

# **FACULTY OF ARTS AND HUMANITIES**

## **SYLLABUS**

**Programme Code: MHIS, BHIS, BPHC**

**Programme Name: M. A.**

**(Semester I-IV: 2023-2025 Batch)**

**BA / B Sc/BBA/Bcom etc.**

**(Semester I-VI: 2023-2026 Batch)**



**P.G. Department of History**  
**Khalsa College, Amritsar**

**(AN AUTONOMOUS COLLEGE)**

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(b) Subject to change in the syllabi at any time.  
(c) Please visit the College website time to time.

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<b>B. A/B. Sc/BBA/BCA/ B.Com Semester I-VI</b>	<b>Punjab History and Culture</b>	<b>77-92</b>
<b>Bachelor of Physiotherapy (Part-I)</b>	<b>Punjab History and Culture</b>	<b>93-96</b>
<b>B. Sc (Hons.) Agriculture</b>	<b>Punjab History and Culture</b>	<b>97-101</b>

**M.A. HISTORY**  
**PROGRAMME CODE- MHIS**

S. No.	PROGRAMME OBJECTIVES
1.	To apprise students about the significant events and changes in the history of India and the world.
2.	To stimulate intellectual curiosity and research aptitude among the students and make them familiar with Indian tradition of historical writing.
3.	To develop critical understanding of Indian society, economy, polity, and culture through historical perspective.
4.	To make students acquainted with the fundamentals of historical research.
5.	To prepare them for a range of careers in civil services, teaching and research.

S. No.	PROGRAMME SPECIFIC OUTCOMES (PSOS)
<b>PSO-1</b>	Students become acquainted with the political processes and structures, society and culture, political Ideas and Institutions, historical thought and historiography, economy and society in the Punjab, India and the World.
<b>PSO-2</b>	Students become familiar with the social, political, religious, economic and cultural institutions of the present, and also their evolution and development in the past.
<b>PSO-3</b>	Students learn about old coins and other historical material, enact historical dramas, make visits to places of historical interests, archeological sites, museums and archives, learn to use historical maps, charts and write articles on historical topics.
<b>PSO-4</b>	After completing this programme, students can become familiar with excellent opportunities in the higher studies (M. Phil., Ph.D. and other research programmes and their related sponsorships and fellowship programmes run by government and other agencies). They may get employment in the field of teaching, as a consultant with museums, media centers and historical monuments.
<b>PSO-5</b>	History students learn about moral and environmental education, and also develop a feeling of nationalism and patriotism in the hearts for our nation.

<b>COURSE SCHEME</b>											
<b>M. A. SEMESTER - I</b>											
<b>Course Code</b>	<b>Course Name</b>	<b>Hours /Week</b>	<b>Credits</b>			<b>Total Credits</b>	<b>Max Marks</b>				<b>Page No.</b>
			<b>L</b>	<b>T</b>	<b>P</b>		<b>Th</b>	<b>P</b>	<b>IA</b>	<b>Total</b>	
<b>Major Courses</b>											
<b>MHIS-4101</b>	<b>POLITICAL PROCESSES AND STRUCTURES IN INDIA UPTO A.D. 1200</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>2-4</b>
<b>MHIS-4102</b>	<b>SOCIETY AND CULTURE IN INDIA UPTO A.D. 1200</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>5-7</b>
<b>MHIS-4103</b>	<b>POLITY AND ECONOMY OF INDIA (A.D. 1200-1750)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>8-10</b>
<b>MHIS-4104</b>	<b>POLITICAL IDEAS AND INSTITUTIONS IN INDIA (A.D.1757-1947)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>11-12</b>
<b>MHIS-4105</b>	<b>HISTORY OF THE PUNJAB (A.D.1450-1708)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>13-15</b>
<b>M. A. SEMESTER – II</b>											
<b>MHIS-4206</b>	<b>AGRARIAN AND URBAN ECONOMY IN INDIA UPTO A.D.1200</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>16-18</b>
<b>MHIS-4207</b>	<b>SOCIETY AND CULTURE OF INDIA (A.D. 1200-1750)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>19-21</b>
<b>MHIS-4208</b>	<b>POLITY, ECONOMY AND SOCIETY IN THE PUNJAB (A.D. 1799-1849)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>22-24</b>
<b>MHIS-4209</b>	<b>MODERN WORLD: MAJOR TRENDS (A.D. 1500-1900)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>25-26</b>
<b>MHIS-4210</b>	<b>ECONOMIC HISTORY OF MODERN INDIA (A.D.1757-1857)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>27-29</b>

<b>SEMESTER – III</b>											
<b>MHIS-5311</b>	<b>SOCIAL AND CULTURAL HISTORY OF INDIA (A.D. 1858-1947).</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>30-32</b>
<b>MHIS-5312</b>	<b>EMERGENCE OF INDIAN NATIONALISM (A.D. 1857-1919).</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>33-35</b>
<b>MHIS-5313</b>	<b>PUNJAB UNDER COLONIAL RULE (A.D. 1849-1947).</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>36-38</b>
<b>MHIS-5314</b>	<b>TWENTIETH CENTURY WORLD (A.D. 1901-2000).</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>39-40</b>
<b>MHIS-5315</b>	<b>HISTORICAL THOUGHT AND HISTORIOGRAPHY.</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>41-43</b>
<b>SEMESTER – IV</b>											
<b>MHIS-5416</b>	<b>ECONOMIC HISTORY OF MODERN INDIA (A.D.1858-1947).</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>44-46</b>
<b>MHIS-5417</b>	<b>THE INDIAN NATIONAL MOVEMENT (A.D.1920-1947).</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>47-49</b>
<b>MHIS-5418</b>	<b>CONTEMPORARY PUNJAB (A.D. 1947-2011)</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>50-51</b>
<b>MHIS-5419</b>	<b>INDIAN HISTORIOGRAPHY.</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>52-54</b>
<b>MHIS-5420</b>	<b>HISTORY OF IDEAS.</b>	<b>06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>06</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>55-56</b>

# **SYLLABUS**

## **HISTORY**

**M.A. Semester: I-IV**

**BATCH 2023-25**

**P.G. DEPARTMENT OF HISTORY  
KHALSA COLLEGE AMRITSAR  
(An Autonomous College)**

**KHALSA COLLEGE AMRITSAR**  
**(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-I

**POLITICAL PROCESSES AND STRUCTURES IN INDIA UPTO A.D. 1200**  
**Course Code: MHIS-4101**

**Credit Hours (per week): 06**  
**L –T –P**  
**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to educate the students about how the political processes and structures evolved and developed in India in ancient period. It intends to make the students to build historical arguments on the primary source material research. It aims to know the political ideology and structure in Harappan and Vedic Age and subsequent changes in them under the different dynasties such as Mauryans, Kushans, Guptas, Vardhanas and other ancient dynasties till 1200 AD.

**UNIT-I**

1. Prehistory and Harappan Civilization
2. Rig Vedic and Later Vedic Polity
3. The Mahajanpadas

**UNIT-II**

4. The Mauryan Empire
5. The Kushana Polity
6. The Satavahana Polity

### UNIT- III

7. The Gupta Age
8. The Early Medieval Indian Polity
9. Critique of Feudal Model of Polity

### UNIT- IV

10. The Sangam Age
11. The Pallava Polity
12. The Chola Polity

#### Recommended Readings:

Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century*, Longman, Delhi, 2009.

B.D. Chattopadhyaya, "Political Processes and Structures of Polity in Early Medieval India", Presidential Address: Ancient Indian Section, *Proceedings Indian History Congress*, 44<sup>th</sup> session, Burdwan, 1983.

D.N. Jha, *Ancient India-In Historical Outline*, Manohar, New Delhi, 1998.

Irfan Habib, *The Indus Civilization*, Tulika, New Delhi, 2002.

Ram Sharan Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 1996.

\_\_\_\_\_, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.

\_\_\_\_\_, *Indian Feudalism, c. A.D. 300-1200*, Macmillan, New Delhi, 1980

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

#### Reference Readings:

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

B.D. Chattopadhyaya, *The Making of Early Medieval India*, OUP, New Delhi, 1994.

D.N. Jha, "The Relevance of 'Peasant State and Society' to Pallava-Chola Times", *The Indian Historical Review*, Vol. VIII, Nos. 1-2, 1981-82, pp 74-94.

\_\_\_\_\_, *The Feudal Order*, Manohar, New Delhi, 2000.

Harbans Mukhia, "Was There Feudalism in Indian History?", *Feudalism and Non European Societies* (eds. T.J. Byres and Harbans Mukhia), Frank Cass, London, 1985, pp 255-91.

Herman Kulke, "Fragmentation and Segmentation Versus Integration? Reflections on the Concept of Indian Feudalism and the Segmentary State in Indian History", *Studies in History*, Vol. IV, No 2, 1982, pp 237-63.



Ram Sharan Sharma, "How Feudal was Indian Feudalism?", *Feudalism and Non-European Societies* (eds. T.J. Byres and Harbans Mukhia), Frank Cass, London, 1985, pp. 19-43.

Romila Thapar, (ed), *Recent Perspectives of Early Indian History*, Popular Prakashan, Bombay, 1995.

\_\_\_\_\_, *Asoka and the Decline of the Mauryas*, Oxford University Press, New Delhi, 1997.

\_\_\_\_\_, *History of Early India from the Origins to A.D. 1300*, Penguin, New Delhi, 2002.

Kumkum Roy, *The Emergence of Monarchy in Northern India: Eighth to Fourth Centuries B.C. as Reflected in the Brahmanical Tradition*, Oxford University Press, New Delhi, 1994.

Shireen Ratnagar, *Enquiries into the Political Organization of the Harappan Society*, Ravish Publishers, Pune, 1991.

\_\_\_\_\_, *Understanding Harappa Civilisation in the Greater Indus Valley*, Tulika, New Delhi, 2001.

### **Course Outcomes:**

#### **On completing of the course, the students will be able to:**

- CO-1** Study the origin of political ideology and structure in India in Ancient times.
- CO-2** Learn the different political ideologies and structures of different ancient Indian dynasties
- CO-3** Understand historical arguments on the primary source material research.
- CO-4** Develop critical understanding of the policies of different Ancient dynasties.
- CO-5** Evaluate the different categories of historical sources such as Literary and archaeological

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M.A. HISTORY  
SEMESTER-I

**SOCIETY AND CULTURE IN INDIA UPTO A.D. 1200**

**Course Code: MHIS - 4102**

**Credit Hours (per week): 06**

**L -T -P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to make the students acquainted with the major aspects of the society and culture of the India from Indus Valley Civilization to 1200 AD. It familiarize students with the origin, philosophy and development of Harappan and Vedic religions, Jainism, Buddhism, Vaishnavism, Shaivism, Tantricism and Islam in India. It also aims to provide knowledge of the social aspects such as origin of Varna and Jati system and position of women, development of language and literature, script, art and architecture, science and technology.

**UNIT – I**

1. The Harappan and the Vedic Religion
2. Jainism, Buddhism and other Early Heterodox Movements
3. Ashoka's Dhamma

**UNIT – II**

4. Vaishnavism, Shaivism and Shaktivism
5. Bhakti and Tantricism
6. Islamic Centers

### UNIT – III

7. Varna and Jati
8. Tribals, Untouchables and Mlechhas
9. Marriage Institution and Family

### UNIT – IV

10. Language, Script, Literature
11. Art, Architecture and Sculpture
12. Education, Science and Technology

#### Recommended Readings:

D.N. Jha, *Ancient India - In Historical Outline*, Manohar, New Delhi, 1998.

Ram Sharan Sharma, *Material Culture and Social Formations in Ancient India*, Macmillan, Delhi, 2001.

\_\_\_\_\_, *India's Ancient Past*, OUP, New Delhi, 2005.

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

*Ancient India*, Ministry of Information and Broadcasting, Government of India, New Delhi, 1995.

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

#### Reference Readings:

Aloka Prasher, *Mlechhas in Early India: A Study in Attitudes Towards Outsiders upto A.D. 600*, Munshiram Manoharlal, New Delhi, 1991.

B.D. Chattopadhyaya, *The Making of Early Medieval India*, Oxford University Press, New Delhi.

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

Dev Raj Chanana, *Slavery in Ancient India as Depicted in Pali and Sanskrit Texts*, People's Publishing House, New Delhi, 1990.

K.M. Shrimali, (ed), *Essays in Indian Art, Religion and Society*, Munshiram Manoharlal, New Delhi, 1987.

\_\_\_\_\_, *The Age of Iron and the Religious Revolution C. 700-350 BC*, Tulika Books, New Delhi, 2007.

Ram Sharan Sharma, *Social Change in Early Medieval India (circa A.D. 500-1200)*, People's Publishing House, New Delhi, 1993.

\_\_\_\_\_, *Sudras in Ancient India: A Social History of the Lower Order down to circa A.D. 600*, Motilal Banarsidass, Delhi, 1980 (2<sup>nd</sup> ed; 1<sup>st</sup> ed 1958).

Romila Thapar, *Ancient Indian Social History*, Orient Longman, New Delhi, 1990.

\_\_\_\_\_, *Asoka and the Decline of the Mauryas*, Oxford University Press, New Delhi, 1997.

Suvira Jaiswal, "Some Recent Theories of the Origin of Untouchability: Historiographical

\_\_\_\_\_, "Women in Early India: Problems and Perspectives", *Proceedings Indian History*

*Congress, 42<sup>nd</sup> Session, Bodh Gaya, 1981, pp 54-60.*

V.N. Jha, "Candala and the Origin of Untouchability", *The Indian Historical Review*, Vol. XIII, No's 1-2, 1986-87, pp 1-36.

\_\_\_\_\_, "Stages in the History of Untouchables", *The Indian Historical Review*, Vol. II, No 1, July 1975, pp 14-31.

Vijay Nath, "Women as Property and Their Right to Inherit Property upto Gupta Period", *The Indian Historical Review*, Vol. XX, No's 1-2, 1991-92, pp 1-15.

### **Course Outcomes:**

#### **On completing the course, the student will be able to:**

- CO-1** Understand that Indian culture is an amalgamation of several cultures.
- CO-2** Study about origin, philosophy and development of various religions in the period under study.
- CO-3** Learn the social and moral values.
- CO-4** Study about the position of women during ancient times.
- CO-5** Study about the richness of language and literature, script, art and architecture, science and technology.

**KHALSA COLLEGE AMRITSAR  
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M.A. HISTORY  
SEMESTER-I

**POLITY AND ECONOMY OF INDIA (C. 1200-1750)**

**Course Code: MHIS - 4103**

**Credit Hours (per week): 06**

**L -T -P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to provide the knowledge about the political and economic institutions prevalent during the Mughal period. It aims at providing knowledge about the working of the Mughal government and political organizations. It highlights the emergence of new regional states after the decline of the Mughals. It intends to acquaint the students with trade, commerce and the monetary system of the Mughals.

**UNIT-I**

1. The Sources
2. Evolution of Delhi Sultanate
3. Structure of Sultanate: Central, Provincial and Local

**UNIT-II**

4. The Working of Mughal State: Ruler, Land Revenue, Mansabdari & Army Organization
5. Ruling Classes
6. Agrarian Economy

### UNIT-III

7. Trade and Commerce
8. Monetary System
9. Towns and Cities

### UNIT-IV

10. Industries: Organization and Production Technology
11. Conflicts inherent in the System and its Collapse
12. Emergence of Regional States

#### Recommended Readings:

- A.B. Panday, *Later Medieval India*, Central Book Depot, Allahabad, 1976.
- Nurul Hasan, *Thoughts on Agrarian Relations in Mughal India*, PPH, New Delhi, 1973.
- Satish Chandra, *Medieval India: From Sultanate to the Mughal Empire (1526-1748)*, Part II, Har Anand, New Delhi, 1998.
- Tapan Raychaudhari and Irfan Habib (eds.), *The Cambridge Economic History of India*, Vol. I, Orient Longman, New Delhi, 1991.

#### Reference Readings:

- Athar Ali, *The Mughal Nobility Under Aurangzeb*, OUP, Delhi, 1998.
- H.K. Naqvi, *Urban Centres and Industries in Upper India (1556-1803)*, Asia Publishing House, Bombay, 1968.
- Irfan Habib, *The Agrarian System of Mughal India*, OUP, New Delhi, 2005.
- K.M. Ashraf, *Life and Conditions of the People of Hindustan*, Munshiram Manoharlal, Delhi 1979.
- K.M. Panikkar, *The Making of History: Essays presented to Irfan Habib*, Tulika, New Delhi, 2001.
- Mazaffar Alam and Sanjay Subramanyam, *The Mughal State (1526-1750)*, OUP, New Delhi, 2000.
- Muzaffar Alam, *Crisis of Empire in Mughal North India: Awadh and the Punjab (1707- 1848)*, OUP, Delhi, 1993.
- R.P. Tripathi, *Some Aspects of Muslim Administration in India*, Central Book Depot, Allahabad, 1972.
- Satish Chandra, *Historiography, Religion and State in Medieval India*, Har-Anand, New Delhi, 1997.
- \_\_\_\_\_, *Medieval India: Society, the Jagirdari Crisis and the Village*, Macmillan, Delhi, 1982.
- \_\_\_\_\_, *Parties and Politics at the Mughal Court*, PPH, New Delhi, 1971.
- Shireen Moosvi, *Economy of the Mughal Empire: C. 1595: A Statistical Study*, OUP, New Delhi, 1986.

**Course Outcomes:**

**On completing the course, the students will be able to:**

- CO-1** Study new changes brought by the Mughals in political sphere.
- CO-2** Study new changes brought by the Mughals in economic sphere.
- CO-3** Understand the nature of the Mughal monarchy and nobility and their relationship.
- CO-4** Analyse the conflicts inherent in the System and Collapse of the Mughals.
- CO-5** Understand the rise and role of regional states in Indian polity.

**KHALSA COLLEGE AMRITSAR**  
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M.A. HISTORY  
SEMESTER-I

**POLITICAL IDEAS AND INSTITUTIONS IN INDIA (A.D.1757-1947)**

**MHIS-4104**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to provide knowledge to the students about the political ideas and institutions prevalent in India during the British rule. It aims at acquainting the students with different strategies adopted by the British for expansion of their rule in India. It also intends to know about the growth of Western education, civil services, growth of press, judicial system and constitutional development under the British rule in India.

**UNIT-I**

1. William Jones
2. James Mill
3. T.B. Macaulay

**UNIT-II**

4. Strategies of Imperial Expansion
5. Growth of Western Education
6. Judicial System



### UNIT-III

7. Land Revenue Administration
8. Civil Service, Police and Army
9. Growth of Press

### UNIT-IV

10. Colonial Control upto 1858
11. Constitutional Concessions 1861-1947
12. Paramountcy and Princely India

#### Recommended Readings:

- A.C. Banerjee, *The New History of Modern India 1707-1947*, K.P. Bagchi, Calcutta, 1983.
- B.B. Mishra, *The Administrative History of India (1834-1947)*, OUP, New Delhi, 1970. Eric Stokes, *The English Utilitarians and India*, Clarendon Press, Oxford, 1999.
- R.C. Majumdar (ed), *British Paramountcy and Indian Renaissance*, 2 Parts, Vidya Bhawan, Bombay, 1965.
- S.C. Mittal, *India Distorted: A Study of British Historians on India*, Vol. I, M.D. Publications, New Delhi, 1995.
- Thomas R Trautsmann, *Aryans and British India*, OUP, New Delhi, 1997.

#### Reference Readings:

- A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1994. Bipan Chandra, *India's Struggle for Independence*, Penguin, New Delhi, 2001.
- \_\_\_\_\_, *Modern India*, NCERT, New Delhi, 1990.
- Bisheshwar Prasad, *Bondage and Freedom: A History of Modern India (1707-1947)*, 2 Vols. New Delhi, 1979.
- Judith Brown, *Modern India: The Origins of an Asian Democracy*, OUP, Delhi, 1985.
- S. Ambirajan, *Classical Political Economy and British Policy in India*, CUP, Cambridge, 1978.
- S. Gopal, *British Policy in India (1858-1905)*, OUP, London, 1975.
- Thomas R. Matcalf, *Land, Landlords and the British Raj*, University of California Press, Berkeley, 1979.

#### Course Outcomes:

##### On completing the course, the students will be able to:

- CO-1** Understand the political ideology and institutions of the British in India.
- CO-2** Learn different strategies of the British to expand their empire in India.
- CO-3** Analyse the growth of Western education and press under the British and their impact.
- CO-4** Study the judicial system of the British in India.
- CO-5** Study the constitutional development under the British in India.

**KHALSA COLLEGE AMRITSAR  
(AN AUTONOMOUS COLLEGE)**

**M.A. HISTORY  
SEMESTER - I**

**PAPER- V: HISTORY OF THE PUNJAB (A.D.1450-1708)  
Course Code: MHIS-4105**

**Credit Hours (per week): 06  
L –T –P  
04-02-0**

**Time: 3 Hours**

**Total Marks: 100  
Theory: 75  
Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to inculcate deep insights of the students to know the important developments in the History of the Punjab during the medieval period. It aims to familiarize students with the political, social and religious milieu at the advent of Guru Nanak. It intends to provide information regarding the origin, consolidation and development of the Sikh philosophy and the Sikh Panth.

**UNIT-I**

1. The Sources: Categories and Assessment
2. Lodhi Sultanate: Government and Administration
3. Society during Guru Nanak Dev's Age

**UNIT-II**

4. Religious Milieu at the Advent of Guru Nanak Dev
5. Guru Nanak Dev and His Mission
6. Expansion and Consolidation of the Sikh Panth (1539-1606)

### UNIT-III

7. Transformation of the Sikh Panth (1606-1664): Martyrdom of Guru Arjun Dev
8. Life and Martyrdom of Guru Teg Bahadur
9. Sikh Sects: Udasis, Minas, Dhirmalias and Ramraiyyas

### UNIT-IV

10. Guru Gobind Singh and His Mission
11. Guru Gobind Singh's relations with Hill Chiefs
12. Guru Gobind Singh's relation with Mughals

#### Recommended Reading:

Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, OUP, Delhi, 1991.

J.S. Grewal, *From Guru Nanak to Maharaja Ranjit Singh*, G.N.D. University, Amritsar, 1982.

\_\_\_\_\_, *Guru Nanak in History*, Panjab University, Chandigarh, 1969.

\_\_\_\_\_, *The New Cambridge History of India: The Sikhs of the Punjab*, OUP, New Delhi, 1990.

Khushwant Singh, *A History of the Sikhs, Vol. I (1469-1839)*, OUP, Delhi 1977. Paushora Singhand  
N.G. Barrier, *Sikhism and History*, OUP, Oxford, 2004.

Sulakhan Singh, "Iitihaskik Prepeckh Vich Udasi" (Key note Address) Udasi Sampardai and Sikh Panth, Gobind Sadan, New Delhi, 2007.

\_\_\_\_\_, "Madhkali Punjab Dian Dharmik Sikh Sarnpardavan Di Itihaskari" (Presidential Address: Punjabi Section), Patiala, 1997.

\_\_\_\_\_, *Heterodoxy in the Sikh Tradition*, ABS Publications, Jalandhar, 1999.

Surjit Hans, *A Reconstruction of Sikh History from Sikh Literature*, ABS Publications, Jalandhar, 1988.

Teja Singh and Ganda Singh, *A Short History of the Sikhs, Vol. (1469-1765)*, Patiala, 1983

W.H. McLeod, *Guru Nanak and the Sikh Religion*, OUP, Delhi, 1968.

#### Reference Readings:

G.C. Narang, *Transformation of Sikhism*, New Book Society, 1968. (5<sup>th</sup> edition)

G.S. Dhillon, *Researches in Sikh Religion and History*, Chandigarh, 1989.

Harbans Singh (ed), *The Encyclopedia of Sikhism*, 4 Volumes, Punjabi University, Patiala 1992.

I.B. Banerjee, *Evolution of the Khalsa, 2 Vols.*, A. Mukherjee & Co., Calcutta, 1979.

Indu Banga (ed), *Five Punjabi Centuries: Polity, Economy, Society and Culture (C1500- 1990)*, Manohar, New Delhi, 1997.

J.D. Cunningham, *History of the Sikhs*, Delhi, 1969. (reprint).

J.S. Grewal and Indu Banga, *The Khalsa Over 300 Years*, Manohar, New Delhi, 1999.

J.S. Grewal and Irfan Habib (eds.), *Sikh History from Persian Sources*, Manohar, New Delhi,

2001.

J.S. Grewal and S.S. Bal, *Guru Gobind Singh*, Panjab University, Chandigarh, 1987.

J.S. Grewal, *Contesting Interpretations of the Sikh Traditions*, New Delhi, 1998.

Jasbir Singh Maan and Harbans Singh Sarao, *Advanced Studies in Sikhism, Sikh Community of North America*, Irvine, 1989.

John F. Richards, *The New Cambridge History of India: The Mughal Empire*, OUP, New Delhi, 1993.

Kharak Singh (ed.), *Current Thoughts on Sikhism, Institute of Sikh Studies*, Chandigarh, 1996.

Louis E. Fenech, *Martyrdom in the Sikh Tradition*, OUP, Oxford, 2000.

Teja Singh, *Sikhism: Its Ideals and its Institutions*, Bombay, 1938.

W.H. McLeod, *Evolution of the Sikh Community*, OUP, Delhi, 1970.

\_\_\_\_\_, *Historical Dictionary of Sikhism*, OUP, New Delhi, 2002.

In addition, relevant articles would be found in the reputed Journals being published on the Punjab, listed below:-

*Journal of Regional History, Amritsar.*

*Journal of Sikh Studies, Amritsar.*

*Proceedings of Punjab History Conference, Patiala.*

*The Panjab Past and Present, Patiala.*

*Abstract of Sikh Studies, Chandigarh.*

*(New Sikh Studies Quarterly.)*

#### **Course Outcomes:**

#### **On completing the course, the students will be able to:**

- CO-1** Understand the prevalent political, social and religious condition in which the Sikhism originated and developed in Punjab.
- CO-2** Do critical analysis of the various categories of the sources of the history of the Punjab.
- CO-3** Learn the teachings and the philosophy of the Sikhism.
- CO-4** Study the Mughal-Sikh relations during the period under study.
- CO-5** Learn the rise of various heterodox Sikh sects.

**KHALSA COLLEGE AMRITSAR  
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M.A. HISTORY  
SEMESTER-II

**AGRARIAN AND URBAN ECONOMY IN INDIA UPTO A.D.1200  
Course Code: MHIS-4206**

**Credit Hours (per week): 06  
L –T –P  
04-02-0**

**Time: 3 Hours**

**Total Marks: 100  
Theory: 75  
Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to familiarize the students with the origin and development of agrarian and urban structure of Ancient India. It intends to provide information regarding various agricultural aspects such as Land rights, land revenue and land grants. It also aims to provide information regarding internal and external trade, credit and banking institutions, craft and guild system in Ancient India.

**UNIT-I**

1. Origin and Growth of Agriculture and Agrarian Economy
2. Land Rights
3. Land Revenue

**UNIT-II**

4. Land Grants
5. Crafts
6. Guilds

**UNIT-III**

7. Inter-Regional Trade in India
8. Foreign Trade
9. Coinage and Currency

## UNIT-IV

10. Credit and Banking
11. Urban Centers
12. Economic Role of Temples

### Recommended Readings:

- Ancient India*, Ministry of Information and Broadcasting, Government of India, New Delhi, 1995.
- D.N. Jha, *Ancient India- In Historical Outline*, Manohar, New Delhi, 1998.
- Ram Sharan Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.
- \_\_\_\_\_, *Perspectives in Social and Economic History of Early India*, Munshiram Manoharlal, New Delhi, 1995.
- \_\_\_\_\_, *Social Change in Early Medieval India ( Circa AD 500-1200)*, PPH, New Delhi, 1993.
- Romila Thapar, *A History of India*, Vol. I, Penguin Books, London, 1981.
- Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century*, Longman, Delhi, 2009.

### Reference Readings:

- A.L. Basham, *The Wonder That Was India*, Fontana, London, 1977.
- Bhairabi Prasad Sahu (ed), *Iron and Social Change in Early India*, Oxford University Press, New Delhi, 2006.
- Burton Stein, "Economic Functions of a Medieval South Indian Temple", *Journal of Asian Studies*, Vol. XIX, No. 2, 1980, pp163-76.
- D.N. Jha, *Economy and Society in Early India – Issues and Paradigms*, Munshiram Manoharlal, New Delhi, 1995.
- Himanshu Prabha Ray, " Trade and Contacts", in *Recent Perspectives of Early Indian History* (ed. Romila Thapar), Popular Prakashan, Bombay, 1995, pp 142-75.
- Lallanji Gopal, *Economic Life of Northern India A.D. 700-1200*, Motilal Banarsidass, New Delhi, 1995.
- Ram Sharan Sharma, *Early Medieval Indian Society: A Study in Feudalization*, Orient Longman, Kolkata, 2001.
- \_\_\_\_\_, *Urban Decay in India (c. 300 – c.1000)*, Munshiram Manoharlal, New Delhi, 1987.
- Romila Thapar, *Asoka and the Decline of the Mauryas*, Oxford University Press, New Delhi, 1997.
- V.K.Thakur, *Urbanization in Ancient India*, Abhinav Publications, New Delhi, 1981.

**Course Outcomes:**

**On completing the course, the students will be able to:**

- CO-1** Study the origin and growth of agrarian economy.
- CO-2** Understand land rights, land grants and land revenue systems during ancient period.
- CO-3** Study about the trade and commerce system in ancient India.
- CO-4** Learn about rise of urban centres in Ancient India.
- CO-5** Study about economic role of temples during ancient period.

**KHALSA COLLEGE AMRITSAR**  
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M.A. HISTORY  
SEMESTER-II

**SOCIETY AND CULTURE OF INDIA (A.D. 1200-1750)**

**Course Code: MHIS - 4207**

**Credit Hours (per week): 06**

**L -T -P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to acquaint the students with the major aspects of the society and culture of Medieval India from AD 1200 to 1750. It intends to teach the rural and urban social structures, standard of living of people and varied aspects of Islam, Sufism, Bhakti, Vaishnavism and Shaivism in India during this time. It aims to discuss the development of art, architecture and different schools of painting in the Early and Later Medieval times. It also provides knowledge about the different languages like Persian, Sanskrit and Hindi etc., composition of the ruling classes and sectarian communities.

**UNIT-I**

1. Rural Social Structures: Composition, Stratification, Village Community
2. Urban Social Structure: Composition, Castes and Communities, Urban Life, Rural-Urban Network
3. The Standard of Living in India: The Peasantry, the Urban Poor, Middle Strata and the Upper Classes

**UNIT-II**

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



### UNIT-III

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

### UNIT-IV

10. Language and Literature: Persian, Sanskrit, Hindi and Regional Languages and their Literature
11. Ruling Classes, State and Orthodoxy
12. Regional and Sectarian Communities: Evolution of Composite Culture

#### Recommended Readings:

- K.M. Ashraf, *Life and Conditions of the People of Hindustan (1200-1550 A.D)*, Delhi, 1978.
- R.C. Majumdar (ed.), *The Mughal Empire*, Bhartiya Vidya Bhavan Series, Bombay, 1970.
- Tapan Raichaudhuri and Irfan Habib, *The Cambridge Economic History of India*, Vol. I, CUP, Cambridge, 2004.
- Satish Chandra, *Medieval India: Part I and II*, Har Anand Publications, Delhi, 1997.
- B.N.S. Yadava, *Society and Culture of Northern India in the Twentieth Century*, Central Book Depot, Allahabad, 1973.

#### Reference Readings:

- Baach Milo, *Mughal and Rajput Paintings: The New Cambridge History of India Series*, Delhi, 1992.
- Catharine Asher, *Architecture of Mughal India*, OUP, Cambridge, 1992.
- Dilbagh Singh, *The State, Landlords and the Peasants: Rajasthan in the 18<sup>th</sup> Century*, Delhi, 1985.
- Indu Banga (ed.), *The City in Indian History, Urban Demography, Society and Politics*, Manohar, Delhi, 1991.
- Irfan Habib (ed.), *Agrarian System of Mughal India (1526-1707)*, OUP, New Delhi, 2005.
- J.F. Richards (ed.), *Power, Administration and Finance in Mughal India*, Britain, Variorum, 1993.
- Koch Ebba, *Mughal Architecture: A History of its Buildings and Development (1528-1850)*, Munich, 1999.
- \_\_\_\_\_, *Mughal Art and Imperial Ideology*, Delhi, 2001.
- Nural Hasan, *Thoughts on Agrarian Relations in Mughal India*, PPH, Delhi, 1973. Satish Chandra, *Mughal Religious Policies: The Rajputs and Deccan*, Delhi, 1993.
- W.H. Moreland, *Agrarian System of Moslem India: A Historical Essay with Appendices*, Delhi, 1968.

**Course Outcomes:**

**On completing the course, the students will be able to:**

- CO-1** Learn about society and culture of Medieval India from AD 1200 to 1750.
- CO-2** Understand the rural and urban social structures and standard of living of people during this time.
- CO-3** Understand the different aspects of Islam, Sufism, Bhakti, Vaishnavism and Shaivism.
- CO-4** Learn the art, architecture and different schools of painting.
- CO-5** Study about the development of different languages, composition of the ruling classes and sectarian communities.

**KHALSA COLLEGE AMRITSAR  
(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-II

**POLITY, ECONOMY AND SOCIETY IN THE PUNJAB (A.D. 1708-1849)**

**Course Code: MHIS - 4208**

**Credit Hours (per week): 06**

**L -T -P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** This course is designed to make the students familiar with political condition of the Punjab on the eve of Ranjit Singh's accession to the throne. The aim of this course is to provide information regarding the establishment, expansion and administration of the Sikh Empire by Ranjit Singh. It also provides information regarding conspiracies and interventions of the British in the politics of Lahore Darbar after the death of Ranjit Singh, defeating the Sikhs into two Anglo-Sikh Wars and ultimately annexing the Punjab into their Empire in 1849.

**UNIT-I**

1. Misaldari System: Rise of the Sukarchakias
2. Unification and Expansion under Maharaja Ranjit Singh
3. Decline and Fall of the Kingdom of Lahore

**UNIT-II**

4. Nature of Monarchy
5. Central and Provincial Government
6. Land Revenue Administration

### UNIT-III

7. The Ruling Classes
8. The Jagirdars: Military System
9. Dharmarth Grants

### UNIT-IV

10. The Intermediaries and the Peasantry
11. The Mercantile Classes
12. Social Mobility

#### Recommended Readings:

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

#### Reference Readings:

- Badan Powell, *The Land System of British India* Vo. II, Delhi, 1974. (reprint).
- Bikramjit Hasrat, *Life and Time of Ranjit Singh*, VVRI, Hoshiarpur, 1977.
- Fauja Singh Bajwa, *Military System of the Sikhs (1799-1849)*, Motilal Banarsidass, Delhi, 1964.
- Harish C. Sharma, "Artisans", *Maharaja Ranjit Singh Society and Economy* (ed. Indu Banga and J.S. Grewal), G.N.D. University, Amritsar, 2001, pp 107-86.
- Indryas Bhatti, *Nobility under the Lahore Darbar (1799-1849)*, M. Phil. Dissertation, Amritsar, 1981.
- Indu Banga, *Early Nineteenth Century Punjab*, G.N.D. University, Amritsar, 1979.
- \_\_\_\_\_, *Maharaja Ranjit Singh, Polity, Economy and Society*, G.N.D. University, Amritsar, 2001.
- \_\_\_\_\_, "Social Mobility in the Punjab Under Maharaja Ranjit Singh", *Maharaja Ranjit Singh and His Times* (eds. J.S. Grewal & Indu Banga), G.N.D. University, Amritsar, 1980, pp 125-37.
- Indu Banga, "State Formation Under Sikh Rule", *Journal of Regional, History*, Vol. I, 1980, pp 15-35.
- \_\_\_\_\_, *The Cambridge History of India: The Sikhs of the Punjab*, CUP, Cambridge, 1994.
- \_\_\_\_\_, *The Reign of Maharaja Ranjit Singh Structure of Power, Economy and Society*, Sita Ram Kohli Memorial Lectures, Punjabi University, Patiala, 1981.

Khushwant Singh, *A History of the Sikhs, Vol. I (1469-1839)*, OUP, Delhi, 1977.

\_\_\_\_\_, *A History of the Sikhs, Vol. II (1839-1964)*, Princeton University Press, Princeton, 1966.

N.K.Sinha, *Ranjit Singh*, A. Mukherjee & Co., Calcutta, 1968.

Radha Sharma, "State Policy and Agrarian Classes in the Punjab", *Journal of Regional History, Amritsar*.

S.S. Bal, *British Policy towards the Punjab (1844-49)*, New Age Publishers, Calcutta, 1971. Sita

Ram Kohli, *Sunset of the Sikh Empire*, Orient Longman, New Delhi, 1967.

Sulakhan Singh, "Patronage of the Udasis", *Maharaja Ranjit Singh and His Times*, G.N.D, University, Amritsar, 1980, pp 103-16.

### **Course Outcomes:**

#### **On completing the course, the students will be able to:**

- CO-1** Understand the political condition of the Punjab on the eve of Ranjit Singh's accession to the throne.
- CO-2** Study about the establishment, expansion and consolidation of the Sikh Empire by Ranjit Singh.
- CO-3** Study about the secular rule of Ranjit Singh
- CO-4** Understand the administrative, economic and social structure of the Punjab under Ranjit Singh.
- CO-5** Study the role of Maharaja Ranjit Singh in the History of the Punjab.

**KHALSA COLLEGE AMRITSAR**  
**(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-II

**MODERN WORLD: MAJOR TRENDS (A.D. 1500-1900)**

**Course Code: MHIS-4209**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to know the major trends in the history of the modern world. It intends to explain how the renaissance, reformation and enlightenment turned the middle age into the modern age. It aims at acquainting the students with the revolutions of France and America which brought new ideas of liberty, equality and fraternity. It is also to provide knowledge about the modern concepts of nationalism, secularism, imperialism and socialism.

**UNIT-I**

1. Expansion of Western World
2. Renaissance
3. Reformation

**UNIT-II**

4. Enlightenment
5. Emergence of Nation States
6. Growth of Parliamentary System

**UNIT-III**

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

#### UNIT-IV

10. Growth of Nationalism: Unification of Italy and Germany
11. Rise of Socialism
12. New Imperialism

#### **Recommended Readings:**

A. Garraty and John Peter, *The Columbia History of the World*, Harper & Row Publishers, New York, 1986.

Chris Harman, *A People's History of the World*, Orient Longman, Hyderabad, 2006.

David Thomson, *Europe since Napoleon*, Penguin, London, 1976.

#### **References Readings:**

H.M. Vinacke, *A History of the Far East in Modern Times*, George Allen & Unwin, London.

Keith W. Olsan, *An Outline of American History*, United States Information Agency, USA.

Sailendra Nath Sen, *Europe and the World: From the Renaissance to the Second World War*, New Central Book Agency (P) Ltd., Delhi, 2013.

#### **Course Outcomes:**

#### **On completing the course, the students will be able to:**

- CO-1** Study about the various events of the western world such as renaissance, reformation and enlightenment which brought new awakening in the world.
- CO-2** Learn about the basic concepts associated with the modern world such as liberty, equality and fraternity.
- CO-3** Understand the differences between monarchical, democratic and parliamentary forms of government.
- CO-4** Learn the concepts of nationalism, secularism, imperialism, communism, Marxism and socialism.
- CO-5** Study the causes of the decreasing influence of the medieval institutions such as Church, feudalism, and monarchy.

**KHALSA COLLEGE AMRITSAR**  
**(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-II

**ECONOMIC HISTORY OF MODERN INDIA (A.D.1757-1857)**

**Course Code: MHIS - 4210**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Course Objectives:** The main objective of this course is to give the information about the British economic policies in India from 1757 to 1857. It aims to provide information regarding changes brought by the British East India Company in agriculture, Industry, Trade and commerce and their impact on India.

**UNIT-I**

1. Economy during the mid-eighteenth century
2. Agrarian Economy
3. Mercantile Imperialism and Trade under East India Company

**UNIT-II**

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



### UNIT-III

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

### UNIT-IV

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

### Recommended Readings

- Dharma Kumar and Meghnad Desai (eds.), *The Cambridge Economic History*, Vol. II, 1757-1977, Orient Longman, Delhi, 1977.
- H. Bhattacharya, *Aspects of Indian Economic History (1750-1950)*, Calcutta, 1986.
- Girish Mishra, *An Economic History of Modern India*, Pragati Publishers, New Delhi, 1979.
- Romesh C. Dutt, *The Economic History of India*, Vol. I & II, Publication Division, Delhi, 1970.
- Sabyasachi Bhattacharya, *Financial Foundations of the British Raj*, Orient Longman, Delhi, 2005.
- R.P. Dutt, *India Today*, Manisha, Calcutta, 1979.

### Reference Readings:

- Asiya Siddiqi, *Agrarian Change in Northern Indian State*, OUP, Oxford, 1973.
- D. Bhattacharya, *A Concise History of Indian Economy*, Prentice Hall, New Delhi, 1977.
- D. Rothermund, *Asian Trade and European Expansion in the Age of Mercantilism*, Manohar New Delhi, 1981.
- D.R. Gadgil, *Industrial Evolution of India in Recent Times*, OUP, Oxford, 1972.
- N. Mukherjee, *The Ryotwari System in Madras 1792-1827*, Calcutta, 1962.
- S. Gopal, *Permanent Settlement in Bengal and its Results*, OUP, London, 1949.
- Rajat K. Ray (ed) *Entrepreneurship and Industry in India, 1800-1947*, OUP, Delhi, 1994.
- Surendra Gopal, *Commerce and Crafts in Gujrat*, New Delhi, 1975.
- V.B. Singh (ed), *Economic History of India*, Allied Publishers, New Delhi, 1975.

**Course Outcomes:**

**On completing the course, the students will be able to:**

- CO-1** Understand the major changes brought in Agriculture by the British East India Company.
- CO-2** Study the Commercial policies of the British and their impact in India.
- CO-3** Learn about decline of the handicrafts and de-industrialization under the British rule.
- CO-4** Study about financial control system of the British in India.
- CO-5** Understand the impact of Economic Drain on India under the British rule

**KHALSA COLLEGE AMRITSAR  
(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-III

**Course Code: MHIS-5311**

**SOCIAL AND CULTURAL HISTORY OF INDIA (A.D.1858-1947)**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to acquaint the students with various social-cultural trends such as Socio-Religious Reform Movements, growth of modern education, press and literature, rise of the middle classes, westernization and sanskritization under the British rule. It also intends to provide knowledge about various events such as depressed class movements, tribal movements and peasant movements during this period.

**UNIT-I**

1. Indian Society during the second half of the Nineteenth Century
2. Socio-Religious Reform Movements: Bramho Samaj, Arya Samaj and Singh Sabha
3. Revivalism and Modernism in Islamic Society: Deoband and Aligarh Movement

**UNIT-II**

4. Industrial Development and Social Change
5. Westernization and Sanskritization
6. Growth of Education and Rise of the Middle Class

### UNIT-III

7. Depressed Class Movements
8. Tribal Movements
9. Peasant Movements

### UNIT-IV

10. Position of Women
11. Contribution of Mahatma Gandhi and Dr. B. R. Ambedkar
12. Vernacular Press and Literature

#### **Recommended Readings:**

- A.R. Desai, *Social Background of Indian Nationalism*, Popular Parkashan, Bombay, 1966.
- B.B. Misra, *The Indian Middle Classes: Their Growth in Modern Times*, OUP, London, 1978.
- B.D. Metcalf, *Islamic Revival in British India: Deoband, 1860-1900*, OUP, Princeton, 1982.
- C.A. Bayly, *Indian Society and the Making of the British Empire*, CUP, New Delhi, 1990.
- Jones Keneth, *Socio-Religious Movements in India*, Cambridge, CUP, New Delhi, 1989.
- M.N. Srinivas, *Social Change in Modern India*, Orient Longman, New Delhi, 1972.
- Sukhbir Choudhary, *Peasants and Workers Movements in India, 1905-1929*, PPH, New Delhi, 1971.
- Sumit Sarkar, *Modern India*, Macmillan, New Delhi, 1983.

#### **References:**

- B. Chandra, *Social and Political Ideas of Ambedkar*, New Delhi, 1977.
- D.K. Basu (ed.), *Social and Economic Development in India*, New Delhi, 1986.
- J. Bandyopadhyaya, *Social and Political Thought of Gandhi*, 1969.
- K.N. Panikkar, *Cultural Consciousness in Modern India*, OUP, New Delhi, 1990.
- M.S.A. Rao, *Social Movements in India Sectarian Tribal and Women's Movement*, Vol. II, New Delhi, 1979.
- Paul Brass, *Language, Religion and Politics in Northern India*, Cambridge, 1975.

**Course Outcomes:**

**After completion of the course, the students will be able to learn:**

- CO-1 Socio-cultural awakening by the various Socio-Religious Reform Moments.
- CO-2 Growth of modern education, press and literature and their role in Socio-cultural awakening.
- CO-3 Rise and role of the middle classes in Socio-cultural awakening.
- CO-4 Position of women under the British.
- CO-5 Contribution of Gandhiji and Dr. Ambedkar in improving the condition of the depressed classes.

**KHALSA COLLEGE AMRITSAR**  
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M.A. HISTORY  
SEMESTER-III

**Course Code: MHIS-5312**

**EMERGENCE OF INDIAN NATIONALISM (A.D. 1857-1919)**

**Credit Hours (per week): 06**

**L -T -P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to inculcate deep insights of the students to know how the Uprising of 1857 led to the emergence of political and national consciousness among the Indians. It also aims at acquainting the students with formation of various Regional Associations and subsequently foundation of a national party known as The Indian National Congress and its role in the freedom movement of the country.

**UNIT-I**

1. Uprising of 1857
2. Formation of Regional Political Associations
3. Foundation of Indian National Congress

**UNIT-II**

4. Phases of Moderate Politics
5. Partition of Bengal and Swadeshi Movement (1905-08)
6. Rise of Extremism

### UNIT-III

7. Early Revolutionary Activities
8. Morley-Minto Reforms and Electoral Politics
9. World War I and Indian Nationalism

### UNIT-IV

10. Lucknow Pact of 1916 and Hindu Muslim Unity
11. Emergence of Gandhi: Satyagraha Campaigns—Champaran and Kheda
12. The Jallianwala Bagh Massacre

#### Recommended Readings:

Anil Seal, *Emergence of Indian Nationalism*, CUP, Cambridge, 1984.

Bipan Chandra, *India's Struggle for Independence 1857-1947*, Penguin, New Delhi, 1988.

Kenneth M. Jones, *Socio-Religious Reform Movements in India*, CUP, Cambridge, 1989.

Mushirul Hasan, *Nationalism and Colonial Politics in India 1916-28*, OUP, Delhi, 1979.

Sumit Sarkar, *Modern India*, Orient Longman, Delhi, 1983.

S.R. Mahrotra, *The Emergence of Indian National Congress*, Delhi, 1971.

#### Reference Readings :

A.R. Desai, *Social Background of Indian Nationalism*, Popular Parkashan, Bombay, 1966.

Bipan Chandra, Amlesh Tripathi & Barun De, *Struggle for Freedom*, NBT, New Delhi 1977.

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, PPH, New Delhi, 1982.

D.A. Low, *British and Indian Nationalism*, CUP, Cambridge, 1997.

\_\_\_\_\_, *Congress and the Raj*, OUP, New Delhi, 1977.

J.H. Farquhar, *Modern Religious Movements in India*, Delhi 1976.

Jim Massellos, *Nationalism in the Indian Subcontinent*, Melbourne, 1972.

Judith M. Brown, *Modern India: The Origins of an Asian Democracy*, OUP, New Delhi, 1984.

Partha Chatterjee, *Nationalist Thought and the Colonial World*, OUP, New Delhi,

1986. R.C. Majumdar, *Struggle of Freedom*, Vol. III, Calcutta, 1963.

Ravindra Kumar, *Essay on Gandhian Politics, The Rowlett Satyagraha of 1919*, OUP, Oxford, 1971.

S. Gopal, *British Policy in India*, CUP, Cambridge, 1965.

Tara Chand, *History of the Freedom Movement in India*, Government of India, Delhi, 1965.

Thomas R. Matcalf, *Aftermath of the Revolt: 1857-1878*, New Jersey, 1978.

**Articles:**

B.L.Grover, "The Genesis of the Indian National Congress", *British Policy Towards Indian Nationalism 1885-1909*, (ed. B.L. Grover ) National Publications, New Delhi, 1967, 1-15.

Bimal Prasad, "The Congress Split at Surat", *Studies in Modern Indian History* (ed., B.R.Nanda & V.C.Joshi), Orient Longman, New Delhi, 1972, 144-76.

\_\_\_\_\_, "British and Indian Ideas on Indian Economic Development, 1858-1905", *Studies in Modern Indian History, No.1* (eds., B.R.Nanda & V.C. Joshi), Orient Longman, New Delhi, 1972, 76-114.

Damodar P. Singh, "Nationalism in India, Its Character and Consequences", *Nationalism in India and Other Historical Essays*, Delhi, 1-56.

Dietmer Rothermund, " Role of the Western Educated Elite in Political Mass Movement in India in the Twentieth Century", *The Phases of Indian Nationalism and Other Essays*, Bombay, 1970, 144-64.

\_\_\_\_\_, "The Phases of Indian Nationalism", *The Phase of Indian Nationalism and Other Essays*, Bombay, 1975.

Ravindra Kumar, "Advent of Mass Politics in India: The Rowlett Satyagrah of 1919", *Studies in Modern Indian History*, No.1 (eds. B.R. Nanda, & V.C. Joshi) 1972, 1-18.

**Course Outcomes:**

**After completion of the course, the students will be able to learn:**

- CO-1 The role of the Uprising of 1857 in the rise of national consciousness among the Indians.
- CO-2 The role of the Regional Associations in the foundation of a national party known as the Indian National Congress.
- CO-3 The role of the Indian National Congress in the freedom movement of the country.
- CO-4 The British Divide and Rule policy to weaken the feeling of nationalism among the Indians.
- CO-5 The early Satyagraha campaigns of Gandhi ji and their role in the National Movement.



**KHALSA COLLEGE AMRITSAR**  
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M.A. HISTORY  
SEMESTER-III

**Course Code: MHIS-5313**

**PUNJAB UNDER COLONIAL RULE (A.D. 1849-1947)**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to acquaint the students with major administrative changes brought by the British in Punjab after its annexation to their Empire. It aims at providing the knowledge about the British policies and subsequent changes in polity, society and economy of the Punjab and their outcome. It also highlights the role of the Punjab in the National movement.

**UNIT-I**

1. Administrative Changes and Consolidation of the Raj
2. Early Challenges to the Raj: Bhai Maharaj Singh, Uprising of 1857 and Kuka Movement
3. Social Reform Movements: The Nirankari, Singh Sabha, Arya Samaj and Ahmadiya

**UNIT-II**

4. Emergence of Middle Classes
5. Growth and Development of Agrarian Economy
6. Agrarian Crisis: Land Alienation Act of 1900; Agrarian Agitation of 1907.

### UNIT-III

7. Towards Nationalist Politics: Early Nationalist Activities, Swadeshi Movement, Rowlatt Bill Agitation, Jallianwala Bagh Massacre and Non-Cooperation Movement
8. Akali Movement and Babbar Akalis
9. Militant and Left Wing Politics: Ghadar Movement, Naujawan Bharat Sabha, H.S.R.A. and Kirti Kisan Sabha

### UNIT-IV

10. Politics of the Unionist Party (1923-47)
11. Politics of the Akali Dal (1925-47)
12. Politics of Partition ( 1940-47)

#### Recommended Readings:

- J.S. Grewal, *The Sikhs of the Punjab*, CUP, Cambridge, 1997.
- Kamlesh Mohan, *Militant Nationalism in the Punjab*, Manohar, New Delhi, 1985.
- Khushwant Singh, *The History of the Sikhs*, Vol.II, OUP, Delhi, 1978. (reprint)
- Kirpal Singh, *Partition of the Punjab*, Punjabi University, Patiala, 1974.
- Lavan Spencer, *The Ahmediya Movement*, Manohar, New Delhi, 1974.
- Mohinder Singh, *The Akali Movement*, National Institute of Punjab Studies, New Delhi, 1997.
- S.C.Mittal, *Freedom Movement in the Punjab (1905-29)*, Delhi 1977.
- Sukhwant Singh, *Agricultural Growth Under Colonial Constraints, The Punjab 1849-1947*, Manpreet Publications, New Delhi, 2000.

#### References:

- Bhagwan Josh, *The Communist Movement in the Punjab*, Anupam Publications, New Delhi, 1979.
- B.S. Saini, *The Social & Economic History of the Punjab, 1901-1939*, Ess Ess Publications, Delhi, 1975.
- Dolores Domin, *India in 1857-59: A Study of the Role of the Sikh in the People's Uprisings*, Berlin, 1977.
- Fauja Singh, *A Brief Account of Freedom Movement in the Punjab*, Punjabi University, Patiala, 1972.
- Harish Sharma, *The Artisans of the Punjab*, Manohar, New Delhi, 1997.
- Himadri Banerjee, *Agrarian Society of the Punjab (1849- 1901)*, Manohar, Delhi, 1970.
- Imran Ali, *The Punjab Under Imperialism 1885-1947*, OUP, New Delhi, 1988.
- Indu Banga (ed.), *Five Punjabi Centuries*, Manohar, New Delhi, 2000.
- Joginder Singh, *The Sikh Resurgence*, National Book Organisation, New Delhi, 1997.
- K.L.Tuteja, *The Sikh Politics*, New Delhi, 1986.
- Kenneth M. Jones, *Arya Dharam: Hindu Consciousness in the 19<sup>th</sup> Punjab*, Manohar, New Delhi, 1976.

M.L.Darling, *The Punjab Peasant in Prosperity and Debt*, OUP, Delhi 1977. (reprint)  
N.M.Khilnani, *The Punjab Under Lawrence*, Simla, 1961.  
Parkash Tandon, *Punjabi Century, 1857-1947*, Orient Paperbacks, Delhi, 1961.  
S.S. Bal, *A Brief History of the Modern Punjab*, Lyall Book Depot, Ludhiana, 1974.  
Satya M.Rai, *Punjabi Heroic Tradition*, Punjabi University, Patiala, 1978.  
\_\_\_\_\_, *Partition of the Punjab*, Allied Publishers, Bombay, 1965.  
Sukhdev Singh Sohal, *The Making of the Middle Classes in the Punjab( 1849-1947)*, ABS Publications, Jalandhar, 2008.  
Y.B.Mathur, *The British Administration of the Punjab (1849-75)*, Delhi, n. d.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 Major administrative changes brought by the British in Punjab after its annexation to their Empire in 1849.
- CO-2 Major steps taken by the British to consolidate their Empire in the Punjab.
- CO-3 Emergence and role of the middle classes in awakening the social and national consciousness among the Punjabis.
- CO-4 Role of the Punjab in the freedom struggle of India.
- CO-5 Rise of communal politics and subsequent partition of the Punjab in 1947.

**KHALSA COLLEGE AMRITSAR  
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M.A. HISTORY  
SEMESTER-III

**Course Code: MHIS-5314**

**TWENTIETH CENTURY WORLD (A.D 1901-2000)**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The course is designed to make the students familiar with the important happenings in the world such as the growth of Nationalism, Imperialism, World Wars I & II, formation of League of Nations and UNO, Cold War and NAM. It also aims at acquainting the students about Human Rights, Concerns in Ecology and Emerging trends of Globalization.

**UNIT-I**

1. Growth of Nationalism and Imperialism
2. World War I and the Treaty System
3. League of Nations

**UNIT-II**

4. Revolutions: Russia 1905, 1917
5. Revolutions: China 1911, 1949
6. World Economic Depression and the New Deal

### UNIT-III

7. Fascism, Nazism in Europe; Militarism in Japan
8. World War II and the UNO
9. The Cold War and NAM

### UNIT-IV

10. Post- 1945 Developments: South- East Asia, Middle East
11. Collapse of the Soviet Union and Towards Globalization
12. Human Rights and Concerns in Ecology

#### Recommended Readings:

- E. Hobsbawm, *Age of Extremes: The Short Twentieth Century (1914-1991)*, New Delhi, 1991.
- John A. Gratty & Peter Gay, *The Columbia History of the World*, New York, 1972.
- Norman Lowe, *Mastering Modern World History*, New Delhi, 2004.

#### Reference Readings:

- B.S. Brar, *Explaining Communist Crises*, New Delhi, 1994.
- E.M. Burns, *World Civilization, Vol. C.*, New Delhi, 1991.
- H.S. Hughes, *Contemporary Europe: A History*, New Delhi, 1979.
- J.B. Foster, *The Vulnerable Planet: Short Economic History of the Environment*, Khargpur, 1999.
- P. Semual Huntington, *The Clash of Civilizations and the Remaking of World Order*, New Delhi, 1977

#### Course Outcomes:

##### After completion of the course, the students will be able to learn:

- CO-1 The growth of Nationalism and Imperialism.
- CO-2 World Wars I & II and their impact.
- CO-3 Role of UNO in political, social and economic spheres of the world.
- CO-4 About the Human Rights.
- CO-5 The concerns in Ecology and the Emerging trends of Globalization.

**KHALSA COLLEGE AMRITSAR  
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M.A. HISTORY  
SEMESTER-III

**Course Code: MHIS-5315**

**HISTORICAL THOUGHT AND HISTORIOGRAPHY**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** This course is drafted to make the students of history mindful about the evolution of historical thought and historical writing. It is framed to enlighten them the ancient, medieval and modern historiography. It aims to elucidate the students about the definition, nature, scope, purpose of history and historical method. This course is to enable them to perceive history from different aspects and also guide them to re-script history from different viewpoints.

**UNIT-I**

1. Definition and Nature of History
2. Scope and Purpose of History
3. Causation in History

**UNIT-II**

4. Objectivity in History
5. History and Other Disciplines: Economics, Political Science, Psychology, Sociology
6. History and Auxiliary Disciplines: Geography, Literature, Epigraphy, Numismatics

### UNIT-III

7. Greek Historical Thought: Herodotus
8. Roman Historical Thought: Tacitus
9. Christian Historical Thought : St. Augustine

### UNIT-IV

10. Renaissance Thought : Michiaveli
11. Enlightenment Thought : Edward Gibbon
12. Marxist Historical Thought : Karl Marx

#### **Recommended Readings:**

- E.H. Carr, *What is History?* Penguin, Middlesex, 1987.
- E. Sreedharan, *A Textbook on Historiography (500 BC – 2000 AD)*, Orient Longman, Hyderabad, 2004.
- M.C. Lemon, *Philosophy of History*, Routledge, London, 2008.
- Marc Bloch, *The Historians Craft*, Vintage Books, New York, 1953.
- Peter Lambert and Phillip Schofield, *Making History: An Introduction to History and Practices of a Discipline*, Routledge, London, 2006.
- B. Sheik Ali, *History: Its Theory and Method*, Macmillan, Madras, 1990.

#### **References:**

- Agnes Heller, *A Theory of History*, Routledge, London, 1982.
- Allen Nevins, *The Gateway to History*, Vora and Co. Bombay, 1968.
- G.R. Elton, *The Practice of History*, Collins, Glasgow, 1978.
- H.E. Barners, *A History of Historical Writings*, New York, 1962.
- John C.B. Webster, *Studying History*, Maicmillan, New Delhi, 1997.
- John Tosh, *The Pursuit of History*, Longman, London, 1985.
- Marnie Hughes – Warrington, *Fifty Great Thinkers on History*, Routledge, London, 2004.
- R.G. Collingwood, *The Idea of History*, OUP, London, 1973.
- S.K. Bajaj, *Recent Trends in Historiography*, Anmol Publications, New Delhi, 1998.
- Sajal Nag, “Imperialist Historiography: A Re-Emphasis”, *New Quest*, No.99, May- June, 1993.

**Course Outcomes:**

**After completion of the course, the students will be able to learn:**

- CO-1 Definition, nature, scope and purpose of history.
- CO-2 Relation between the historian and his facts in writing history.
- CO-3 The inter-disciplinary approach in writing history.
- CO-4 The Greco-Roman and Christian philosophical and historical thoughts.
- CO-5 Enlightenment and Marxist philosophical and historical thoughts.



**KHALSA COLLEGE AMRITSAR  
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M.A. HISTORY  
SEMESTER-IV

**Course Code: MHIS-5416**

**ECONOMIC HISTORY OF MODERN INDIA (A.D. 1858-1947)**

**Credit Hours (per week): 06**

**L -T -P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to provide information regarding the working of economic institutions during the British rule in India from 1858 to 1947 AD. It aims to analyse the British economic policies related to agriculture, railways, industries and industrial labour, foreign trade, banking, tariff and fiscal system in India.

**UNIT-I**

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

**UNIT-II**

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

### UNIT-III

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

### UNIT-IV

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

#### **Recommended Readings:**

- B.M. Bhatia, *Famines in India (1860-1965)*, Asia Publishing House, Bombay, 1967.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*, PPH, New Delhi, 1966.
- D. Bhattacharya, *A Concise History of Indian Economy*, Prentice Hall, New Delhi, 1977.
- D.R. Gadgil, *Industrial Evolution of India in Recent Times 1860-1939*, OUP, Delhi, 1972.
- Dharma Kumar and Meghnad Desai (eds.), *The Cambridge Economic History*, Vol. II, Orient Longman, Delhi, 1977.
- Girish Mishra, *An Economic History of Modern India*, Pragati Publishers, Delhi, 1979.
- R.C. Dutt, *The Economic History of India*, Vols. I & II, Publication Division, Delhi, 1970.

#### **References:**

- Asiya Siddiqi, *Agrarian Change in Northern Indian State*, OUP, Oxford, 1973.
- D. Rothermund, *Asian Trade and European Expansion in the Age of Mercantilism*, Manohar, New Delhi, 1981.
- N. Mukherjee, *The Ryotwari System in Madras 1792-1827*, Calcutta, 1962.
- R.P. Dutt, *India Today*, Manisha, Calcutta, 1979.
- Rajat K. Ray (ed.), *Entrepreneurship and Industry in India*, 1994.
- S. Gopal, *Permanent Settlement in Bengal and its Results*, OUP, London, 1949.
- V. B. Singh (ed.), *Economic History of India*, Asia Publishing House, New Delhi, 1975.

**Course Outcomes:**

**After completion of the course, the students will be able to learn:**

- CO-1 The occupational structure of India under the British rule.
- CO-2 Agrarian policy of the British in India.
- CO-3 Development and Role of railways under the British rule.
- CO-4 Commercial policies of the British in India.
- CO-5 Development of the modern banking system under the British rule.

**KHALSA COLLEGE AMRITSAR  
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M.A. HISTORY  
SEMESTER-IV

**Course Code: MHIS-5417**

**THE INDIAN NATIONAL MOVEMENT (A.D 1920-1947)**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to inculcate the deep insights of the students to know and analyse major events of the National Movement of India from 1920 to 1947 via its three Gandhian mass movements: The Non-Cooperation Movement, The Civil Disobedience Movement and The Quit India Movement. It also aims at acquainting the students with second phase of the rise of revolutionaries and emergence of communism and left wing politics in the Indian Nationalism.

**UNIT-I**

1. The Khilafat Movement and the Non-Cooperation Movement
2. Sequel to Non-Cooperation: The politics of Swarajist Party
3. Revolutionary Activities: H.S.R.A

**UNIT-II**

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

### UNIT-III

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

### UNIT-IV

10. The Demand for Pakistan, Shimla Conference and Cabinet Mission
11. Subhash Chandra Bose and I.N.A
12. Partition and Independence of India

#### Recommended Readings:

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

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

\_\_\_\_\_, *Nationalism and Colonialism in Modern India*, Delhi, 1978.

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

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

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

\_\_\_\_\_, *From Plassey to Partition: A History of Modern India*, Orient Longman, Hyderabad, 2004.

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

#### Reference:

Anthony J. Parel, (ed.) *Gandhi's Hind Swaraj and Other Essays*, CUP, Cambridge, 1997.

D.A. Low, *Britain and Indian Nationalism: Imprint of Ambiguity*, CUP, Cambridge, 1977.

Judith Brown, *Modern India: Origin of the Asian Democracy*, OUP, Delhi, 1984.

\_\_\_\_\_, *Gandhi's Rise to Power*, CUP, Cambridge, 1972.

K.K. Aziz, *History of Partition of India*, OUP, Delhi, 1980.

Khalid. B. Sayeed, *Pakistan the Formative Phase*, OUP, Oxford, 1978.

Khaliquzzaman, *Pathway to Pakistan*, Lahore, 1961. (reprint).

Mushir-ul-Hasan, *India's Partition: Process, Strategy and Mobilization*, OUP, Delhi 1993.

\_\_\_\_\_, *Nationalism and Communal Politics in India*, Delhi, 1979.

\_\_\_\_\_, *Partition Omnibus*, OUP, New Delhi, 2008.

Maulana Abul Kalam Azad, *India Wins Freedom*, OUP, New Delhi, 1998

**Course Outcomes:**

**After completion of the course, the students will be able to learn:**

- CO-1 The role of Gandhiji in the freedom struggle of India.
- CO-2 The rise and role of revolutionary movements in the Indian Nationalism.
- CO-3 The constitutional development in India during the British rule.
- CO-4 The rise and role of communist movement and left wing politics in the Indian Nationalism.
- CO-5 The rise of communalism and partition of India.

**KHALSA COLLEGE AMRITSAR  
(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-IV

**Course Code: MHIS-5418**

**CONTEMPORARY PUNJAB (A.D.1947-2011)**

**Credit Hours (per week): 06**

**L –T –P**

**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to inculcate the deep insights of the students to know and analyse the major problems and developments in the Punjab after Partition and Independence in 1947. It aims to discuss the major issues such as rehabilitation of the refugees after partition, creation of Punjab Suba, Green revolution and its impact, Urbanisation and Demographic changes in Punjab, Center State relations and the Punjab Crisis and various agrarian and social problems in the Punjab during the period under study.

**UNIT-I**

1. Process of Partition and Rehabilitation
2. Demographic Changes
3. Peasant Agitation

**UNIT-II**

4. Punjabi Suba Demand and Territorial Reorganisation (1966)
5. Green Revolution and its impact
6. Urbanisation

### UNIT-III

7. Centre-State relations and the Punjab Crisis
8. Emergence of Militancy/Terrorism
9. Impact of Military Terrorism

### UNIT-IV

10. Agrarian Crisis
11. Social Crisis
12. Punjabi Diaspora

#### Recommended Readings:

- J.S. Grewal and Indu Banga, *Punjab in Prosperity and Violence*, K.K. Publishers, Chandigarh, 1998.
- J.S. Grewal, *The Sikhs of the Punjab*, OUP, Cambridge, 1990.
- Khushwant Singh, *A History of the Sikhs*, Vol. II, OUP, Oxford, 1972.
- Harish K. Puri, Paramjit Singh Judge and Jagroop Singh Sekhon, “*Terrorism in Punjab: Understanding Reality at the Grassroots Level*”, *Guru Nanak Journal of Sociology*, Vol. XVIII No. I, G.N.D. University, Amritsar, 1997, pp. 37-99.

#### Reference Readings:

- Kirpal Singh, *Partition of Punjab*, Punjabi University, Patiala, 1972.
- Pritam Singh & Shinder Singh Thandi (eds.), *Punjabi Identity in Global Context*, OUP, Oxford, 1999.
- Pritam Singh, *Punjab Economy: The Emerging Pattern*, Enkay Publishers, New Delhi, 1995.

#### Course Outcomes:

##### After completion of the course, the students will be able to learn:

- CO-1 The process of partition of the Punjab and rehabilitation of the refugees after 1947.
- CO-2 The creation of Punjabi Suba and Territorial Reorganization of the Punjab in 1966.
- CO-3 Green Revolution and its impact on the Punjab.
- CO-4 Center State relations and emergence of militancy in the Punjab.
- CO-5 Agrarian and other social problems in the Punjab during the period under study.



**KHALSA COLLEGE AMRITSAR  
(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-IV  
Course Code: MHIS-5419

**INDIAN HISTORIOGRAPHY**

**Credit Hours (per week): 06**  
**L –T –P**  
**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to inculcate the deep insight among the students to know and analyse the different schools of historical writings such as Imperialist, Nationalist, Marxist and Subaltern. It is designed to provide the knowledge about philosophy and methodology of Imperialist, Nationalist, Marxist and Subaltern historical works.

**UNIT-I**

**Imperialist**

1. V.A. Smith
2. W.H. Moreland
3. Percival Spear

## UNIT-II

### Nationalist

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

## UNIT-III

### Marxist

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

## UNIT-IV

### Subaltern

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

### Recommended Readings:

- B. N. Ganguli, *Indian Economic Thought: Nineteenth Century Perspectives*, Tata McGraw-Hill, New Delhi, 1977.
- B. Sheik Ali, *History: Its Theory and Method*, Macmillan, Madras, 1990.
- C.H. Phillips (ed.), *Historians of India, Pakistan and Ceylon*, OUP, London, 1967.
- E. Sreedharan, *A Textbook on Historiography (500 BC – 2000 AD)*, Orient Longman, Hyderabad, 2005.
- Harbans Mukhia (ed.), *The Feudalism Debate*, Manohar, New Delhi, 2000.
- Irfan Habib, *Essays in Indian History: Towards Marxist Perception*, Tulika, New Delhi, 1995.
- S. K. Mukhopadhyay, *Evolution of Historiography in Modern India 1900-1980*, Calcutta, 1980.
- S.P. Sen (ed.), *History and Historiography in Modern India*, Calcutta, 1973.

### References:

- Bipan Chandra, *Essays on Colonialism*, Orient Longman, Hyderabad 2006.
- R.P. Dutt, *India Today*, Manisha, Calcutta, 1979.

Ranajit Guha, *Subaltern Studies: Writings on South Asian History and Society, Vol. I*, OUP, New Delhi, 2007.

Ravindra Kumar, *Essays in the Social History of Modern India*, OUP, Calcutta, 1986. Shahid Amin, *Alternative Histories: A View from India, Sephis – CSSSC*, Calcutta, 2002. Sumit Sarkar, *Writing Social History*, OUP, New Delhi, 2005.

Viney Lal, *The History of History: Politics and Scholarship in Modern India*, OUP, New Delhi, 2003.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

CO-1 Ideology and methodology of Imperialist historians such as V.A. Smith, W.H Moreland and Vera Anstey.

CO-2 Ideology and methodology of Nationalist historians such as R.C. Majumdar, Dadabhai Naoroji and Ravindra Kumar.

CO-3 Ideology and methodology of Marxist historians such as D.D. Kosambi, Irfan Habib and R.P.Dutt.

CO-4 Ideology and methodology of Subaltern historians such as Ranajit Guha, Shahid Amin and Gyanendra Pandey.

CO-5 To analyse the historical writings of different school of thoughts.

**KHALSA COLLEGE AMRITSAR**  
**(AN AUTONOMOUS COLLEGE)**

M.A. HISTORY  
SEMESTER-IV

**Course Code: MHIS-5420**  
**HISTORY OF IDEAS**

**Credit Hours (per week): 06**  
**L –T –P**  
**04-02-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

**Instructions for paper setters:**

The question paper will consist of two sections. The medium of instructions is English.

**Section A:** The examiner shall set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1 ½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this section shall be 15 marks.

**Section B:** The examiner shall set 8 subjective type questions divided into four units. Each unit shall have two questions and the candidate is required to attempt only one question from each unit. Each question shall carry 15 marks and answer to each question should be in approximately 1000 words. The total weightage of this section shall be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to acquaint the students with origin and development of philosophical ideas in ancient, medieval and modern times. It intends to provide knowledge about the philosophical ideas of ancient schools of Indian philosophy, Jainism and Buddhism, Bhakti and Sufi Saints. It also aims at acquainting students with modern concepts and ideas such as colonialism, Imperialism, Utilitarianism, Liberalism, Nationalism, Individualism, Secularism, Socialism, Communism and Humanism.

**UNIT-I**

1. Vedic and Upanishadic Philosophical Ideas
2. Six Schools of Indian Philosophy: Nyaya, Sankhya, Yoga, Vaisheshika, Purva Mimansa and Uttara Mimansa
3. Jainism and Buddhism

**UNIT-II**

4. Bhakti Movement: Ramanuja, Mira Bai, Namdev and Kabir
5. Sufism and Sufi Silsilas: Chistis, Suhrawardis, Naqshbandis and Qadris
6. Reforms and Revivalism in India in the 19<sup>th</sup> Century: Brahma Samaj, Prathana Samaj and Aligarh Movement

### UNIT-III

7. Imperialism and Colonialism
8. Utilitarianism and Liberalism
9. Nationalism and Internationalism

### UNIT-IV

10. Socialism and Communism
11. Secularism
12. Humanism

#### Recommended Readings:

- A. Appadorai, *Indian Political Thinking in the Twentieth Century from Narorji to Nehru: An Introductory Survey*, Calcutta, 1979.
- A.L.Basham, *The Wonder That was India*, Rupa, New Delhi, 2002.
- Bipan Chandra, *Communalism: A Primer*, Anamika, New Delhi, 2004.
- J.S. Grewal, *Guru Nanak in History*, Panjab University, Chandigarh, 1998.
- K.W.Jones, *Socio-Religious Reform Movements in British India*, CUP, New Delhi, 1994.
- Romila Thapar, *The Penguin History of Early India from the Origins to A.D. 1300*, Penguin, London, 2005.

#### Reference Readings:

- S.Chandra, *Historiography, Religion and State in Medieval India*, Har-Anand, New Delhi, 1996.
- Thomas R. Metcalf, *Ideologies of the Raj*, CUP, New Delhi, 1995.
- Ward Barbara, *Five Ideas That Changed the World*, Hamish Hamilton, London, 1959.

#### Course Outcomes:

##### After completion of the course, the students will be able to learn:

- CO-1 The philosophical ideas of ancient schools of Indian philosophy, Jainism and Buddhism.
- CO-2 Medieval philosophical ideas of Bhaki and Sufi Saints.
- CO-3 The different modern philosophical concepts and ideas such as colonialism and Imperialism.
- CO-4 Concepts and ideas of Utilitarianism, Liberalism, Nationalism, Individualism, Secularism, Socialism, Communism and Humanism.
- CO-5 The critical analysis of different ideologies of different times.

# **SYLLABUS**

## **HISTORY**

**B.A. Semester: I-VI**  
**BATCH: 2023-2026**

**P.G. DEPARTMENT OF HISTORY**  
**KHALSA COLLEGE, AMRITSAR**  
**(An Autonomous College)**

**B.A. History**  
**PROGRAMME CODE-BHIS.**

S. No.	PROGRAMME OBJECTIVES
1.	To acquaint the students with ancient, medieval and modern history of India and the World.
2.	To impart knowledge about social, economic and political institutions evolved in India from ancient to modern times.
3.	To familiarize the students with important happenings of the world in the 20 <sup>th</sup> century.
4.	To provide them the knowledge of the development of art, architecture, language, literature, science and technology in India in different historical times.
5.	To prepare them for a range of careers.

S.No.	PROGRAMME SPECIFIC OUTCOMES (PSOS)
<b>PSO-1</b>	After completing this programme, students can become familiar with the story of the man and his progress as civilization and culture from the dimmest past to the present age.
<b>PSO-2</b>	After completing this programme, students will understand the political, social, economic and religious system of the present better as they all had their roots in the past.
<b>PSO-3</b>	After completing this programme, students will be able to build a critical and evaluative approach to understand the different events and changes of the past and their impact in present and future.
<b>PSO-4</b>	After completing this programme, students will get knowledge about the rich heritage and culture of India's past.
<b>PSO-5</b>	After completing this programme, students of history will be imparted moral and environmental education, and will have a sense of nationalism and patriotism developed in their hearts.

<b>B. A.</b>											
<b>COURSE SCHEME</b>											
<b>SEMESTER - I</b>											
Course Code	Course Name	Hours/Week	Credits			Total Credits	Max Marks				Page No.
			L	T	P		Th	P	IA	Total	
<b>Major Courses</b>											
<b>BHIS-1110</b>	<b>HISTORY OF INDIA UPTO A.D. 1000</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>59-61</b>
<b>SEMESTER - II</b>											
<b>BHIS-1210</b>	<b>HISTORY OF INDIA (A.D. 1000–1707)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>62-64</b>
<b>SEMESTER - III</b>											
<b>BHIS-2310</b>	<b>HISTORY OF INDIA (A.D. 1707-1947)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>65-67</b>
<b>SEMESTER - IV</b>											
<b>BHIS-2410</b>	<b>HISTORY OF THE PUNJAB (A.D. 1469-1799)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>68-70</b>
<b>SEMESTER - V</b>											
<b>BHIS-3510</b>	<b>HISTORY OF THE WORLD (A.D. 1500-1956)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>71-73</b>
<b>SEMESTER - VI</b>											
<b>BHIS-3610</b>	<b>HISTORY OF THE PUNJAB (A.D. 1799-1966)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>74-76</b>



# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A. SEMESTER-I**  
**HISTORY**

**HISTORY OF INDIA UPTO A.D. 1000**  
**Course code: BHIS-1110**

**Credit: 04**  
**L- T- P**  
**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper will consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**The paper setter is to set the question paper in three languages i.e. English, Punjabi & Hindi.**

**Course Objectives:** The main objective of this course is to familiarize the students with the different sources to know the History of Ancient India. It intends to provide knowledge of social, economic, religious and political life of people of Indus Valley Civilization and Indo- Aryans. It aims to discuss origin, teachings and impact of Jainism and Buddhism. It also intends to discuss main features of polity, economy and society of Ancient Indian dynasties such as Mauryans, Khushans, Guptas, Vardhanas, Cholas and Rajputs.

## **Unit – I**

- 1. Sources:** Meaning of the term 'ancient'; Literary Sources: Vedic literature; Epics and Puranas; Buddhist and Jain Texts; Sangam literature; Accounts of Indians and Foreigners; Archaeological Sources: Coins, Inscriptions and Monuments
- 2. The Indus Civilization:** Origin; Harappa and Mohenjodaro; Political

Organization; Town-Planning and Architecture; Agriculture; Technology; Trade Contacts with the Outside World; Religion; Script; Seals and Figurines; Causes of Disintegration.

### Unit – II

3. **The Indo Aryans:** Original Home; Geographical area known to Vedic Texts; Social Institutions: Family, Varna and the Caste System; Religious Ideas and Rituals; Economy; Political Organization; Changes in the later Vedic Period; Emergence of the Republics and kingdoms; Growth of Towns
4. **Jainism and Buddhism:** Social and Political Conditions; Doctrines of Jainism and Sectarian Development; Teachings of Gautam Buddha; The Sangha Organization; Spread of Buddhism, its Decline; Legacy of Jainism and Buddhism

### Unit-III

5. **The Age of the Mauryas:** Establishment of the Mauryan Empire; Expansion of the Empire under Ashoka; the Kalinga War; Polity and Administration; Contacts with Neighbouring States; Ashoka's Dhamma; Decline of the Mauryan Empire
6. **The Kushanas:** Kanishka and his Successors; Mahayana Buddhism; Gandhara Art; Literature. **The Gupta Age:** Establishment of the Gupta Empire; its Expansion under Samudragupta and Chandragupta-II; Administration; Revenue System; Trade and Commerce; Art and Architecture; Literature and Philosophy; Science and Technology. The Huna Invasions and the Decline of the Gupta Empire

### Unit – IV

7. **The Age of the Vardhanas:** Establishment of Vardhana Kingdom; Harsha's Campaigns and Political Relations; Sources of Revenue; Patronage of Religion, Literature and Education
8. **The Cholas:** Important Centres of Power in the South; Establishment of the Chola Power; Extent of the Chola Empire; Administration; Economy; Trade; Art and Architecture; Religion and Philosophy. **The Rajputs:** Origin; Polity and Administration; Social and Religious life; Literature and Art

### Readings:

- A.L. Basham, *The Wonder That Was India*, Rupa & Co, Calcutta, 1992.
- R.S. Chaurasia, *History of Ancient India: Earliest- Times to 1200 A.D.*, Atlantic Publishers, New Delhi, 2008.
- D.N. Jha, *Ancient India: An Historical Outline*, Manohar, 2<sup>nd</sup> (rev. ed.), Delhi, 2005.
- R.C. Majumdar, *The Vedic Age*, Mumbai, 1971.
- Animesh Mullick, *Ancient Indian History*, Wisdom Press, New Delhi, 2012.
- K.A. Sastri Nilakantha, (ed.), *The Age of the Nandas and Mauryas*, Varanasi, 1952.
- K.L. Khurana, *History of India (From Earliest Times to 1526 A.D.)*, Lakshmi Narain Agarwal, Agra, 1994.
- H.C. Ray Chaudhari, *The Political History of Ancient India*, Delhi, 1996.

- R.S. Sharma, *India's Ancient Past*, Oxford University Press, Delhi, 2005.
- Romila Thapar, *Ashoka and the Decline of the Mauryas*, (2<sup>nd</sup> ed.), OUP, Delhi, 1997.
- \_\_\_\_\_, *Early India from the Origin to A.D. 1300*, Penguin, London, 2002.
- R. Thomas Trautmann, *India: Brief History of Civilization*, Oxford University Press, New Delhi, 2011.

**Course Outcomes:**

**On completing the course, the students will be able to:**

- CO-1** Study about the different sources to construct the Ancient Indian History.
- CO-2** Understand the social, economic, religious and political life of people of Indus Valley Civilization and Vedic-Aryans.
- CO-3** Learn the origin, teachings and impact of Jainism and Buddhism.
- CO-4** Study about the polity, economy and society of Ancient Indian dynasties.
- CO-5** Understand the richness of art and architecture, literature and philosophy, science and technology of Ancient India.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A. SEMESTER-II**

**HISTORY**

**HISTORY OF INDIA (c. 1000–1707)**  
**Course Code- BHIS-1210**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper will consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**The paper setter is to set the question paper in three languages i.e. English, Punjabi & Hindi.**

**Course Objectives:** The main objective of this course is to provide knowledge of the establishment and expansion of the Muslim rule in India from 1000 to 1707 A.D. It aims to provide the information about the rise of Islam in India and administrative, social and economic structures under Delhi Sultanate and the Mughals. It also highlights the growth of Art, Architecture and Literature during the period under study. It intends to provide information about the Vijaynagar Empire and Rise of the Marathas power under Shivaji.

## **Unit - I**

1. **The Conquests of the Ghaznavis and Ghauris:** Political Condition of India; Invasions of Mahmud Ghaznavi; their Effects; Battles of Muhammad Ghauri; Causes of the Success of the Turks

2. **Establishment of the Sultanate of Delhi:** Political and Military Development under Qutabuddin Aibak; Iltutmish and his Successors; Consolidation of the Sultanate under Balban and the Mongol Invasions

### Unit - II

3. **The Khaljis:** Emergence of the Khaljis under Jalaluddin and AlauddinKhalji; Alauddin's Conquests; the Mongol Invasions; Treatment of the Nobility; Land Revenue Reforms; Economic Reforms. **The Tughlaqs:** Muhammad-bin-Tughlaq; His Experiments; Causes of Disaffection and Revolts; Feroze Tughlaq; Administrative and Economic Policies and their Effects; Taimur's Invasions.
4. **The Vijaynagar Kingdom:** Establishment and Expansion; Polity; Economy and Administration; Art and Architecture.

### Unit - III

5. **Mughal-Afghan Struggle (1526-1556):** Political Condition of India; Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha; Battles of Humayun; Expansion of the Afghan Power under Sher Shah Suri; Administrative Reforms; Return of Humayun
6. **Re-establishment and Expansion of the Mughal Empire under Akbar:** Conquests; Extent of Empire; Religious Policy; Rajput Policy. **The Mughal Government, Administration and Culture:** Position of the King; Central and local Administration; Land Revenue System; Mansabdari; Jagirdari; State Policy towards Agriculture; Trade and Commerce; Literature; Art, Architecture and Culture

### Unit - IV

7. **The Establishment of Maratha Power:** The Rise of Shivaji; Maratha Administration; Land Revenue System; Chauth and Sardeshmukhi
8. **Expansion and Decline under Akbar's Successors:** Jahangir and Mewar; North-Western Campaigns; Extension of Influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to Power

#### Readings:

Muzaffar Alam, Sanjay Subrahmanyam (eds.), *The Mughal State (1526-1750)*, Oxford University Press, New Delhi, 1998.

Satish Chandra, *Medieval India from Sultanate to the Mughals (1206-1526)*, Har Anand Publications, New Delhi, 1997.

\_\_\_\_\_, *Medieval India from Sultanate to the Mughals (1526-1748)*, Har Anand Publications, New Delhi, 1997.

\_\_\_\_\_, *History of Medieval Indian History*, Oxford University Press, New Delhi, 1987.

Tapan Ray Chaudhari, and Irfan Habib, *The Cambridge Economic History of*

- India (c.1200-c.1750)*, Vol. I, Longman, New Delhi, 2007.
- Irfan Habib, *Medieval India: The Study of Civilization*, National Book Trust, New Delhi, India, 2008.
- N. Jaypalan, *Medieval History of India*, Atlantic Publishers, New Delhi, 2001.
- K.L.Khurana, *Medieval India (1000-1761A.D)*, Lakshami Narain Agarwal, Agra, 1994
- A.B. Panday, *Early Medieval India*, Central Book Depot, Allahabad, 1974.
- \_\_\_\_\_, *Later Medieval India*, Central Book Depot, Allahabad, 1976.
- I. H. Qureshi, *The Administration of the Sultanate of Delhi*, New Delhi, 1971.
- S. A. A. Rizvi, *The Wonder That Was India (1200-1700 A.D)*, Vol. II, Rupa & Co. New Delhi, 1996.

### **Course Outcomes:**

#### **On completing the course, the students will be able to:**

- CO-1** Learn about the Polity, Economy and Society during Medieval India.
- CO-2** Study about the emergence, growth and decline of various dynasties.
- CO-3** Study about the emergence of composite culture in India.
- CO-4** Learn about the rise of Hindu dynasties: Vijay Nagar and Marathas during the rule of the Turks and the Mughals.
- CO-5** Understand the legacy of the Sultanate and the Mughal period in India.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A. SEMESTER-III**

**HISTORY**

**Course Code: BHIS-2310**

**HISTORY OF INDIA (A.D. 1707-1947)**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper will consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**The Paper Setter is to set the question paper in three languages i.e. English, Punjabi & Hindi.**

**Course Objectives:** The main objective of this course is to provide knowledge about the foundation of the British rule in India, their strategies to expand their rule in India, various administrative, social and economic changes brought by them in India. It also aims at acquainting the students with major events of the national movement in India via its three Gandhian Mass Movements: The Non-Cooperation Movement, The Civil Disobedience Movement and The Quit India Movement. It also intends to highlight the role of revolutionaries in the freedom movement of India.

## **Unit - I**

1. **Foundation of the British Rule:** Advent of the British; Battles of Plassey and Buxar; Robert Clive and Warren Hastings; Subsidiary Alliance Policy and System
2. **The Uprising of 1857:** Doctrine of Lapse; Causes; Spread of the Uprising; Nature and aftermath of the Revolt

## Unit - II

3. **Economic Changes:** Agriculture; British Commercial Policies and the Impact on the Balance of Trade; Decline of Indigenous Industries; the Growth of Modern Industry; The Economic Drain Theory
4. **Growth of Education:** New Education; Rise of the Middle Classes; **Socio Religious Movements :** Brahma Samaj; Arya Samaj; Rama Krishana Mission; Prarthna Samaj; Theosophical Society; Aligarh Movement

## Unit - III

5. **Indian National Congress:** Moderate Phase (1885-1905); The Revolutionary Terrorism: Partition of Bengal and its Impact; Revolutionary Terrorism in Bengal, Maharashtra and the Punjab
6. **The Mass Politics:** Emergence of Mahatma Gandhi; The JallianwalaBagh Massacre and its Impact; Khilafat Agitation; the Non-cooperation Movement, its Withdrawal and Impact; the Swarajists; The Simon Commission; The Civil Disobedience: The Programme and the Course of the Civil Disobedience Movement; the Round Table Conferences; Communal Award; Poona-Pact; Withdrawal of Civil Disobedience Movement

## Unit - IV

7. **Constitutional Developments:** The Indian Council Act of 1909;The Government of India Act of 1919; The Government of India Act of 1935
8. **Towards Partition and Independence:** Growth of Communal Politics; Lahore Resolution; Cripps Proposals; Quit India Movement; the INA Trials; Interim Government and Elections; Cabinet Mission; Towards Independence

### Readings:

- Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Longman, Hyderabad, 2004.
- Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, OUP, New Delhi, 2004.
- Stein Burton, *A History of India*, OUP, New Delhi, 2003.
- BipanChandra, *History of Modern India*, Orient Longman, Hyderabad, 2009.
- \_\_\_\_\_, *India's Struggle for Independence*, Penguin, New Delhi,2001.
- M. K. Chaudhuri, (ed.), *Trends of Socio-Economic Change in India (1871-1961)*, IAS, Simla, 1969.
- P.N. Chopra, *A Social, Cultural and Economic History of India: Modern, India*, Vol. III, Macmillan, New Delhi, 1974.



- Sukhbir Choudhary, *Peasants' and Workers' Movements in India(1905-1929)*, PPH, New Delhi, 1971.
- Kali KinkarDatta, *A Social History of Modern India*, Macmillan, New Delhi, 1975.
- A.R. Desai, *Social Background of Indian Nationalism*, PopularPrakashan, Bombay, 1966.
- B.L. Grover, Alka Mehta, *A New look at Modern Indian History (From 1707 to the Modern Times)*, S. Chand & Company Ltd., New Delhi, 2000.
- N. Jayapalan, *History of the Freedom Movement (1857-1947)*, Atlantic Publishers, New Delhi, 2000.
- Kenneth Jones, *Socio-Religious Movements in India*, CUP, Cambridge, New Delhi, 1989.
- K.L.Khurana., *Modren India (1707-1967)*, Lakshmi NarainAgarwal, Agra, 2010.
- V.D.Mahajan, *Modern Indian History: From 1707 to The Present Day*, S.Chand & Company, New Delhi, 1995.
- B.B.Misra, *The Indian Middle Classes: Their Growth in Modern Times*, OUP, London, 1978.
- Sumit Sarkar, *Modern India (1885-1947)*, Orient Longman, New Delhi, 1983.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 The different strategies of the British to establish and expand their rule in India.
- CO-2 Various administrative, social and economic changes brought by them in India.
- CO-3 Role of Gandhiji in National Movement in India.
- CO-4 Impact of revolutionaries in the freedom movement of India.
- CO-5 Rise of communal politics and partition of India in 1947.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A. SEMESTER-IV**

**HISTORY**

**Course Code: BHIS-2410**

**HISTORY OF THE PUNJAB (A.D. 1469-1799)**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper will consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**The Paper Setter is to set the question paper in three languages i.e. English, Punjabi & Hindi.**

**Course Objectives:** The main objective of this course is to inculcate deep insights of the students to know the important developments in the History of the Punjab during the medieval period. It aims to familiarize students with the political, social and religious milieu at the advent of Guru Nanak. It intends to provide information regarding the origin, consolidation and development of the Sikh philosophy and the Sikh Panth. It also intends to discuss struggle for the Sikh sovereignty under Banda Bahadur and the Sikh Misls.

## **Unit-I**

1. The **Sources:** Historical literature in Persian and Punjabi; Administrative Records and Documents; European Travellers Accounts; Non-literary Sources: Monuments, Numismatics and Paintings; **Socio-Religious condition of the Punjab around 1500 A.D. :** The Sunnis; the Shias; the Sufis; the Brahmans; the Jogis; the Vaishnava Bhakti and the Saints
2. **Foundation of the Sikh Panth : Guru Nanak Dev and his Teachings :** Early

life; Conception of God; Importance of the Guru; Insistence on Right Conduct and Earnest Profession; Institution of Community Kitchen (*Langer*) and Congregational Worship (*sangat*); Succession to Guruship.

### Unit-II

3. **Development of the Sikh Panth: Guru Angad Dev to Guru Arjan Dev(1539-1606):** Increasing number of Sangats; Sikh Ceremonies; the Manji and Masand System; The Founding of the Sacred Places; The Harmandir; Compilation of the *Adi Granth*
4. **Transformation of the Sikh Panth: Guru Hargobind to Guru Tegh Bahadur (1606-1675):** Martyrdom of Guru Arjan Dev and Guru Hargobind's Response; Armed Conflict with the State; Circumstances Leading to the Accession and Martyrdom of Guru Tegh Bahadur

### Unit-III

5. **Creation of Khalsa:** Meaning; Circumstances leading to the Creation of the Khalsa (1699); New Social Order; Conflict with the Hill Chiefs and Mughal Administrators; Legacy
6. **Banda Bahadur (1708-16):** Early life of Banda Bahadur and his meeting with Guru Gobind Singh; His political activities upto the Conquest of Sarhind; Establishment of an Independent Rule; Imperial Campaign against Banda and his execution.

### Unit-IV

7. **Political Struggle (1716-48):** Position of the Sikhs; Repression and Conciliation by the Mughal Governors; Abdus Samad Khan and Zakaria Khan (1716-1745); Ghallugharas; Sikh-Afghan Struggle (1752-65); Occupation of Lahore; the Striking of the Coin; Causes of Sikh Success against the Mughals and Afghans; **Leading Sardars and Territories:** Nawab Kapur Singh; Jassa Singh Ahluwalia; Bhangis; Jassa Singh Ramgarhia; Charat Singh and Mahan Singh; Jai Singh Kanhaya; Ala Singh
8. **Political Organisations of the Sikhs in the 18th Century:** Rakhi System; Dal Khalsa; Gurmata; Misls; Emergence of New Rulers and their Military Resources; Administrative Arrangements; Land Revenue; Administration of Justice

### Readings:

- I.B. Banerjee, *Evolution of the Khalsa*, 2 Vols, A. Mukherjee & Co., Calcutta, 1979.  
J.S.Grewal and S.S.Bal, *Guru Gobind Singh*, Panjab University, Chandigarh, 1987.  
J.S.Grewal and Indu Banga, *The Khalsa Over 300 Years*, Manohar, New Delhi, 1999.

- J.S.Grewal, *Guru Nanak in History*, Panjab University, Chandigarh, 1969.
- \_\_\_\_\_, *From Guru Nanak to Maharaja Ranjit Singh*, G.N.D.University, Amritsar, 1982.
- \_\_\_\_\_, *The New Cambridge History of India: The Sikhs of the Punjab*, CUP, New Delhi, 1990.
- Khushwant Singh, *A History of the Sikhs, Vol. I (1469-1839)*, OUP, Delhi, 1997.
- Harbans Singh (ed.), *The Encyclopedia of Sikhism*, 4 Vols, Punjabi, University, Patiala 1992.
- W.H. McLeod, *Guru Nanak and the Sikh Religion*, OUP, Delhi, 1968.
- \_\_\_\_\_, *Evolution of the Sikh Community*, OUP, Delhi, 1970.
- \_\_\_\_\_, *Historical Dictionary of Sikhism*, OUP, New Delhi, 2002.
- Teja Singh and Ganda Singh, *A Short History of the Sikhs (1469-1765)*, Vol.-I, Punjabi University, Patiala, 1983.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 The prevalent political, social and religious condition in which the Sikhism originated and developed in the Punjab.
- CO-2 The critical analysis of the various categories of the sources of the history of the Punjab.
- CO-3 The teachings and the philosophy of the Sikhism.
- CO-4 Consolidation and expansion of the Sikh Panth.
- CO-5 Political struggle of the Sikhs under Banda Bahadur and the Sikh Misls.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A. SEMESTER-V**

**HISTORY**

**Course Code: BHIS-3510**

**HISTORY OF THE WORLD (A.D. 1500-1956)**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper will consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**The Paper Setter is to set the question paper in three languages i.e. English, Punjabi & Hindi.**

**Course Objectives:** The course is designed to know the major trends of the modern world such as renaissance, reformation and enlightenment which turned the middle age into the modern age. It aims at acquainting the students with the French revolution which brought new ideas of liberty, equality and fraternity. It also intends to discuss important happenings in the world such as nationalism, imperialism, world wars I & II, formation of League of Nations and UNO, Cold War and NAM.

## **Unit–I**

1. **Emergence of the Modern World:** Renaissance and Reformation; Causes, Effects of Renaissance in Europe; Martin Luther's Protestantism
2. **French Revolution (1789):** Causes; National Assembly; National Convention; Napoleon's rise to Power; Civil Works and Codes; Continental System, Downfall of Napoleon, Vienna Settlement (1815)

## Unit-II

3. **Rise of Nationalism in Europe:** Rise of Economic Imperialism, Impact of Industrial Revolution, Unification of Italy (1870), Unification of Germany (1871)
4. **The World War-I (1914-18):** Rise of Imperialism; Causes and Course of World War I, Treaty System (Paris Peace Conference, Treaty of Versailles and Treaty of Sevres); League of Nations

## Unit-III

5. **Bolshevik Revolution (1917):** Causes; February Revolution (1917); October Revolution (1917); New Economic Policy
6. **Rise of China and Japan:** The Revolution of 1911; Rise of Communism in China; the Revolution of 1949; Opening up of Japan; Meiji Restoration (1868) and the Modernization of Japan

## Unit-IV

7. **Rise of USA as World Power:** Entry into the First World War; 14 Points of President Woodrow Wilson; New Deal of F. D. Roosevelt
8. **Causes and Results of the World War II (1939-45):** Fascism in Italy; Nazism in Germany; Course of World War II; Entry of the USA in the World War II; the UNO; the Cold War; NATO and the Warsaw Pact

### Readings:

- H.A Davis, *An Outline History of the World*, OUP, London, 1964.
- K. Leo Gershey, *French Revolution & Napoleon*, Central Book Depot, Allahabad, 1973. (Reprint)
- A. J Grant, Harold Temperley, *Europe in the Nineteenth and twentieth Centuries (1789-1950)*, Longman, London, 1932.
- K.L. Khurana, *World History (1453-1966 A.D)*, Lakshmi Narian Agarwal, Agra, 1994.
- David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, Orient Blackswan, New Delhi, 2012.
- Sailendra Nath, *Europe and the World from Renaissance to the Second World War*, New Central Book Agency, Kolkata, 2013.
- L.S. Stavrianos, *The World Since 1500*, Prentice Hall of India, Delhi, 1965.

A.J.P. Taylor, *The Origins of the Second World War*, Penguin Books, London.

David Thompson, *Europe since Napoleon*, Penguin Books, London, 1990.

R.S. Chaurasia, *History of Europe*, 4 Vols, Atlantic Publication, New Delhi, 2012.

**Course Outcomes:**

**After completion of the course, the students will be able to learn:**

CO-1 Know various events of the Western world such as renaissance, reformation and enlightenment which brought awakening in the world.

CO-2 Understand and explain the basic concepts of liberty, equality and fraternity.

CO-3 Understand the concepts of individualism, humanism, liberalism, nationalism, socialism and Marxism.

CO-4 World wars I & II and their effects.

CO-5 Role of UNO in political social and economic spheres.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A. SEMESTER–VI**

**HISTORY**

**Course Code: BHIS-3610**

**HISTORY OF THE PUNJAB (A.D. 1799-1966)**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper will consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**The Paper Setter is to set the question paper in three languages i.e. English, Punjabi & Hindi.**

**Course Objectives:** This course is designed to acquaint the students with the establishment of the Sikh rule by Ranjit Singh and its administrative structure in the Punjab. It also intends to provide knowledge about the prevailing political condition of Lahore Darbar after the death of Ranjit Singh and the British strategies to annex the Sikh rule into their empire in 1849. The course also highlights the role of the Punjab in the National movement and circumstances leading to the partition of the Punjab. It also aims to discuss the major issues and developments of the Punjab after independence such as rehabilitation of the refugees after partition and circumstances leading to the creation of Punjab Suba in 1966.

## **Unit–I**

- 1. The Establishment and Expansion of Maharaja Ranjit Singh's Kingdom:**  
Political Condition of the Punjab in the 1790s; Conquests of the Sikh principalities; Subjugation of the Satlej – Jamuna Divide and British Intervention;



Subjugation of the Hill Principalities; Annexation of Afghan Dependencies; Policy towards the Defeated rulers; Extent of the Kingdom in 1839

2. **Administrative Organization of the Kingdom of Lahore:** Central, Provincial and Local Administration; Land Revenue System; Jagirdari System; Dharmarth Grants; Judicial Administration; Military Organization; State policy towards Agriculture, Manufactures and Trade

#### **Unit-II**

3. **Annexation and After:** First Anglo-Sikh War (1845-46); Second Anglo-Sikh War (1848-49); Regency Administration (1846-1849); British Administration (1849-58); Economic Development: Communication, Agriculture, Trade and Industry
4. **Socio-Religious Reform Movements in the late- Nineteenth Century:** Christian Evangelicals; The Arya Samaj; The Nirankaris and The Namdharis; The Singh Sabhas and The Ahmadiyahs

#### **Unit-III**

5. **Early Nationalist Activity;** The Indian National Congress; Swadeshi and Boycott; The Ghadar Movement; Rowlatt Satyagrahs and the Jallianwala Bagh; Non-Cooperation Movement; Hindustan Socialist Republican Army and Naujawan Bharat Sabha; Civil Disobedience and Quit India Movement
6. **Gurdwara Reforms and the Akalis:** Causes and Course of the Gurdwara Reform Movement; Central Sikh League; SGPC and the Shiromani Akali Dal; Gurdwara Legislation

#### **Unit-IV**

7. **Towards Partition:** Communal Politics; Sikander-Jinnah Pact; Lahore Resolution of the Muslim League; The Elections of 1945-46; Cabinet Mission Plan; Mountbatten Plan and Partition
8. **The Punjab after Independence:** Rehabilitation; Demand for Punjabi Speaking State; The Reorganization Act of 1966

#### **Readings:**

Indu Banga, *Agrarian System of the Sikhs*, Manohar Publications, New Delhi.

Himadri Bannerjee, *Agrarian Society of the Punjab*, Manohar, New Delhi, 1982.

Fauja Singh, *Some Aspects of State and Society under Ranjit Singh*, Masyer Publishers, New Delhi, 1982.

- J.S.Grewal, *The Reign of Maharaja Ranjit Singh*, Punjabi University, Patiala, 1982.
- \_\_\_\_\_, *The Sikhs of the Punjab: The New Cambridge History of India*, Cambridge University Press, New Delhi, 1919.
- J.S.Grewal, and Indu Banga(ed.), *Maharaja Ranjit Singh and his Times*, Guru Nanak Dev University, Amritsar, 1980.
- Harbans Singh, *Encyclopedia of Sikhism, 4 Vols*, Punjabi University, Patiala, 1992.
- Khushwant Singh, *History of the Sikhs (1839-1974)*, Vol. II, Oxford University Press, Delhi, 1977.
- Kirpal Singh, *Partition of Punjab*, Punjabi University, Patiala, 1989.
- S.R.Kohli, *Sunset of the Sikh Empire*, Orient Longmans, Bombay.
- Kamlesh Mohan, *Militant Nationalism in the Punjab (1918-1935)*, Manohar Publication, Delhi, 1985.
- Mohinder Singh, *Akali Movement*, National Institute of Punjab Studies, New Delhi, 1997.
- H.K. Puri, *Ghadar Movement*, Guru Nanak Dev University, Amritsar, 1993.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 The political condition of the Punjab on the eve of the accession of Ranjit Singh to power.
- CO-2 The administrative structure and policies of the Lahore Darbar.
- CO-3 The strategies and policies of the British to annex the Punjab in their Empire.
- CO-3 The role of Punjab in the freedom struggle of India.
- CO-5 The creation of the Punjabi Suba in 1966.

# **SYLLABUS**

**PUNJAB HISTORY & CULTURE**

**Programme Code: BPHC**

**Semester: I-VI**

**BATCH: 2023-2026**

**P.G. DEPARTMENT OF HISTORY  
KHALSA COLLEGE, AMRITSAR  
(An Autonomous College)**

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

## **PUNJAB HISTORY & CULTURE**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

### **SEMESTER – I & II**

**BA**

**B.A. SS**

**B. A. (Hons. – English)**

**B. Com. (Hons., Regular, Account. & Finance),**

**B. Sc. Bio- Tech./Comp. Sc./Eco./Fashion Designing/Food Science/IT/Med./Non Med.,**

**B.Sc. (Hons. –Botany, Chemistry, Mathematics, Physics, Zoology),**

**B. of Mult.;**

**B. in Int. & Mob. Tech.;**

**BBA;**

**BCA;**

**BJMC;**

**B. Voc. (Software Development, Theatre and Stage Craft, Food Processing, Textile Design & Apparel Technology)**

**BTTM (Bachelor of Tour and Travel Management)**

### **SEMESTER – III & IV**

**B.A**

**B.A. (SS)**

**B.A. (Hons.-English)**

**B.Sc. Non-Med/Med./Eco./Comp. Sci.**

**B.Com. (R)**

**B.Com. (Hons.)**

**BBA**

### **SEMESTER – V & VI**

**B.A**

**B.A. (SS)**

**B.A. (Hons.-English)**

**B.Sc. Non-Med/Med./Eco./Comp. Sci.,**

**B.Com. (R)**

**B.Com. (Hons.),**

**BBA**

**PUNJAB HISTORY AND CULTURE**  
**PROGRAMME CODE-BPHC**

S. No.	PROGRAMME OBJECTIVES
1.	To acquaint the students who are not domicile of the Punjab with the History and Culture of the Punjab.
2.	To impart the knowledge of society, economy, polity and culture of the Punjab in Ancient, Medieval and Modern periods
3.	To familiarize these students with important contemporary issues such as drug abuse, female foeticide, Punjabi Diaspora and their impact on the Punjab.
4.	To acquaint students with the art, architecture, language, literature and culture in the Punjab in different historical times.
5.	To prepare students for a range of careers.

S.No.	PROGRAMME SPECIFIC OUTCOMES (PSOS)
<b>PSO-1</b>	After completion of this programme, the students who are not domicile of Punjab will be able to learn about the rich heritage and culture of the Punjab.
<b>PSO-2</b>	After completion of this programme, the students will know how historical and political changes in the Punjab affected the history of India in ancient and medieval times.
<b>PSO-3</b>	They will learn about the intermingling of the foreign and Punjabi culture and development of composite culture in the Punjab.
<b>PSO-4</b>	Students will get knowledge about the partition of the Punjab, consequent migration rehabilitation of the refugees and creation of the Punjabi Suba and reorganization of the Punjab after independence.
<b>PSO-5</b>	Students will get familiar with the important contemporary issues such as drug abuse, female foeticide, Punjabi Diaspora and their impact on the Punjab.

<b>BPHC (PUNJAB HISTORY &amp; CULTURE)</b>											
<b>COURSE SCHEME</b>											
<b>SEMESTER - I</b>											
Course Code	Course Name	Hours/ Week	Credits			Total Credits	Max Marks				Page No.
			L	T	P		Th	P	IA	Total	
<b>Compulsory Courses</b>											
<b>BPHC-1104</b>	<b>PUNJAB HISTORY &amp; CULTURE (From Earliest Times to C. 320 B.C)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>81-82</b>
<b>SEMESTER - II</b>											
<b>BPHC-1204</b>	<b>PUNJAB HISTORY &amp; CULTURE (From C. 321 B.C to 1000 A.D)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>83-84</b>
<b>SEMESTER - III</b>											
<b>BPHC-2304</b>	<b>PUNJAB HISTORY &amp; CULTURE (From A. D. 1000 to 1606)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>85-86</b>
<b>SEMESTER - IV</b>											
<b>BPHC-2404</b>	<b>PUNJAB HISTORY &amp; CULTURE (From A. D. 1606 to 1849)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>87-88</b>
<b>SEMESTER - V</b>											
<b>BPHC-3504</b>	<b>PUNJAB HISTORY &amp; CULTURE (A. D. 1849 to 1947)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>89-90</b>
<b>SEMESTER - VI</b>											
<b>BPHC-3604</b>	<b>PUNJAB HISTORY &amp; CULTURE (A. D. 1947 to 2000)</b>	<b>04</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>91-92</b>

# **KHALSA COLLEGE AMRITSAR**

## **(An Autonomous College)**

**BA, B.A. SS/ B. A. (Hons. – English), B. Com. (Hons., Regular, Account. & Finance), B. Sc. Bio-Tech./Comp. Sc./Eco./Fashion Designing/Food Science/IT/Med./Non Med., B.Sc. (Hons. –Botany, Chemistry, Mathematics, Physics, Zoology),i B. of Mult.; B. in Int. & Mob. Tech.; BBA; BCA; BJMC; B. Voc. (Software Development, Theatre and Stage Craft, Food Processing, Textile Design & Apparel Technology) BTM (Bachelor of Tour and Travel Management)**

### **SEMESTER–I**

**PUNJAB HISTORY & CULTURE (From Earliest Times to c. 320 BC)**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

**Course Code: BPHC-1104**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

#### **Instructions for the Paper Setters:**

**Question paper should consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**Note: The examiner is to set the question paper in two languages: English & Hindi.**

**Course Objectives:** The main objective of this course is to educate the history and culture of the Ancient Punjab to the students who are not domicile of the Punjab. It aims to familiarize these students with the physical features of ancient Punjab and its impact on its history and culture. It also provides them information about the different sources to construct the history and culture of the ancient Punjab. The course intends to provide knowledge of social, economic, religious life of the Harappan civilization, Indo-Aryans, teachings and impact of Jainism and Buddhism in the Punjab.

### **Unit-I**

1. Physical features of the Punjab and impact on history
2. Sources of the ancient history of Punjab.

### **Unit-II**

3. Harappan Civilization: Town planning; social, economic and religious life of the Indus Valley People.
4. The Indo-Aryans: Original home and settlement in Punjab.

### **Unit-III**

5. Social, Religious and Economic life during Rig Vedic Age.
6. Social, Religious and Economic life during later Vedic Age.

### **Unit-IV**

7. Jainism in the Punjab.
8. Teachings and impact of Buddhism.

### **Suggested Readings:-**

L. Joshi (ed), *History and Culture of the Punjab*, Art-I, Patiala, 1989 (3rd edition)

L.M. Joshi and Fauja Singh (ed), *History of Punjab*, Vol. I, Patiala 1977.

Budha Parkash, *Glimpses of Ancient Punjab*, Patiala, 1983.

B.N. Sharma, *Life in Northern India*, Delhi. 1966.

### **Course Outcomes:**

#### **On Completing the Course, the Students will be able to:**

- CO-1** Learn the history and culture of the Ancient Punjab.
- CO-2** Study the physical features of ancient Punjab.
- CO-3** Understand about the sources of the history of the Punjab.
- CO-4** Analyse the social, economic, religious life of the Harappan civilization and Vedic-Aryans.
- CO-5** Learn the teachings and impact of Jainism and Buddhism in the Punjab.



# **KHALSA COLLEGE AMRITSAR**

## **(An Autonomous College)**

**B. A.; B.A. (SS); B. A. (Hons. – English); B. Com. (Hons., R, Ac. & Finance); B. Sc. Bio-Tech./Comp. Sc./Eco./FD/Food Sc./IT/Med./N.Med.; B.Sc. (Hons. –Botany, Chemistry, Mathematics, Physics, Zoology); B. of Mult.; B. in Int. & Mob. Tech.; BBA; BCA; BJMC; B. Voc. (Software Development, Theatre and Stage Craft, Food Processing, Textile Design & Apparel Technology) BTM (Bachelor of Tour and Travel Management)**

### **SEMESTER–II**

#### **PUNJAB HISTORY & CULTURE (C 321 BC TO 1000 A.D.)**

**(Special Paper in lieu of Punjabi compulsory)**  
**(For those students who are not domicile of Punjab)**  
**Course Code: BPHC-1204**

**Credit: 04**  
**L- T- P**  
**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

#### **Instructions for the Paper Setters:**

**Question paper should consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**Note: The examiner is to set the question paper in two languages: English & Hindi.**

**Course Objectives:** The main objective of this course is to educate the students who are not domicile of the Punjab about the history and culture of the Ancient Punjab. It is to provide them knowledge about the social, economic, religious, cultural and political life of the people of the Punjab during the rule of various dynasties such as The Mauryans, The Khushans, The Guptas, The Vardhanas and other ancient ruling dynasties of the period under study.

### **Unit-I**

1. The Punjab under Chandragupta Maurya and Ashoka.
2. The Kushans and their Contribution to the Punjab.

### **Unit-II**

3. The Punjab under the Gupta Emperors.
4. The Punjab under the Vardhana Emperors

### **Unit-III**

5. Political Developments 7<sup>th</sup> Century to 1000 A.D.
6. Socio-cultural History of Punjab from 7<sup>th</sup> Century to 1000 A.D.

### **Unit-IV**

7. Development of Languages and Literature.
8. Development of Art & Architecture.

#### **Suggested Readings:-**

- L. Joshi (ed.), *History and Culture of the Punjab*, Part-I, Patiala, 1989 (3<sup>rd</sup> edition).
- L.M. Joshi and Fauja Singh (ed), *History of Punjab*, Vol. I, Patiala 1977.
- Budha Parkash, *Glimpses of Ancient Punjab*, Patiala, 1983.
- B.N. Sharma, *Life in Northern India*, Delhi. 1966.

#### **Course Outcomes:**

##### **On completing the course, the students will be able to:**

- CO-1** Understand the history and culture of the Punjab in Ancient Period.
- CO-2** Analyse social, economic, religious, cultural and political life of Ancient Indian dynasties.
- CO-3** Study about the political developments from 7<sup>th</sup> century to 1000 AD.
- CO-4** Understand socio-cultural history of the Punjab from 7<sup>th</sup> century to 1000 AD.
- CO-5** Analyse language, literature, art and architecture of Ancient Punjab.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A., B.A. (SS), B.A. (Hons.-English), B.Sc. Non-Med/Med./Eco./Comp. Sci.,  
B.Com. (R), B.Com. (Hons.), BBA-SEMESTER-III**

**Course Code: BPHC-2304**  
**PUNJAB HISTORY & CULTURE (AD.1000-1606)**  
**(Special Paper in lieu of Punjabi compulsory)**  
**(For those students who are not domicile of Punjab)**

**Credit: 04**  
**L- T- P**  
**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper should consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**Note: The examiner is to set the question paper in two languages: English & Hindi.**

**Course Objectives:** The main objective of this course is to introduce the students who are not domicile of the Punjab with the history and culture of the Punjab during Turko-Afghan and the Mughal rule in Punjab during 1000- 1606 A.D. The curriculum is to acquaint pupils with philosophy and teachings of the Bhakti saints, Sufis and the Sikh Gurus. It also aims to provide information regarding the foundation and consolidation of the Sikhism under the first five Sikh Gurus.

## **Unit-I**

1. Society and culture of the Punjab during Turko-Afghan rule.
2. The Punjab under the Mughals.

### **Unit-II**

3. Bhakti Movement and its impact on Society of the Punjab.
4. Sufism in the Punjab with special reference to Baba Farid.

### **Unit-III**

5. Guru Nanak Dev – Life and Travels.
6. Teachings of Guru Nanak, Concept of Sangat, Pangat, and Dharmsal.

### **Unit-IV**

7. Contribution of Guru Angad Dev, Guru Amardas and Guru Ramdas.
8. Compilation of Adi Granth and martyrdom of Guru Arjun Dev.

### **Suggested Readings:-**

1. P.N.Chopra, B.N.Puri, & M.N. Das, *A Social, Cultural & Economic History of India*, Vol. II., Macmillan India, New Delhi, 1974.
2. J.S Grewal, *The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1994.
3. Fauja Singh, *A History of the Sikhs*-Vol. I & II, Punjabi University, Patiala, 1972.
4. Khushwant Singh, *A History of the Sikhs*-Vol. I (1469-1839), Oxford University Press, New Delhi, 2011.
5. Kirpal Singh, *History and Culture of the Punjab*-Part II (Medieval Period), Publication Bureau, Punjabi University, Patiala 1990.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 New changes brought by the Turks and the Mughals in the Punjabi society and Culture.
- CO-2 Rise and impact of the Bhakti Movement and the Sufism in the Punjab.
- CO-3 Foundation of the Sikhism and its philosophy.
- CO-4 Expansion and consolidation of the Sikhism under first five Gurus.
- CO-5 Compilation of the Adi Granth and circumstances leading to the martyrdom of Guru Arjan Dev.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A., B.A. (SS), B.A. (Hons.-English), B.Sc. Non-Med/Med./Eco./Comp.  
Sci., B. Com. (R), B.Com. (Hons.), BBA-SEMESTER-IV**

**Course Code: BPHC-2404**

**PUNJAB HISTORY & CULTURE (AD.1606-1849)**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper should consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**Note: The examiner is to set the question paper in two languages: English & Hindi.**

**Course Objectives:** The main objective of this course is to introduce the students who are not domicile of the Punjab with the history and culture of the Punjab during 1606-1849 A.D. It aims to provide information regarding the transformation of Sikhism under Guru Hargobind Sahib, martyrdom of Guru Tegh Bahadur, circumstances leading to the creation of KhalsaPanth, Rise of Banda Bahadur and the Punjab under the Sikh Misls. It also intends to provide information regarding the establishment of the Sikh rule by Ranjit Singh and his administrative system in the Punjab.

## **Unit-I**

1. Transformation of Sikhism under Guru Hargobind.
2. Martyrdom of Guru Teg Bahadur.

## **Unit-II**

3. Creation of the Khalsa.
4. The Khalsa and its impact on the Punjab.

## **Unit-III**

5. Rise of Banda Bahadur and his achievements.
6. Rise of Misls.

## **Unit-IV**

7. Ranjit Singh's rise to power; Civil, Military and Land Revenue Administration.
8. Art, Architecture, Folk Music, Fair and Festivals in the Punjab during the medieval period.

### **Suggested Readings:-**

1. P.N. Chopra, B.N. Puri, & M.N Das, A Social, Cultural & Economic History of India-Vol. II., Macmillan India, New Delhi, 1974.
2. J.S Grewal, The Sikhs of the Punjab, Cambridge University Press, New Delhi, 1994.
3. Fauja Singh, A History of the Sikhs-Vol. I & II, Punjabi University, Patiala, 1972.
4. Kushwant Singh, A History of the Sikhs-Vol. I (1469-1839), Oxford University Press, New Delhi, 2011.
5. Kirpal Singh, History and Culture of the Punjab-Part II (Medieval Period), Publication Bureau, Punjabi University, Patiala, 1990.

### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 Major changes brought in the Sikhism after adoption of the New Policy by Guru Hargobind Sahib.
- CO-2 Martyrdom of Guru Tegh Bahadur and its impact.
- CO-3 Changes in the Sikhism after creation of the Khalsa Panth.
- CO-4 The legacy and impact of Banda Bahadur and Maharaja Ranjit Singh's rule in the Punjab.
- CO-5 Cultural growth in the Punjab during the period under study.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A., B.A. (SS), B.A., B.Sc. Non-Med/Med./Eco./Comp. Sci., B.Com. (R),  
B.Com. (Hons.), BBA-SEMESTER-V**

**Course Code: BPHC-3504**  
**PUNJAB HISTORY & CULTURE (AD.1849-1947)**  
**(Special Paper in lieu of Punjabi compulsory)**  
**(For those students who are not domicile of Punjab)**

**Credit: 04**  
**L- T- P**  
**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**  
**Theory: 75**  
**Internal Assessment: 25**

### **Instructions for the Paper Setters:**

**Question paper should consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**Note: The examiner is to set the question paper in two languages: English & Hindi.**

**Course Objectives:** The main objective of this course is to provide knowledge of history and culture of the Punjab to the students who are not domicile of the Punjab. It intends to provide the information regarding the annexation of the Punjab by the British, their administrative, economic and social policies and their impact on the history and culture of the Punjab. It also aims to highlight the role of the Punjabis in the national movement.

### **Unit-I**

1. Annexation of Punjab by the British.
2. British Administration (1849-58).

## Unit-II

3. British Policy towards agriculture, industry, trade and commerce.
4. Spread of Modern Education.

## Unit-III

5. Socio-Religious Reform Movements: Namdhari, Singh Sabha and AryaSamaj.
6. Gadhar Movement and Jallianwala Bagh tragedy.

## Unit-IV

7. Gurdwara Reform Movement.
8. Contribution to freedom struggle: Non-cooperation; HSRA and Quit India Movement

### Suggested Readings:-

1. Fauja Singh, *History and Culture of the Punjab*, Part II, Publication Bureau, Punjabi University, Patiala, 1987.
2. \_\_\_\_\_, *Freedom Struggle in the Punjab*, Publication Bureau, Punjabi University, Patiala, 1974.
3. J.S. Grewal, *The Sikhs of the Punjab*, New Cambridge House, New Delhi, 2005.
4. Kushwant Singh, *A History of the Sikhs*, Vol.II (1839-1998), Oxford University Press, Delhi, 1991.
5. SatyaM.Rai, *Heroic Tradition in the Punjab (1900-1947)*, Punjabi University, Patiala, 1978.
6. P.N. Chopra, & M.N. Das, *A Social, Cultural & Economic History of India*, Vol.III, Macmillan India, 1974.
7. K.C. Yadav, *Haryana Aitihisik Simhavalokan*, Haryana Sahitya Akademy, Chandigarh, 1991.
8. B. S. Saini, *The Social & Economic History of the Punjab 1901-1939*, EssEss Publications, Delhi, 1975.
9. S.C. Mittal, *Freedom Movement in the Punjab (1905-29)*, Concept Publishing Company, Delhi, 1977.

### Course Outcomes:

#### After completion of the course, the students will be able to learn:

- CO-1 History and culture of the Punjab under the British rule.
- CO-2 British administrative structure in the Punjab.
- CO-3 British economic policies in the Punjab.
- CO-4 Spread of education and socio-religious consciousness in the Punjab.
- CO-5 Role of the Punjab in the national movement.



# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

**B.A., B.A. (SS), B.A., B.Sc. Non-  
Med/Med./Eco./Comp.Sci.,B.Com. (R),B.Com. (Hons.), BBA -  
SEMESTER– VI**

**Course Code: BPHC-3604**

**PUNJAB HISTORY & CULTURE (AD. 1947-2000)**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

**Credit: 04**

**L- T- P**

**04-0-0**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

## **Instructions for the Paper Setters:**

**Question paper should consist of two sections—Section A and Section B.** The paper setter must ensure that questions in Section–A do not cover more than one point, and questions in Section–B should cover at least 50 per cent of the theme.

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. The total weightage of this section will be 15 marks. Answer to each question should be in approximately one to two sentences.

**Section–B:** The examiner will set 8 questions, two from each Unit. The candidate will attempt 4 questions selecting one from each Unit in about 1000 words. Each question will carry 15 marks. The total weightage of this section will be 60 marks.

**Note: The examiner is to set the question paper in two languages: English & Hindi.**

**Course Objectives:** The main objective of this course is to educate the students who are not domicile of the Punjab about the history and culture of Punjab. It intends to teach them the main happenings in the Punjab such as partition of the Punjab and rehabilitation of the refugees after independence, creation of the Punjabi Suba and Green revolution and its impact. It is also to educate them about the contemporary issues of the Punjab such as drug addiction, female foeticide and Punjabi Diaspora.

## **Unit-I**

1. Partition and its Impact on the Punjab.
2. Rehabilitation.

## Unit-II

3. Punjabi Suba Movement and Reorganization Act of 1966.
4. Green Revolution.

## Unit-III

5. Punjabi Diaspora.
6. Development of education in Punjab after Independence.

## Unit-IV

7. Development of Punjabi Literature and Drama.
8. Emerging Concerns: Drug Addiction and Female Foeticide.

### Suggested Readings:-

1. P.N. Chopra, & M.N. Das, *A Social, Cultural & Economic History of India*, Vol.III, Macmillan India, New Delhi, 1974.
2. J.S. Grewal, *Social and Cultural History of Punjab: Prehistoric, Ancient and Early Medieval*, Foundation Books Pvt Ltd Cambridge House, New Delhi, 2004.
3. *The Sikhs of Punjab*, New Cambridge House, New Delhi, 2005.
4. Satya M. Rai, *Heroic Tradition in Punjab(1900-1947)*, Publication Bureau, Punjabi University, Patiala, 1978.
5. Fauja Singh, *Freedom Struggle in Punjab*, Publication Bureau, Punjabi University, Patiala, 1974.
6. \_\_\_\_\_, *History and Culture of the Punjab*, Part II, Publication Bureau, Punjabi University, Patiala, 1987.
7. Kushwant Singh, *A History of the Sikhs*, Vol. II (1839-1998), Oxford University Press, Delhi, 1991.
8. K.C. Yadav, *Haryana Aitihisik Simhavalokan*, Haryana Sahitya Akademy, Chandigarh, 1991

### Course Outcomes:

#### After completion of the course, the students will be able to learn:

- CO-1 History and culture of the Punjab in the period under study.
- CO-2 The process of partition of the Punjab and problem of rehabilitation of therefugees after independence.
- CO-3 The creation of the Punjabi Suba and reorganization of its territory.
- CO-4 Green revolution and its impact on the Punjab.
- CO-5 Contemporary issues of the Punjab such as drug addiction, female foeticide and Punjabi Diaspora.

# **SYLLABUS**

## **PUNJAB HISTORY & CULTURE**

**BACHELOR OF PHYSIOTHERAPY (PART-I)**

**BATCH: 2023-2026**

**P.G. DEPARTMENT OF HISTORY  
KHALSA COLLEGE, AMRITSAR  
(An Autonomous College)**

**BACHELOR OF PHYSIOTHERAPY (PART-I)****COURSE SCHEME**

Course Code	Course Name	Hours/ Week	Credits			Total Credits	Max Marks				Page No.
			L	T	P		Th	P	IA	Total	
<b>Compulsory Courses</b>											
<b>BPHC-1125</b>	<b>PUNJAB HISTORY &amp; CULTURE (From Earliest Times to 1000 A.D.)</b>	<b>04</b>				<b>04</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>95-96</b>

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

## **BACHELOR OF PHYSIOTHERAPY (PART-I)**

**Course Code: BPHC-1125**

### **PUNJAB HISTORY & CULTURE (From Earliest Times to 1000 A.D.)**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

**Credit Hours (per week): 04**

**Total Hours: 100**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

#### **Instructions for the Paper Setters:-**

The examiner will set 8 questions, two from each Unit. The candidate will attempt one question from each unit and the fifth question may be attempted from any Unit. Answer to each question will be in about 1000 words. Each question will be of 15 marks.

**Note: The Medium of Instruction is English.**

**Course Objectives:** The main objective of this course is to familiarize the students who are not domicile of the Punjab with the history and culture of the Punjab. It aims to describe different sources and physical features of the Punjab in Ancient period. It intends to provide knowledge of social, economic, religious and political life of people of the Punjab from Indus Valley Civilization to 1000 A.D. It also discusses the teachings and impact of Jainism and Buddhism in the Punjab.

#### **UNIT-I**

1. Physical Features of the Punjab and their impact.
2. Sources of Ancient Punjab History.
3. Harappan Culture: Principal places, town planning, features of social and economic life, religion, causes of disappearance.

#### **UNIT-II**

4. The Indo- Aryans: Original home and settlement in Punjab, political organisation, social, religious, and economic life during the Rigvedic Age
5. Impact of Buddhism and Jainism in the Punjab.
6. Political condition of the Punjab on the eve of Alexander's Invasions, account of the invasions and their impact.

### **UNIT-III**

7. The Punjab under Chandra Gupta Maurya and Ashoka.
8. The Kushans and their contribution to Punjab.
9. The Punjab under the Vardhana Emperors.

### **UNIT-IV**

10. The Punjab from 7th Century to 1000 A.D.(Survey of Political History)
11. Development of Education and Literature in the Punjab upto 1000 A.D.
12. Development of Art and Architecture up to 1000 A.D.

#### **Suggested Readings:-**

1. L. Joshi (ed.), *History and Culture of the Punjab*, Art-I, Patiala, 1989 (3rd edition)
2. L.M. Joshi and Fauja Singh (ed), *History of Punjab*, Vol. I, Patiala, 1977.
3. Budha Parkash, *Glimpses of Ancient Punjab*, Patiala, 1983.
4. B.N. Sharma, *Life in Northern India*, Delhi, 1966.

#### **Course Outcomes:**

#### **After completion of the course, the students will be able to learn:**

- CO-1 The sources and physical features of ancient Punjab.
- CO-2 Social, economic, religious life of the Harrapan civilization and Vedic Aryans.
- CO-3 Teachings and impact of Jainism and Buddhism in the Punjab.
- CO-4 Language, literature, art and architecture of Ancient Punjab.
- CO-5 Political, Social, Religious, Economic and Cultural life of the people of the Punjab under the Maurayan, Kushana, Gupta and Vardhana Emperors.

# **SYLLABUS**

**PUNJAB HISTORY & CULTURE**

**B.Sc. (Hons.) Agriculture Semester: I & II**

**BATCH: 2023-2026**

**P.G. DEPARTMENT OF HISTORY  
KHALSA COLLEGE, AMRITSAR  
(An Autonomous College)**

**B.SC. (H.) AGRICULTURE****COURSE SCHEME****Semester-I**

Course Code	Course Name	Hours/ Week	Credits			Total Credits	Max Marks				Page No.
			L	T	P		Th	P	IA	Total	
<b>Compulsory Courses</b>											
<b>BPHC-1124</b>	<b>PUNJAB HISTORY &amp; CULTURE (From Earliest Times to 1000 A.D.)</b>	<b>02</b>				<b>02</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>98-99</b>
<b>SEMESTER - II</b>											
<b>BPHC-1224</b>	<b>PUNJAB HISTORY &amp; CULTURE (A.D. 1000 to 1799)</b>	<b>02</b>				<b>02</b>	<b>75</b>		<b>25</b>	<b>100</b>	<b>100-101</b>



# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

## **B. Sc. (H.) Agriculture- Semester-I**

**Course Code: BPHC-1124**

**PUNJAB HISTORY & CULTURE (From Earliest Times to 1000 A.D.)**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

**Credit Hours (per week): 02**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

### **Instructions for the Paper Setters:-**

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this Section will be 15 marks.

**Section B:** The examiner will set 8 questions divided into four units. In each unit there will be two questions and the candidate will attempt one question from each unit in about 1000 words. Each question will carry 15 marks. The total weightage of this Section will be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to familiarize the students who are not domicile of the Punjab with the history and culture of the Punjab. It aims to describe different sources and physical features of the Punjab in Ancient period. It intends to provide knowledge of social, economic, religious and political life of people of the Punjab from Indus Valley Civilization to 1000 A.D. It also discusses the teachings and impact of Jainism and Buddhism in the Punjab.

### **Unit-I**

1. Physical Features of the Punjab and their impact.
2. Sources of Ancient Punjab History.
3. Harappan Culture: Principal places, town planning, features of social and economic life, religion, causes of disappearance.

## Unit-II

4. The Indo- Aryans: Original home and settlement in Punjab, political organisation, social, religious, and economic life during the Rigvedic Age
5. Impact of Buddhism and Jainism in the Punjab.
6. Political condition of the Punjab on the eve of Alexander's Invasions, account of the invasions and their impact.

## Unit-III

7. The Punjab under Chandra Gupta Maurya and Ashoka.
8. The Kushans and their contribution to Punjab.
9. The Punjab under the Vardhana Emperors.

## Unit-IV

10. The Punjab from 7th Century to 1000 A.D.(Survey of Political History)
11. Development of Education and Literature in the Punjab upto 1000 A.D.
12. Development of Art and Architecture up to 1000 A.D.

### Suggested Readings:-

1. L. Joshi (ed), *History and Culture of the Punjab*, Art-I, Patiala, 1989 (3rd edition)
2. L.M. Joshi and Fauja Singh (ed), *History of Punjab*, Vol.I, Patiala, 1977.
3. BudhaParkash, *Glimpses of Ancient Punjab*, Patiala, 1983.
4. B.N. Sharma, *Life in Northern India*, Delhi, 1966.

### Course Outcomes:

#### After completion of the course, the students will be able to learn:

CO-1 The sources and physical features of ancient Punjab.

CO-2 Social, economic, religious life of the Harrapan civilization and Vedic-Aryans.

CO-3 Teachings and impact of Jainism and Buddhism in the Punjab.

CO-4 Language, literature, art and architecture of Ancient Punjab.

CO-5 Political, Social, Religious, Economic and Cultural life of the people of the Punjab under the Maurayan, Kushana, Gupta and Vardhana Emperors.

# **KHALSA COLLEGE AMRITSAR**

**(An Autonomous College)**

## **B.Sc. (H.) Agriculture - Semester-II**

**Course Code: BPHC-1224**

**PUNJAB HISTORY & CULTURE (A.D. 1000 to 1799)**

**(Special Paper in lieu of Punjabi compulsory)**

**(For those students who are not domicile of Punjab)**

**Credit Hours (per week): 02**

**Time: 3 Hours**

**Total Marks: 100**

**Theory: 75**

**Internal Assessment: 25**

### **Instructions for the Paper Setters:-**

**Section–A:** The examiner will set 15 objective type questions out of which the candidate shall attempt any 10 questions, each carrying 1½ marks. Answer to each question should be in approximately one to two sentences. The total weightage of this Section will be 15 marks.

**Section B:** The examiner will set 8 questions divided into four units. In each unit there will be two questions and the candidate will attempt one question from each unit in about 1000 words. Each question will carry 15 marks. The total weightage of this Section will be 60 marks.

**Note: The Medium of the question paper is English.**

**Course Objectives:** The main objective of this course is to introduce the students who are not domicile of the Punjab with the history and culture of the Punjab during Turko-Afghan and the Mughal rule in the Punjab. The curriculum is to acquaint these pupils with philosophy and teachings of the Bhakti saints, Sufis and the Sikh Gurus. It intends to provide information regarding the origin, consolidation and development of the Sikh Panth. It also intends to discuss struggle for the Sikh sovereignty under Banda Bahadur and the Sikh Misls.

### **UNIT-I**

1. The Sources: Main Categories and their Assessment
2. Society and Culture of the Punjab during Turko-Afghan Rule
3. The Punjab under the Mughals

## UNIT-II

4. Bhakti Movement and its impact on the Society of the Punjab.
5. Sufism in the Punjab with special reference to Baba Farid.
6. Guru Nanak Dev : Life, Teachings and Travels.

## Unit-III

7. Development of the Sikh Panth: Guru Angad Dev to Guru Arjan Dev
8. Transformation of the Sikh Panth : Guru Hargobind to Guru Tegh Bahadur
9. Creation of the Khalsa and its impact on the Punjab

## Unit-IV

10. Rise of Banda Bahadur and his achievements.
11. Rise of the Misl.
12. Art, Architecture, Folk Music, Fair and Festivals in the Punjab during the medieval period.

### Suggested Readings:-

1. P.N. Chopra, B.N. Puri, & M.N Das, A Social, Cultural & Economic History of India-Vol. II., Macmillan India, New Delhi, 1974.
2. J.S Grewal, The Sikhs of the Punjab, Cambridge University Press, New Delhi, 1994.
3. FaujaSingh, A History of the Sikhs-Vol. I & II, Punjabi University, Patiala, 1972.
4. Kushwant Singh, A History of the Sikhs-Vol. I (1469-1839), Oxford University Press, New Delhi, 2011.
5. Kirpal Singh, History and Culture of the Punjab-Part II (Medieval Period), Publication Bureau, Punjabi University, Patiala, 1990.

### Course Outcomes:

#### After completion of the course, the students will be able to learn:

- CO-1 New changes brought by the Turks and the Mughals in Punjabi society and culture.
- CO-2 Rise and impact of Bhaki Movement and the Sufism in the Punjab.
- CO-3 Foundation, consolidation and expansion of the Sikhism.
- CO-4 Political struggle of the Sikhs under Banda Bahadur and the Sikh Misl.
- CO-5 Art, Architecture and Culture in the Punjab during the medieval period.

