



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- IV (2021-2024)**

COURSE CODE	CATEG ORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS 401	CC	Society, Economy and Culture in Medieval India	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

\*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO1** To provide the knowledge of students about the sources and Historiography of Delhi Sultanate.
- CEO2** To make aware students about the structure of Society, Life and Condition of Delhi Sultanate.
- CEO3** To make them understand Bhakti and Sufi Movements and Development of Literature.
- CEO4** To highlight the Historiography of Mughal period and Famous Travelers and their accounts.
- CEO5** To understand the Structure of Society, Life and Condition of Women in Mughal India.

**Course Outcomes (COs):**

**The student will be able to:**

- CO1** Describe the origin and development of Historiography during Delhi Sultanate.
- CO2** Discuss the structure of society, class, life and condition during Delhi Sultanate.
- CO3** Explain Bhakti and Sufi Movements and Development of Literature.
- CO4** Analyze the importance of Mughal Historiography and travelers accounts.
- CO5** Discuss the structure of society, class, life and condition of women in Mughal India.

**Course Content**

**Unit-I- Sources of Historiography of Delhi Sultanate**

Primary Source and Origin and Historiography: Inscriptions, Monuments and Sculpture. Trends of Historiography: Minhaj-I-Siraj, Ziauddin Barani, Shams Siraj Afif, Amir Khusrau.

**Unit-II- Structure of Society, Life and Condition of Delhi Sultanate**

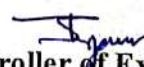
Structure of Rural Society: Composition and Stratification, Social Life, Amir Class, Rise of Zamindars. Judicial and Lower Grade Bureaucracy: Ulema Class, Standard of Living. Cites and Urban Life: Artisans and Slaves, Women and Social Customs.

  
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**Unit-III- Bhakti and Sufi Movements and Development of Literature**

Advent of Islam in India. Bhakti and Sufi Movements, Impact of Kabir, Nanak and Other Saints. Vaishnav Movement, Philosophy and Silsilas. Literature and Fine Arts: Sanskrit Literature, Arabic & Persian Literature, Regional Languages, Music.

**Unit-IV- Historiography of Mughal period and Famous Travelers**

Persian Historiography in Mughal Period: Ain-I- Akbari, Muntakhab-ut-Tawarikh, Tuzuk-I-Jahangiri and other texts. European Travelers in 16th & 17th Century: Father Anthony Monserrate, Ralph Fitch, William Finch, Hawkins, Thomas Coryat, Edward Terry, Thomas Roe, Jean De Thevenot, Francis Bernier, Jean Baptist Tavernier.

**Unit-V- Structure of Society, Life and Condition of Mughal India**

Structure of Rural Society: Classification of Peasants, Role of Zamindars in the Development of Rural Economy, Village Community. Urbanization of Mughal India: Urban Poor of Middle Category and Upper Class. Religious & Social Movements: Sufism in Mughal Period, Downfall of Indian Sufism. Mughal Architecture, Evolution of Composite Culture: Ganga-Jamani Culture.

**Suggested Readings-**

1. Alam, Muzaffar and Subramanyam, Sanjay. (ed.) (2000). **The Mughal State**. New Delhi: Oxford University Press.
2. Chandra, Satish. (2014). **Historiography, Religion and State in Medieval India**. New Delhi: Har-Anand Publication Pvt. Ltd.
3. Habib, Irfan. (2013). **Agrarian System of Mughal India 1526-1707**. New Delhi: Oxford University Press.
4. Habib, Irfan. (ed.) (2006). **Medieval India- Research in the History of India 1200-1750**. New Delhi: Oxford University Press.

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5. Hasan, S. Nural. (2005). **Thoughts on Agrarian Relations in Mughal India**. Delhi: People's Publication House.
6. Juneja, Monica. (2008). **Architecture in Medieval India: Forms, Contexts, Histories**. New Delhi: Orient Blackswan Private Limited.
7. Khurana, Dr. K. L. (2020). **History of India (C. 1206-1757)**. Agra: Lakshmi Narain Agarwal Publication.
8. Khurana, Dr. K. L. (2020). **Medieval India (1000-1761 A.D.)**. Agra: Lakshmi Narain Agarwal Publication.
9. Nizami, K. A. (2002). **Religion and Politics in the Thirteenth Century**. New Delhi: Oxford University Press.
10. Sharma, S. R. (2018). **Mughal Empire in India**. Agra: Lakshmi Narain Agarwal Publication.
11. Tripathi, R. P. (2012). **Rise and Fall of Mughal Empire**. Delhi: Surjeet Publication.
12. Tripathi, R. P. (1964). **Some Aspects of Muslim Administration in India**. Allahabad: Kitabistan.

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BAHNHIS 402	CC	History of Modern World (From 1871 C.E. to 2000 C.E.)	60	20	20	0	0	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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**Course Educational Objectives (CEOs):**

- CEO1 To provide the knowledge to students about Modern France and Eastern Question.
- CEO2 To make aware the students about the causes of World War I.
- CEO3 To make them understand the struggle of Modern China and Japan.
- CEO4 To highlight the causes that led to the modernization of Japan and rise of Fascism and Nazism.
- CEO5 To understand various reasons of World War II and establishment of UNO.

**Course Outcomes (COs):**

The student will be able to:

- CO1 Describe the changes in Modern France and the problems of Eastern Question.
- CO2 Discuss the results of World War I and its aftermath.
- CO3 Explain the condition of Modern China and Japan.
- CO4 Analyze the impact of modernization in Japan and condition of world during Fascism & Nazism.
- CO5 Discuss the results of World War II and importance of UNO.


**Course Content**

**Unit-I- History of Modern France and Eastern Question**

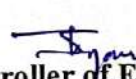
Third Republic of France, Kaiser William I, Home and Foreign Policy of Bismarck, Kaiser William II. Africa and Turkey: Scramble for Africa, Eastern Question, Russian-Turkish War, Berlin Congress (1878).

**Unit-II- Causes of World War I & Its Aftermath and Russian Revolution**

Young Turk Movement and the Balkan Wars- I and II. Russian Revolution of 1915, Europe, First World War: Causes and Results. Russian Revolution of 1917, Wilson Fourteen Principles, Paris Peace Conference, Treaty of Versailles, League of Nations.

  
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**Unit-III- Struggle in Modern China and Japan**

Imperialism and Colonialism in China and Japan, First and Second Opium Wars, Taiping Rebellion, Boxer Movement, Chinese Revolution 1911, Demands for Concessions in China.

**Unit-IV- Modernization of Japan, Rise of Fascism & Nazism**

Japan: The Meiji Restoration, Modernization of Japan, Rise of Militarism, Russo-Japanese War 1905, Sino-Japanese War 1937. Fascism in Italy: Mussolini's Home and Foreign Policy. Nazism and Germany: Home and Foreign Policy of Hitler.

**Unit-V- World War II, UNO and Cold War**

Causes and Results of the World War II, The Chinese Revolution of 1949, Emergence of Third World and Non-Alignment, UNO and Global Dispute, Cold War, End of the Cold War.

**Suggested Readings-**

1. Dev, Arjun and Dev, Indira Arjun. (2020). **History of the World: From the Late Nineteenth to the Early Twenty-First Century**. New Delhi: Orient Blackswan Private Limited.
2. Hill, Christopher. (2007). **Lenin and the Russian Revolution**. London: Penguin.
3. Hobsbawm, E. J. (1994). **The Age of Extremes**. New York: Vintage Books.
4. Joll, James. (1973). **Europe since 1870 : An International History**. London: Penguin.
5. Khurana, Dr. K. L. (2020). **History of China and Japan (1839-1949)**. Agra: Lakshmi Narain Agarwal Publication.

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6. Khurana, Dr. K. L. (2020). **Modern Europe (1871-1956 A.D.)**. Agra: Lakshmi Narain Agarwal Publication.
7. Khurana, Dr. K. L. (2019). **The Twentieth Century World**. Agra: Lakshmi Narain Agarwal Publication.
8. Lowe, Norman. (2020). **Mastering Modern World History**. Mumbai: Macmillan Publication Pvt. Ltd.
9. Mahajan, V. D. (2018). **History of Modern Europe since 1789**. New Delhi: S. Chand & Company Ltd.
10. Majumdar, Rohit. (2020). **History of Europe: From Renaissance to the End of the Cold War**. New Delhi: Sage Publications India Pvt. Ltd.

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BAHNHIS 403E1	DSE	Indian Epigraphy and Inscriptions	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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**Course Educational Objectives (CEOs):**

**CEO1** To provide the knowledge to students about Indian epigraphy, its development and importance.

**CEO2** To make them understand the beginning of Inscriptions in India.

**CEO3** To make them understand about the Inscriptions of Ashoka.

**CEO4** To highlight the features of Gupta Inscriptions.

**CEO5** To make them know Post Gupta period Inscriptions.

**Course Outcomes (COs):**

**The student will be able to:**

**CO1** Describe Indian Epigraphy its development and importance.

**CO2** Discuss the features of Inscription of Mauryan Dynasty.

**CO3** Discuss the important Major Rock Edicts of Ashoka.

**CO4** Discuss the important Inscriptions of Gupta Dynasty.

**CO5** Discuss the main characteristics of Post Gupta period Inscriptions.

**Course Content**

**Unit-I- Definition, Development and Importance of Epigraphy**

Definition and Importance of Epigraphy: Importance of Inscriptions in Rewriting of Ancient Indian History. Origin and Development of the Art of Writing: Indus Valley Script, Languages and Scripts- Brahmi & Kharosti, Dating and Eras. Writing Materials used in Inscriptions.

**Unit-II- Historical Importance of Ashokan Inscriptions**

1. Rock Edict II of Ashoka, Shahbaz Garhi.

2. Rock Edict XII of Ashoka, Seventh Pillar Inscription of Ashoka (Delhi-Topra).

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**Unit-III- Historical Importance of Ashokan and Inscriptions**

1. Pangudariya M.R.E. of Ashoka, Rupnath Inscription, Maski, Gujrra.
2. Besnagar P.E. of Heliodorus.

**Unit-IV- Historical Importance of Gupta Inscriptions**

1. Junagarh Inscription of Rudradaman, Poona Copper Plate Prabhawati Gupta.
2. Sanchi Inscription of Chandragupta II, Mehrouli Inscription of Chandragupta.

**Unit-V- Historical Importance of Gupta and other Inscriptions**

1. Prayag Prashsti of Samudragupta, Kumar Gupt – Banduverma Inscription of Mandsaur.
2. Aihole inscription of Pulakeshin II, Khajuraho Inscription of Yashoverman.

**Suggested Readings-**

1. Dani, Ahmad Hasan. (2019). **Indian Palaeography**. London: Clarendon Press.
2. Prasad, Pushpa. (1990). **Sanskrit Inscriptions of Delhi Sultanate: 1191-1526**. Aligarh: Centre of Advanced Study in History, Aligarh Muslim University.
3. Sarkar, Dinesh Chandra. (2017). **Indian Epigraphical Glossary**. New Delhi: Motilal Banarasidas Publishers Private Limited.
4. Sircar, D. C. (2008). **Indian Epigraphy**. New Delhi: Motilal Banarasidas Publishers Private Limited.
5. Solomon, Richard. (1998). **Indian Epigraphy**. New Delhi: Oxford University Press.
6. Thaplyal, K. K. (1972). **Studies in Ancient Indian Seals**. Lucknow: Akhila Bharatiya Sanskrit Parishad.

  
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BAHNHIS 403E2	DSE	History of the USA: Independence to Civil War	60	20	20	0	0	3	0	0	3	

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**Course Educational Objectives (CEOs):**

- CEO1 To provide the knowledge to students about the new world as United States of America.
- CEO2 To make them understand the limits of American Democracy.
- CEO3 To make them understand Early Capitalism and its Inequities in United States of America.
- CEO4 To highlight the Quest for Dominance in United States of America.
- CEO5 To inform the Slavery and The Civil War in United States of America.

**Course Outcomes (COs):**

**The student will be able to:**

- CO1 Describe American colonies, demography and condition of labor.
- CO2 Discuss the features of Federalist Constitution Jeffersonian Democracy.
- CO3 Discuss the Early Capitalism and its Inequities in United States of America.
- CO4 Explain the Imperialism and Changing Diplomacy in United States of America.
- CO5 Discuss the Slavery and The Struggle for Civil War in United States of America.


**Course Content**


**Unit-I- History of A New World**


The Growth of American Colonies: Diverse Demography. Forms of Labour: Indigenous Tribes, Indentured Labour, Slaves. Revolution: Sources, Historiography.

**Unit-II- Limits of American Democracy**

The Federalist Constitution: Structure and its Critique. Jeffersonian and Democracy, its Limitations. Westward Expansion: Jefferson and Jackson, Marginalization, Displacement of the Indigenous Tribes, Case Histories of the Shawnee and the Cherokee Tribes.

  
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**Unit-III- Early Capitalism and its Inequities**

Growth of Market Society, Industrial Labour: Gender, Race, Ethnicity. Immigrant Labour: Religious, Racial, Ethnic Bias, Case History of Irish Immigrants.

**Unit-IV- U.S. A. Quest for Dominance**

Imperialism and Changing Diplomacy: Manifest Destiny, War of 1812, Monroe Doctrine.

**Unit-V- Slavery and The Civil War**

The Economics of Slavery: South vs. North Debate, Slave Life and Culture: Nature of Female Slavery, Slave Resistance. Civil War: Issues of the War, Interpretations.

**Suggested Readings-**

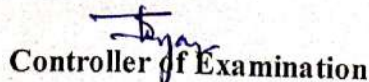
1. Bailyn, B., Wood, D. and Thomas, J. L. (2000). **The Great Republic, A History of the American People**. Massachusetts: D.C. Heath & Company.
2. Billias, George A. (2005). **The American Revolution: How Revolutionary Was It**. New York: Holt, Rinehart & Winston.
3. Boyer, P. S. and Sitkoff, H. (2003). **The Enduring Vision: A History of the American People. Vol. I**. Massachusetts: Houghton Mifflin Company.
4. Foner, E. (2007). **Give Me Liberty! An American History Vol. I**. New York: W.W. Norton & Co.
5. Greenspan, Alan and Wooldridge, Adrian. (2018). **Capitalism in America**. New York: Allen Lane.

  
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**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- IV (2021-2024)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS 403E2	DSE	History of the USA: Independence to Civil War	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

\*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

6. Grob, G. N. and Billias, G.A. **Interpretations of American History: Patterns and Perspectives**. New York: The Free Press.
7. Jayapalan, N. (2016). **History of United States of America**. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
8. Khurana, Dr. K. L. and Gupta, S.C. (2019). **History of America**. Agra: Lakshmi Narain Agarwal Publication.
9. Palit, Chittabrata and Mukherjee, Jenia. (2013). **An introduction to the History America**. New Delhi: Cambridge University Press.
10. Zinn, Howard. (2016). **A People's History of the United States**. New York: Harper Collins Publishers.

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			THEORY			PRACTICAL		L	T	P	CREDITS
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BAHNHIS 403E3	DSE	Archives and Museums	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO1 To make them understand the knowledge of the forms of Archives.
- CEO2 To make them understand the types and History of Archives in India.
- CEO3 To make them understand the function and History of Museums in India.
- CEO4 To highlight the features of Museums and its conservation and preservation.
- CEO5 To highlight the impact of Museums and Archives on Society.

**Course Outcomes (COs):**

The student will be able to:

- CO1 Describe Indian Archives, its form and process of development.
- CO2 Discuss the types of Archives, History and establishment of NAI.
- CO3 Discuss the function and History of Indian Museum, Kolkata and National Museum in New Delhi.
- CO4 Explain the methods, technique, conservation and preservation of Museums.
- CO5 Discuss the Exhibitions, Public Relations of Museums and Archives.

**Course Content**

**Unit-I- Definition and Forms of Archives**

Definition of Archives and Allied terms like Manuscripts, Documents, Records, Library, Gallery, Physical Forms of Archival Materials like Clay Tablets, Stone Inscription, Metal Plates, Palm Leaves and Paper Records, Photographs, Cartographic Records, Film, Video Tapes and other Electronic Records.

**Unit-II- Types and History of Archives in India**

Types of Archives, History of Archives, History of Setting up Archives in India with Some Specific examples like National Archives, New Delhi and any Regional example of the Local Archive as Indore State Records, Rajwada and Rampur Kothi in Indore.

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BAHNHIS 403E3	DSE	Archives and Museums	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

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### Unit-III- Definition, Function and History of Museums in India

Definition of Museum, Aim, Function, History of Museum, History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum, New Delhi.

### Unit-IV- Types of Museums, Conservation and Preservation


Types of Museums and Emergence of New Museums and Allied Institutions, Understanding of Collection, Conservation, Preservation and their Policies, Ethics and Procedure.


### Unit-V- Museums, Archives and Society

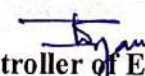
Museum, Archives and Society: Exhibitions, Public Relations, Education and Communication through Outreach Activities. Project Work.

### Suggested Readings-

1. Aggarwal, O. P. (2006). **Essentials of Conservation and Restoration and Museology**. Delhi: Sundeep Prakashan.
2. Bhattacharya, Sabyasachi. (2018). **Archiving the Raj: History of Archival Policy of the Government of India with Selected Documents 1858-1947**. New Delhi: Oxford University Press.
3. Choudhary, R. D. (1988). **Museums of India and their Maladies**. Calcutta: Agam Prakashan.
4. Jain, Sunjaya. (1999). **Museum and Museology: Ek Parichaya (Hindi)**. Delhi: Kanika Prakashan.

  
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BAHNHIS 403E3	DSE	Archives and Museums	60	20	20	0	0	3	0	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

5. Kathpalia, Y. P. (1973). **Conservation and Restoration of Archive Materia**. Paris: UNESCO Publication.
6. Mathur, Saloni. (2007). **India by Design: Colonial History and Cultural Display**. Berkley: University of California Press.
7. Mitter, Partha. (2010). **Indian Art, Oxford History of Art Series**. New Delhi: Oxford University Press.
8. Nair, S. N. (2011). **Bio-Deterioration of Museum Materials**. Kolkata: Agam Prakashan.
9. Sen, Geeti. (ed.) (2003). **India: A National Culture**. New Delhi: Sage Publication Private Limited.
10. Sengupta, S. (2014). **Experiencing History Through Archives**. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
11. Thakurta, Tapati Guha. (2004). **Monuments, Objects, Histories: Institution of Art in Colonial and Post-colonial India**. New York: Columbia University Press.
12. Thakurta, Tapti Guha. (2007). **The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920**. New Delhi: Cambridge University Press.

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BAHN404	CV	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

\*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Comprehensive Viva Voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during their graduate programmed. In doing so, the main objective of this course is to prepare the students to face interview at the academic sector.

**Course Educational Objectives (CEOs):**

CEO1 To provide an opportunity for students to apply theoretical concepts in real life situations


CEO2 Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.


**Course Outcomes (COs):**

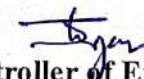
**The student shall be able to:**

CO1 The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

CO2 Exhibit the strength and grip on the fundamentals of the subjects studied during the semester.

  
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BAHN405	P/D/I	Field Study	0	0	0	50	0	0	0	4	2

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\*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

**CEO1** This paper has an objective of exposing the students on various field study concepts.

**CEO2** To provide an opportunity for students to apply theoretical concepts in real life situations.

**CEO3** To enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes (COs):**

**The student shall be able to:**

**CO1** The student should be able to acquire research skills and capabilities to take up the project work.

**CO2** The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one.

**CO3** There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.

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