

DEPARTMENT OF HISTORY

GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

PROGRAMME OUTCOME OF M.A. HISTORY

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective, communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

- 1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same.
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.
- 5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis.
- 6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.
- 7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.
- 8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.
- 9) Display sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues.
- 10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values.
- 11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.
- 12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.
- 13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.
- 14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
- 15) Know the dangers of plagiarism.

(W.e.f. Session 2015-16)
M. A. History
SESSION 2019-20 (Odd Semester)

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| SEMESTER - I | 60 Hours | 4 Credits |
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MH 101: Concepts Methods and tools in History

Course Objectives:-

This core paper aims to introduce students to important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian's craft. This course is taught in the first semester and provides the basic foundations in the practice of history that will be manifest in different ways through all the papers in the M.A. history programme. This course is team taught and seven themes will be taught each year.

Course Outcomes:-

By the end of the course the students should be able to:-

- Identify the major historiographical paradigms that have impacted on the writings of History.
- Distinguish between the major arguments of different types of historiographical interventions.
- Identify the important contexts of these historiographical interventions.
- Within each of these historiographies-like Marxism, gender or environmental history-the student will be able to identify the debates and shifts amongst historians. They will be able to avoid flattening their rich complexities within rudimentary typologies of schools.
- Learn that the simple recounting of facts is always imbedded in particular historiographical narratives, subject to which they will be introduced in this course and further reinforced in the MA History.

MH 101: Concepts Methods and tools in History

UNIT – I: Meaning of History, Definition of History, Nature and importance;
Scope of History

Unit – II: Historical Objectivity, Relation of History with other Disciplines, Craft,
Subject-Matter History

Unit – III: Bias in History, Moral Judgment in History

Unit – IV: Causation in History' Historical Explanation and Historical
Interpretation

Unit – V: Philosophy of History and Historicism, Positivism and History

BOOKS RECOMMENDED:

- | | | |
|------------------------|---|--|
| 1. Carr, E.H. | : | What is History? |
| 2. Barnes H.E., | : | History of the Historical Writing. |
| 3. Black, JB | : | The Art of History. |
| 4. Blake, C. | : | Can History be objective: G. Gardiner; |
| Theories ofHistory. | | |
| 5. Freeman, E.A. | : | Method of Historical Study. |
| 6. Haldane, R.B. | : | The Meaning of Truth in History. |
| 7. Prakash Buddha: | : | ItihasDarshan (Hindi). |
| 8. Pandey Govindchand | : | SwaroopevamDarshan. |
| 9. Pandey Lalta Prasad | : | BhartiyaItihasDarshan. |
| 10. Chaube, Jharkhande | : | ItihasDarshan. |

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(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

| | | |
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| SEMESTER - I | 60 Hours | 4 Credits |
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MH- 102: Medieval Indian Polity during Sultanate

Course Objectives:

The Objective of this paper is to analyse the different historiographical interpretations of the 13th-15th centuries and to question afresh how this period can be situated in the larger history of India. The paper attempts to guide students to move beyond the epistemologies that framed existing debates, and question afresh the different and changing social and political structures that framed and contested authority in north India during the 13th-15th centuries. Islam certainly was as important aspects in the making of this world, but since it possessed so many facts and agencies, its many aspects related to society and politics in divergent and sometimes competing ways. Through the study of different structures and processes that shaped the period of the Delhi Sultanate over time, students will be introduced to the different strands that allows for a more integral contextualisation of its evolving society and politics in the history of north India.

Learning Outcomes:-

At the end of the course, students would be:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the 13th-15th centuries.
- Have a firm grasp on the politics and major events in the history of the slave, Khilji and Tughluq regimes.
- Learn the various historiographical interventions in the study of this period and their epistemological locations.
- Discover the multiple nodes of power that shaped Muslim Society and the heterogeneous nature of medieval society.
- Learn that politics and authority are integral aspects of social and cultural life.

- Investigate how medieval taxonomies are quite different from modern ones, and learn how notions of family, social networks, service, freedom/unfreedom, for instance, were quite different in the 13th -15th centuries.
- To get information about building art, literature and various other arts produced by various regional dynasties.

MH- 102: Medieval Indian Polity during Sultanate

Unit – I: Foundation, Expansion and Consolidation of the Sultanate of Delhi;
The Khaljis: Jalaluddin Khilji, Alauddin Khilji

Unit – II: The Tughluqs: Gyasuddin, Muhammad-bin, Firoz Tughluqs; Mongol threat and Timur's invasion

Unit – III: The Lodis: Conquest of Bahlul and Sikandar, Ibrahim Lodi and the battle of Panipat; Theories of kingship, ruling elites; Sufis, Ulema and the political authority

Unit – IV: Imperial Monuments and coinage; Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal

Unit – V: Consolidation of Regional Identities; Regional Art, Architecture and Literature

BOOKS RECOMMENDED:

1. Satish Chandra : Medieval India: Society, the Jagirdari Crisis and the Village.
2. Satish Chandra : Medieval India: From Sultanate to Mughals, Vol. I – II.
3. Digby, Simon : War Horse and Elephant in the Delhi Sultanate: A Study in Military Supplies.
4. Habib, Irfan : Medieval India, 4 Volumes.
5. Habib, Irfan : Essays in Indian History: Towards a Marxist Perception
6. Habib, Mohammad : Politics and Society in Early Medieval Period, vl. I& II.
7. Nigam, S.B.P. : Nobility Under The Sultans of Delhi.
8. Sharma, G.D. : Madhyakalin Bharat Ki Rajnetik Aur Aarthik Sansthayen(Hindi).
9. Streusand, Douglas E. : The Formation of the Mughal Empire.
10. Verma, H.C. (ed.) : Madhyakalin Bharat, 2 Volumes (Hindi).

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History
SESSION 2019-20 (Odd Semester)

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|---------------------|-----------------|------------------|
| SEMESTER - I | 60 Hours | 4 Credits |
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MH 103: British India Polity (1757-1857 AD)

Course Objectives:

The course covers the rise and establishment of British colonial power in India from 1757 to 1857. The main objective of this course is to familiarize the students with the main commercial, political, military and ideological aspects of the East India Company rule in India. Throughout the course the students study the impact of British rule on India and the Indian reactions to this rule ranging across a wide range of subjects. Students opting for an MA in Modern History with specialization in papers on Indian history will consider this course as one of the foundation courses of the MA program in the Department of History.

Learning Outcomes:

- Students will develop a holistic critical understanding of the social, economic, political, military and cultural conditions prevalent in India (1757-1857).
- The course will enable the students to understand the evolution of British policy in India with reference to the key concepts of modern Indian colonial history like Colonialism, Indology, Paramountcy, Orientalism and Utilitarianism.
- While examining the Indian responses to the establishment of British power in India the students will learn more about the central concerns of social reform initiatives, popular protest, military organization and education.

MH 103: British India Polity (1757-1857 AD)

Unit – I: Pre-Colonial Order – Polity, Economy and Society; British Mercantilism and India

Unit – II: Colonial Expansion: Bengal, Mysore and Marathas; Consolidation of the Colonial Power: Annexation of Awadh, Sindh and Punjab

Unit – III: Subsidiary Alliance System; Doctrine of Lapse; The Company and Indian States – Policy

Unit – IV: British Imperial and Administrative Policies from 1858 to 1905; Growth of British Paramountcy

Unit- V: North-West Frontier Policy of the Britishers from 1839 to 1881
Evaluation of the British Paramount

BOOKS RECOMMENDED:

1. Arnold, David and : Nature, Culture and Imperialism : Essays on the Environmental.
2. Ramachandra Guha (eds.) : History of South Asia.
3. Bandopadhyay, Shekhar : Palasi Se Vibhajan Tak (Hindi).
4. Bipan Chandra : Colonialism and Nationalism in India.
5. Brown, Judith : Modern India: The Origin of an Asian Democracy.
6. Desai, A.R. : Social Background of Indian Nationalism.
7. Fisher, M.H. (ed.) : Policies of British Annexation of India 1757-1857.
8. Mishra, Girish : Economic History of Modern India.
9. Mishra, Girish : Adhunik Bharat Ka Arthik Itihas (Hindi).
10. Panigrahi, D.N. (ed.) : Economy, Society and Politics in Modern India
11. Rai, Satya Murti (ed.) : Bharat Mein.
Upniveshwad Aur Rashtrawad (Hindi).
12. Roberts, P.E. : History of British India.
13. Shukla, Ram Lakhan (ed.) : Adhunik Bharat Ka Itihas (Hindi).
14. Sinha, Manoj Madhyakalin : Bharat (Hindi).

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(C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

| | | |
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| SEMESTER - I | 60 Hours | 4 Credits |
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MH 104: History of Far East (1840 – 1910 AD)

Course Objectives:

- 1 Study of the political history of the Far East Asia.
- 2 Study of the Opium war in the history of China and the open door policy of China.
- 3 Study of the emergence of the Japan as a powerful state in the region of Far East.

Learning Outcomes:

- 1 Will be able to understand the political historical activities of the Far East Asia.
- 2 Will be able to understand the victory of Japan over the bigger countries due to his military power.

MH 104: History of Far East (1840 – 1910 AD)

Unit – I: The Political and Social History of China; The First Opium War and Opening of China

Unit – II: The Second Opium War; The Political and Social History of Japan

Unit – III: The Opening of Japan- The end of Shogunate; Meiji Restoration – Social and Economic Progress

Unit- IV: First Sino-Japanese War of 1894-95; Open Door Policy; Boxer Rising

Unit – V: Anglo - Japanese Alliance of 1902; The Russo-Japanese war of 1904-05

BOOKS RECOMMENDED:

1. Michael and Taylor : The Far East in Modern World.
2. Latourette, K.S. : Short History of the Far East.
3. Goodridge : A Short History of the Far East.
4. Clyde P.H. : The Far East.
5. Vinaekay, H.N. : A History of the Far East in Modern Times Vol. I and II
6. Hall, D.G.E. : A History of South/East Asia.
7. Brian, H. : South Asia A Short History.
8. Tare, D.J.M. : The Making of Modern South East Asia Vol. I and II.
9. Pearn, B.R. : An Introduction to the History of South East Asia.
10. Lemay, Reginald : The Culture of South East Asia.

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(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

| | | |
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| SEMESTER - I | 60 Hours | 4 Credits |
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MH 105: Modern World upto First World War

Course Objectives:

- 1 To study the world political developments.
- 2 To study the American war of independence and the state revolution of france.
- 3 To study the responsible conditions for the First World War.

Learning Outcomes:

- 1 Will be able to analyse the international diplomacy on the world level.
- 2 Will be acquainted with the impact of world wars.
- 3 Will be kanoen about the deeds and system of Napoleon.
- 4 Will understand the process of unification of Italy and Germny.

MH 105: Modern World upto First World War

Unit – I: Europe in 18th Century; Industrial Revolution – causes and impact

Unit – II: American War of Independence: Causes, nature, Significance; The French Revolution and its impact

Unit – III: Napoleonic Empire; Unification of Germany and Italy

Unit – IV: Beginning of New era; Balkan wars and International Diplomacy before 1st World War

Unit – V: First World War: Causes, Treaty of Paris and impact of War

BOOKS ECOMMENDED:

1. Hughes, H.S. : Contemporary Europe.
2. Brandenburg : From Bismarck to World War.
3. Benns : European History since 1870.
4. Carr, C.H. : Europe between two World Wars.
5. Chauhan, D.S. : Europe kaltihas.
6. Chauhan, D.S. : Samkalin Europe.
7. Gooch, G.P. : History of Modern Europe (Hindi).
8. Kettelbey, D.N. : History of Modern times (Hindi).
9. Thompson, David : World History: 1914-1968; Oxford, 1969.
10. Cornwall, R.D. : World History in 20th Century; Longman, London 1961.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History
SESSION 2019-20 (Even Semester)

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| SEMESTER - II | 60 Hours | 4 Credits |
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MH 201: History of Administration and Freedom Movement in Chhattisgarh (1854-1947AD)

Course Objective:

This course introduces students to the history of Chhattisgarh through a study of wide range of themes: dynamics of state formation, political alliances and norms of governance, different dynasties, National Movements and administrative changes. By tracking these developments over hundred years, this paper familiarizes students with the changing dimensions of regional history.

Course Outcome:

- The Early history of Chhattisgarh.
- They would also be able to know the different dynasties ruled in Chhattisgarh.
- .They would learn about the national movements in Chhattisgarh.
- They would have a comprehensive knowledge of the administration changes in Chhattisgarh through nineteenth century.
- It will help to understand the history of Chhattisgarh which became important in the course of history.

MH 201: History of Administration and Freedom Movement in Chhattisgarh (1854-1947AD)

Unit – I: Brief Early History of Chhattisgarh (1741-1853); Uprising of 1857 and its Impact in Chhattisgarh

Unit – II: National Awakening in Chhattisgarh; Swarajist Movement in Chhattisgarh

Unit – III: Non- Cooperation Movement in Chhattisgarh; Civil Disobedience Movement in Chhattisgarh

Unit – IV: Individual Satyagraha Movement in Chhattisgarh; Quit India Movement in Chhattisgarh

Unit – V: Administrative Changes (1861-1905); Important Nationalists of Chhattisgarh: Pt. Ravishanker Shukla, Pt. Sunder Lal Sharma, E. Raghvendra Rao

BOOKS RECOMMENDED:

1. P.L Mishra : Political History of Chhattisgarh.
2. R.N. Mishra : British kaleen Chhattisgarh ka Itihas.(Hindi)
3. B.I.(Thesis) : History and Administration of Chhattisgarh Province (1857-1947).
4. A. K. Shukla : History of Freedom Movement in Chhattisgarh (1857-1947).
5. M.A. Khan(Thesis) : Formation and Administration of Central Provinces (1853-1870).
6. Varma, Bhagwan Singh: Chhattisgarh Ka Itihas. (Hindi)

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History
SESSION 2019-20 (Even Semester)

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| SEMESTER - II | 60 Hours | 4 Credits |
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MH 202: Medieval Indian Polity during Mughals

Course Objectives:

The objective of the course is to chart the history of the region and the city, tracking the complex and surprisingly discontinuous pasts of the urban agglomerations constructed in the riverine plain of Delhi. Students will learn that this can be a surprisingly difficult exercise since sources dealing with Delhi are, for the large part of this period, relatively unreflective about specific details relating to the physical or the social world of the city. Students will therefore learn as much about Sultanate and Mughal Delhi as they will about how to question, research and contextualise materials accessible to them in the sources much of which are available in translation.

Course Outcomes:

By the end of the course, students will be able to:

- Establish the chronology, the location and the features of the many Sultanate and Mughal cities and settlements in Delhi.
- They will be familiar with the monumental sites that survive and would have visited many of them on field trips.
- They will learn about the geography of the riverine plain of Delhi and learn how to map the topography and monumental remains of past regimes.
- They will access architectural and epigraphical materials and learn how to correlate these with narrative, textual materials.
- Students will learn how to read space as site of social and political negotiation where authority, dominance and resistance is inscribed.

- Students will be able to differentiate between different types of heritage sites - those that are in ruins or saved as antiquities, others that continue as sites of residence and habitation and complicate modes of transcribing them as heritage sites.
- Students will learn about the more 'organic' settlements of Sufi masters and their shrines that dotted the riverine plain of Delhi.
- They will comprehend the difference between urbanisation and urbanity.
- They will become familiar with the lives of litterateurs and poets of the city, the merchants and the menials and the significance attached to civility and decorum in a city heralded as the capital of powerful political formations.
- Students will learn how to notice change in the life of the city and the different and complex ways in which elites, literati and the common people responded to these transitions and early modernity.

MH 202: Medieval Indian Polity during Mughals

Unit – I: Establishment of Mughal rule: Babur, Humayun, Sher Shah Suri

Unit – II: Consolidation of Mughal rule under Akbar: Campaigns and Conquests, Evolution of Administrative institutions, Revolts

Unit – III: Expansion and Integration of Rajputs and other indigenous groups in Mughal nobility, North-West Frontier, Gujarat and the Deccan, Conquest Of Bengal

Unit – IV: Political and Cultural developments under Jahangir and Shah Jahan

Unit – V: Agrarian and Jagir Crises, Theory and practices

BOOKS RECOMMENDED:

1. S. Nurul Hasan : Religion, State, and Society in Medieval India.
2. J.F. Richards, : The Mughal Empire.
3. Irfan Habib, : Agrarian System of Mughal India, 1526 – 1707.
4. R P Tripathi, : The Rise and the Fall of the Mughal Empire.
5. M. Athar Ali, : The Mughal Nobility under Aurangzeb.
6. Satish Chandra, : Essays on Medieval Indian History.
7. Irfan Habib, : Agrarian System of Mughal India, 1526 – 1707.
8. AshinDasgupta, : Indian Merchants and the Decline of Surat, 1700 – 1750.
9. Ebba Koch, : Mughal Art and Imperial Ideology.
10. S.A.A. Rizvi, : Muslim Revivalist Movements in Northern India.
11. K. R. Qanungo, : Dara Shikoh
12. Athar Ali, : Mughal India: Studies in Polity, Ideas, Society and Culture.
13. K.N. Chaudhuri, : Trade and Civilization in the Indian Ocean.
14. Irfan Habib : An Atlas of the Mughal Empire.

DEPARTMENT OF HISTORY
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(W.e.f. Session 2015-16)

M. A. History
SESSION 2019-20 (Even Semester)

| | | |
|----------------------|-----------------|------------------|
| SEMESTER - II | 60 Hours | 4 Credits |
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MH 203: British India Polity 1857-1947 AD

Course Objective:-

The Course has been designed to enable the students of history to make an understanding of the different socio- economic and Political events during modern times. After the first spar of rebellion the eve of Gandhi and several other contemporary movements made the India struggle for independence very important for a historian. Various ideologies and movements leading the struggle made the movements and contemporary politics more worth. These all ultimately resulted into the independence of India. The main objective of the course is to make the student understand all these all happenings.

Learning Outcomes:-

1. To developed an understanding of social religious reform movements salving British India.
2. Nationalistic approaches of National Moments.
3. Causes responsible for partition of India.

MH 203: British India Polity 1857-1947 AD

Unit – I: Social - Cultures changes and Religious Reform Movements;
Nationalism: Trends up to 1919, INC, Moderates and Extremists,
Swadesh movement, Revolutionaries

Unit – II: Gandhian nationalism after 1919: Ideas and Movements:
Mahatma Gandhi: his Perspectives and Methods, Impact of the First
World War, Rowlett Satyagraha and, JallianwalaBagh, Non –
Cooperative and Civil Disobedience, Provincial Autonomy, Quit
India and INA

Unit – III: Left – wing movements; Princely India: States' people's
Movements; Nationalism and Culture: literature and art

Unit – IV: Land lords, Professionals, Business Groups

Unit – V: Land Reforms

BOOKS RECOMMENDED:

- | | | |
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| 1. Judith Brown | : | Gandhi's rise to Power, 1915-22. |
| 2. Bipan Chandra | : | Nationalism and Colonialism in Modern India, 1979. |
| 3. Bipan Chandra, | : | Rise and Growth of Economic Nationalism in India. |
| 4. Mohandas K. Gandhi | : | An Autobiography or The Story of My Experiments with Truth. |
| 5. Ranajit Guha (ed.) | : | A Subaltern Studies Reader. |
| 6. Jawaharlal Nehru, | : | An Autobiography. |
| 7. Sumit Sarkar | : | Modern India, 1885-1947. |
| 8. Ram Laxman Shukla (ed.) | : | Adhunik Bharat ka Itihas. (Hindi) |
| 9. Bipan Chandra | : | Communalism in Modern India, 2nd ed., 1987. |
| 10. A.R. Desai | : | Social Background of Indian Nationalism. |
| 11. A.R. Desai | : | Peasant Struggles in India. |
| 12. V.C. Joshi (ed.) | : | Ram mohan Roy and the process of Modernization in India. |
| 13. J. Krishnamurti | : | Women in Colonial India. |

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(W.e.f. Session 2015-16)

M. A. History
SESSION 2019-20 (Even Semester)

| | | |
|----------------------|-----------------|------------------|
| SEMESTER - II | 60 Hours | 4 Credits |
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MH 204: History of Far East (1911 to 1956 A.D)

Course Objectives:

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism as also her numerous internal fissures and contradictions.. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a 'flawed' Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall students historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centered on such issues.

Learning Outcomes:

On successful completion of this course students should be able to:

- Explain China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/ capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity
- Analyse significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism
- **Investigate** the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Describe the genesis and trace the unique trajectories of the Chinese Communist Revolution.
- Locate the rise of China in the spheres of Asian and world politics respectively.

MH 204: History of Far East (1911 to 1956 A.D)

Unit – I: China and the First World War; Sun-Yat-Sen– Revival of Kuomintang

Unit- II: Growth of Chinese Nationalism. Chiang Kai-Shek as Nationalist leader; Chiang Kai Shek and the Civil war in China

Unit – III: Rise of the Communist Party – Chiang drive against Communists; People’s Republic of China from 1949 to 1956

Unit – IV: Rise of Japan between the two World wars. Socio-Economic progress of Japan; The Japanese Militarism – Manchurian Crisis

Unit – V: The Second Sino-Japanese war; Japan and the World War II

BOOKS RECOMMENDED:

1. Vinacke : A History of the Far East in Modern Times. (Hindi)
2. Latourentt, K.S. : History of the Far East.
3. Clyde, P.H. : History of the Far East(2nd Edition). (Hindi)
4. Goodidge : A Short History of the Chinese, People.
5. Sausem, J.B. : Japan.
6. Bass Clande, S.A. : The Far East.
7. Maxinar, K.M. : Modern Far Eastern international Relations (2nd Edition).
and Lach, D.F.
8. Dutt, V.P. : China’s Foreign Policy.
9. Shive Kumar : History of Far East in Modern times.
and Jain, S.
10. Satyaketu Vidyalkar : Adhunik Asia ka Itihas. (Hindi)
11. Vacnair, H.F. : Modern Far East International Relations.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Even Semester)

| | | |
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| SEMESTER - II | 60 Hours | 4 Credits |
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MH 205: Modern World after First World War

Course Objectives:-

This course underlines the rise and fall of ultra-nationalism in Europe and Asia in the context of its 19th Century background, the two world wars and the crisis in international capitalism manifest in the Great Depression. The Overall objective of the course is to acquaint the students with the historical trajectories taken by some European and Asian countries in the first fifty years of the 20th Century and to reflect on their significance in the making of nationalism in the contemporary world.

Learning Outcomes:-

- The Students who opt for this course will learn about the theory and practice of ultra nationalism as a phenomenon produced by modern European history.
- The Course will teach them about the connections between Feudalism, Capitalism, Socialism, Racism, Colonialism and Ultra-Nationalism.
- They will also learn about generic Fascism and country specific ultra-nationalism in relation to cultural comparisons across the countries chosen.
- One important outcome of the course will be a greater understanding of the cause and effect relationship between ultra-nationalism after the first World-War.
- Finally, the students will be able to understand the ideological and historical connections between the currents of World History in the period 1919-1945 and the contemporary post War World.

MH 205: Modern World after First World War

Unit – I: Socialism and Bolshevik Revolution in Russia; Growth of Liberalism: Parliamentary Reforms in Europe

Unit – II: Paris Peace Settlement and its Consequences; Working of League of Nations

Unit – III: Collective Security and Disarmament; Economic Depression and its Effects; Rise of Fascism: Italy and Germany

Unit – IV: World War-II: Origins and Consequences; United Nations Organization and World Peace; Nationalist Movements

Unit – V: De-Colonization in Asia and Africa; The Cold War: Origins, Strategic Alliances and Phases

BOOKS RECOMMENDED:

1. Barrachough, G. : An Introduction to Contemporary History.
2. Carr, E.H. : The Bolshevik Revolution, 1917-23 3 Vols.
3. Carr, E.H. 1917 : Before and After.
4. Chauhan, D. S. : Samkalin Europe (Hindi).
5. Fisher, H.A.L. : A History of Europe.
6. Gupta, Parthasarthi (ed.) : Europe KaItihas(Hindi).
7. Hobsbawm, E.J. : The Age of Revolution.
8. Hobsbawm, E.J. : Nation and Nationalism.
9. Joll, James : 1870 Se Europe (Hindi).
10. Joll, James : Origins of the First World War.
11. Palmer, R.A. and Cotton Joel : A History of Modern World.
12. Roberts, J.M. : Europe 1880-1945.
13. Robertson, E.(ed.) : The Origins of the Second World War.
14. Roth, J.J. (ed.) : World War II: A Turning Point in Modern History.
15. Taylor A.J.P. : The Struggle for Mastery in Europe.
16. Taylor, A.J.P. : The Origins of the Second World War.
17. Thompson, David : Europe Since Napoleon.
18. Wiskemann, E. : Europe of the Dictators.
- Wood, Anthony : History of Europe 1915-

DEPARTMENT OF HISTORY

GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

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| SEMESTER - III | 60 Hours | 4 Credits |
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MH 301: History and its Practice

Course Objectives:-

The course studies the interface between critical historical thought and evolving methods of the actual writing of history. The philosophy part of the course therefore is aimed at gaining theoretical insights, which inform the debates among historians and challenges from outside the discipline on the parameters of historical research and doing history. It, thus seeks to apprise students of various methods of doing research in the quest for historical knowledge. The course also studied the Utility of the study of history and the various concept of the historical writings.

Course Outcomes:-

Having successfully completed the course, students should be

- Thoroughly familiar with how historians work
- How different historians pursue research in contrasting ways.
- What comprise the historian's craft.
- How contending ideas about the nature and possibilities of historical knowledge can be understood.
- Learn the more advanced methods of historical practice and knowledge.
- Students will be known about the utility of the study of history.
- Students Will able to develop a future prospect for history.
- Students Will understand the various concepts of historical writings.

MH 301: History and its Practice

1. Research Methodology: Preliminary Operations, Choice of Subject, Preparation of Outline
2. Analytical Operations: Heuristics, Hermeneutics
3. Synthetic Operations: Determining Particular facts, Grouping of Facts, Constructive Reasoning
4. Concluding Operations: Valid Generalization, Exposition, Footnotes, Bibliography
5. Uses of History: Constructions and representations of India's past by various Schools of Historiography
6. Indian Concept of History
7. Recent Developments: Myth, Memory and Folklore in Historical understanding

BOOKS RECOMMENDED:

1. Carr, E.H. : What is History, Penguin Books, Harmondsworth, 1971.
2. Collingwood, R.G. : The Idea Of History, Oxford University Press, New York, 1976.
3. LangloisCh, V. : Introduction to the study of History, Barnes and noble and Ch. Seignobos Inc. and Frank Cass and co. New York, 1966.
4. Foucault, Michel : The Archaeology of Knowledge, translated by Sheridan Smith, TavistockPublications, London 1982.
5. Barry, Peter : Beginning Theory: An introduction to literary and cultural theory, ManchesterUniversity Press, New York, 1995.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

| | | |
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| SEMESTER - III | 60 Hours | 4 Credits |
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MH 302:History of Marathas (1627-1680 AD)

Course Objectives:

The objective of this course is to examine various aspects of Maratha history. It attempts to engage with the process of state formation and inter-community relations in the seventeenth centuries in the region of Maharashtra. Similarly, students will be introduced to the complex nature of religious and cultural interactions between various communities and micro-regions that formed and shaped Maratha identity over a period of time.

Learning Outcomes:

At the end of the course, students would be:

- Will be familiar with the regional and linguistic specificities of Maharashtra.
- Able to understand how a range of historians engaged with the question of religion and castes ensibilities in Maharashtra.
- Able to locate different vernacular sources that shaped the formation of Maratha identity from the 17th century.
- Learn about the complex nature of political relations that the Maratha state shared with Deccan sultanates and the Mughals.
- Become familiar with the fascinating stock of popular religions and pietistic life in the regionof Maharashtra.

MH 302:History of Marathas (1627-1680 AD)

1. Political, Social Religious and Cultural conditions of Maharashtra in 16th& 17th Centuries
2. The Advent of Bhonsle Family under ShahjiBhonsle
3. Shivaji's Boyhood and Youth
4. Early Conquests of Shivaji 1647 – 1663
5. The Mughal Maratha Relations 1660 – 1680
6. Shivaji's Coronation- His Administration
7. Hindu Padpadshahi, Institution and Policy
8. Shivaji's Achievements and Place in the History

BOOKS RECOMMENDED:

1. Dutt, Majumdar and RaiChaudhary : Bharat kaBrihadItihas, 2, Madhykalin “ part II Calcutta. 1960.
2. Habib, Irfan, (Ed.) : Medieval India-I: Researches in the History of India 1200-1750, Delhi, 1992.
3. Habib, Irfan : Madhyakal me Bharat, Part I, Raj kamal Prakashan. Delhi.
4. Habib, Irfan : The Economic History of Medieval India: A Survey. Tulika Books,2001.
5. Hussain, Afzal : The Nobility under Akhar and Jahangir: A Stiidj' of Family Groups, Manohar, New Delhi. 1999.
6. Athar, I.A. : Mughal Nobility underAurdngzeb, Bombay, 1966, reprint, 1970.
7. Ojha, P. N. : Madhayakalin Bharat kaSamajikjivan, New Delhi, 1984.
8. Prasad, Beni : History of Jahangir, Allahabad, 1976.
9. Srivastava, A. L. : BharakaItihas (1000-1707), Shivilal Agarwal and Co. Agra, 1995.
10. Verma, S. C. : Madhyakalin Bharat, II Delhi University, 1993.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

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| SEMESTER - III | 60 Hours | 4 Credits |
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MH 303: Society and Culture during Medieval Period

Course Objective:-

The course has been designed to establish the contribution of Marathas in the making of modern India and the cultural identity of Maharashtra. To aware and understand the social conditions during medieval period. The emergence of Indo-Islamic culture is the main course of this period. Hence the course signifies the impact of bhakti and sufi movements as well as the development of different languages, art and culture.

Learning Outcome:-

After the successful completion of the course the students will be able to:-

- Understand the Indo – Islamic culture in context to the tradition, language, literature, art and architecture.
- To make an analysis of the process of Indian renaissance.
- To conceptualize the developing social changes regarding caste, creed, gender and religion in medieval times.

MH 303: Society and Culture during Medieval Period

1. Indian society in early 13th Century; Hindu-Muslim relations under the Delhi Sultanate and Mughals; Position of Ulema, Women and Slaves
2. Bhakti Movement: Ramanand, Kabir, Nanak, Chaitanya, Tulsidas, Gyaneshwar and Tukaram
3. Sufism- Definition and Growth of Sufi-Silsilas: Chisti, Shuhsawati, Qadri, Naqsbandi and Firdausia
4. Impact of Hinduism and Islam on each Other. Interaction between Bhakti and Sufi Saints and Yogic Traditions
5. Education and Literature, Persian, Hindu/Urdu, Sanskrit, Bengali, Marathi
6. Main Features of Architecture under Delhi Sultanate and Mughals; Mughals and Rajput Paintings

BOOKS RECOMMENDED:

1. Ahmad, Aziz, : Studies in Islamic Culture in the Indian Environment, Oxford, 1964.
2. Ashraf, K.M. : Life and Conditions of the People of Hindustan (1200-1350), 2nd Edition, Munshiram Manoharlal, New Delhi, 1970.
3. Banerjee, Ani Chandra : The State and Society in Northern India, 1206-1526, K.P. Bagchi and company, Calcutta, 1982.
4. Basham, A.L., : Cultural History of India, (ed.) OUP, New Delhi, 1975, Chapter XVII, 'The Muslim ruling Dynasties'.
5. Basham, A.L. : The Wonder that Was India.
6. Brown, Percy, : Indian painting under the Mughals, Oxford, 1924.
7. Brown, Percy, : Indian Architecture (Islamic Period), Bombay, 1981.
8. Chandra, Satish, : Medieval India: Society the Jagirdari Crisis and the Village, Delhi, 1981.
9. Chandra, Satish, : Mughal Religious Policies. The Rajput's and The Deccan, New Delhi, 1993.
10. Habib, Muhammad : Politics and Society during the Early Medieval Period. edited by K.A. Nizami, Delhi.
11. Hussain, Yusuf, : Glimpses of Medieval Indian Culture. Asia Publishing House Bombay, 1970.
12. Srivastava, A.L. : Medieval Indian Culture, Shiva Lal Agarwal and Company, Agara, 1940.
13. Tarachand, : Influence of Islam on Indian Culture. Allahabad, 1943.

Or

Social Developments during British India

Course Objectives:-

The objective of this course is to study the social developments during British India as caste and gender as central to identify politics in modern India. It will inform the students as to why and how caste and gender are at the centre of historical writings on colonial India today, whereby studies on them have been widely recognised as the most challenging and exciting interventions in the recent past in social and cultural histories of modern India. In historicizing various axes of gender and caste identities, the course will guide students on how these were represented and conceived through a historical and an interactional course. The paper will be thematic rather than chronological and will particularly grapple with how these identities could be both limiting and liberating. Central to it will be the role and impact of women and caste stratification on constructions of nationalism.

Learning Outcome:-

After the successful completion of this course, students will:

- Have knowledge about the making and remaking of gender and caste identities in modern India.
- Understand how gender and caste are deeply intertwined.
- Appreciate how and why gender and caste identities help us in critiquing and challenging singular, neat identities.
- Comprehend the nature of debates that were taking place between the colonisers, reformers and nationalist around gender and caste questions.
- Understand layers of discussions around tradition and modernity.
- Be able to analyse women's role and participation in social reforms of India in late nineteenth, early twentieth century.
- Comprehend debates between Gandhi and Ambedkar on the caste question.

Social Developments during British India

1. European Encounter with Indian Society:

-India at the time of British Conquest: Social & Cultural Counters

2. Debates on Education and its Social Implications:

-Debates on Education Pertaining to Purpose

3. Indian Intelligentsia and their Contributions

-Ideas and Initiatives: The Young Bengal Movement, BrahmoSamaj, PrarthnaSamaj, AryaSamaj, Rama Krishna Mission, Aligarh Movement, Parsi and Sikh reform movements

-Social Reform Movements: Scope and Limitations

4. Issues of Identities: Caste, Class, Gender, Religion

- Caste :JyotibaPhule and SatyashodhakSamaj: Narayan Guru and Sri Narayana DharmaParipalanYogamAmbedkar and formation of Depressed Class Association.

- Class: Rise of Middle Class and its impact .

- Gender: Women's Question in 19th Century: Debates in the context of Sati. Widow Remarriage, Age of Consent

-Religion: Religious Revivalist Movements: Wahabi, Deoband&AryaSamaj

6. The Social Acts in the British India

BOOKS RECOMMENDED:

1. AmiyaBagchi : Social and Religious Reform: The Hindus of British India. OUP, 2003.
2. AmritRai : A House Divided: the Origins& Development of Hindu- Urdu, Delhi.
3. Anil Seal : The Emergence of Indian Nationalism. Cup, 1968.
4. B.B. Mishra : The Indian Middle Classes: Their Growth in Modern times Rept OUP 1983.
5. Charles H. Heimsath : Indian Nationalism and Hindu reform.Princeton 1964.
6. David Kopf : British Orientalism and the Bengal Renaissance, Calcutta. 1969.
7. Geraldine Forbes : Women in Modern India. Cambridge University press. 1996.
8. GauriVishwanathan : Masks of Conquest: Literary Study and British rule in India. New York. 1989.
9. K.N. Panikkar : Culture, Ideology and Hegemony: Intellectuals & social consciousness in Colonial India, tulika, 1995.
10. K. Sangari& S Vaid : Recasting Women: Essays in Colonial History, Kali for Women, 1989.
11. Nadir Ali khan : History of Urdu Journalism 1822-1857.Delhi, Idarah-i-Adabiyat-i Dilli, 1991.
12. ParthaChatterjee : The Nation & its Fragments: Colonial and Post-Colonial H. I Stories.Oup. 1995.
13. Ravinder Kumar : Essays in the Social History of Modern India, OUP, 1983.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

| | | |
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| SEMESTER - III | 60 Hours | 4 Credits |
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MH 304: Economic Life in Medieval India

Course Objective:-

The course has been designed to make the students more aware about the economic life of the medieval India. Different components of the economic history like agriculture, irrigation, land revenue, trade and commerce, iqta, jagirdari system etc are to elaborated in detail.

Learning Outcome:-

After successful completion of this course the students will be able to :-

- Understand the economic life of the medieval period
- Analyse and compare the condition of trade and commerce with the modern times.
- Understand the process of economic developments during medieval times.
- Discuss and elaborate the components of market control, mansab, jagirs inland trade et.

MH 304: Economic Life in Medieval India

1. Indian Economy and Society on the Eve of Ghauri's Conquest
2. Economy under Delhi Sultanate: Means and Methods of Cultivation and Irrigation
3. Agricultural Production, AllauddinKhalji's Economic Measures
4. Revenue Assignment during the Sultanate Period: Evolution of *Iqta* System under Delhi Sultanate, *Khalisa v/s Iqta*
5. Economy under Mughal Empire: Mansab and Jagir
6. Zamindar: Land Rights and relations with Peasants and State
7. Land Revenue System during Mughals
8. Growth of Commerce and Crafts: Long Distance Trade and Trade between Town and Country
9. General Economic Life and Prosperity of People

BOOKS RECOMMENDED:

1. Abdul, Aziz : The Mansabdari System and the Mughal Army, Delhi, 1972.
2. Ali, M. Athar, : Mughal Nobility under Aurangzeb, Bombay, 1966 (Reprint, 1970).
3. Asharf, K.M. : Life and Conditions of the people of Hindustan (1200-1550), Delhi, (Reprint 1969).
4. Banerjee, Anil Chandra : The State and Society in Northern India, 1206-1526, K.P. Bagchi and Company, Calcutta, 1982.
5. Chablani, H.L. : Economic Condition of India during the 16th Century, Delhi, 1929.
6. Chandra, Satish : Essays in Medieval Indian Economic History, New Delhi, 1987.
7. Chandra, Satish : Medieval India: Society, the Jagirdari Crisis and the village, Delhi, 1981.
8. Chaudhary, Tapan Ray and Irfan Habib : A Cambridge Economic History of India, Vol. I, Cambridge University press, 1982.
9. Gopal, L. : The Economic life of Northern Indian, Varanasi, 1965.
10. Habib, Irfan (Ed.) : Medieval India-I: Researches in the History of India 1200-1750, Delhi, 1992.

Or

Economic Life in Modern India

Course Objectives:

This course studies some of the most significant aspects of the Indian economy under British rule from the mid 18th to the mid 19th century. It introduces students to fundamental economic changes that were brought about by colonialism during this period in the world of agriculture, weaving, trade and finance, labour and law. This course will teach students the core themes of economic history of India relating to a period when it was firmly integrated into the Global economy as a crucial appendage of the British Empire. It pays particular attention to the rich historiographical debates surrounding these themes from different perspectives. The course examines the changing relation of India with Britain and the world economy in two phases, before and after the first world war and the way the worlds of peasants, artisans and labourers were impacted.

Learning Outcomes:

At the end of the course, students would:

- Understand the emergence of modern institutions such as the state and market in the context of colonialism in India.
- Understand the relationship between political conquest and the economy as much as law and economic practice.
- Understand the relationship between colonial policies and their effects on various populations in the subcontinent.
- Be able to read and analyse primary sources.

Economic Life in Modern India

1. The Principles of Imperialism
 - Definition of the Imperialism
 - Economic Supremacy
2. Various Phases of the British Colonialism in India
 - Monopoly of the British Company, Industrial Revolution in England and its impact of India
 - Nature and Importance of British Colonialism
3. Impact of Colonialism on Agrarian Condition and Production
 - Permanent Settlement
 - Raiyatwari Settlement
 - Mahalwari Settlement
 - Condition of Peasants
 - Commercialization of Agriculture
4. Impact of Colonialism on Industry, Finance and Trade
 - Development of Indian Industries (Beginning of 20th Century)
 - Nature of Foreign Trade of India
5. Impact of British Colonialism on Indian Handicrafts
 - Type and Features of Indian Handicrafts
 - British Industrial Policies
6. Impact of Colonialism on the Various Social Classes
 - Social Classes (Land Lords, Peasants, Capitalists, Labours, Middle Class, Intellect Class)
 - Approaches of Social Classes towards National Movements

BOOKS RECOMMENDED:

1. Baden Powell : Land Systems in British India.
2. Dutt, R.R. : India Today, 1945.
3. Dutt. R.C. : The Economic History of India, 1908.
4. Bagchi, A.k. : Private Investment in India 1900-1939, Cambridge, 1972.
5. Chandra Bipin : The rise and growth of Economic Nationalism in India: Economic Policies of Indian National Leadership 1880-1905, Peoples Publishing House, New Delhi, 1991.
6. Roy, Tirthankar : The Economic History of India: 1857-1947, OUP, New Delhi, 2002.
7. Tomlinson, B.R. : The Economy of Modern India, 1860-1970, Cambridge, 1993.
8. Baha, Vinay : The Making of the Indian Working Class: The case of the Tata Iron and Steel co.
9. Bhattacharya, Sabyasachi : Capital and Labour in Bombay city, 1928-29". EPW/ 16 (1981), 41, pp, PE36 PE 44.
10. Ahuja, Ravi : State Formation and "Famine Policy" in early colonial South India, Indian Economic and Social History review, vol. 39no. 4, Oct- Dec, 2002. Review, vol, 41, no, 1, Jan-Mar, 2004

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

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| SEMESTER - III | 60 Hours | 4 Credits |
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MH 305: MEDIEVAL HISTORY OF RAJASTHAN (1400-1708 AD)

Course Objective:

This course introduces students to the history of medieval Rajasthan through a study of widerange of themes: dynamics of state formation, political alliances and norms of governance, service culture, fiscal and economic organization, networks of trade and tradingcommunities, social formation, changes in rural society, role of local cults, sects and popular preachers. By tracking these developments over six hundred years, this paper familiarizesstudents with the changing dimensions of regional history.

Course Outcome:

Through a study of this paper, the students will get an insight into the variety of regional sources and methodology adopted by historians who study history of regions. They will uncover the uniqueness of regions in terms of agents of change to unravel the processes that were instrumental in developing regional identity. It will help to understand the working of various local autonomous units and groups, who became important in the course of history.

MH 305: MEDIEVAL HISTORY OF RAJASTHAN (1400-1708 AD)

1. Sources of the History of Rajasthan
2. Salient features of Pre-Historic History of Rajasthan
3. Cultural importance of Kalibangan and Aahad
4. Origin of Rajputs
5. Turks Attack and Protest of Rajputs: Principles Rajput State – (10th -13th C.)
6. Rise of Mewad and Marwad: Political History of Mewad from Kumbha to Maharana Pratap; Political History of Marwad till the period of Maldev
7. Relationship of Akbar with Rajputs
8. Mughal-Rajput relations – (1605-1658 AD)
9. Aurangzeb-Rajput relations: Rajput in War of Succession; Bahadurshah-Rajput relation in (1707-08 AD)
10. Social Institutions and Customs of Rajputs: Caste, Family, Marriage and Woman
11. Social rites or rituals of Rajputs

BOOKS RECOMMENDED:

- | | | |
|----------------------------------|---|---|
| 1. Shatru, Ajaat | : | RajputonkaSamajikJivan (Hindi) |
| 2. Chandra, Satish | : | Utter Mughakalin Bharat (Hindi) |
| 3. Verma, Dinanath | : | Mughalkalin Bharat (Hindi) |
| 4. Diwakar, B.M. | : | Rajasthan kaItihas (Hindi) |
| 5. Yadav, Rajni | : | Sultanatekalin Bharat kaItihas (Hindi) |
| 6. Ahmed, Shahid | : | MadhyayuginRajputanekiShasan Pranali (Hindi) |
| 7. Sinha, VipinBihari | : | MadhyakalinBharatiyeSabhyata evamSanskriti (Hindi) |
| 8. Chundawat, Rani Lakshmikumari | : | RajwadonkeRiti-Riwaj |
| 9. Tod, Col. James | : | Rajasthan kaItihas (English & Hindi) |
| Sharma, Kaluram (Trans.) | | |

Or

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History
SESSION 2019-20 (Odd Semester)

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| SEMESTER - III | 60 Hours | 4 Credits |
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MH 305:HISTORY OF FOLK CULTURE AND TOURISM IN CHHATTISGARH

Course Objectives:

This course will teach student about the Folk culture and Tourism of the Chhattisgarh. It traces the changing nature of the Literary, Music and Art Institutions of Chhattisgarh by analyzing the shifts in the nature of the state. It highlights the Major Tourism centers in Chhattisgarh. This paper also familiarizes students with the nature of economy, history of trade, urbanization and urban economy of Chhattisgarh state.

Course Outcomes:

By the end of this course, students would be able to understand:

- The basic strands of folk culture of Chhattisgarh.
- They would also be able to appreciate the critical role of Tourism in economic and social changes in shaping the dynamics in Chhattisgarh. .
- They would learn about the importance of different saints of Chhattisgarh.
- They would have a comprehensive knowledge of subject like culture, administration, economic life and Tribal society of Chhattisgarh state.
- The readings and written assignments would help students build their comprehension and verbal communication skill about Chhattisgarh.

MH 305:HISTORY OF FOLK CULTURE AND TOURISM IN CHHATTISGARH

12. Folk Arts of Chhattisgarh, Folk Literature, Folk Songs, Folk Theater
13. Folk Culture of Chhattisgarh, Chief Fare's and Festivals of Chhattisgarh
14. Literary, Music and Art Institutions of Chhattisgarh, Chhattisgarh State Awards and Regards in this field
15. Major Archeological Centre in Chhattisgarh – Boramdev, Malhar, Deepadih, Sirpur, Rajim, Talagaon, Madkudwip, Shivrinarayan etc.
16. Major Tourism Centre in Chhattisgarh – Chitrakot, Mainpat, Giraudhpuri, Dongargarh, Ratanpur, Chandrapur etc.
17. National Parks, Centuries, Water Falls and Caves of Chhattisgarh
18. Prominent Saints of Chhattisgarh
19. Tribes of Chhattisgarh.

BOOKS RECOMMENDED:

- | | | |
|---|---|---|
| 10. Shatru, Ajaat | : | RajputonkaSamajikJivan (Hindi) |
| 11. Chandra, Satish | : | Utter Mughakalin Bharat (Hindi) |
| 12. Verma, Dinanath | : | Mughalkalin Bharat (Hindi) |
| 13. Diwakar, B.M. | : | Rajasthan kaItihas (Hindi) |
| 14. Yadav, Rajni | : | Sultanatekalin Bharat kaItihas (Hindi) |
| 15. Ahmed, Shahid | : | MadhyayuginRajputanekiShasan Pranali (Hindi) |
| 16. Sinha, VipinBihari | : | MadhyakalinBharatiyeSabhyata evamSanskriti (Hindi) |
| 17. Chundawat, Rani Lakshmikumari | : | RajwadonkeRiti-Riwaj |
| 18. Tod, Col. James Sharma, Kaluram (Trans.) | : | Rajasthan kaItihas (English & Hindi) |

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

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| SEMESTER - IV | 60 Hours | 4 Credits |
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MH 401: History of Marathas (1680-1761 AD)

Course Objectives:

The objective of this course is to examine various aspects of Maratha history. It attempts to engage with the process of state formation and inter-community relations in the eighteenth centuries in the region of Maharashtra. Similarly, students will be introduced to the complex nature of religious and cultural interactions between various communities and micro-regions that formed and shaped Maratha identity over a period of time.

Learning Outcomes:

At the end of the course, students would be:

- Will be familiar with the regional and linguistic specificities of Maharashtra.
- Able to understand how a range of historians engaged with the question of religion and castes ensibilities in Maharashtra.
- Able to locate different vernacular sources that shaped the formation of Maratha identity from the 17th century.
- Learn about the complex nature of political relations that the Maratha state shared with Deccan sultanates and the Mughals.
- Become familiar with the fascinating stock of popular religions and pietistic life in the regionof Maharashtra.

MH 401: History of Marathas (1680-1761 AD)

1. Shambhaji: Mughal- Maratha Struggles
2. Rajaram: Maratha War of Independence
3. Tarabai and Maratha War of Independence, Her Achievements
4. Shahu: Problems, Policy, Conquests, and Achievements
5. Peshwa Balaji Vishwanath: Policy, Conquests and Achievements
6. Peshwa Baji Rao I: Policy, Conquests, Administration and Achievements
7. Peshwa Balaji Baji Rao (Nana Saheb) Home and foreign Policy
8. Maratha Ascendancy over North Indian and Punjab
9. Third Battle of Panipat: Causes and Effects

BOOKS RECOMMENDED:

1. Elliot and Dowson : History of India Vol. VI and VIII.
2. Sarkar : History of Aurangzeb Vols. IV.
3. Faruqi : Aurangzeb and his times.
4. Nandakarni, B.R. : Maratha Samrajya: UdayaurAsta. (Hindi)
5. Sardesai G.S. : New History of the Maratha People Vols. I & II.
6. Irvine : Later Mughals, Vols. I & II.
7. Sarkar : Fall of Mughal Empire Vols. I & II.
8. Satish Chandra : Parties and Politics at the Mughal Court (1707-1740).
9. Sinha, H.N. : Rise of the Peshwa's.
10. Shrinivasan, C.K. : Bajirao First and the Great Peshwa.
11. Grant Duff : History of the Maratha.

DEPARTMENT OF HISTORY
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

(W.e.f. Session 2015-16)

M. A. History

SESSION 2019-20 (Odd Semester)

| | | |
|----------------------|-----------------|------------------|
| SEMESTER - IV | 60 Hours | 4 Credits |
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MH 402: Constitutional History of Modern India (1773-1947 AD)

Course Objectives:

This course will teach students the period of the colonial rule in India and It will look at political changes changes in the English Company rule. An important part of this course will be to reorient student's attention from the constitutional developments in India during 18th-19th Century.

Learning Outcomes:

The course will familiarize students with the following:

- The constitutional development in 17th century to 19th century.
- The early 18th century turn to diffent chater acts during Englishcolonial rule.
- The rise of the English Company as a political entity in India and the development of colonial rule.
- The transition to colonialism viewed from the perspective of the local, the regional and individual histories. This offers fresh perspective on our methodologies of studying the rise of 'modern' India.

MH 402: Constitutional History of Modern India (1773-1947 AD)

1. Regulating Act, 1773
2. Pitt's India, 1784
3. The Charter Acts of 1813, 1833 and 1853
4. Queen Victoria's Proclamation and Government of India Act 1858
5. Indian Council 1861
6. Indian Councils Act 1892
7. Indian Act 1909
8. Government of India Act, 1919
9. Government of India Act 1935
10. Indian Independence Act, 1947

BOOKS RECOMMENDED:

- | | | |
|-------------------------|---|--|
| 1. A. C. Benerjee | : | Indian Constitutional Documents. |
| 2. A. A. ppadorai | : | Dyarchy in Practice. |
| 3. A. B. Keith | : | A Constitutional History of India. |
| 4. Bisheshwar Prasad | : | Origins of Provincial Autonomy. |
| 5. C. H. Philips | : | The evolution of India and Pakistan 1858-1947, Select Documents. |
| 6. Gurumukh Nihal Singh | : | Landmarks in Indian Constitutional and National Development. |
| 7. Nicholas Mansergh | : | Transfer of Power 1942-47. |
| 8. R. Coupland | : | The Constitutional Problem in India. |

Or

Ecology & Environment in History

Course Objectives:

The objective of this course is to examine ecology, ecology science or art in the modern history. This course will train students to analyze the ecology & environment history during medieval to modern History. This paper also helps of the knowledge of production and scientific temper in different geo-political locations in India during pre colonial period. It also explores the complicated process of knowledge transmissions in the realms of body, narcotics, and dietary behavior, responding to different political situations in the pre-colonial period. This paper also discuss the enviromnet problems in independent India.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the ways in which pre-colonial Indian Ecology & Environment issues.
- Having a clear understanding of the Environment consciousness in mediaeval & modern Period.
- Able to analyze the complex nature of Environment problems in Independent India.
- Able to find new ways to read a variety of primary sources and formulate new research methodologies for writing history of Ecology & Environment History of India. .

Ecology & Environment in History

1. Ecology: What is Ecology, Scope of Ecology, Ecology-Science or Art, Its relation to other subjects
2. Environment: What is Environment, Component of Environment, Living and Non-living components, Environment degradation and its impact on present and future generations.
3. Environment consciousness in Medieval India
4. Exploration of natural resources for economic development in early Medieval India.
5. Exploration of natural resources for sustainable economic and ecological development in Mughal period.
6. Over exploitation and ecological destabilization during later Mughal period.
7. Environment and Ecological consciousness in Modern India.
8. British economic policy and imperialism.
9. Ruin of Indian small scale industries.
10. Establishment of industries based on Indian natural resources and its impact on environment and ecology.
11. Environment problem in Independent India.

BOOKS RECOMMENDED:

1. William P.Cunningham& Barbara Woodworth Saigo : Environmental Science, , USA, 1990.
2. E.P. Odum(ed.) : Fundamental of Ecology, W.B. Philadelphia, Pennsylvania, USA, 1959
3. P.D. Sharma : Ecology and Environment, Rastogi Publications, Meerut, 1990
4. Chopra, Puri& Das : Social, Cultural and Economic History of India, Vol-I,II& III.
5. HarishchandraVerma : Madhyakalin Bharat. (Hindi)
6. Bipin Chandra : BharatMein ArthikRashtravadakaUdbhavAur Vikas. (Hindi)

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| SEMESTER - IV | 60 Hours | 4 Credits |
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MH 403: Tourism: Principles & Practices with reference to History

Course Objective:

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

The aim of this paper is to make students familiar with concept of numerous forms of heritage. It is relevant for students to understand the contested character of heritage and why and how it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and institutional framework. Travelling to witness heritage, monumental or cultural is a very complex process where commercial consideration play important role. The paper will be of particular value to those who are interested in seeking career with travel industry and art and cultural students.

Learning Outcomes:-

The course will help students to know the complex character of heritage. This course will make them aware of numerous arenas where heritage generates avenue for revenue generation. Site visit to heritage site will make them appreciate the cultural diversity. Site visit will also acquaint them with the popular appreciation and appropriation of heritage.

MH 403: Tourism: Principles & Practices with reference to History

1. Tourism: Meaning, Concepts and Aims.
2. Tourism and Transportation.
3. Tourism and Hotel Industry.
4. Correlation of Tourism and History.
5. Major Historical Tourist Places of India.
6. Tourism and Folk Culture.
7. Tourism and Environment.
8. Tourism as an Industry.
9. Tourism Opportunities in Chhattisgarh.
10. Major Tourist Places of Chhattisgarh.

BOOKS RECOMMENDED:

- | | | |
|---|---|---|
| 1. Acharya Ram | : | Tourism in India. |
| 2. Acharya Ram | : | Tourism & Cultural Heritage of India. |
| 3. A.K. Bhatia | : | Tourism Development: Principle & Practices. |
| 4. Krishnalal & S.P. Gupta | : | Mosecove and Movement in India. |
| 5. Relinson | : | A Geography of Tourism. |
| 6. Dr. Pradeep Shuka, Dr. Seema Pandey Dr. Mahesh Shukla | : | Chhattisgarh me Parytan. |

Or

Indian Tribal History

Course Objectives:-

This course analysis the definition of Tribe as western culture, Historiography of Tribal tradition and Tribal movements largely to the ancient to colonial period. In doing so it will address 1. The issues involved in the categories tribal and their relationship with the colonial agrarian world. 2. The issues of Tribal movements. 3. The issues involved in questions of colonial economy and impact on Tribal Migration. Finally it will illustrate the all of this through a detailed study of some cases of Tribal revolt.

Learning Outcomes:-

At the end of this course the student will be able to:

- Understand the categories of tribal's of India.
- Understand the nature of the Ethnography and notes and novels about Tribal's in India..
- Understand questions of solidarity, territoriality and ethnicity in Tribal movements.
- Analyse historical case studies of Tribal's in India.

Indian Tribal History

1. Concepts of Tribal, Definition of Tribe as Emergent in Western Culture Anthropology
2. Tribes in the Indian Context
3. Travellers and Administrations Accounts
4. Ethnography and notes and Novels
5. Tribals folk Traditions
6. Tribal Movements of India
7. Introduction of Historiography of the Tribal tradition.
8. Tribes in Ancient India
9. Indian Tribes in the Precolonial Context
10. Discourse on Tribes in the Colonial period, Colonial Economy and Impact on Tribal Migration

BOOKS RECOMMENDED:

1. Moore, H.L. : Feminism and Anthropology. Cambridge (1988).
2. HalbeR, B.G. : Relevance of Anthropology: the Indian Scenario. Rawat Publications, Jaipur (1991).
3. Fogelson, RD Adams RN. : The Anthropology of Power: Ethnographic studies from Asia. Oceania and the New world. Academic Press, NY (1977).
4. Cochrane, Glynn : Development Anthropology. DUP, NY (1971).
5. Evans—Pritchard, FE : A History of Anthropology thought (1965).
6. Mouat Fredric : Andaman Islanders, New Delhi (1989).
7. Raamiah, L.S. : Tribal Linguistics in India, T R Publications, Madras (1990).
8. MacDougall, John. : Land or Religion? The Sardar and Sarovar movements in Bihar 1858-95. Manohar, New Delhi (1985).
9. Joshi, G M : Tribal Bastar and the British Administration, Indus Publishers, Delhi.
10. Raha. M K (ED). : Tribal India: Problem development Prospect, Gilan Publishing House, New Delhi (1989).
11. Choudhary. J N, : 1990 Tribal Culture and History of Arunachal Pradesh. Daya Publishing House. Delhi.
12. Pakem, B (ED) : National. Ethnicity and Cultural Identity in North—East India (1990).

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MH 404: Women in Medieval and Modern Indian History

Course Objectives:

The module will delineate gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyze institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. Further, it gives a birds eye view of history's tangled paradigm in labeling women as 'victim and agents' and 'objects and subjects'.

Learning Outcomes:

The module will enable students to develop a deeper and nuanced understanding of gender stereotypes and cultural practices prevalent. It would facilitate them to investigate and converge their historiographical understanding with class, caste, religion, popular culture, and sexuality. Furthermore, it would allow them to question the gendered practices that led to the creation and success of Mughal and Modern India.

MH 404: Women in Medieval and Modern Indian History

1. Status of Women during Medieval Period – Socio-Economic Status
2. Bhakti Movement and Women
3. Women education during Medieval Period
4. Women's Education during Modern Period
5. Socio-Religious Reform Movement and Women
6. Legislation concerning Women – Sati, Age of Consent, Widow remarriage
7. Role of Women in Freedom Struggle
8. Role of Important personalities in Modern India-
i) Rani Laxmi Bai ii) Begum Hazrat Mahal iii) Kasturba Gandhi
iv) Sarojini Naidu v) Anni Bessent vi) Madam Bhikhaji Rustam Kama
vii) Sister Nivedita viii) Indira Gandhi
9. Women Organizations, Institution of Women upliftment
10. Feminist Movement in India
11. Right of Property and Women

BOOKS RECOMMENDED:

1. Scott, J. : Gender and the politics of History, (1989).
2. Gupta, K. : Social Status of Hindu Women in Northern India (1206-1707), New Delhi (1987).
3. Mishra, R. : Women Mughal India (1526-1707), Munshilal Manohar, Delhi, (1967).
4. Natarajan, S. : A century of Social Reform in India, Asia Publishing House, New Delhi (1959).
5. Sharma, R.K. : Nationalism, Social Reform, Indian Women, (1921-37), Patna (1981).
6. Nanda, B.R. : Indian Women from purdah to Modernity, Vikas Publishing House, New Delhi.
7. Kasturi, Leela and majumdar, Vina, : Women and Indian Nationalism, Vikas Publishing House, New Delhi (1994).

Or

India Since Independence

Course Objective:

This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1950's to the 1990's. The course intends to familiarize the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Learning Outcomes:-

Students will be able to comprehend wide ranging topics of contemporary interest in the context of India from the 1950's to the 1990's.

India Since Independence

1. Debates on Economic alternatives— Planning Green Revolution
2. Industrial development, New economic policy 1991, Globalization
3. Debates on Political alternative— General Elections, Emergence of National and Regional parties, Emergency of 1975 and consequences of coalition politics, Independent India and Ramifications
4. Competing Ideologies of Independent India—Nationalism, Communalism
5. Socialism, Communism, Regionalism
6. Dalit movement, Feminist movements
7. Civil Rights movements. Liberalism, Globalization
8. India and the World— Nature of Indian foreign policy, Non-Alignment, India's nuclear policy, India in South Asia, Indo- Pak, Indo- China relations and emergence of Bangladesh, SAARC.

BOOKS RECOMMENDED:

1. V. P. Menon : The Story of Integration of the Indian States. New Delhi, (1961).
2. Graville Austin : The Indian Constitution: The Constitution of a Nation. OUP. New Delhi, (1972).
3. Jawaharlal Nehru : India's Foreign Policy Speech, New Delhi (1960).
4. K.V. Rao : Parliamentary Democracy of India New Delhi (1970).
5. Dr. Gadgil : Policy-making in India. New Delhi (1985).
6. A. S. Narang : Indian Government and Politics, New Delhi(1981).
7. Ranvir Vohra : The Making of India: A History Survey, New Delhi,(1981).
8. Chandra, Bipan : Essays on Contemporary India, Har— Anand Publications, New Delhi (1993).
9. Nanda. B. R. (ed) : Indian Foreign policy: Nehru Years, New Delhi.
10. Sarkar,Sumit : Modern India. 1885-1947, Macmillan India Ltd., Madras, (1986).
11. Ramachandra Guha : India After Gandhi The History of the World's largest Democracy McMillan,(2007).
12. Roy, Kumkum (ed.) : Women in early Indian Societies.
13. Sangari.Kukkum and Chakravarti.Urna : Form Myths to Markets.
14. Chandra, Bipan; Mukherjee, : India After Independence, Penguin Books (India) Ltd.. Mridula and Mukherjee, Aditva New Delhi, (2000).

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MH 405: Project & Viva (Theory, Field Work & Viva)

Or

Essay

1. Bhakti and Sufi Movement.
2. Social Conditions of Medieval Period.
3. Economic Conditions of Medieval Period.
4. Religious Conditions of Medieval Period.
5. Architecture of Medieval Period.
6. Impact of Islam of Indian Culture.
7. Indian Renaissance.
8. The Revolt of 1857.
9. Role of Gandhiji in National Liberation Movement.
10. Impact of British Rule in India.
11. Communal Politics in India.
12. Partition of India.

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| SEMESTER - IV | 60 Hours | 4 Credits |
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MH 405: Essay

1. Bhakti and Sufi Movement.
2. Social Conditions of Medieval Period.
3. Economic Conditions of Medieval Period.
4. Religious Conditions of Medieval Period.
5. Architecture of Medieval Period.
6. Impact of Islam of Indian Culture.
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