



B.A-History

Single Major
From 2023-24 (Syllabus-Curriculum)
Course Structure

Semester	Paper	Hours	Credits
I	1. Fundamentals of Social Sciences 2. Perspectives on Indian Society		



Single Major
Common Papers (w.e.f. AY 2023-24)
SEMESTER-I

Paper – 1 Fundamentals of Social Sciences

Theory	Credits:	hrs/week
Learning objectives: The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.		
Learning Outcomes: On successful completion of the course the student will be able to:		
1. Learn about the nature and importance of social science. 2. Understand the Emergence of Culture and History 3. Know the psychological aspects of social behaviour 4. Comprehend the nature of Polity and Economy 5. Knowledge on application of computer technology		
Unit – I – What is Social Science?		
1. Definition and Scope of Social Science – Different Social Sciences 2. Distinction between Natural Science and Social Sciences 3. Interdisciplinary Nature of Social Sciences 4. Methods and Approaches of Social Sciences		
Unit -II: Understanding History and Society		
1. Defining History, Its Nature and Scope 2. History- A Science or an Art 3. Importance of History in the Present Society 4. Types of History and Chronology of Indian History		
Unit – III – Society and Social Behaviour		
1. Definition, Nature and Scope of Psychology 2. Importance of Social Interaction 3. Need of Psychology for present Society 4. Thought process and Social Behavior		
Unit – IV – Political Economy		
1. Understanding Political Systems 2. Political Systems – Organs of State 3. Understanding over Economics - Micro and Macro concepts 4. Economic Growth and Development - Various aspects of development		
Unit - V – Essentials of Computer		
1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers 2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications 3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals 4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection		



Reference Books

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

Activities:

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.



Single Major
Common Papers (w.e.f. AY 2023-24)
SEMESTER-I

Paper – II Perspectives on Indian Society

Theory _____ Credits: _____ hrs/week _____

Learning objectives: The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

Learning Outcomes: On successful completion of the course the student will be able to:

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

Unit – 1 – Man in Society

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

Unit-II: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

Unit – 3 – Indian Constitution

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

Unit – 4. Indian Economy

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

Unit – 5 - Impact on Society & Analytics

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences



References

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Activities:

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

Course – I & II Model Paper (70 Marks)

SECTION A (Multiple Choice Questions)

30 x 1 = 30 M

30 Multiple Choice Questions (Each Unit 6 Questions)

SECTION B (Fill in the blanks)

10 x 1 = 10 M

10 Fill in the Blanks (Each Unit 2 Questions)

SECTION C (Very short answer questions)

10 x 1 = 10 M

10 Very short answer questions (Each Unit 2 Questions)

SECTION D (Matching) (From 5 Units)

2 x 5 = 10 M

1 A

B

C

D

E

2 A

B

C

D

E

SECTION E (True or False)

10 x 1 = 10 M

10 True or False (Each Unit 2 Questions)



ADIKAVI NANNAYA UNIVERSITY: RAJMAHENDRAVARAM
Single Major B.A. History (w.e.f:2023-24A.B)

Programme : B.A. Honours in History
Semester II

Semester	Paper	Hours	Credits
II	3. Science and Human Past	4	4
	4. Age of Enlightenment and State Formation	4	4
	Community Service Project (180 Hours with 4 Credits)		



Semester-II Science and Human Fast

Learning Outcomes:

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

- Students will understand the meaning of history and its relation to other social sciences and historical writing.
- Learn about the origin and evolution of human culture.
- Know how humans transformed from the Stone Age to the Iron Age.
- Understand the greatness of the first Indian civilization in the Indus Valley.
- Learn about the richness of Vedic culture.

Syllabus:

Unit-I

What is History-Is History a science?-Facts, Interpretations-Relation with other Social Sciences-Sources of Indian History: Archaeological and Literary Sources.

Unit-II

Hunting Gathering to the Food Production Society: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Phases in India- Evolution of tools, belief systems and art forms.

Unit-III

First Urbanization in India: The Indus Valley Civilization-Definition of Civilization and Urbanization-Origin, Extent-Sites-Features of IVC-Trade and Commerce-Social and Cultural Life-Decline of the Civilization.

Unit-IV

The Vedic Corpus: Vedic Literature-Indo-Aryans Theories-Society, Economy, Culture, religion and Polity during the Early Vedic Period-Society, Economy, Culture, religion and Polity during the Later Vedic Period-Origin of Varna System.

Unit-V

Second Urbanization in India: Iron Age Cultures in the subcontinent-Impact of Iron technology-The emergence of City life- Urban Occupations, Crafts, Guilds-Trade and Commerce.

Curricular Activities:

- A student seminar can be conducted on history and its relationship to other social sciences.



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Single Major B.A. History (w.e.f:2023-24A.B)

- Map-pointing should be a compulsory activity as it helps students understand the text more vividly and clearly and should be made part of the internal examination by allotting 5 marks out of 25 for this skill-based activity.
- Collection of news reports and maintaining a record of paper cuttings relating to topics covered in the syllabus
- Pictures are drawings of Stone Age cultures. Students can be asked to create a calendar charting the dates of key events.
- Students should be asked to prepare an inventory of items preserved in the museum and their usage
- An assignment can be given on metal-age cultures with student justification.
- A test can be conducted on Indus valley civilization.
- A comparative table of Indus and Vedic culture can be prepared.
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Quiz/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

References:

1. E.H. Carr., What is History, Penguin, 1961
2. H.D.Sanakalia., Pre History and Proto History of India and Pakistan, Bombay University Press, 1990.
3. Stuart Piggott., Prehistoric India to 1000 BC, MJP Publisher, 2022.
4. B.Shaik Ali., History: its Theory and Method, Macmillan, 1978
5. R.S.Sharma., Ancient India, New Delhi, 1996
6. Gordon Childe., What Happened in History, Penguin, 1952
7. D.D. Kosambi., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing, 1965.
8. D.N.Jha, Ancient India: In Historical Outline, Manohar Publishers, 1999.



ADIKAVI NANNAYA UNIVERSITY: RAJMAHENDRAVARAM
Single Major B.A. History (w.e.f:2023-24A.B)

9. D.D.Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, 1996.
10. D.P.Chattopadhyay, Science and Society in Ancient India, Research India Publication, 1978.
11. R.C.Majumdar, K.K.Dutta & H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
12. RomilaThapar., Cultural Pasts: Essays on Early Indian History, Oxford university Press, 2000.
13. Romila Thapar., Early India: From the origins to 1300, University of California Press, 2004.



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Semester-II
Age of Enlightenment and State Formation in India

Learning Outcomes:

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

- Know the philosophies of Indian religions.
- Learn about the formation of states and their growth.
- Know the causes of the rise of Magadha and its political history.
- Understand the Mauryans history and Ashoka Dhamma policy.
- Will know the significance of post-Mauryan conditions

Syllabus:

Unit-I

New Religious Philosophy- Ajivikas, Charvakas-Jainism and Buddhism

Unit-II

State formation: Sixteen Mahajanapadas - Rise of Magadha - Nandas- Foreign Invasions - Darius I and Alexander.

Unit-III

Mauryan Empire: Archaeological and Literary Sources-Chandra Gupta Maurya-Bindusara and Ashoka - Ashoka's Dhamma Policy

Unit-IV

The Mauryan Administration-Society, Economy, Art and Architecture - Decline of Mauryan Empire-Sangam Literature

Unit-V

Post Mauryan Period-Invasions from Central Asia-Indo Greeks-Sakas-Parthians and Khushans-Growth of Trade and Urban centres-Coins and Guilds-Gandhara and Mathura Art.

Curricular Activities:

- Visit the nearest Jain and Buddhist sites or temples and submit a project report.
- Conducted a test on the emergence of states in India.
- Conducted a group discussion on Ashoka's religious policy.
- Prepare a poster-making activity on the art and architecture of the Mauryas.
- Visit the nearest museum and study the Indo-Greek coins.
- Students should be asked to prepare an inventory of items preserved in the museum and their usage.
- An assignment can be given on Mauryan art.
- A test can be conducted on Sangam literature.



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Single Major B.A. History (w.e.f:2023-24A.B)

- A comparative table of Jainism and Buddhism culture can be prepared.
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Quiz/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

References:

1. K.A.N Sastri., Age of the Nandas and Mouryas, Motilal Banarasidass, 1952
2. R.S.Sharma., Matril Culture and Social Formations in Ancient India, Macmillan India, 2007.
3. R.S.Sharma., Looking for the Aryans, Orient Longman, 1995.
4. RomilaThaper., History of India, Penguin, 1965
5. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
6. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
7. D.N. Jha., Ancient India: An Historical outline, Manohar Publishers, 1999
8. R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. Romila Thapar., Early India: From the origins to 1300, Univrsity of California Press, 2004.
10. Romila Thapar., Cultural Pasts: Essays on Early Indian History, Oxford University Press, 2000.
11. Romila Thapar., Ashoka and Decline of theMauryas, OUP, 2012.

B.A. HONOURS (History Minor) Major)
Semester - II HISTORY course - 3.

SCIENCE AND HUMAN PAST
Model Question Paper - W.E.G. 2023-24.

Time : 3 Hours

Max Marks : 70 :

SECTION - A

5 X 4 = 20 Marks.

Answer any FIVE of the following questions.

1. Briefly write the Scope of History.
2. Chief characteristics of Paleolithic Age.
3. Great Bath of Mohanjodaro.
4. Decline of the Indus Valley civilization.
5. Indian Epics.
6. Sabha and Samithi.
7. Functions of Guilds.
8. Brief note on Mesolithic (Iron Age) culture.

SECTION - B

5 X 10 = 50 Marks

Answer ALL question (either from A or B)
Each question carries 10 Marks.

9(a) Describe the Relationship between History and other Social Sciences. (OR)

↳ Analyse the Literary Sources for Reconstruction of Ancient Indian History.

10. A) Write the chief characteristics of Neolithic Age (OR)

B) Describe the Paleolithic lifeways and Settlements patterns.

11 A) Write about the main features of Indus Valley civilization (OR)

B) Write the main causes for the decline of Indus Valley civilization.

12(A) Explain the characteristics features of Early (Rig) Vedic civilization? (OR)

B) How did caste system originate in India? Mention the various theories related to this?

13 A) Discuss the factors that played an important role in the process of Urbanization after the later Vedic period. (OR)

B) What do you understand by Megalithic (Iron Age) culture.

By
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B.A. HONOURS; (History Major)

Semester - II: History - course - 4.

'Age of Enlightenment and State Formation in India'
Model Question Paper; W.e.f. 2023-24

Time: 3 Hours

Max: Marks=70.

SECTION - A.

5 × 4 = 20 Marks

Answer any FIVE of the following questions.

1. Buddhist Councils.
2. Ajathe Sutra (B.C 495 - 462 B.C)
3. Content of Artha Sastaa
4. Spread of Dharma by Asoka.
5. Social conditions of Mauryan period.
6. Mauryan's city Administration.
7. Agri mitra
8. Gandhara Art.

SECTION - B

5 × 10 = 50 Marks.

Answer ALL questions (Either from A. & B)
Each question carries 10 Marks.

- 9(A) Write the life history and teachings of Vardhamana Mahavira (OR)
- (B) Describe the life and Principles of Buddha.
- 10(A) Give a note on the Impact of the Persian Invasions on India? (OR)

- (B) Write about Alexander's invasions ~~of~~ and its results.
- 11(A) Write the career and Achievements of Chandre Gupta Maurya. (OR)
- (B) Why do you regard Asoka as one of the greatest emperors to Ancient India? Discuss?
- 12(A) Write an essay on the Mauryan Administration? (OR)
- (B) Discuss the Socio-Economic conditions of Mauryan Period.
- 13(A) Describe the achievements of Kanishka? (OR)
- (B) Give a detailed note on Mathure School of Art and its features.

Kuragan
DC K. Daya Sagar Babu
GDC, Razoli.



ADIKAVI NANNAYA UNIVERSITY: RAJMAHENDRAVARAM
Single Major B.A. History (w.e.f:2023-24A.B)

Programme : B.A. Honours in History
Semester III

Semester	Paper	Hours	Credits
III	5. Early Medieval History of India (300 CE-1206 CE)	4	4
	6. Medieval Indian Society: (Polity, Economy, and Culture) (1206 C.E - 1707 C.E)	4	4
	7. History of Modern India (1707 C.E. -1857 C.E)	4	4
	8. History of Modern World (1857 Upto to 1945 AD)	4	4



Semester-III

5. Early Medieval History of India (300 CE-1206 CE)

Learning Outcomes:

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

- Will understand the political scenario of the 8th century C.E. in India.
- Know the achievements and greatness of the Gupta rulers and Harshavardhana.
- Know the Invasions of Arabs and Turks
- Understanding the emergence of regional dynasties and their mutual relations
- Visualise the contribution of the Pallavas to Indian art and architecture.
- Get awareness of Cholas local administration.
- Know the philosophies of various Bhakti saints.

Unit-I

Gupta Dynasty - Political, Administrative, Economic, Socio and Cultural conditions- Science and Technological achievements - Foreign Travellers: Fa-hien and HiuenTsang-Ajanta and Ellora Paintings

Unit-II

Harshavardhana-Rastrakhutas-Rajputs-Nalanda, Taxila, Vikramasila and Vallabi Universities.

Unit-III

Arab and Turkush Invasions-Muhammad Ghori, Muhammad Gazani-Albrunis India-Kalhana Rajatarangini

Unit-IV

South Indian Kingdoms: Pallavas-Conditions-Administration, Art and Architecture - Literature -Cholas: Local Self Government-Trade and Commerce-Cultural Contributions.

Unit-V

Sankaracharya, Ramanujacharya and Madhvacharya Philosophies-Styles of Architecture: Dravidian, Nagara and Vyasara- Tanjor, Belur and Halebid Temples Architecture

Curricular Activities:

- Collection of Fa-hien and Hiuen-Tsang pictures with their biographies
- Identify the important cities of Vakataka, Rastrakutas, and Rajput Kingdoms on the map.
- A chart can be prepared for Arab and Turkic invasions.
- Visit the Pallava and Chola art and architecture sites and submit a detailed report.
- Quiz/Assignments
- Book Reviews on latest Developments in History



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Single Major B.A. History (w.e.f:2023-24A.B)

- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

References:

1. Romila Thaper., Early India: From the origins to 1300 A.D, Allen Lane, 2002.
2. V.A.Smith., Early History of India, Atlantic Publishers, 1999.
3. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
4. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
5. D.N.Jha., Early India: A Concise History, Manohar Publishers, 2004.
6. D.N.Jha., Ancient India: An Historical Outline, Manohar Publishers, 1999.
7. R.C.Majumdar, K.K.Dutta &H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
8. Romila Thapar., Early India: From the Origins to 1300, University of California Press, 2004.
9. Burton Stein., South India Some General Consideration of the Region and its Early History, OUP, 1978.
10. Ranabir Chakravarthi., Exploring Early India, upto 1300 A.D, Primus Books, 2016.



Semester-III

**6. Medieval Indian Society:
(Polity, Economy, and Culture) (1206 CE-1707 CE)**

Learning Outcomes:

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

- Know the Delhi Sultanate Rule and its Conditions.
- The Administrative Policies and Reforms of the Delhi Sultanate Kings
- Understand the nature of mediaeval Indian states.
- Get knowledge of the emergence of composite culture in India.
- Learn about the Bhakti Movement and the evolution of composite culture.
- Know the Marathas and Sikh political history.

Unit-I

Delhi Sultanate: Slave, Khilji, Tugluq, Sayyid and Lodi dynasties-Reforms of Alla-ud-din-Khilji, Mahummad-Bin-Tugluq and Firuj-Shah-Tugluq-Delhi Sultanate.

Unit-II

Administration of Delhi Sultanate, Socio-Economic-Political- Religious Conditions-Art and Architecture-Bhakti and Sufi Movements-Evolution of Composite Culture.

Unit-III

History of Greater Mughals-Babur-Humayun- Shershah Reforms-Akbar-Jahangir-Shahjahan and Aurangzeb-Later Mughals

Unit-IV

Mughal Administration, Socio, and Religious Conditions- Mughal Economy-Mansabdari System- Mughal Paintings-Art and Architecture-Literature

Unit-V

Decline of Mughals-Aurangzeb's Deccan Policy-Rise of Regional Powers-Marathas: Shivaji Administration and Peshwas-Sikhs.

Curricular Activities:

- Prepare the chronological chart of the Delhi Sultanate and collect the Delhi Sultanate archival documents.
- Collection of photographs of Delhi Sultanate rulers
- Exhibition on Mughal paintings/Prepare a chart of Delhi and Mughal rulers.
- Prepare the timeline of Mughal rulers and collect the Mughal kings archival documents.
- Collection of Various Constructions of Delhi Sultanates and Mughal Rulers
- Conduct a group discussion on Akbar's religious policy.



- Conduct a test on conditions during the Delhi Sultanate.
- Give an assignment on the rise of regional powers.
- Quiz/Assignments/Debates/Workshops/ Book Reviews
- Seminars/Group Discussions/Unit Tests/Collection of Articles and Books
- Preparation of Videos/Charts/Identify the important places in the Map
- Project Works/Collection of News Paper Cuttings
- Prepare the synopses/Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture/Visit to the Museums

References:

1. Irfan Habib., Medieval India: The Study of a Civilization, National Book Trust, 1985
2. Satish Chandra., History of Medieval India, 800-1700, Oriental Blackswan, 2007.
3. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
4. Satish Chandra., Essays on Medieval Indian History, Oxford University Press, 2005.
5. I.H.Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
6. Aniruddha Ray., The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture, Taylor and Francis, 2019.
7. Sunil Kumar., Emergence of the Delhi Sultanate. 1192-1286, Permanent Black, 2007.
8. Fouzia Farooq Ahmed., Muslim Rule in Medieval India: Power and Religion in Delhi Sultanate, Bloomsbury Publishing, 2016.
9. HarbansMukhia., The Mughals of India, Wiley Publishers, 2008.
10. Jhan F.Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
11. Michael H.Fisher., A Short History of Mughal Empire, Bloomsbury Publishing, 2015.
12. Shahabuddin Iraqi., Bhakti Movement in Medieval India: Social and Political Prospectives, Manohar Publications, 2009.
13. J.L.Mehta., Mediaeval Indian Society and Culture, Sterling Publications,
14. A.B.M. Habibulla., The Foundation of Muslim Rule in India, The Central Book Depo, 1976.
15. Shireen Moosvi., The Economy of the Mughal Empire, Macmillan, 1997.



Semester-III

7. History of Modern India (1707 CE-1857 CE)

Learning Outcomes:

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

- Identify the true nature of colonial rule and its consequences.
- Understand the unrest among the people against the company.
- Identify the true nature of different governors' journal reforms.
- Find out the various revenue, education, and social reforms.
- Unearth the concept behind the 1857 revolt and its role in modern Indian history.

Unit-1

European Penetration into India- Conflicts between European powers- Carnatic Wars-Bengal Nawabs-Battle of Plessey and Boxer

Unit-II

Anglo-Maratha Wars-Colonial Acts: Regulating Act (1773), Pitts India Act (1784), Charter Acts (1833)-Warren Hastings

Unit-III

Reforms of Cornwallis-Wellesley- William Bentinck- Dalhousie

Unit-IV

Economic Impact of British Rule: Land Revenue Policies: Permanent Settlement-Ryotwari-Mahalwari Systems- Commercialisation of Agriculture- De Industrialisation-Dcline of Handicrafts-Drain of Wealth-Famines

Unit-V

Indian Response to British Rule: Causes for Peasant and Tribal Movements in 18th and 19th Centuries-1857 Revolt-Nature- Causes- Course and results.

Curricular Activities:

- Identify the European trading centres in the Map
- Prepare the chart on Exports and Imports of India during British Rule
- Differentiate the common feature of Permanent Settlement, Raythwari and Mahalwari systems.
- Prepare the chart on Agricultural crops and Commercial Crops
- Identify the 1857 Revolt centres and their leaders in Map.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests



- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums

References:

1. Sumit Sarkar., Modern India, Pearson India, 2014.
2. R.C.Dutt., The Economic History of India Under Early British Rule, K.Paul , Trench , Trubner& Company Limited, 2008.
3. Tirthankar Roy., How British Rule Changed India's Economy: The Paradox of the Raj, Springer International Publishing, 2020.
4. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010.
5. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
6. Barbara D. Metcalf, Thomas R. Metcalf., A Concise History of Modern India, Cambridge University Press, 2006.
7. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.
8. Bipan Chandra., Essays on Colonialism, Oriental black swan, 1999.
9. Taylor & Francis., The Great Rebellion of 1857 in India: Exploring Transgressions, Contests and Diversities, 2010.
10. Śekhara Bandyopādhyāya., From Plessey to Partition: A History of Modern India, Oriental Blackswan, 2004
11. V.D.Mahajan., Modern Indian History, S.Chand and Company Limited, 2020.
12. Bipan Chandra, A.Tripathi, Barunde., Freedom Struggle, National Book Trust, 1987.



Semester-III

8. History of Modern World (Upto 1945 CE)

Learning Outcomes:

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

- Demonstrated advanced factual knowledge of world histories, politics, and cultures.
- Know the causes of geographic discoveries and new innovations.
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilise content knowledge of the Reformation and Counter-Reformation to make predictions about the evolution of Christianity in Europe and abroad.
- Know the causes of the Industrial Revolution and its various developments.
- Understand the main events of the American and French Revolutions and their significance.
- Learn how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected the people and how the UNO played a major role in world peace.

Syllabus:

Unit-1

Geographical Discoveries-Renaissance- Reformation and Counter Reformation

Unit-II

Industrial Revolution-American Revolution (1776)-French Revolution (1789): Causes and Results-Napoleon

Unit-III

Unification of Italy and Germany-Communist Revolution in Russia- Causes for World War-1

Unit-IV

League of Nations-Mustafa Kemal Pasha in Turkey-World War II- Fascism in Italy

Unit-V

Nazism in Germany-United Nations Organizations: Structure, Achievements and Failures-Cold War

References:

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2. H.A.L. Fisher., History of Europe, Royal National Institute of the Blind, 1939.



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4. Rose Barling, Valerie Boyes., The Renaissance, Jhon Murray Publishers, 1995.
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6. R.S.Chaurasia., History of Europe, Atlantic Publishers, 2002
7. A.J.Grant., History of Europe, 3 Vols
8. B.V.Rao., History of Modern Europe, 1786-2013, Sterling Publishers, 2015.
9. J.M.Roberts., The Penguin History of Europe, Penguin Publishing Group, 1997.
10. C.J.H. Hayes, Modern Europe up to 1870
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12. Christopher Hill., From Reformation to Industrial Revolution
13. G.R Elton., Reformation Europe, 1517-1559
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Curricular Activities:

- Map-pointing should be a compulsory activity; it should be made part of the internal examination by allotting marks for this skill-based activity.
- Watch historical movies related to the topics in the e-class room.
- Organise Guest Lectures and the publication of a college-level magazine by encouraging students to write articles on the contemporary history of Europe.
- Conduct Viva voce interviews and Quiz Programmes etc.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books/Preparation of Videos/Charts
- Identify the important places in the Map/Project Works Write articles to the reputed journals and Magazines/Photos Exhibitions/Visit to the Museums/Tourist Places
- Collection of News Paper Cuttings
- Prepare the synopses/Write articles to the reputed journals and Magazines
- Photos Exhibitions/Visit to the Museums/Tourist Places