

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-Rastrakutas-Rajputs-Nalanda, Taxila, Vikramasila and Vallabi Universities.

Unit-III

Arab and Turkush Invasions-Muhammad Ghorī, 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

- 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, Sayyed and Lodi dynasties-Reforms of Alla-ud-din-Khilji, Mahummad-Bin-Tugluq and Firuj-Shah-Tugluq-Divine of 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-Divide 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 Blakswan, 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:

1. J.N.L.Baker., History of Geographical Discoveries and Explorations, Cooper Square Publishers, 2008.
2. H.A.L. Fisher., History of Europe, Royal National Institute of the Blind, 1939.

3. H.A.L. Fisher., A History of Europe, Eyre & Spottiswoode, 1952.
4. Rose Barling, Valerie Boyes., The Renaissance, Jhon Murray Publishers, 1995.
5. David Thomson., Europe since Napoleon, Penguin Books, 1990.
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
11. C.D. Hazen, Modern Europe up to 1945
12. Christopher Hill., From Reformation to Industrial Revolution
13. G.R Elton., Reformation Europe, 1517-1559
14. The New Cambridge Economic History of Europe, Vol. I, VII

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 synapses/Write articles to the reputed journals and Magazines
- Photos Exhibitions/Visit to the Museums/Tourist Places