-1750)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Socio-Religions Milieu (1200-1526)
2. Performing Arts
3. Architecture upto Khaljis

SECTION-B

4. Learning and Education
5. Languages and Literature
6. Art and Architecture (Upto 1526 A.D.)

SECTION-C

7. The Characteristic features of Mughal architecture under Akbar
8. Development and growth of architecture from Jahangir to Aurangzeb
9. Mughal, Rajput and Kangra school of paintings

SECTION-D

10. Persian and Sanskrit Literature
11. Literature in Regional languages
12. Royal Patronage

Recommended Readings

1. Yadava, B.N.S, *Society and Culture of Northern India in the Twentieth Century,* Allahabad, 1973.
2. Ashraf, K.M., *Life and Conditions of the People of Hindustan (1200-1550 A.D*), Munshiram Manoharlal, Delhi, 1978.
3. Majumdar, R.C., (ed.*),The Mughal Empire*, VBS, Bombay, 1970.
4. Chandra, Satish, *Medieval India*, Part-I & II, Har-Anand, Publications, Delhi, 1987.
5. Asher, Catharine, *Architecture of Mughal India*, CUP, Cambridge 1992.
6. Baach, Milo, *Mughal And Rajput Paintings, The New Cambridge History of India Series,* Delhi 1992.
7. Koch, Ebba, *Mughal Architecture : A History of its Buildings and Development :1528-1850*, Munich, 1999.
8. _____, *Mughal Art and Imperial Ideology* Delhi, 2001.
9. Chandra, Satish, *Mughal Religious Policies : The Rajputs and Deccan,* Delhi, 1993.
10. Brown, Percy, *Indian Architecture (Islamic Period),* Bombay, 1981.

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SEMESTER-VIII
HISTORY
(MINOR)
SOCIETY AND CULTURE OF INDIA (A.D. 1200-1750)
(THEORY)

L-T-P
Credits : 4-0-0

Time: 3 Hours **Max. Marks: 100**

Instructions for the Paper Setters
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

1. Rural Social Structures: Composition, Stratification, Village Community
2. Urban Social Structure: Composition, Castes and Communities, Urban Life, rural-urban network.
3. The standard of living in India: The Peasantry, the Urban Poor, Middle Strata and the Upper classes.

SECTION-B

4. Islam: Concepts and Practices; Sufi Orders.
5. Bhakti movements: Origins; popular Bhakti Movement in North India; Vaishnavite Movement.
6. Composition of Ruling Classes.

SECTION-C

7. Architecture: Under Turko-Afghan rulers and Mughals.
8. Regional Architecture: Vijayanagar, Bahmani and Sharqi Styles.
9. Paintings: Mughal; Rajput and Kangra School of Painting.

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SECTION-D

10. Language and Literature: Persian; Sanskrit; Hindi and regional language and their literature.
11. Fine Arts: Development of Music.
12. Social Condition of the People: Domestic Life; Comforts; Amusements and Recreation; Position of Women and Customs.

Recommended Readings

1. Yadava, B.N.S., *Society and Culture of Northern India in the Twentieth Century*, Central Book Depot, Allahabad, 1973.
2. Ashraf, K.M, *Life and Conditions of the People of Hindustan (1200-1550 A.D),* Delhi, 1978.
3. Raychaudhuri , Tapan and Irfan Habib (eds.), *The Cambridge Economic History of India*, Vol. I, CUP, Cambridge, 2004
4. Majumdar, R.C., (ed.), *The Mughal Empire*, Bhartiya Vidya Bhavan Series, Bombay, 1970.
5. Chandra, Satish, *Medieval India:* Part I and II, Har Anand Publications, Delhi, 1997.
6. Verma Harish Chandra, *Madhya Khalin Bharat*, Vol. I-II, Hindi Publication Bureau, Delhi University, 1993, (Reprint 2009).

Reference Readings

1. Asher, Catharine, *Architecture of Mughal India*, OUP, Cambridge 1992.
2. Banga Indu (ed), *The City in Indian History, Urban Demography, Society and Politics* Manohar, Delhi, 1991.
3. Baach Milo , *Mughal and Rajput Paintings: The New Cambridge History of India Series,* Delhi, 1992.
4. Dilbagh Singh, *The State, Landlords and the Peasants: Rajasthan in the 18th C*entury, Delhi, 1985.
5. Habib, Irfan (ed), *Agrarian System of Mughal India, 1526-1707*, OUP, New Delhi, 2005.
6. Hasan S. Nural, *Thoughts on Agrarian Relations in Mughal India,* PPH, Delhi, 1973.
7. Koch Ebba, *Mughal Architecture: A History of its Buildings and Development (1528-1850*), Munich 1999.
8. _____, *Mughal Art and Imperial Ideology*, Delhi, 2001.
9. Moreland, W.H., *Agrarian System of Moslem India: A Historical Essay with Appendices*, Delhi, 1968.
10. Richards, J.F. (ed) *Power, Administration and Finance in Mughal India,* Britain, Variorum, 1993.
11. Chandra, Satish, *Mughal Religious Policies, The Rajputs and Deccan,* Delhi, 1993.
12. Brown, Percy, *Indian Architecture (Islamic Period),* Bombay, 1981.
13. Majumdar, R.C., *Delhi Sultanate*, Bhartya Vidhya Bhawan, Bombay, 1980.
14. Chaurasia R.S, History of Medieval India from 1000 A.D. to 1707 A.D., Atlantic Publications, 2022.