



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

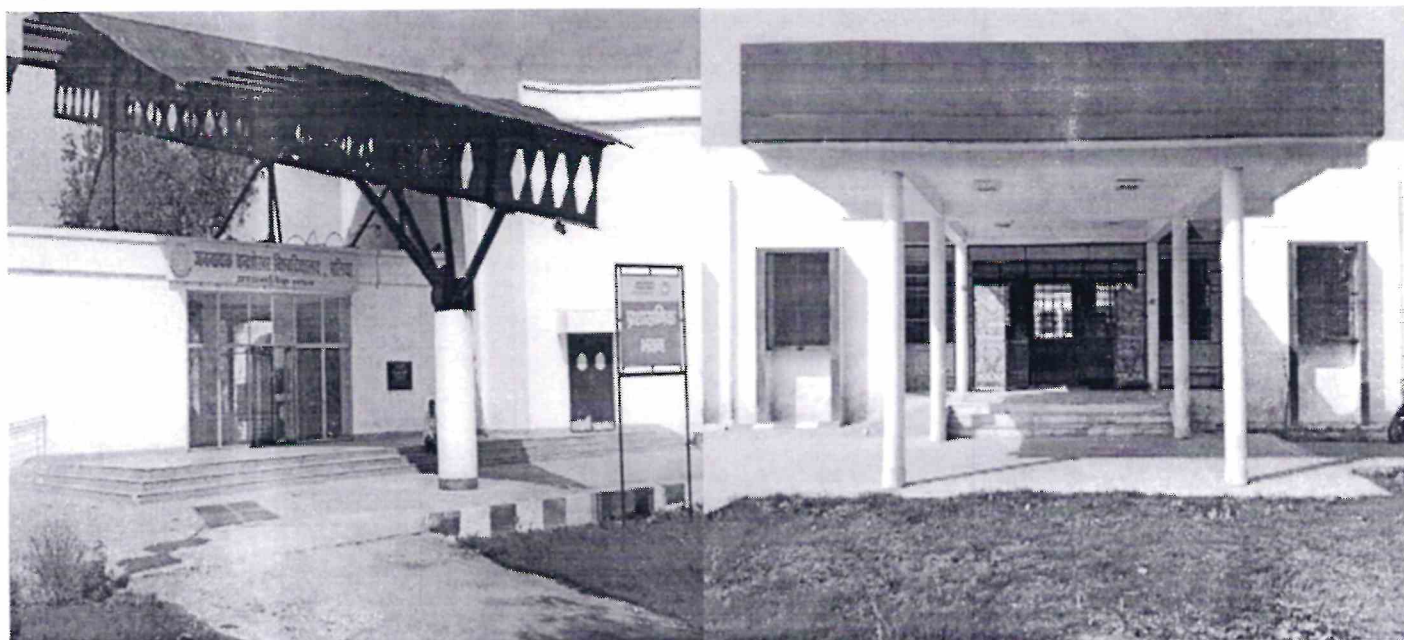
(A State University established under the Uttar Pradesh University Act 1973)



Curriculum in Accordance with National Education Policy – 2020

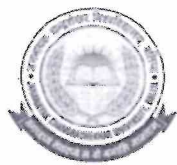
Programme Name: **B.A.**

Subject: **Medieval & Modern History**



Department of Medieval & Modern History
Jananayak Chandrashekhar University, Ballia

Shaheed Smark, Near Surha Taal, Basantpur, Ballia - 277301, Uttar Pradesh, India



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

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Structure for Four Years Undergraduate Programme In Accordance With
National Education Policy – 2020 and Common Minimum Syllabus

MEDIEVAL & MODERN HISTORY

Semester-wise title of the Paper

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
1st	I	A050101T	Ancient and Early Medieval India (Till 1206 AD)	Theory	6
	II	A050201T	History of Medieval India(1206 AD - 1757 AD)	Theory	6
2nd	III	A050301T	History of Modern India (1757 AD – 1950 AD)	Theory	6
	IV	A050401T	History of Modern world(1453 AD – 1950 AD)	Theory	6
3rd	V	A050501T	Nationalism in India.	Theory	5
		A050502T	Optional (Any One): History of Modern world(1453 AD – 1815 AD)	Theory	5
		A050503T	Socio-Cultural and Economic History of Medieval India (1200 AD- 1700 AD)		
	VI	A050601T	Era of Gandhi and Mass Movement	Theory	5
		A050602T	Optional (Any One): History of Modern world(1815 AD- 1945 AD)	Theory	5
		A050603T	Socio-Cultural and Economic History of Medieval India (1700 AD – 1900 AD)		
4th	VII	A050701T	Indian Historiography	Theory	5
		A050702T	History of India (1740 AD – 1798 AD)	Theory	5
		A050703T	History of U.S.A. (1776 AD – 1861 AD)	Theory	5
		A050704T	History of Europe (1789 AD – 1815 AD)	Theory	5
	VIII	A050801T	Indian Historiography	Theory	5
		A050802T	History of India (1798 AD-1856 AD)	Theory	5
		A050803T	History of U.S.A. (1862 AD-1945 AD)	Theory	5
		A050804T	History of Europe (1815 AD-1919 AD)	Theory	5

Note:

☐ स्नातक के 5वें सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गए दो विषयों में से किसी एक विषय (सम्बंधित विषय के शिक्षक/कों के दिशा-निर्देशन) में माइनर रिसर्च प्रोजेक्ट (एमआरपी) के लिए एक शीर्षक का चयन करना होगा जिसे वह पूर्ण करके 6वें सेमेस्टर में मूल्यांकन के लिए जमा करेगा।

In the 5th semester of graduation, every student has to select a topic for a Minor Research Project (MRP) in any one of the two subjects chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 6th semester.

☐ स्नातक के 7वें सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गए विषय से (सम्बंधित विषय के शिक्षक/कों के दिशा-निर्देशन) में रिसर्च प्रोजेक्ट (आरपी) के लिए एक शीर्षक का चयन करना होगा जिसे वह 8वें सेमेस्टर में पूर्ण कर मूल्यांकन हेतु जमा करेगा।

In the 7th semester of graduation, every student will have to select a topic for a Research Project (RP) from the subject chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 8th semester.

JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

Programme:	B.A.
Subject:	Medieval and Modern History

Syllabus

Semester:	I	1st Year
Course Code:	A050101T	
Course Title:	Ancient and Early Medieval India(Till 1206 A.D.)	
Credit: 06	Maximum Marks: 100	

Course Objectives

- The present course will be useful in providing historical knowledge to the students. Students will be familiar with the political and cultural development of ancient India.
- The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history.
- This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India.

Learning Outcomes:

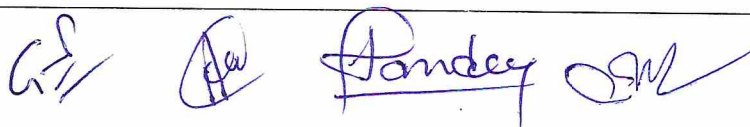
The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India.

Students can gain knowledge of how political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.

Unit	Course Content
I	Introduction to Ancient History, Culture & Tradition: Sources, Historians of Ancient India. Indus Valley Civilization, Vedic and later Vedic period. Jainism and Buddhism
II	Rise of Magadh Empire and Maurya Dynasty- Chandragupt, Bindusar and Ashok the Great, Kautilya and his Arthshastra. Gupta Dynasty – Chandragupt, Samudragupt, Chandragupt 'Vikramaditya', Golden Era of Ancient India
III	Age of Harsh Vardhan and Rise of Rajput States - Pratihara, Chalukya, Parmar and Chauhan. Rise of Feudalism in India.
IV	Customs, rituals and beliefs of Hindus. Advent of Islam: Invasion of Mahmood Ghaznabi and Md. Ghori

References

- Jha D.N. , Ancient India an Introductory Outline
- Basham, A.L. , The Wonder that was India
- Thapar, Romila , History of India,
- Majumdar, R.C. – History and Culture of Indian People
- Lunia, B.N. – Evolution of Indian Culture
- Chopra, P.N. & Puri, V. N., Das, M.N. –Social, Economic & Cultural History of India, Vols I, II & III
- Majumdar, R.C. –Ancient Indian (Hindi and English)




Semester:	II	1st Year
Course Code:	A050201T	
Course Title:	History of Medieval India(1206 A.D - 1757 A.D)	
Credit: 06	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper will familiarize students with Medieval History of India.• It will develop among the students the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some parts of India.• This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.• An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India.		
Learning Outcomes: <p>This paper is designed to develop the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.</p>		
Unit	Course Content	
I	The Early Turks and The Khiljis. The Tugluqs and Lodies.	
II	The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.	
III	Akbar to Shahjahan : Mansabdari, Relation with Rajpoot and Maharana Pratap, Religious Policy. Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegrationof Mughals. Rise of Maratha under Shivaji: Administration, Revenue system.	
IV	Development of Architecture and Painting in Mughal Period. Development of Sufiism in India, Bhakti Movement.	
References <ul style="list-style-type: none">• Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.• Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal• Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press• Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press• Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan Singh, Dilbag: Structure of Rural Society in Medieval India• Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivalal Agarwal & Co.• Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivalal Agarwal & Co.• Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications• Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, RakaPrakashan• Sarkar, J.N., Shivaji and his Times		






Semester:	III	2 nd Year
Course Code:	A050301T	
Course Title:	History of Modern India (1757 A.D – 1950 A.D)	
Credit: 06	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company.• This paper familiarize student with the impact of policies of East India Company and British rule.• It also familiarize students with policies of Viceroy's like Lytton, Ripon and Curzon.• It also informs them about rise of communalism in India and partition of India.		
Learning Outcomes: <p>It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence.</p>		
Unit	Course Content	
I	Arrival of European Companies: Rivalry for Control, Ascendancy of British East India Company : Plassey and Buxar and its Impact. Territorial Expansion of East India Company: 1770-1856	
II	Rise of Punjab under Ranjeet Singh: conquests and administration, Rise of Mysore in 18th century. Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals.	
III	Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal. Commercialisation of Agriculture and its Impact on India, Development of Railway and its Impact.	
IV	Constitutional Reforms: Morley-Minto reforms, Govt. of India Act 1919 and 1935. Rise and Development of Communalism in India, Mergers of Prince lystates after Independence and Role of Sardar Vallabh Bhai Patel.	
References <ul style="list-style-type: none">• Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta,• K.P. Bagchi• Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990• Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication• Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)• Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication• Dodwell: (1925) A Sketch of the History of India, London, Longman's Green andCo.• Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication• Freedenberg, R.E.: (1912) Land Control and Social Structure in India• Grover, B.L: A New look on Modern Indian History• Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt. Ltd.• Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication• Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3Vols. Macmillan Publication• M etcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge,2002• Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University• Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication• Mishra, J.P.: Aadhunik Bharat KaItihas, Uttar Pradesh Granth Academic, Prabhag		





- Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford University Press
- Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan
- Sarkar, Sumit: (1983) Modern India, Macmillan
- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People's Publication House
- Shukla, R.L. (ed.): Aadhunik Bharat Ka Itihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

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Semester:	IV	2nd Year
Course Code:	A050401T	
Course Title:	History of Modern world(1453 A.D – 1950A.D)	
Credit: 06	Maximum Marks: 100	

Course Objectives

- This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. It would inform students about French, American and Glorious Revolution.
- This paper covers the history of Modern World between the two World Wars.
- This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.

Learning Outcomes:

This Paper Cover Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation- State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with.

Unit	Course Content
I	Renaissance: Its Causes, Feature and Impact. Reformation Movement in Europe and Role of Martin Luther. Glorious Revolution, Industrial Revolution in 18th Century.
II	American Revolution, French Revolution: Causes, Significance and Impact on world. Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.
III	Unification of Germany and Italy. Causes leading to First world war. Paris Peace Convention and treaty of Versailles.
IV	The Bolshevik Revolution. Factor leading for Second World War , U.N.O. : Organisation, Achievements and Failure.

References

- Fisher. H.A.L : History of Europe
- Palmer. R.R. : A History of Modern World
- Wallerstine Immanuel : Modern World System
- Macneill. W.H : History of the World
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- Bailey. C.A. : The Birth of Modern World
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- Car, E.H.: (1948), International. Relations between two world war (1919–1939), Delhi, Macmillanand Co.
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- Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.
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- Lowe, Normon: (1982), Mastering Modern World History, Macmillan and Co.
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- Verma, Dinanath: Aadhunik Vishwa Ka Itihas (Hindi), Jnanada Publication
- Vinacke Herald: (1959), A History of For East in Modern Times, East Asia, Appleton Century
- Woodroff, C: (1998), Modern World, St. Martin's
- Grant &Temperley : Europe in Nineteenth and Twentieth Centuries

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Semester:	V	3 rd Year
Course Code:	A050501T	
Course Title:	Nationalism in India.	
Credit: 05	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper familiarize students with significant aspects of Indian National Movement.• It introduce them to the themes like Nationalism and ideas of Gandhi and Tagore.• It also informs them about different stages of Indian National Movement.		
Learning Outcomes: <p>After successful completion of the syllabus, learners will be able to Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the Country is introduced to the student.</p>		
Unit	Course Content	
I	First war of Independence: Causes, Impact and Nature. Factor leading to the growth of Nationalism in India.	
II	Theories of Nationalism: Views of Gandhi and Tagore. Early phase: the Ideology, Programme and Policy of Moderates.	
III	Extremist phase: Rise and development of Extremist in India. Swadeshi Movement and Congress split at Surat.	
IV	Rise of Muslim League: Demands and Programme. National awakening during First World War: Lucknow Pact and Home rule Movement.	
References <ul style="list-style-type: none">• Agrow, D,: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House• Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press• Chandra, Bipan and Others: Freedom Struggle• Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.• Desai, A.R. (1984), India's Path of Development, Popular Prakashan• Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication• Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication• Jeffery, R. and J Masseloss: From Rebellion to the Republic• Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint• Majumdar, R.C.: Struggle for Freedom• Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.• Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press• Patel, Vallab Bhai: Correspondence, Writings and Speeches.• Prasad, Bisheswar,: Bandage and freedom, 2 Vols.• Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)• Sarkar, Sumit: Adhunik Bharat (Hindi)• Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983• Sen, S.N.: (1957), Eighteen Fifty Seven Publication Division• Singh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and Distributors• Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.• Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication		

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Semester:	V	3 rd Year
Course Code:	A050502T (Optional)	
Course Title:	History of Modern world(1453 A.D – 1815 A.D)	
Credit: 05	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper familiarize students with the European society, polity and culture offifteenth to nineteenth century.• It also tells them about Renaissance and Reformation Movement.• It would inform students about French, American and Glorious Revolution.		
Learning Outcomes: <p>This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.</p>		
Unit	Course Content	
I	Political and Religious structure of Europe in the early 15 th Century. Renaissance: Its Causes, Feature and Impact.	
II	Reformation Movement in Europe and Role of Martin Luther. Religious warfare: The Thirty Years War.	
III	Glorious Revolution and Development of Cabinet system in England. Industrial Revolution in 18th Century , American Revolution	
IV	French Revolution: Causes, Significance and Impact on world. Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy	
References <ul style="list-style-type: none">• Acton: (1906), Lectures on Modern History, London, Macmillan and Co. Limited.• Fisher, H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode• Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London, Macmillan• Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company• Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.• Schevil: (1898), History of Modern Europe (Hindi or English), Charles Scribners Sons• Singh, Heeralal evam Ram vriskh Singh (2011), Adhunik Europe ka Itihas(1453-1789), Allahabad, Students Friends.• Verma, Lalbahadur (1998), Europe ka Itihas (Punarjagran se kranti tak), New Delhi, Prakshan sansthan.		

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Semester:	V	3 rd Year
Course Code:	A050503T (Optional)	
Course Title:	Socio-Cultural and Economic History of Medieval India (1200A.D- 1700 A.D)	
Credit: 05	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper familiarize students with the socio-cultural and economic history of India.• It tells them about the economic condition from the Sultanate period to the Mughalperiod.• It also informs them about development of Sufi and Bhakti Movement in India.• It familiarizes them with development of art and architecture as well.		
Learning Outcomes: <p>This paper comprises social, economic and cultural aspect of medieval India. In this papera student will be introduced to the saints of medieval India who had shown the path of Bhaktimovement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk, Timur, Mughal and Afghan attacks Indian economy had a lion's share in all over world's economy, this aspect will also be known to the scholars of history.</p>		
Unit	Course Content	
I	Social condition during Sultanate Period. Market Control Policy and Revenue system of Alauddin Khilji.	
II	Sufism and Bhakti Movement in India. Women's Condition during Sultanate Period.	
III	Land Revenue System during Mughal Period. Trade and Commerce during Mughal Period.	
IV	Development of Banking system during Mughal Period. Development of Art and Architecture during Mughal Period.	
References <ul style="list-style-type: none">• Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.• Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal• Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press• Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press• Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan• Singh, Dilbag: Structure of Rural Society in Medieval India• Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal &Co.• Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co.• Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version),Delhi, Surjeet Publications• Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, Raka Prakashan• Sarkar, J.N., Shivaji and his Times• Shrivastav, Ashirvadilal (2017), Bhartvarsh ka Itihas 1000 Se 1907 tak, Delhi, Shivlal Agrval And Compny.• Pandey, Avadh Bihari (1988), Uttar Madhy kaleen Bharat, Allahabd, Central Book Deepo.• Sardesai, J.S. Shivaji.		






Semester:	VI	3 rd Year
Course Code:	A050601T	
Course Title:	Era of Gandhi and Mass Movement	
Credit: 05	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">This paper familiarize students with Gandhian era and National Movement.It tells them about the rise of revolutionary movement in India.It also informs them about mass movements like Non Cooperation Movement, Civil Disobedience Movement and Quit India Movement.It familiarizes them with role of Subhas Chandra Bose and Indian National Army.		
Learning Outcomes: <p>This paper is designed to introduce the student regarding the Gandhian Philosophy, his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement.</p>		
Unit	Course Content	
I	Entry of Gandhi and The Non Co-operation Movement. Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh.	
II	Rise of Revolutionary Movement outside India with special reference to Gadar Party. Simon commission, Nehru report, The Civil Disobedience Movement	
III	The Quit India Movement. Constitutional Crisis: Cripps and Cabinet Mission.	
IV	Subhas Chandra Bose and Indian National Army. Mountbatten Plan, Partition and Independence.	
References <ul style="list-style-type: none">Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing HouseBrass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University PressChandra, Bipan and Others: Freedom StruggleDesai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd.Desai, A.R. (1984), India's Path of Development, Popular PrakashanDutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan PublicationGupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya PublicationJeffery, R. and J Masselos: From Rebellion to the RepublicMajumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. ReprintMajumdar, R.C.: Struggle for FreedomMehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co.Moon, Penderal (1998), Divide and Quit, USA, Oxford University PressPatel, Vallab Bhai: Correspondence, Writings and Speeches.Prasad, Bisheswar,: Bandage and freedom, 2 Vols.Rai, Satya M.(ed.): Bharat Mein Upniveshwad Aur Rashtrawad (Hindi)Sarkar, Sumit: Adhunik Bharat (Hindi)Sarkar, Sumit, Modern India 1885 and 1947, Macmillan, 1983Sen, S.N.: (1957), Eighteen Fifty Seven Publication DivisionSingh, Ayodhya: (2012), Bharat Ka Mukti Sangram, Neha Publishers and DistributorsSubramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd.Tara Chand: History of the Freedom Movement in India, Vols. I – IV, Division Publication		

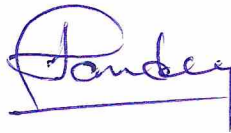





Semester:	VI	3 rd Year
Course Code:	A050602T (Optional)	
Course Title:	History of Modern world(1815A.D- 1945A.D)	
Credit: 06	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper familiarize students with History of Modern World.• It tells them about the Unification of Germany and Italy and condition of Europe in the nineteenth century.• It also informs them about two World Wars and their consequences.• It familiarizes them with role of USA and emergence of UNO.		
Learning Outcomes: <p>This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to theFirst World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise ofTotalitarianism as an alternative to democratic and liberal ideal, as Second World War waslesser Imperialistic clash and more a clash of two ideologies. This period also witnesses theformation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p>		
Unit	Course Content	
I	Unification of Germany and Italy. Causes leading to First world war.	
II	Paris Peace Convention and treaty of Versailles. League of Nations: Organisation, Achievements and Failure.	
III	Rise of Communism in Russia: The Bolshevik Revolution. Rise of Dictatorship: Mussolini and Hitler.	
IV	United states in world affairs: Economic Depression and New Deal policy of F.D.Roosevelt. Factor leading for Second World War and U.N.O.	
References <ul style="list-style-type: none">• Stavarianos.A.J. : History of the Modern World Since 1500• Bronoski Jacob & Bruce Mazlish : Western Intellectual tradition• Robertz. J.M. : Pelican History of the World• Fisher. H.A.L : History of Europe• Palmer. R.R. : A History of Modern World• Wallerstine Immanuel : Modern World System• Macneill. W.H : History of the World• Panikkar. K.M : Asia and Western Dominance• Bailey. C.A. : The Birth of Modern World• Benns, F. Lee: Europe since 1914• Car, E.H.: (1948), International. Relations between two world war (1919– 1939), Delhi, Macmillan and Co.• Carsten, F.L. (1982), The Rise of Fascism University of California Press• Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House.• Hardy, G.M.S.: (1950), Short History of International Affairs 1920– 1939, New York, Oxford University Press• Langasm, W.C.: World Since 1919, Surjeet Publication• Lowe, Normon: (1982), Mastering Modern World History, Macmillan and Co.• Marriot, M,: International Relations between the two world war• Parker, R.A.C.: (1969), Europe (1919–1945) London, Weidenfield andNicolson• Taylor, A.J.P.: (1961), Origin of the second world war, Simon and Schuster		

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- Verma, Dinanath: Aadhunika Vishwa Ka Itihas (Hindi), Jnanada Publication
- Vinacke Herald: (1959), A History of Far East in Modern Times, East Asia, Appleton Century –Crofts
- Woodroff, C: (1998), Modern World, St. Martin's
- Grant & Temperley : Europe in Nineteenth and Twentieth Centuries
- Hayes, C.J.H.: A Political and Cultural History of Europe, 1830–1839
- Ketelbey, C.D.M.: A History of Modern Times (English or Hindi)



Semester:	VI	3 rd Year
Course Code:	A050603T (Optional)	
Course Title:	Socio-Cultural and Economic History of Medieval India (1700 A.D. – 1900 A.D.)	
Credit: 05	Maximum Marks: 100	
Course Objectives <ul style="list-style-type: none">• This paper familiarize students with Socio, cultural and economic history.• It tells them about the land revenue systems and commercialization of agriculture.• It also informs them about development of Railways in India.• It familiarizes them with economic history and development of Banking system in India.		
Learning Outcomes: <p>This paper comprises social, economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture. Development of banking and Railway had played a vital role in the drain of Indian wealth to England.</p>		
Unit	Course Content	
I	Social and Religious Reformation Movement. Reforms in Muslim society.	
II	Land Revenue System during colonial period: Permanent Settlement, Raiyatwari and Mahalwari system. Decline of Indian Handicraft [Deindustrialization] in British period.	
III	Commercialisation of Agriculture and its Impact on India. Theory of Drain of Wealth.	
IV	Development of Railway and its Impact. Development of Banking System in Colonial Period.	
References <ul style="list-style-type: none">• Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi• Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990• Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication• Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, PopularPublication)• Desai, A.R.: (1984), India’s Path of Development, Mumbai, Popular Publication• Dodwell: (1925) A Sketch of the History of India, London, Longman’s Green and Co.• Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication• Freedenberg, R.E.: (1912) Land Control and Social Structure in India• Grover, B.L: A New look on Modern Indian History• Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt. Ltd.• Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication• Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication• Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002• Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University• Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication• Mishra, J.P.: Aadhunik Bharat Kaitihas, Uttar Pradesh Granth Academic, Prabhag• Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)• Muir, Ramssay: (1969) The Making of British India, Oxford University Press• Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), IndianPress• Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press• Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan• Sarkar, Sumit:(1983)Modern India , Macmillan		

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- Shukla, R.L. (ed.): Adhunik Bharat Ka Itihas (Hindi), Delhi University Publication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, Atma Ram
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

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Semester:	VII	4 th Year
Course Code:	A050701T	
Course Title:	Indian Historiography	
Credit: 05	Maximum Marks: 100	
Course Objectives:		
<ul style="list-style-type: none">• This paper intends to acquaint students with trends in Indian Historiography.• It would inform student about the meaning and scope of history, and philosophy of history.• It would introduce them to historians of Sultanate and the Mughal period.• It would also familiarize them with historians like Munhta Nainsi and ShyamalDas.		
Learning Outcomes:		
<p>This paper would introduce students to the concepts of history writing and trends in historiography. While familiarizing students with the various philosophies of history, it would give a detailed knowledge of developments in Indian historiography, particularly during the Medieval period. On the one hand, this paper would introduce them to the historians of the Sultanate and Mughal India, on the other hand, it would also tell them about European travellers like Bernier and Indian historians like Munhta Nainsi and Shyamaldas.</p>		
Unit	Course Content	
I	Meaning and use of History, Philosophy of History, Role of Individual in History.	
II	Historiography of Medieval India, Historians of Delhi Sultanate - Minhaj – us Siraj, Ziauddin Barani, Amir Khusro, Ibn Battuta, Autobiography of Firoz Tughlaq.	
III	Historians of Mughal Period – Memoirs of Babur, Abu'lFazl, Khafi Khan, Abdul Qadir – Badayuni, Francois Bernier.	
IV	Travels in the Mughal Empire. Other Persian sources, Munhta Nainsi ki Khyat, Kaviraj Shyamldas.	
References:		
<ul style="list-style-type: none">• Abbas, Fauzia Zareen, (1987), Abdul Qadir Badauni as a Man and Historiographer, Delhi: Idarah-i- Adabiyat-i-Delli• Atkinson , R.F., (1978), Knowledge and Explanation in History, Delhi: Macmillan Publishers.• Carr,E.H.(2008),What is History? Delhi: Penguin.• Mohibbul H. (2018). ed. Historians of Medieval India, reprint Delhi: Aakar Books.• Collingwood, R.G. [1946] (1994). The Idea of History. New York: Oxford University Press.• Gardiner Patrick, (1968),The Nature of Historical Explanation, London: Oxford University Press.• Hardy, Peter, (1960), Historians of Medieval India: Studies in Indo Muslim Historical writing, London:Luzac.• Mukhia Harbans, (2017), Historians and Historiography During the reign of Akbar, reprint Delhi : Aakar Books.• Nizami, K.A. (1982). On Historian of India and Historiography in Medieval India, New Delhi, Munshiram Manohar Lal.• Noth, A. (1994), Early Arabic Historical Tradition, Princeton.• Philips, C.H. ed. [1961] (1967). Historians of India, Pakistan and Ceylon. London: Oxford University Press.• Ramaswamy, Vijaya and Yogesh Sharma, (2008), Biography as History, Hyderabad: Orient Blackswan,• Robinson, C. (2003), Islamic Historiography, London: Cambridge University Press• Thapar, Romila, (2013), Past Before Us: Historical Traditions of Early North India, Delhi. Permanent Black.		

Semester:	VII	4 th Year
Course Code:	A050702T	
Course Title:	History of India (1740 AD – 1798AD)	
Credit: 05	Maximum Marks: 100	
Course Objectives: <ul style="list-style-type: none">• This paper intends to acquaint students with a significant period in Indian history i.e. the later part of the Eighteenth Century.• This paper introduces students to significance of Battle of Plassey and Buxar in Indian history.• It also highlights the governorship of Lord Clive, Warren Hastings and Lord Cornwallis.		
Learning Outcomes: <p>This paper would present a detailed picture of eighteenth-century India. Students would know about the various historical events and processes through which European companies established their stronghold in India. It would also describe the political and war strategies, administrative and economic policies which were used by the functionaries of the East India Company to consolidate their power.</p>		
Unit	Course Content	
I	The Advent of European, Commercial Interests in India Anglo-French Rivalry in South India.	
II	Establishment of British Rule in Bengal – Battle of Plassey and Buxar. Acquisition of Diwani of Bengal.	
III	Working of Dual Government, Clive's Role in Founding British rule in Bengal.	
IV	Warren Hastings and Consolidation of British Rule in Bengal, Lord Cornwallis, Sir John Shore.	
References: <ul style="list-style-type: none">• Banerjee, A.C.: (1983) <i>The New History of Modern India (1707–1947)</i>, Calcutta, K.P. Bagchi• Bayly, C.A: <i>An Illustrated History of Modern India 1600–1947</i>, London 1990• Chabra, G.S.: (1989), <i>Advanced History of Modern India</i>, Sterling Publication• Majumdar, Dutta and Ray Chawdhury (ed.) (1967), <i>Advanced History of India 3 Vols.</i> Macmillan Publication• Metcalf, Barbara D and T.R. Metcalf: (1995) <i>A Concise History of India</i>, Cambridge, 2002• Mishra, J.P.: <i>Aadhunik Bharat Kaitihas</i>, Uttar Pradesh Granth Academic, Prabhag• Mittal, S.C.: <i>Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)</i>• Muir, Ramsay: (1969) <i>The Making of British India</i>, Oxford University Press• Prasad, Ishwari & Subedar: (1951) <i>History of Modern India (English or Hindi)</i>, Indian Press• Robert's P.E. and Spear: (1931) <i>History of British India (English or Hindi)</i>, London, Oxford University Press• Sarkar, Sumit: (1993), <i>Aadhunik Bharat (Hindi)</i>, Delhi, Rajkamal Prakashan• Sarkar, Sumit: (1983) <i>Modern India</i>, Macmillan• Shukla, R.L. (ed.): <i>Adhunik Bharat Ka Itihas (Hindi)</i>, Delhi University Publication• Sethi, Grover R.: <i>A New look on Modern India History</i>• Mukherjee, R.K. : <i>Rise and Fall of the East India Company</i>• ग़ोवर, बी०एस० : <i>आधुनिक भारत, एस- चंद एंड कम्पनी</i>		

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Semester: .	VII	4 th Year
Course Code:	A050703T	
Course Title:	History of U.S.A. (1776 AD – 1861AD)	
Credit: 05	Maximum Marks: 100	
Course Objectives: <ul style="list-style-type: none">• This paper intends to familiarize students with the emergence and development of the U.S.A. in the late eighteenth century and the nineteenth century.• Familiar with the American Revolution and American war of Independence.• Understand the role of George Washington in American Revolution.• Understand the process of formation of constitution and formation of democratic government and their impact on the History of USA.• Know the policies and administration of Alexander Hamilton and Thomas Jefferson.• Understand the utility and consequences of Monroe Doctrine.		
Learning Outcomes: <p>This paper would provide an understanding of the historical processes and simultaneously highlight the significant contributions of the individuals like George Washington, Alexander Hamilton, and Andrew Jackson. It would also enlighten the students about the historical background of slavery and the context in which the famous Monroe Doctrine was formulated.</p>		
Unit	Course Content	
I	American war of Independence, Philadelphia Convention.	
II	American Constitution, George Washington.	
III	Alexander Hamilton, Thomas Jefferson, Monroe Doctrine.	
IV	Andrew Jackson, Problem of Slavery.	
References: <ul style="list-style-type: none">• Morrison S.E. : The oxford History of the American People• Parks B. : History of America• सक्सेना बी०बी० : संयुक्तराज्य अमेरिका का इतिहास• माथुर एस०पी० : संयुक्तराज्य अमेरिका का इतिहास• दातार किरण : अमेरिका का इतिहास		

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Semester:	VII	4th Year
Course Code:	A050704T	
Course Title:	History of Europe (1789 AD – 1815AD)	
Credit: 05	Maximum Marks: 100	
Course Objectives: <ul style="list-style-type: none"> Trace the development of French Revolution from the monarchy through to Napoleon. Understand the value of Liberty, Equality and Fraternity which was derived from French Revolution. Explain the achievement of National Assembly. Understand the reign of Napoleon, his civil code, continental system and causes behind his downfall. Understand the merit and demerit of Vienna congress. 		
Learning Outcomes: <p>This paper would give an elaborate knowledge of the historical background and the unfolding of the French Revolution. It would describe the ideas, events, and institutions that were inextricably linked to the French Revolution. This paper would chart the political outcome of the French Revolution and the significance of the reign of Napoleon and diplomatic conferences like the Congress of Vienna which played an important role in reorganizing Europe after the Napoleonic wars.</p>		
Unit	Course Content	
I	Europe on the eve of the French Revolution, Political Ideas of Rousseau, Montesquieu, Voltaire, Oath of Tennis Court, Establishment of the Constituent Assembly.	
II	Achievement of National Assembly, Period of Legislative Assembly.	
III	National Convention and Reign of Terror, Jacobins & Girondists, Reign of Directory.	
IV	Napoleon as I consul, Napoleon as Emperor, Napoleon's Italian and Egyptian Campaign, Continental System, Fall of Napoleon, Congress of Vienna.	
References: <ul style="list-style-type: none"> Stavrianos.A.J. : History of the Modern World Since 1500 Fisher. H.A.L : History of Europe Palmer. R.R. : A History of Modern World Wallerstine Immanuel : Modern World System □ Macneill. W.H : History of the World □ Bailey. C.A. : The Birth of Modern World Benms, F. Lee: Europe since 1914 □ Dhar, S.N.: (1967), International Relations and World Politics Since 1919, Bombay, Asia Publish House Lowe, Norman: (1982), Mastering Modern World History, Macmillan and Co. Verma, Dinanath: Aadhunik Vishwa Ka Itihas (Hindi), Jnanada Publication Ketelbey, C.D.M.: A History of Modern Times (English or Hindi) Thompson, J.M. : The French Revolution Thomson, David : Europe Since Napoleon Hayes, C.J.H. : Modern Europe to 1870 भटनागर एवं गुप्ता : आधुनिक यूरोप का इतिहास (भाग एक व दो) लाल, के. एस. : आधुनिक यूरोप का इतिहास (भाग एक व दो) वर्मा, लालबहादुर : (1998), यूरोप का इतिहास (भाग एक व दो), नई दिल्ली, प्रकाशन संस्थान 		

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Semester:	VIII	4 th Year
Course Code:	A050801T	
Course Title:	Indian Historiography	
Credit: 05	Maximum Marks: 100	
Course Objectives: <ul style="list-style-type: none">• This paper intends to acquaint students with trends in Indian Historiography.• This paper introduce students to the historical writings of colonial historians like JamesTod, Grant Duff and V.A. Smith.• It also introduce them to nationalist historians J.N. Sarkar, R.C. Majumdar.• It also familiarize them with different school of history writing in India i.e. Cambridgeschool, nationalist school, Marxist school and Subaltern school.		
Learning Outcome: <p>This paper familiarizes students with the Indian historiography in the nineteenth and twentieth century. It introduces students to both imperialist historians like James Todd, Grant Duff and VincentSmith as well as nationalist historians like J.N. Sarkar, K.P. Jayaswal and R.C. Majumdar. In additionto this paper also gave a detailed knowledge about the various schools of Indian historiography like Marxist, Cambridge and Subaltern school. It also informs us about the communal approach to Indianhistory.</p>		
Unit	Course Content	
I	British Historical Writings- Grant Duff, James Tod, V.A. Smith. Historiography of British Rule on India.	
II	The nationalist school of Historical writings on Medieval India - J.N. Sarkar. R.C. Majumdar.	
III	Main Sources of Modern Indian History. Different School of Historical writing – Cambridge School, Nationalist school, Marxist School, Subaltern School.	
IV	Modern History writers – Kashi Prasad Jaiswal, D.D. Kaushambi, Pt. Jawahar Lal Nehru, Acharya Narendra Dev. Role of Journalism in history writing , communalism in history writing.	
References: <ul style="list-style-type: none">• Atkinson , R.F., (1978), Knowledge and Explanation in History, Delhi: Macmillan Publishers.• Carr,E.H.(2008),What is History? Delhi: Penguin• Bloch Marc, (2004), The Historian’s Craft, London:Manchester University Press,• Collingwood, R.G. [1946] (1994). The Idea of History. New York: Oxford University Press.• Lloyd, Christopher, (1996)The Structures of History, Blackwell Press.• Thompson, J.N. : History of Historical Writing.• Mathur, L.P. : Historiography and Historians of Modern India.• Majumdar, R.C.: Historiography in Modern India.• श्रीवास्तव, प्रो० हरिशंकर : इतिहास लेखन		

Semester:	VIII	4 th Year
Course Code:	A050802T	
Course Title:	History of India (1798-1856)	
Credit: 05	Maximum Marks: 100	
Course Objectives: <ul style="list-style-type: none">• This paper intends to introduce students to a significant period in Indian history i.e. first half of the nineteenth century.• It familiarizes students with Anglo-Mysore and Anglo-Maratha relations as well as British policy towards Sindh, Burma, Nepal and Tibet.• It also introduce them to different land settlement like Permanent Settlement, Ryotwari, Mahalwari.• It also familiarize them with social reformers like Raja Ram Mohan Roy, Dayanand Saraswati and Swami Vivekanand.		
Learning Outcome: <p>This paper acquaints students with the British administrative policies, war strategies, and their relationship with Indian states like Mysore, Marathas, Sindh and Punjab. It also inform us about the approach of British officials towards Nepal, North West Frontier Provinces, Burma and Tibet. It introduce them to the significance of Governorship of Lord Cornwallis, Wellesley, Hastings and William Bentinck and their policies. Further it also informs them about the renaissance and historical figures like Raja Ram Mohan Roy.</p>		
Unit	Course Content	
I	Anglo-Mysore relations (Hyder Ali and Tipu Sultan), Lord Cornwallis, Lord Wellesley. Impact of British Economy on India – Land Settlement - Permanent, Ryotwari, Mahalwari.	
II	Lord Hastings, Lord William Bentinck, Maharaja Ranjeet Singh.	
III	British Policy towards Marathas, Sindh, Punjab, North-West Frontier, Burma, Nepal, and Tibet.	
IV	Renaissance in 19th century – Raja Ram Mohan Rai, Daya Nand Saraswati, Swami Vivekanand.	
References: <ul style="list-style-type: none">• Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta,• K.P. Bagchi Bayly, C.A: An Illustrated History of Modern India 1600–1947, London 1990• Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication• Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication• Grover, B.L: A New look on Modern Indian History• Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt. Ltd.• Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication• Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication• Mishra, B.B. (1972), Administrative History of Modern India, Oxford University Publication• Mishra, J.P.: Aadhunik Bharat Ka Itihas, Uttar Pradesh Granth Academic, Prabhag• Mittal, S.C.: Bharat Ka Saamajik aur Aarthik Itihas (1758–1947)• Muir, Ramssay: (1969) The Making of British India, Oxford University Press• Prasad, Ishwari & Subedar: (1951) History of Modern India (English or Hindi), Indian Press• Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan• Sarkar, Sumit: (1983) Modern India, Macmillan• Shukla, R.L. (ed.): Aadhunik Bharat Ka Itihas (Hindi), Delhi University Publication		

Semester:	VIII	4th Year
Course Code:	A050803T	
Course Title:	History of U.S.A. (1862-1945)	
Credit: 05	Maximum Marks: 100	
Course Objectives: <ul style="list-style-type: none">• This paper intends to introduce students to the history of USA during the late nineteenth century and first half of the twentieth century.• Understand the causes of American civil war and their impact on USA.• Examine the role of Abraham Lincon in resolving the problem of slavery.• To be familiar with Administration of Theodore Roosevelt.• Understand the utility of Washington conference in favour of USA.• To be familiar with great depression and their impact on American Economy.		
Learning Outcome: <p>This paper acquaint students with the Presidentship of Abraham Lincoln, Theodore Roosevelt, F.D. Roosevelt and their reforms. It also gave a detailed knowledge about the historical background of Civil War in USA, Pan-American Movement, Washington Conference and the Great Depression.It also chart the political history of USA during the First and Second World War</p>		

Unit	Course Content
I	Abraham Lincoln and American Civil war, Pan-American Movement. Theodore, Roosevelt.
II	Ist World War, Wilson's Fourteen Points and Paris peace Conference.
III	Washington Conference, the Great depression, The New Deal and Franklin D. Roosevelt.
IV	America in the II nd World War, America and U.N.O.
References: <ul style="list-style-type: none"> • Morison, S.E. : The Oxford History of the American People • Parks, B. : History of America • सक्सेना, बी०बी० : संयुक्त राज्य अमेरिका का इतिहास • माथुर, एस०बी० : संयुक्त राज्य अमेरिका का इतिहास • दातार, किरण : अमेरिका का इतिहास 	

Semester:	VIII	4th Year
Course Code:	A050804T	
Course Title:	History of Europe (1815-1919)	
Credit: 05	Maximum Marks: 100	
Course Objectives:		
<ul style="list-style-type: none">• This paper intends to familiarize students with a significant period of history that shaped Modern Europe.• Familiar with the History of Europe from the early nineteenth century to the first two decades of the twentieth century.• Understand the Unification Process of Italy and Germany.• Compare the Italian Unification with German Unification.• Explain the causes and consequences of First World War.		
Learning Outcome:		
<p>This paper introduce students to the significant developments in the European history during thenineteenth and early twentieth century. It gave a detailed description of Metternich system, Eastern question, unification of Italy and Germany. Italso enlighten them about the Revolutionsof 1830 and 1848 as well as Bolshevik Revolution (1917). It inform us about the historical background of the First World War and major events like scramble for Africa, Balcan Wars andMoroccan crisis that went into the making of First World War. It also elaborate the outcome of First World War by primarily focusing on the Paris Peace Conference</p>		

Unit	Course Content
I	Metternich System, Revolution of 1830 & 1848, Unification of Italy and Germany, Eastern Question, Otto Von Bismarck – Internal and Foreign policy, Kaiser William II.
II	Anglo-German Relation upto 1st World War, Scramble of Africa, Balkan Problem, Moroccan Crisis.
III	British Foreign Policy, Causes of the First World War,
IV	Bolshevik Revolution, Paris Peace Conference.
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(Handwritten signatures)