

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: Modern World: Major trends (A.D. 1500-1900)

Programme: MA History
Semester: II
Name of the Teacher: Dr. Amandeep Kaur
Availability Timings: 9:00AM to 3:00PM
E-mail: amandeepk@gmail.com

Objectives of the Course: This course aims at acquainting students with major trends of modern world; its changes from middle age to modern age via its three events: geographical discoveries, renaissance and reformation. It also aims at acquainting students with the revolutions of France, America, which brought new ideas of liberty, equality and fraternity.

Course Content:

UNIT-1

1. Expansion of western world
2. Renaissance
3. Reformation

UNIT-2

4. Enlightenment
5. Emergence of Nation states
6. Growth of parliamentary system

UNIT-3

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

UNIT-4

10. Growth of nationalism: unification of Italy and Germany
11. Rise of Socialism
12. New Imperialism

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week
- Assignments: the students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentation
- Discussion and debate methods
- Quiz

Programme Learning Outcomes:

Learning Outcomes:

A. Knowledge and understanding

Students will

- Know how to define the various events of western Europe which brought new awakening to the world.
- Understand and explain the basic concepts associated with the Modern World, e.g. Capitalism, Individualism, Humanism, Socialism, Communism etc.
- Students will understand and be able to describe the differences between the various forms of Government: Monarchical Governments and Parliamentary governments.

B. Intellectual Skills

Students will be able to

- Learn the expansion of western world by various Geographical discoveries of Italian & Spanish adventurous sailors.
- Analyze the epoch making events of Renaissance and Reformation which brought enlightenment to the western world.
- Analyze the causes, events and impact of French Revolution of 1789.
- Think critically about the concept of new imperialism in the form of colonialism of western countries in various countries of Asia, Africa and America.

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
Continuous internal evaluation		
1. Class tests (unit wise)	40%	After each unit
2. Student seminars		Every week
3. In house exams	40%	Last week of March
End of semester exam	40%	Last week of April onwards

Teaching Outline:

Unit	Teaching Dates
I	15 Jan – 3 Feb
II	4 Feb – 28 Feb
III	2March – 23March
IV	25March – 16 April
Revision	Till the commencement of final Exams

Attendance Policy: lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Prescribed Book: Jain and Mathur, *World History (1500-1950 A.D.)*, Jain Prakashan Mandir, Chaura Rasta, Jaipur, 2001.

References Reading:

1. John A. Garraty and Peter Gay, *'The Columbia History of the World,'* Harper and Row Publishers, New York, 1986.
2. Keith W. Olsan, *An outline of American History*, united states information agency, USA.
3. Chris Harman, *A people's History of the world* orient Longman, Hyderabad, 2006.
4. David Thomson, *Europe since Napoleon*, Penguin London, 1976.
5. H.M. Vinacke, *A History of the far East in Modern Times*, George Allen and Unwin, London, 1967.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: Society and culture in India from 1200-1750 AD

Programme: M.A History

Semester: II

Name of Teacher: Dr.Suman Chopra

Availability Timings: 9.00 am to 4.00 pm

Email:sumanchoprahistorylkc@gmail.com

Objectives of the Course:

This course introduces the students how India's society and culture undergoes a sea change during the medieval time. It aims to teach them, how, political developments in a country are shaped and influenced by the social, religious, economical, educational and cultural conditions, gaining ascendancy in the country. Further, it provides the students a glimpse of all those moments and circumstances which framed the Indian Hindu culture to a composite culture and took it to the acme of success.

Course Contents:

The course provides an introduction to the scientific study of:

UNIT I

1. Rural social structures: Composition, Stratification, Village Community
2. Urban social structure: Composition, caste and communities, urban life, rural-urban network.
3. The standard of living in India: The Peasantry, the Urban Poor, Middle Strata and the Upper classes.

UNIT-II

4. Islam and Concept and Practice of Sufism
5. Bhakti movements: Early origins, popular Bhakti Movement in North India, and The Vaishnavite Movement.
6. Social Condition of the People: Domestic Life, Comforts Amusements and Recreation and Position of Women and Customs

UNIT-III

7. Architecture: Sultanate, Mughal
8. Regional Architecture: Vijayanagar, Bahmani, Sharki and Suri Styles
9. Paintings : Mughal, Rajput and Kangra School of Painting .

UNIT-IV

10. Language and Literature: Persian, Sanskrit, Hindi and regional languages and their literature.
11. Ruling Classes, State and Orthodoxy.
12. Regional and Sectarian communities: evolution of composite culture.

Detailed course contents are also available at www.gndu.ac.in

Teaching methods:

- Lectures: six per week.
- Student seminars: one per week.
- Assignments: the students will be asked to read the prescribed and reference books and prepare seminars on given topics.
- Powerpoint presentations.
- Discussion on specific topics.
- Quiz

Programs learning outcomes:

- Learning outcomes

A. Knowledge and understanding:

Students will

- know about the richness of the Indian culture during the medieval period.

- understand and explain the basic concepts associated with the different aspects of socio cultural life of the above mentioned period.
- understand the difference between the Hindu Muslim religious movements, customs, traditions, languages, literature and art and architecture.
- get to know, how cultures of Hindu and Muslim societies influence each other.

B. Intellectual skills:

- Students will be able to understand, " civilization is social order promoting cultural creations."
- They will get to know, how the specific culture leads to universal culture and tribe nationalism to a unified world society.
- Students will learn to think critically about different aspects of human society and culture.
- Students will get enlightened about cultural and social organizations.
- They will come to know, how the clashes between the native and foreign forces arose and finally absorbed and gave birth to a new culture popularly known as the 'composite culture'.

C. Practical skills:

- Students will learn to make assignment and prepare seminars.
- They will be able to analyse the relation of the past with the present situations.
- It will help them to get prepared for the various competitive exams.
- It will develop analytical skills among them.

Modes of assessment	Minimum score required to qualify to the next exam/class	Schedule
Continuous internal evaluation(CIE)		
1. Class test (Unit wise)	40%	After each unit
2. Student seminars		Every week
3. House exams	40%	Last week of September

4. End of semester exam	40%	Last week of November onwards.
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Teaching Outline:

Unit	Teaching Dates
I	15 January to 3 February
II	4 February to 28 February
III	2 March to 23 March
IV	25 March to 15 April
Revision	Till commencement of final exams.

Attendance Policy:

Lecture attendance is mandatory. Students are expected to maintain 75% attendance of the total lectures delivered, failing which they will be detained for appearing in university exams.

Recommended Readings

Yadava, B.N.S., Society and Culture of Northern India in the Twentieth Century, Central Book Depot, Allahabad, 1973.

Ashraf, K.M, Life and Conditions of the People of Hindustan (1200-1550 A.D), Delhi, 1978.

Raychaudhuri , Tapan and Irfan Habib (eds.), The Cambridge Economic History of India, Vol. I, CUP, Cambridge, 2004

Majumdar, R.C., (ed.), The Mughal Empire, Bhartiya Vidya Bhavan Series, Bombay, 1970.

Chandra, Satish, Medieval India: Part I and II, Har Anand Publications, Delhi, 1997.

Reference Readings

Asher, Catharine, Architecture of Mughal India, OUP, Cambridge 1992.

Banga Indu (ed), The City in Indian History, Urban Demography, Society and Politics Manohar, Delhi, 1991.

Baach Milo , Mughal and Rajput Paintings: The New Cambridge History of India Series, Delhi 1992.

Dilbagh Singh, The State, Landlords and the Peasants: Rajasthan in the 18th Century, Delhi, 1985.

Habib, Irfan (ed), Agrarian System of Mughal India, 1526-1707, OUP, New Delhi, 2005.

Hasan S. Nural, Thoughts on Agrarian Relations in Mughal India, PPH, Delhi,1973.

Koch Ebba, Mughal Architecture: A History of its Buildings and Development (1528-1850), Munich 1999.

_____, Mughal Art and Imperial Ideology, Delhi, 2001.

Moreland, W.H., Agrarian System of Moslem India: A Historical Essay with Appendices, Delhi,1968.

Richards, J.F. (ed) Power, Administration and Finance in Mughal India, Britain, Variorum, 1993.

Chandra, Satish, Mughal Religious Policies, The Rajputs and Deccan, Delhi, 1993

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: PAPER-III (Opt b): POLITY, ECONOMY AND SOCIETY IN THE PUNJAB (A.D. 1799-1849)

Programme:	MA History
Semester:	II
Name of the Teacher:	Dr. Karanbir Singh
Availability Timings:	9:00AM to 3:00PM
E-mail:	karanbirpuchd@gmail.com

Objectives of the Course: This paper is designed to familiarize students with important developments in Sikh history after the birth of Ranjit Singh. The aim of the course is to educate students how Ranjit Singh established a strong Sikh Empire and what kind of major changes in political, social, religious, economic and cultural fields occurred during his rule. The objective of this course is to familiarize students with the contribution of Ranjit Singh in history.

Course Content

The syllabus comprehensively covers the political background of the late 18th century. The different topics deal with the rise of the Sukherchakia misl, Unification and Expansion Under Ranjit Singh, Decline and Fall of the Kingdom of Lahore, Nature of Monarchy, Central and Provincial Government in the Kingdom of Lahore, Land Revenue Administration, The Ruling Classes, The Jagirdars, Dharmarth Grants, The Intermediaries and the Peasantry, The Mercantile Classes and Social Mobility etc. It examines the nature of changes occurred during the rule of Ranjit Singh in the lives of people.

Detailed Course contents: Available
at <http://gndu.ac.in/syllabus/201314/ARTSOC/MA%20HISTORY%20SEMESTER%20I%20to%20IV%20FOR%20COLLEGES.pdf>.

What will be the Teaching Methods:

- Lectures : Six per week
- Student Seminars : one per week
- Assignments : The students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentations PPT to made on some important topics
- Quiz and debate General Question answers in the class.

Programme Learning Outcomes:

The students will understand the importance of the Sikh rule in history. They will also learn how Ranjit Singh established himself as a great ruler and left his footprints in the dunes of history.

Knowledge and understanding

Students will

- Know about the personality of Ranjit Singh.
- Know the victories of Ranjit Singh
- Students will know about the political, social, cultural changes during the 1799-1839.
- Student will understand the nature of Ranjit Singh's kingdom.

Intellectual Skills

Students will be able to

- Acquire General knowledge.
- Prepare for competitive exams
- Analyze national and international happenings.

Methods and Assessment:

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
1. Class tests (unit wise)	40%	After each unit
2. In house exams	40%	Last week of March

Teaching Outline:

Unit	Teaching Dates
I	15Jan –3 Feb
II	4Feb – 28 Feb
III	2 March – 23 March
IV	25 March – 15 April
Revision	Till the commencement of final Exams

Attendance Policy: Lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Prescribed Books:

1. Fauja Singh, *Some Aspects of State and Society under Ranjit Sijgh*, New Delhi 1982.
2. G.L.Chopra, *The Punjab As a Sovereign State*, VVRI., Hoshiarpur, 1960.
3. Indu Banga, *Agrarian System of the Sikhs: Late Eighteenth and Early Nineteenth Century*, Manohar, New Delhi, 1978.
4. _____, (ed.) *Five Punjabi Centuries: Polity, Economy, Society, and Culture (C.1500-1990)*, Manohar, New Delhi, 1997.
5. _____, “The Ruling Class in the Kingdom of Lahore”, *Journal of Regional History*, III, 1982, pp 15-24.
6. Radha Sharma, *Ranjit Singh Kal Di Kissani Da Samaj Shastri Adhiyan*, Patiala 1999.
7. _____, *Peasantry and the State:Early Nineteenth Century Punjab*, K.K. Publications, Simla 2000.
8. _____, *The Lahore Darbar*, G.N.D. University, Amritsar 2001.

References Reading:

1. Badan Powell, *The Land System of British India* Vo. II, Delhi 1974 (reprint –first published 1892)
2. Bhatti, Indryas, *Nobility under the Lahore Darbar (1799-1849)*, M. Phil. Dissertation, Amritsar,1981.
3. Bikramjit Hasrat, *Life and Time of Ranjit Singh*, VVRI, Hoshiarpur, 1977.

4. Fauja Singh Bajwa, *Military System of the Sikhs (1799-1849)*, Motilal Banarsidass, Delhi 1964.
5. Harish C. Sharma, "Artisans", *Maharaja Ranjit Singh Society and Economy* (ed. Indu Banga and J.S.Grewal), G.N.D. University, Amritsar, 2001, pp 107-86
6. Indu Banga, "State Formation Under Sikh Rule", *Journal of Regional, History*, Vo. I, 1980, pp 15-35.
7. _____, "Social Mobility in the Punjab Under Maharaja Ranjit Singh", *Maharaja Ranjit Singh and His Times* (eds.J.S.Grewal & Indu Banga), G.N.D.University, Amritsar 1980, pp 125-37.
8. J.S.Grewal, *The Reign of Maharaja Ranjit Singh Structure of Power, Economy and Society*, Sita Ram Kohli Memorial Lectures, Punjabi University, Patiala 1981.
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9. _____, *Maharaja Ranjit Singh, Polity, Economy and Society*, G.N.D.University, Amritsar, 2001.
10. _____, *Early Nineteenth Century Punjab*, G.N.D. University,Amritsar,1979.
11. _____, *The Cambridge History of India: The Sikhs of the Punjab*, CUP, Cambridge,1994.
12. Khushwant Singh, *A History of the Sikhs-II: 1839-1964*, Princeton University Press, Princeton, 1966.
13. Radha Sharma, "State Policy and Agrarian Classes in the Punjab", *Journal of Regional History, Amritsar*.
14. Sinha, N.K.*Ranjit Singh*, A.Mukherjee & Co., Calcutta, 1968.
15. Sita Ram Kohli, *Sunset of the Sikh Empire*, Orient Longman, New Delhi,1967.
16. Sulakhan Singh, "Patronage of the Udasis", *Maharaja Ranjit Singh and His Times*, G.N.D,University, Amritsar,1980, pp 103-16.
17. S.S.Bal, *British Policy towards the Punjab (1844-49)*, New Age Publishers, Calcutta, 1971.

E- Resources:

1. <http://shodhganga.inflibnet.ac.in>
2. Youtube lectures

CURRICULUM PLANNING AND IMPLEMENTATION

<u>Course Name:</u>	Urban And Agrarian Economy In India Upto 1200 A.D. .
<u>Programme:</u>	M.A. History
<u>Semester:</u>	II
<u>Name of the Teacher:</u>	Prof. Sandeep Kaur
<u>Availability Timings:</u>	9:00AM to 3:00PM
<u>E-mail:</u>	dhadda.sonu@yahoo.com

Objectives of the Course

The paper is designed to familiarize students with the History of India ranging from time period upto 1200 A.D. The paper endeavors to fill the major source of economy in India during that time. In ancient age, the paper covers all the economical aspects and coinage and currency commencing from the raids of Ghaznavi and Ghori, to the establishment of the Delhi Sultante.

Course Content

The syllabi of the course comprehensively cover the major aspects of Urban and Agrarian economy ranging from Prehistoric Period to Indus Valley and Gazni Ghori raids to the Slave Dynasty. The course also includes the land rights and trade. The economic role of temple shows as source of income for country. The course content also includes a milieu of peasantry class and social and economic role of peasants in all spheres. Foreign trade and internal trade highlights the trade and economy.

This course provides **Detailed Course contents:** **Available at** <http://gndu.ac.in/syllabus/201314/ARTSOC/MA%20HISTORY%20SEMESTER%20%20to%20IV%20FOR%20COLLEGES.pdf>.

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: One per week
- Assignments: The students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentations
- Quiz and debate.

Programme Learning Outcomes:

A. Knowledge and understanding

Students shall:

- Know about important historical ideas of Prehistoric and Ancient age.
- Know how the economic structure of the society.
- Students will know urban and agrarian economy upto 1200 A.D.
- Student will understand the nature of society and culture in contemporary times.

B. Intellectual Skills

Students will be able to:

- Acquire General knowledge.
- Prepare for competitive exams
- Analyze prehistoric, ancient age and related facts.

Methods and Assessment:

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
3. Class tests (unit wise)	40%	After each unit
4. In house exams	40%	Last week of March

Teaching Outline:

Unit	Teaching Dates
I	15 January –7 February
II	8 February – 2 March
III	3 March – 2April
IV	4 April – 29 April
Revision	Till the commencement of final Exams

Attendance Policy: Lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Recommended Readings:

1. *Ancient India*, Ministry of Information and Broadcasting, Government of India, New Delhi, 1995.
2. Jha, D.N., *Ancient India- In Historical Outline*, Manohar, New Delhi, 1998.
3. Sharma, Ram Sharan, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.
4. _____., *Perspectives in Social and Economic History of Early India*, Munshiram Manoharlal, New Delhi, 1995.
5. _____., *Social Change in Early Medieval India (Circa AD 500-1200)*, PPH, New

Delhi, 1993.

6. Thapar, Romila *A History of India*, Vol. I, Penguin Books, London, 1981.

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7. Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the*

12th Century, Longman, Delhi, 2009.

Reference Readings:

1. Basham, A.L., *The Wonder That Was India*, Fontana, London, 1977.

2. Gopal, Lallanji, *Economic Life of Northern India A.D. 700-1200*, Motilal Banarsidass,

New Delhi, 1995.

3. Jha, D.N., *Economy and Society in Early India – Issues and Paradigms*, Munshiram

Manoharlal, New Delhi, 1995.

4. Ray, Himanshu Prabha, “Trade and Contacts”, in *Recent Perspectives of Early Indian*

History (ed Romila Thapar), Popular Prakashan, Bombay, 1995, pp 142-75.

5. Sahu, Bhairabi Prasad (ed), *Iron and Social Change in Early India*, Oxford University

Press, New Delhi, 2006.

6. Sharma, Ram Sharan, *Early Medieval Indian Society: A Study in Feudalisation*, Orient

Longman, Kolkata, 2001.

7. _____., *Urban Decay in India (c. 300 – c.1000)*, Munshiram Manoharlal, New Delhi,

1987.

8. Stein, Burton, “Economic Functions of a Medieval South Indian Temple”, *Journal of*

Asian Studies, Vol. XIX, No 2, 1980, pp163-76.

9. Thakur, V.K., *Urbanisation in Ancient India*, Abhinav Publications, New Delhi, 1981.

10. Thapar, Romila, *Asoka and the Decline of the Mauryas*, Oxford University Press, New

Delhi, 1997.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: Economic History of Modern India (A.D.1757-1857)

Programme: MA History
Semester: II
Name of the Teacher: Prof. Suraj Bhagat
Availability Timings: 9:00AM to 3:00PM
E-mail: surajbhagat80@gmail.com

Objectives of the Course: This course aims to acquainting students with economic background, Agrarian economy and land revenue settlement. It acquainting students with Indian business enterprise, managing agency and for an enterprise and under the study period.

Course Content:

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week

- Assignments: the students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentation
- Discussion and debate methods
- Quiz

Programme Learning Outcomes:

Learning Outcomes:

C. Knowledge and understanding

Students will

- students will know how to define economic background of mid 18th century under British period.
- Student will understand and be able to explain the basic concepts associated with various land revenue settlements e.g. zamindari, ryotwari, and mahalwari.
- Students will understand and be able to describe the foreign enterprise and investment in India during British rule.

D. Intellectual Skills

Students will be able to

- learn the decline of handicraft and De - industrialization under British period.
- Analyze the commercialization of agriculture and its impact on agrarian economy.
- Analyze the causes and impact of foreign enterprise and investment.
- Think critically about the concept of economic drain and its impact on Indian economy.

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
Continuous internal evaluation		
5. Class tests (unit wise)	40%	After each unit
		Every week
6. Student seminars	40%	Last week of March
7. In house exams		
End of semester exam	40%	Last week of April onwards

Teaching Outline:

Unit	Teaching Dates
I	15 Jan – 3 Feb
II	4 Feb – 28 Feb
III	2 March – 23 March
IV	25March – 15April
Revision	Till the commencement of final Exams

Attendance Policy: lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Recommended Readings

Romesh C. Dutt, *The Economic History of India*, Vol. I & II, Publication Division, Delhi, 1970.

Dharma Kumar and Meghnad Desai (eds.), *The Cambridge Economic History*, Vol. II 1757-1977, Orient Longman, Delhi, 1977.

Sabyasachi Bhattacharya, *Financial Foundations of the British Raj*, Orient Longman, Delhi, 2005.

Rajat K. Ray (ed) *Entrepreneurship and Industry in India, 1800-1947*, OUP, Delhi, 1994.

H. Bhattacharya, *Aspects of Indian Economic History (1750-1950)*, Calcutta, 1986.

Reference Reading:

Asiya Siddiqi, *Agrarian Change in Northern Indian State*, OUP, Oxford, 1973.

D. Rothermund, *Asian Trade and European Expansion in the Age of Mercantilism*, Manohar
New Delhi, 1981.

D.R. Gadgil, *Industrial Evolution of India in Recent Times*, OUP, Oxford, 1972.

N. Mukherjee, *The Ryotwari System in Madras 1792-1827*, Calcutta, 1962

R.P. Dutt, *India Today*, Manisha, Calcutta, 1979.

Surendra Gopal, *Commerce and Crafts in Gujrat*, New Delhi, 1975.

S. Gopal, *Permanent Settlement in Bengal and its Results*, OUP, London, 1949.

V.B. Singh (ed), *Economic History of India*, Allied Publishers, New Delhi, 1975.

D. Bhattacharya, *A Concise History of Indian Economy*, Prentice Hall, New Delhi
1977.

Girish Mishra, *An Economic History of Modern India*, Pragati Publishers, New
Delhi, 1979.

P.C. Joshi, "Decline of Indigenous Handicrafts I U.P", pp 24-35, Vol. I, No.1,
Indian Economic and Social History Review.

A.C. Staples, "Indian Maritime Transport" pp 61-99, Vol. III, No.1 (IESHR)

Susil Chaudhri, "Problems of Financing E.I.C.'s Investments in Bengal", pp 109-
133, Vol. VIII,

No.2 (IESHR)

K.N. Chaudhari, "Indian Textile Industry in 17th and 18th C." 127-182, Vol XI,
No.2-3 (IESHR)

R. Ray, "The Bengal Zamindars" pp 263-292, Vol. XII, No.3 (IESHR)

_____, "Land Transfer and Social Change under Permanent Settlement",
Vol. XI, No.1,

pp 1-45 (IESHR)

P.S. Nickles, "A New Look at Productivity in the New England Cotton Textile
Industry, 1830-

60", pp 889-910, Vol. XXXIX, No.4, *Journal of Economic History*.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: The National Movement (1920-1947)

Programme: MA History
Semester: IV
Name of the Teacher: Dr. Amandeep Kaur
Availability Timings: 9:00AM to 3:00PM
E-mail: amandeepk@gmail.com

Objectives of the Course: This course aims at acquainting students with major events of national movement of India from 1920 to 1947 via its three Gandhian mass movement : Non-Cooperation , Civil Disobedience , Quit India . It also aims at acquainting students with the second phase of revolutionaries and emerging communism among Indian nationalist.

Course Content:

UNIT-I

1. Khilafat and Non-Cooperation
2. Sequel to Non-Cooperation, Gandhi's Mass Contact Programme, The Swarajist Party.
3. Revolutionary Terrorists, Naujwan Bharat Sabha, HSRA.

UNIT-II

4. The Communal Question
5. Civil Disobedience
6. Act of 1935, Elections of 1937

UNIT-III

7. The Communist Movement and Rise of Left Wing within the Congress
8. World War II and the Nationalist Dilemma
9. The Quit India

UNIT-IV

10. The Demand for Pakistan.
11. Shimla Conference and Cabinet Mission
12. Independence and Partition of India

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week
- Assignments: the students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentation
- Discussion and debate methods
- Quiz

Programme Learning Outcomes:

Learning Outcomes:

E. Knowledge and understanding

Students will

- Know how to define the various events of National Movement which brought new awakening to the India.
- Understand and explain the basic concepts associated with the national Indian movement, e.g. Khilafat, Gandhi's Mass contact, Revolutionary and Communist Movement etc.
- Students will understand and be able to describe the causes for the independence and partition of India.

F. Intellectual Skills

Students will be able to

- Learn the causes ,events and impact of the Gandhian Mass Movements.
- Analyze the concepts and methods of Revolutionaries.
- Analyze the causes of communal tension among Hindus and Muslims over politics.
- Think critically about the new concept of communist movement and rise of left wing within the Congress.

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
Continuous internal evaluation		
8. Class tests (unit wise)	40%	After each unit
		Every week
9. Student seminars	40%	Last week of March
10. In house exams		
End of semester exam	40%	Last week of April onwards

Teaching Outline:

Unit	Teaching Dates
I	15 Jan – 3 Feb
II	4 Feb – 28 Feb
III	2 March – 23 March
IV	25 March – 15 April
Revision	Till the commencement of final Exams

Attendance Policy: lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Recommended Readings:

Bipan Chandra, *Nationalism and Colonialism in Modern India*, Delhi, 1978.

_____, *Essays on Indian Nationalism*, Har-Anand, New Delhi, 2006.

Jalal, Ayesha, *Jinnah: The Sole Spokesman*, OUP, Oxford, 1987.

Moore, R.J, *The Crisis of Indian Unity*, OUP, Delhi, 1974.

Sumit Sarkar, *Modern India*, Macmillan, Delhi, 1983.

Sekhar Bandopadyay, *Nationalist Movement in India: A Reader*, OUP, New Delhi, 2009.

Dharmjit Singh, *Lord Linlithgow in India (1936-1943)*, ABS Publications, Jalandhar 2005.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: Indian Historiography

Programme: M.A History

Semester: IV

Name of Teacher: Dr.Suman Chopra

Availability Timings: 9.00 am to 4.00 pm

Email:sumanchoprahistorylk@gmail.com

Objectives of the Course:

This course is drafted to make the students of history mindful about the evolution in historical writing. It focussed on enlightening them the ancient, medieval and modern historiography. It will elucidate the students that historiography or history of historical writing currently emerged as a subject of captivating study. It will not only enable them to perceive history from different aspects but also guide them to re-script history from different viewpoints.

Course Contents:

The course provides an introduction to the scientific study of:

UNIT-I

Imperialist

1. V.A. Smith
2. W.H.Moreland
3. Vera Anstey

UNIT-II

Nationalist

4. R.C.Majumdar
5. Dadabhai Naoroji
6. Ravindra Kumar

UNIT-III

Marxist

7. D.D. Kosmbi
8. Irfan Habib
9. R.P.Dutt

UNIT-IV

Subaltern

10. Ranajit Guha
11. Shahid Amin
12. Gyanendra Pandey

Detailed course contents are also available at www.gndu.ac.in

Teaching methods:

- Lectures: six per week.
- Student seminars: one per week.
- Assignments: the students will be asked to read the prescribed and reference books and prepare seminars on given topics.
- Powerpoint presentations.
- Discussion on specific topics.
- Quiz

Programs learning outcomes:

-Learning outcomes

A. Knowledge and understanding:

Students will

- Know about the method of writing history.

- Understand the excellent works of many scholars, philosophers, theorists and critics.
- Get to know that thoughtful authentic and systematic study of history is not merely for enriching the social theory or for understanding the past as knowledge, but for acquiring a new philosophical outlook.
- Learn to investigate rationally the truths and principles of knowledge.
- Learn to deal with the various aspects of the widened scope of history.

B. Intellectual skills:

- Students will be able to interpret the changing and wider meanings of history.
- Varied viewpoints of historians will illuminate the minds of the students.
- Students will be capable of perceiving the present by exploiting the past understanding.
- Students will learn a drastic change in approach, treatment and technique of historical literature.
- Students will be able to understand the new genre of history writing i.e. imperialist, nationalist, Marxist and Subaltern historiography.

C. Practical skills:

- Students will learn to make assignment and prepare seminars.
- They will be able to analyse the relation of the past with the present situations.
- It will help them to get prepared for the various competitive exams.
- It will develop analytical skills among them.

Modes of assessment	Minimum score required to qualify to the next exam/class	Schedule
Continuous internal evaluation(CIE)		
5. Class test (Unit wise)	40%	After each unit
6. Student seminars		Every week
7. House exams	40%	Last week of September

8. End of semester exam	40%	Last week of November onwards.
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Teaching Outline:

Unit	Teaching Dates
I	15 Jan to 23 February.
II	4 February to 28 February.
III	2March to 23 March.
IV	25March to 15April.
Revision	Till the commencement of final exams

Attendance Policy:

Lecture attendance is mandatory. Students are expected to maintain 75% attendance of the total lectures delivered, failing which they will be detained for appearing in university exams.

Recommended Readings

1. S.P. Sen (ed), History and Historiography in Modern India, Calcutta, 1973.
2. C.H. Phillips (ed), Historians of India, Pakistan and Ceylon, OUP, London, 1967.
3. S.K. Mukhopadhyay, Evolution of Historiography in Modern India 1900-1980, Calcutta, 1980. 49 M.A. (HISTORY) FOR COLLEGES (SEMESTER-IV)
4. B.N. Ganguli, Indian Economic Thought: Nineteenth Century Perspectives, Tata McGraw-Hill, New Delhi, 1977.
5. B. Sheik Ali, History : Its Theory and Method, Macmillan, Madras, 1990.
6. Irfan Habib, Essays in Indian History: Towards Marxist Perception, Tulika, New Delhi, 1995.
7. Harbans Mukhia (ed), The Feudalism Debate, Manohar, New Delhi, 2000.

References:

1. Viney Lal, *The History of History: Politics and Scholarship in Modern India*, OUP, New Delhi, 2003.
2. Bipan Chandra, *Essays on Colonialism*, Orient Longman, Hyderabad 2006. R.P.Dutt, *India Today*, Manisha, Calcutta, 1979.
3. Sumit Sarkar, *Writing Social History*, OUP, New Delhi, 2005.
4. Ranajit Guha, *Subaltern Studies : Writings on South Asian History and Society*, Vol. I, OUP, New Delhi, 2007.
5. Ravindra Kumar, *Essays in the Social History of Modern India*, OUP, Calcutta, 1986.
6. E. Sreedharan, *A Textbook on Historiography, (500 BC – 2000 AD)*, Orient Longman, Hyderabad, 2005.
7. *Economic and Political Weekly*, Vol. XLIII, No.30, (Special No. on D.D. Kosambi) July 26 – August 1, 2008.
8. Shahid Amin, *Alternative Histories: A View from India*, Sephis – CSSSC, Calcutta, 2002.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: History of Ideas

Programme:	MA History
Semester:	IV
Name of the Teacher:	Dr. Karanbir Singh
Availability Timings:	9:00AM to 3:00PM
E-mail:	karanbirpuchd@gmail.com

Objectives of the Course: This paper is designed to familiarize students with important thought processes of the history which caused major changes in political, social, religious, economic and cultural fields. The objective of this course is to initiate a dialogue between past ideas and present ones in the perspective of contemporary developments.

Course Content

The syllabi of the course comprehensively cover the major ideas of Indian polity and religion ranging from Vedic times to Reformist movements in modern India. In international perspective, the ideas of colonialism, imperialism, utilitarianism, liberalism, nationalism, internationalism, socialism, communism, secularism and humanism are part of the course content. It examines the nature of changes occurred due to the influence of these ideas in the lives of people.

Detailed Course contents: Available
at <http://gndu.ac.in/syllabus/201314/ARTSOC/MA%20HISTORY%20SEMESTER%20I%20to%20IV%20FOR%20COLLEGES.pdf>.

What will be the Teaching Methods:

- Lectures : Six per week
- Student Seminars : one per week

- Assignments : The students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentations PPT to made on some important topics
- Quiz and debate General Question answers in the class.

Programme Learning Outcomes:

The students will understand the importance of ideas in historical outline. How ideas evolved and how these ideas changed the discourse of world polity, society, economy and culture.

Knowledge and understanding

Students will

- Know about important historical ideas of the world.
- Know how these ideas developed.
- Students will know the changes these ideas brought into human life.
- Student will understand the nature of contemporary happenings in the perspective of past.

Intellectual Skills

Students will be able to

- Acquire General knowledge.
- Prepare for competitive exams
- Analyze national and international happenings.

Methods and Assessment:

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
11. Class tests (unit wise)	40%	After each unit
12. In house exams	40%	Last week of March

Teaching Outline:

Unit	Teaching Dates
I	15 Jan –3 Feb
II	4 Feb – 2 March
III	3 March – 23 March
IV	25 March – 15 April
Revision	Till the commencement of final Exams

Attendance Policy: Lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Prescribed Book:

IGNOU Booklets and personal notes.

References Reading:

Romila Thapar, *The Penguin History of Early India from the Origins to A.D. 1300*, Penguin, London, 2005.

A.L.Basham, *The Wonder That was India*, Rupa, New Delhi, 2002.

S.Chandra, *Historiography, Religion and State in Medieval India*, Har-Anand, New Delhi, 1996.

J.S. Grewal, *Guru Nanak in History*, Panjab University, Chandigarh, 1998.

Thomas R. Metcalf, *Ideologies of the Raj*, CUP, New Delhi, 1995.

K.W.Jones, *Socio-Religious Reform Movements in British India*, CUP, New Delhi, 1994.

Ward, Barbara, *Five Ideas That Changed the World*, Hamish Hamilton, London, 1959.

Bipan Chandra, *Communalism: A Primer*, Anamika, New Delhi, 2004.

A. Appadorai, *Indian Political Thinking in the Twentieth Century from Narorji to Nehru: An Introductory Survey*, Calcutta, 1979.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: Paper III (Opt.B) Contemporary Punjab

Programme:	M.A. History
Semester:	IV
Name of the Teacher:	Prof. Sandeep Kaur
Availability Timings:	9:00AM to 3:00PM
E-mail:	dhadda.sonu@yahoo.com

Objectives of the Course: This course aims at acquainting students with history of Punjab from 1947. It also aims to show how the Punjab divided into two parts. Partition and Rehabilitation were two main aspects of this paper. Punjab became new state in 1966. Centre –state relation and the Punjab crisis highlights major problems at that time. Status of the Punjab in the Union.

Course Content:

UNIT-I

1. Partition and Rehabilitation
2. Punjabi Suba and Territorial Reorganization
3. Green Revolution and its Impact.

UNIT-II

4. Peasant Agitation
5. Political Economy
6. Demographic Changes and Urbanization

UNIT-III

7. Centre – State Relations and the Punjab Crises
8. Emergence of Militancy/Terrorism
9. Impact of Militancy/Terrorism

UNIT-IV

10. Agrarian and Social Crises
11. Punjabi Diaspora
12. Status of the Punjab in the Union

Detailed Course contents: Available at

www.gndu.ac.in

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week
- Assignments: The students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentation
- Quiz and debate

Programme Outcomes:

(knowledge and understanding about the root history of Punjab)

Learning Outcomes:

G. Knowledge and understanding

Students will

- Know about the partition of Punjab Punjab.
- Know about the annexation of the Punjab.
- Impact of green revolution.
- Students will know how freedom fighters played a significant role in freedom struggle.
- Relation between centre and state.

H. Intellectual Skills

Students will be able to

- Acquire General knowledge.
- Prepare for competitive exams
- Analyze the study of Punjab and British administration.

Methods and assessment:

Quality for the Next Exam Class

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
13. Class tests (unit wise)	40%	After each unit

14. In house exams	40%	Last week of March

Teaching Outline:

Unit	Teaching Dates
I	15 January – 2 February
II	4 Feb – 28 February
III	2 March – 29 March
IV	2 April – 22 April
Revision	Till the commencement of final Exams

Attendance Policy: Lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Recommended Readings:

1. J.S.Grewal, *The Sikhs of the Punjab*, OUP, Cambridge, 1990.
2. J.S.Grewal and Indu Banga, *Punjab in Prosperity and Violence*, K.K. Publishers, Chandigarh 1998.
3. Harish K. Puri, Paramjit Singh Judge and Jagroop Singh Sekhon, *Terrorism in Punjab : Understanding Reality at the Grassroots Level*, *Guru Nanak Journal Sociology*, Vol. XVIII No.I, G.N.D. University, Amritsar, 1997, pp. 37-99.
4. Khushwant Singh, *A History of the Sikhs*, Vol. II, OUP, Oxford 1972.
5. Kirpal Singh, *Partition of Punjab*, Punjabi University, Patiala, 1972.
6. Pritam Singh & Shinder Singh Thandi (eds), *Punjabi Identity in Global Context*, OUP, Oxford, 1999.
7. Pritam Singh, *Punjab Economy: The Emerging Pattern*, Enkay Publishers, New Delhi, 1995.

E- Resources:

3. <http://shodhganga.inflibnet.ac.in>
4. You tube lectures

CURRICULUM PLANNING AND IMPLEMENTATION

Economic History of Modern India (A.D. 1858-1947)

Programme: MA History
Semester: IV
Name of the Teacher: Prof. Suraj Bhagat
Availability Timings: 9:00AM to 3:00PM
E-mail: surajbhagat80@gmail.com

Objectives of the Course: This course aims to acquainting students with economic history of modern India; it's various occupational methods, role of a rails and irrigation system under British. It also aims at acquainting students with the cotton textile, jute, iron and steel industry, foreign trade, currency and exchange which brought modern banking system, Fiscal system in India.

Course Content:

UNIT-I

1. Occupational Structure in Modern India
2. Role of Railways
3. Irrigation System

UNIT-II

4. Large Scale Industries – Cotton Textile, Jute, Iron & Steel and Coal Mining
5. Industrial Labour and Government Policy
6. Famines

UNIT-III

7. Foreign Trade
8. Tariff Policy
9. Currency and Exchange

UNIT-IV

10. Modern Banking System
11. Fiscal System
12. Economic Drain

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week

- Assignments: the students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentation
- Discussion and debate methods
- Quiz

Programme Learning Outcomes:

Learning Outcomes:

I. Knowledge and understanding

Students will

- Know how to define various economic changes under British in India.
- Analyze the impact of epoch making events introduction of railways and modern industry in India.
- Describe the first developed banking system, fiscal system and tariff policy under British India.

J. Intellectual Skills

Students will be able to

- Learn the development of modern industry, industrial labour and government policy.
- Analyze the currency and exchange system.
- Analyze causes and impact of economic drain from India to England.
- Thinkcritically about the economic policy about India adopted by the British government.

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
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Continuous internal evaluation		
15. Class tests (unit wise)	40%	After each unit
		Every week
16. Student seminars	40%	Last week of March
17. In house exams		
End of semester exam	40%	Last week of April onwards

Teaching Outline:

Unit	Teaching Dates
I	15Jan – 3 Feb
II	4 Feb – 28 Feb
III	2 March – 23 March
IV	25March – 15 April
Revision	Till the commencement of final Exams

Attendance Policy: lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Recommended Readings:

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*, PPH, New Delhi, 1966.
Dharma Kumar and Meghnad Desai (eds.) *The Cambridge Economic History*, Vol. II, 1757-1977, Orient Longman, Delhi, 1977.
D.R.Gadgil, *Industrial Evolution of India in Recent Times 1860-1939*, OUP, Delhi, 1972.
R.C.Dutt, *The Economic History of India*, Vols., I & II, Publication Division, Delhi, 1970.
B.M. Bhatia, *Famines in India (1860-1965)*, Asia Publishing House, Bombay, 1967.

References:

Asiya Siddiqi, *Agrarian Change in Northern Indian State*, OUP, Oxford, 1973.
D. Rothermund, *Asian Trade and European Expansion in the Age of Mercantilism*, Manohar, New Delhi, 1981.
D.R.Gadgil, *Industrial Evolution of India in Recent Times*, OUP, Oxford, 1972.
N.Mukherjee, *The Ryotwari System in Madras 1792-1827*, Calcutta, 1962.

R.P.Dutt, *India Today*, Manisha, Calcutta, 1979.
Rajat K. Ray (ed), *Entrepreneurship and Industry in India*, 1994.
S.Gopal, *Permanent Settlement in Bengal and its Results*, OUP, London, 1949.
V.B.Singh (ed), *Economic History of India*, Asia Publishing House, New Delhi, 1975.
D. Bhattacharya, *A Concise History of Indian Economy*, Prentice Hall, New Delhi, 1977.
Girish Mishra, *An Economic History of Modern India*, Pragati Publishers, Delhi, 1979.
P.C. Joshi, "Decline of Indigenous Handicrafts I U.P", pp. 24-35, Vol. I, No.1, Indian Economic and Social History Review.
A.C.Staples, "Indian Maritime Transport", pp. 61-99, Vol. III, No.1 (IESHR)
Susil Chaudhri, "Problems of Financing E.I.C. 's Investments in Bengal", pp. 109-133, Vol. VIII, No.2 (IESHR)
K.N. Chaudhari, "Indian Textile Industry in 17th and 18th C." 127-182, Vol XI, No.2-3 (IESHR)
R.Ray, "The Bengal Zamindars" pp 263-292, Vol. XII, No.3 (IESHR)
_____, "Land Transfer and Social Change under Permanent Settlement", Vol.XI, No1, pp. 1-45 (IESHR)
P.S.Nickless, "A New Look at Productivity in t he New England Cotton Textile Industry, 1830-60, pp 889-910, Vol. XXXIX, No.4, Journal of Economic History.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: History of India, 1000-1707 A.D.

Programme: B.A. History

Semester: IInd

Name of the Teacher: Prof. Sandeep Kaur

Availability Timings: 9:00AM to 3:00PM

E-mail: karanbirpuchd@gmail.com

Objectives of the Course

The paper is designed to familiarize students with the History of India from 1000-1750 A.D. The course is prepared to educate students with the major dynasties of the medieval times, major religious-cultural movements and the contribution of this period in the history of India.

Course Content

The syllabi of the course comprehensively cover all the important topics as :

UNIT-I

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

UNIT-II

3. **The Khiljis:** Emergence of the Khiljis under Jalaluddin and Alauddin Khilji; Alauddin's conquests, the Mongol invasions; Treatment of the nobility; Land revenue reforms; Economic reforms. **The Tughlaqs:** Muhammad-bin-Tughlaq; His experiments; Causes of

disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur's Invasions.

4. **The Vijaynagar Kingdom:** Establishment and expansion; Polity, Economy and Administration; Art and Architecture.

UNIT-III

5. **Mughal-Afghan Struggle (1526-1556):** Political condition of India; Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha, Battles of Humayun; expansion of the Afghan power under Sher Shah Suri, Administrative reforms; return of Humayun.

6. **Re-Establishment and Expansion of the Mughal Empire Under Akbar:** Conquests, extent of empire, Religious policy, Rajput policy.

7. **Expansion and Decline under Akbar's Successors :** Jahangir and Mewar; North-western campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.

UNIT-IV

8. **The Establishment of Maratha Power:** The rise of Shivaji, Maratha administration, Land revenue system; Chauth and Sardeshmukhi.

9. **The Mughal Government, Administration and Culture:** Position of the King: Central and local administration; Land revenue system; Mansabdari; Jagirdari; State policy towards agriculture, Trade and Commerce, Literature, Art and Architecture and Culture.

This course provides **Detailed Course contents:** **Available**
at <http://gndu.ac.in/syllabus/201819/MISC/BA%20BSC%20Semester%20II%202018-19.pdf>

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: One per week
- Assignments: The students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentations
- Quiz and debate.

K. Knowledge and understanding

Students shall:

- Know about important historical ideas of medieval age.
- Know how the political ideas were integrated.
- Students will know milieu of Hindu and Islamic ideas of polity and society.
- Student will understand the nature of society and culture in contemporary times.

L. Intellectual Skills

Students will be able to:

- Acquire General knowledge.
- Prepare for competitive exams
- Analyze medieval age and related facts.

Methods and Assessment:

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
18. Class tests (unit wise)	40%	After each unit
19. In house exams	40%	Last week of March

Teaching Outline:

Unit	Teaching Dates
I	15 January – 2 February
II	4 February – 2 March
III	6 March – 2 April
IV	4 April – 28 April

Revision	Till the commencement of final Exams
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Attendance Policy: Lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Reference Books:

1. Chandra, Satish, *Medieval India From Sultanate to the Mughals, Delhi Sultanate (1206-1526)*, Part I, New Delhi, 1997.
2. Jackson, P. *The Delhi Sultanate*, Delhi 1999.
3. Raychaudhari, Tapan and Irfan Habib,(eds.) *The Cambridge Economic History of India*, Vol. I, Orient Longman, New Delhi, 1991.
4. Hasan, Nurul, *Thoughts on Agrarian Relations in Mughal India*, PPH, New Delhi, 1973.
5. Panday, A.B: *Later Medieval India*, Central Book Depot, Allahabad, 1976
6. Chandra, Satish *Medieval India: From Sultanate to the Mughal Empire (1526-1748)*, Part II, Har- Anand, New Delhi ,1998.
7. Ali, Athar, *The Mughal Nobility Under Aurangzeb*, OUP, Delhi, 1998.
8. Mehta, J.L. *Medieval Indian Society and Culture (Advanced Study in the History of Medieval India*, Vol. III), Sterling Publication, New Delhi, 2009
9. Rizivi, S.A.A., *The Wonder That Was India-II (1200-1700)*, Picador India,
10. Mahajan, V.D., *Medieval India*, S. Chand and Publication, New Delhi, 2010.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name: HISTORY OF THE PUNJAB (AD 1469-1799)

Programme: BA History
Semester: IV Sem
Name of the Teacher: Dr. Amandeep Kaur ,
Availability Timings: 9:00AM to 3:00PM
E-mail: amandeepmalhi76@gmail.com

Objectives of the Course: this course AIMS at acquainting students with history of Punjab during Sikh gurus period. It also aims to acquainting the students with the development of Sikhism under the gurus and political structure of the Punjab during Banda Singh Bahadur and misls rule

Course Content:

Unit-I

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

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

Unit-II

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

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

Unit–III

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

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

Unit–IV

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

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

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week
- Assignments: the students will be asked to read the prescribed books and write articles on given topics.

- PowerPoint presentation
- Discussion and debate methods
- Quiz

Programme Learning Outcomes:

Learning Outcomes:

M. Knowledge and understanding

Students will

- No the geographical features of Punjab during the study period. Its impact on the various condition of the Punjab.
- Understand and explain the basic concepts of Guru Nanak Dev ji, e.g, concept of God, concept of guru, universal brotherhood, importance of 'Naam' etc.
- Students will understand and be able to describe the development and growth of Sikhism under the successors of Guru Nanak Dev ji.

N. Intellectual Skills

Students will be able to

- Learn the causes, main events and impact creation of khalsa under guru gobind Singh ji.
- Analyze the political activities of Banda Singh bahadur and establishment of an independent role of him.
- Analyze the position Sikhs under the Mughal governors.
- Think critically about the Rakhi, Gurmatasystems under Dal khalsa and Misls.

Modes of Assessment	Minimum Score Required to Quality for the Next	Schedule
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	Exam (Class)	
Continuous internal evaluation 20. Class tests (unit wise) 21. Student seminars 22. In house exams	40%	After each unit
		Every week
	40%	Last week of March
End of semester exam	40%	Last week of April onwards

Teaching Outline:

Unit	Teaching Dates
I	15 Jan – 3 Feb
II	4 Feb – 28 Feb
III	2 March – 23 March
IV	25 March – 15 April
Revision	Till the commencement of final Exams

Attendance Policy: lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Suggested Reading:

1. Grewal J.S., *From Guru Nanak to Maharaja Ranjit Singh*, G.N.D. University, Amritsar, 1982.
2. _____, *The New Cambridge History of India: The Sikhs of the Punjab*, CUP, New Delhi, 1990.
3. _____, *Guru Nanak in History*, Panjab University, Chandigarh, 1969.
4. Khushwant Singh, *A History of the Sikhs, Vol. I (1469-1839)*, OUP, Delhi, 1977.
5. McLeod, W.H., *Guru Nanak and the Sikh Religion*, OUP, Delhi, 1968.

6. Teja Singh and Ganda Singh, *A Short History of the Sikhs Vol. (1469-1765)*, Patiala 1983
7. Banerjee, I.B. *Evolution of the Khalsa, 2 Vols.*, A. Mukherjee & Co., Calcutta, 1979.
8. Grewal, J.S. and S.S.Bal, *Guru Gobind Singh*, Panjab University, Chandigarh, 1987.
9. _____, and Indu Banga, *The Khalsa Over 300 Years*, Manohar, New Delhi, 1999.
10. Harbans Singh (ed), *The Encyclopedia of Sikhism*, 4 Vols., Punjabi University, Patiala 1992.
11. McLeod, W.H. *Evolution of the Sikh Community*, OUP, Delhi, 1970.
12. _____, *Historical Dictionary of Sikhism*, OUP, New Delhi, 2002.

CURRICULUM PLANNING AND IMPLEMENTATION

Course Name	:	History of Punjab (A.D. 1799-1966)
Programme	:	BA History
Semester	:	VI
Name of the Teacher:		Dr. Karanbir Singh
Availability Timings:		9:00AM to 3:00PM
E-mail	:	karanbirpuchd@gmail.com

Objectives of the Course: This course aims at acquainting students with history of Punjab during the period from 1799-1966. Students will learn about the political, social, religious and economic changes occurred during this time.

Course Content:

This course covers the topics of **The Establishment and Expansion of Ranjit Singh's Kingdom** : Political condition of the Punjab in the 1790s; Conquests of the Sikh principalities; Subjugation of the Satlej–Jamuna Divide and British intervention; Subjugation of the hill principalities; annexation of Afghan dependencies; Policy towards the defeated rulers; Extent of the kingdom in 1839. **Administrative Organization of the Kingdom of Lahore:** Central, Provincial and local administration; Land revenue system. Jagirdari system, Dharmarth grants; Judicial administration; Military organization; state policy towards agriculture, Manufacture and trade. **Annexation and After:** First Anglo-Sikh War; Second Anglo-Sikh War; British administration 1845-1856; Agricultural development. **Socio-Religious Reform Movements in the late– Nineteenth Century:** Christian evangelicals; the Arya Samaj; The Nirankaris and the Namdharis; the Singh Sabhas and the Ahmadiyahs. Early Nationalist Activity, Indian National Congress; Swadeshi Movement and Boycott; The Ghadar movement; Rowlatt Satyagrahs and the Jallianwala Bagh; Non-Cooperation Movement; Hindustan Socialist Republican Army and Naujawan Bharat Sabha; Civil Disobedience and Quit India Movement. **Gurdwara Reforms**

and the Akalis : Causes of the movement for reform; Central Sikh League; SGPC and the Shiromani Akali Dal ; Major Morchas ; Gurdwara legislation. **Towards Partition:** Communal politics; Sikander–Jinnah Pact; Lahore Resolution of the Muslims League; The elections of 1945-46; Cabinet Mission Plan Mountbatten Plan and Partition, **The Punjab after Independence:** Reorganisation and rehabilitation: Demand for Punjabi speaking state; The reorganisation Act of 1966.

Detailed Course contents: Available at

gndu.ac.in/syllabus/201617/MISC/BA%20BSC%20Semester%20VI.pdf

What will be the Teaching Methods:

- Lectures: Six per week
- Student Seminars: one per week
- Assignments: The students will be asked to read the prescribed books and write articles on given topics.
- PowerPoint presentation
- Quiz and debate Discussions will be held in class on all relevant topics.

Programme & Learning Outcomes:

This study programme will enhance the knowledge of students about the history of Punjab from 1799-1966.

Knowledge and understanding

Students will understand the history of Punjab from the foundation of first Sikh empire in 1799 to the formation of Punjab state in 1966.

Intellectual Skills

Students will be able to

- Acquire General knowledge and subject expertise.

- Prepare for competitive exams

Methods and assessment:

Quality for the Next Exam Class

Modes of Assessment	Minimum Score Required to Quality for the Next Exam (Class)	Schedule
23. Class tests (unit wise)	40%	After each unit
24. In house exams	40%	Last week of March

Teaching Outline:

Unit	Teaching Dates
I	15 Jan –8 Feb
II	10 Feb – 5 March
III	10 March – 8 April
IV	8 April – 28 April
Revision	Till the commencement of final Exams

Attendance Policy: Lecture attendance is mandatory. Students are expected to maintain 75 % attendance of the total lectures delivered, failing which they will be detained from appearing in university exams.

Prescribed Book: Khushwant Singh *History of the Sikhs*, VOL I & Vol-II, Oxford University Press Delhi,1977. (both in Punjabi and English)

Reference Readings:

6. Khushwant Singh A *History of the Sikhs*, Vol I & Vol-II (1839-1974), OUP Delhi,1977.

7. Teja Singh and Ganda Singh, *A Short History of Sikhs Vol. (1839)*, Patiala 1983.
8. K.W.Jones, *Socio-Religious Reform Movements in British India*, CUP, New Delhi, 1994.
9. Gurbakhsh Rai Sethi; Baron William Malcolm Hailey Hailey (1927). *Sikh struggle for Gurdwara reform*. Union press
10. Bipan Chandra, *India's struggle for freedom*, Penguin, New Delhi.

E- Resources:

5. <http://shodhganga.inflibnet.ac.in>
6. Youtube lectures