Restructuring of Syllabus according to Choice Based Credit System (CBCS) & Scheme of Instruction and Examination for

M.A. HISTORY (Regular)

w.e.f. 2016-2017

DEPARTMENT OF HISTORY
MAHATMA GANDHI UNIVERSITY
NALGONDA, TELANGANA
## DEPARTMENT OF HISTORY
### MAHATMA GANDHI UNIVERSITY
#### Model
### Scheme of Instruction and Examination
#### M.A. History (Regular)
Choice Based Credit System (CBCS) w.e.f. 2016-2017
(REVISED SYLLABUS FROM THE ACADEMIC YEAR 2016-2017)

### Semester-I

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Subject Code</th>
<th>Paper Title</th>
<th>Scheme of Instruction (Hours per week)</th>
<th>Credits</th>
<th>Scheme of Examination</th>
<th>Internal and Semester End Exam marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hist-101*</td>
<td>History of India: From Earliest times to 1206 CE</td>
<td>5</td>
<td>5</td>
<td></td>
<td>20+80 = 100</td>
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<tr>
<td>2.</td>
<td>Hist-102*</td>
<td>World History: 1453-1871 CE</td>
<td>5</td>
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<td>20+80 = 100</td>
</tr>
<tr>
<td>3.</td>
<td>Hist-103*</td>
<td>History and Culture of Telangana: From Earliest Times to 1724 CE</td>
<td>5</td>
<td>5</td>
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<tr>
<td>4.</td>
<td>Hist-104 (a)**</td>
<td>Ancient Civilizations</td>
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<td></td>
<td>Hist-104 (b)**</td>
<td>History of China: 1839-1949 CE</td>
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<td>5.</td>
<td>Hist-105 (a)**</td>
<td>Tourism and Culture</td>
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<tr>
<td></td>
<td>Hist-105 (b)**</td>
<td>History of USA: 1776-1945 CE</td>
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<tr>
<td>6.</td>
<td>Add on Course</td>
<td>Communication English Language &amp; Soft Skills</td>
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<td>Tutorials</td>
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### Semester-II

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<tr>
<th>Sl. No.</th>
<th>Subject Code</th>
<th>Paper Title</th>
<th>Scheme of Instruction (Hours per week)</th>
<th>Credits</th>
<th>Scheme of Examination</th>
<th>Internal and Semester End Exam marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hist-201*</td>
<td>History of India: 1206-1858 CE</td>
<td>5</td>
<td>5</td>
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<td>2.</td>
<td>Hist-202*</td>
<td>Historiography and Historical Method</td>
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<td>3.</td>
<td>Hist-203*</td>
<td>History of Telangana: From 1724-2014 CE</td>
<td>5</td>
<td>5</td>
<td></td>
<td>20+80 = 100</td>
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<tr>
<td>4.</td>
<td>Hist-204 (a)**</td>
<td>History of Modern World: 1871-1964 CE</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Hist-204 (b)**</td>
<td>History of Russia: 1861-1991 CE</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Hist-205 (a)**</td>
<td>Environmental History of Modern India</td>
<td>4</td>
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<tr>
<td></td>
<td>Hist-205 (b)**</td>
<td>History of Japan: 1850-1945 CE</td>
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<td>Add on Course</td>
<td>Human Values and Professional Ethics</td>
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<td>Tutorials</td>
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### Semester-III

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<tr>
<th>Sl. No.</th>
<th>Subject Code</th>
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<th>Scheme of Examination</th>
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<tbody>
<tr>
<td>1.</td>
<td>Hist-301*</td>
<td>Social, Economic and Cultural History of Medieval India: 1206-1707 CE</td>
<td>5</td>
<td>5</td>
<td>20+80 = 100</td>
</tr>
<tr>
<td>2.</td>
<td>Hist-302*</td>
<td>Social and Economic History of Modern India: 1707-1947 CE</td>
<td>5</td>
<td>5</td>
<td>20+80 = 100</td>
</tr>
<tr>
<td>3.</td>
<td>Hist-303*</td>
<td>History of Dalit Movements in India: 1900-1947 CE</td>
<td>5</td>
<td>5</td>
<td>20+80 = 100</td>
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<tr>
<td>4.</td>
<td>Hist-304 (a)**</td>
<td>History of Science and Technology in Modern India: 1800-1964 CE</td>
<td>4</td>
<td>4</td>
<td>20+80 = 100</td>
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<tr>
<td></td>
<td>Hist-304 (b)**</td>
<td>Architecture in the Deccan</td>
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<td>5.</td>
<td>Hist-305*</td>
<td>Cultural History of India (I.D.)</td>
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<td>6.</td>
<td>Tutorials</td>
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### Semester-IV

<table>
<thead>
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<th>Sl. No.</th>
<th>Subject Code</th>
<th>Paper Title</th>
<th>Scheme of Instruction (Hours per week)</th>
<th>Credits</th>
<th>Scheme of Examination</th>
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<tbody>
<tr>
<td>1.</td>
<td>Hist-401*</td>
<td>National Movement in India: 1858-1947 CE</td>
<td>5</td>
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<td>20+80 = 100</td>
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<tr>
<td>3.</td>
<td>Hist-403*</td>
<td>Tribal and Peasant Movements in India, 19th &amp; 20th Centuries</td>
<td>5</td>
<td>5</td>
<td>20+80 = 100</td>
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<tr>
<td>4.</td>
<td>Hist-404 (a)**</td>
<td>Constitutional History of India: 1773-1947 CE</td>
<td>4</td>
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<td>20+80 = 100</td>
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<tr>
<td></td>
<td>Hist-404 (b)**</td>
<td>Archives and Museums</td>
<td></td>
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<tr>
<td>5.</td>
<td>Hist-405**</td>
<td>Women Studies in Modern India / Project Work</td>
<td>4</td>
<td>4</td>
<td>60+40 = 100***</td>
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<tr>
<td>6.</td>
<td>Tutorials</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
<td><strong>25</strong></td>
<td><strong>24</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**Note:**

* Core papers.
** Electives.
*** 60 marks for Project Report and 40 marks for presentation and viva-voce exam.
The main objective of this course is to provide a comprehensive understanding of the history of India from the earliest times starting from Pre-History to 1206 CE. The student gets an insight on various issues like the political, administrative, social, economic and cultural events that happened in the past during the historical period.

Module-I: Geographical Background - Sources - Archaeological and Literary – Approaches to the Study of Indian History - Orientalist – Colonial/Imperialist - Nationalist and Marxist – Non-Aligned Approach - Pre-History – Paleolithic, Mesolithic, Neolithic, Chalcolithic Periods.


SUGGESTED READINGS:

- D.D.Kosambi, An Introduction to Indian History.
- ----------------, An Historical Outline of Indian Culture and History.
- Romila Thapar, History of India, Vol. I.
- ----------------, Ancient Indian Social History.
- ----------------, Interpreting Early India.
- Noboru Karashima, History of South India.
- K.A.N. Sastry, A History of South India.
- R.S. Sharma, Material Culture and Social Formation in Ancient India.
- ----------------, Indian Feudalism.
- ----------------, Perspectives of Social and Economic History of India.
- Upinder Singh, A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century).
- R.C. Majumdar (Ed.), The History and Culture of Indian People, Vol. I to VI.
The main objective of this course is to make the student understand the changes that took place in the world from 1453-1871. The impact of resolutions that took place in the western countries on world economies is given importance.


SUGGESTED READINGS:

- Webster, *World History*.
- Thomson, *World since 1870*.
- E.J. Hobsbawm, *Age of Revolution*.
- ------------, *Age of Empires*.
- ------------, *Nations and Nationalism*.
- Panikkar, *Asia and Western Dominance*.
- David Thompson, *Europe since Napoleon*.
- Norman Davis, *Europe*.
- C.J.H. Hayes, *Modern Europe to 1870*.
The main objective of this course is to focus on the history and culture of Telangana from the earliest times to 1724. The various sources that help in the writing of Telangana history is highlighted. The political, administrative, social, economic and cultural past of the region is dealt in different Modules. This course helps the student to acquaint with the regional history.

Module-I: Sources – Archaeological and Literary - Geographical Features of Telangana - Pre and Proto History – Paleolithic, Mesolithic, Neolithic and Megalithic Cultures.


SUGGESTED READINGS:

- --------------*, History of Minor Chalukyan Families in Andhra Desa.*
- Balendru Sekharam, *Andhras through the Ages*.
- M. Rama Rao, *Andhra through the Ages*.
- Parabrahma Sastry, *The Kakatiyas*.
- --------------, *Golkonda Charitra – Samskruthi Sasanamulu* (Telugu).
- --------------, *Vemulawada Charitra Sasanamulu* (Telugu).
The main objective of this course is to discuss in detail the achievements and contributions of ancient civilizations in the fields of science and technology, art and architecture, language and literature. These were also the formative periods for the evolution of societies, economies and political structures across the world. This course helps the student to appreciate the developments in the world in particular geographical settings and ancient world.


SUGGESTED READINGS:

- Finley, *Ancient Culture and Society*.
- George Raux, *Ancient Iraq*.
- A.L. Basham, *The Wonder that was India*. 
The main objective of this course is to acquaint the student with the political developments that took place in China between 1839 & 1949. The various events associated with the rise of communication in China were four different Modules.


SUGGESTED READINGS:

- D.J. Li., *China from 1911*.
- S.K. Chatterjee, *Nationalist China*.
- Li Chiu Ming, *The Political History of China*.
- San Min Chu, *I and Sun Yet Sen*.
- Li-Chi-Hung, *Political History of Modern China*.
- Ximay Volumes, *History of China... to 1911* (Part-I) and *1911 to 1949* (Part-II).
- Immanuel Hsu, *The Rise of Modern China*. 
The main objective of this course is to make student understand the relevance of Tourism as history and its relationship with culture. This course not only deals with the various aspects of tourism industry but also deals with the impact of tourism. This course also brings out the growing trends in tourism and the demand it is generating in the present times.


SUGGESTED READINGS:

- Ram Acharya, *Tourism in India*.
- Satish Babu, *Tourism Development in India*.
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, MAHATMA GANDHI UNIVERSITY
M.A. History, First Semester
Paper V (b) – HISTORY OF USA: 1776-1945 CE
(ELECTIVE)

The main objective of this course is to make the student comprehend the history of USA from 1776-1945. These formative periods are crucial as they help to know the political mechanisms through which USA had emerged as a super power.


SUGGESTED READINGS:

- Charles Beard, *An Economic Interpretation of the American Constitution.*
- Peter Carroll and David Noble, *Free and Unfree: A New History of the United States.*
- David, B. Davis, *The Problem of Slavery in the Age of Revolution.*
- John Hope Franklin, *From Slavery to Freedom.*
- Richard Hofstadter, *The Age of Reform, From Bryan to FDR.*
- Linda Kerber, *Women’s America: Refocusing the Past.*
- W. Pratt, *A History of the United States Foreign Policy.*
- James Randail, *The Civil War and Reconstruction.*
- Lee Benson, *The Concept of Jackson Democracy.*
- Lance, E. Davis (Ed.), *American Economic Growth.*
The main objective of this course is to provide a comprehensive idea about the history of India from 1206-1858 CE. This period brings out the changes in political, social, economic and cultural history in different regions of India. The various issues related to these aspects have been discussed in different Modules of this course.


Module-II: Deccan Kingdoms - The Hoysalas, Pandyas, Yadavas, Kakatiyas - A Brief Political History – The Vijayanagara and Bahmani Kingdoms – Administration, Society, Economy and Cultural Conditions – The Decline of Vijayanagar and Bahmani Kingdoms.


Suggested Readings:
- Omprakash, *Rise of European Commercial Enterprise in India*.
- J.F. Richards, *The Mughal Empire*.
The main aim of this course is to introduce the student to the processes of historical research. The various historiographical traditions that were prevalent from the ancient times to the modern times is discussed. The course also helps the student to learn about the importance of sources and how to handle them and the process of presenting the sources in the thesis form.


Module-III: Modern Historiography - Western Historiography – Ranke and Empiricism - Karl Marx and Historical Materialism - Modern Indian Historical Writing - Imperialist/Colonialist – Nationalist Approaches.


SUGGESTED READINGS:

- H.E. Barnes, *A History of Historical Writings*.
• P. Gardener, *Theories of History.*
• Marc Bloch, *Historians Craft.*
• C.H. Philip, *Historians of India.*
• S.P. Sen, *Historians of India.*
• Romila Thapar, *Ancient Indian Social History.*
• --------------, *Past and Prejudice.*
• A.K. Warder, *Ancient Indian Historiography.*
• Gottschalk, *Generalisation of History.*
• E. Sridharan, *A Text Book of Historiography.*

**FACULTY OF SOCIAL SCIENCES**
**DEPARTMENT OF HISTORY, MAHATMA GANDHI UNIVERSITY**
**M.A. History, Second Semester**

The main objective of this course is to acquaint the student with the developments that took place in the history of Telangana from 1724-2014 CE. The foundation of the Nizam State to the Freedom Struggle in Hyderabad State to the formation of new Telangana State have been given due importance in this course.


**Suggested Readings:**
• V.K. Bawa, *The Last Nizam.*
• --------------, *Hyderabad under Salarjung-I.*
• Sarojini Regani, *Nizam British Relations.*
• --------------, *Highlights of the Freedom Movement in Andhra Pradesh.*
The main objective of this course is to highlight on the events that took place between 1871-1964 CE in the world scenario. This period is crucial as it brought to light the strengths and weaknesses of world nations.


SUGGESTED READINGS:

- David Thompson, *Europe since Napoleon*.
- --------------, *The origin of the Second World War*. 
The main objective of this course is to study in detail the important events that took place in the history of Russia between 1861 and 1991 CE. These various events enumerated in different Modules help the student to understand how superpowers rise and fall in course of time.


SUGGESTED READINGS:

- Polyakov, A Short History of Soviet Society.
- Norman Davies, Europe.
- B.V. Rao, World History.
- David Thomson, Europe since Napoleons.
With the growing concern for the protection of planet earth, this course aims at providing a comprehensive understanding of environmental history of India, its scope and nature. The ecological disturbances during the colonial and post-colonial periods and the various movements concerning the protection of environment are the other issues discussed in this course.


Module-II: Colonialism and Exploitation of Natural Resources – Forests & Forest Policies - Impact on Forest Communities – Tribal Resistance – North India – Western India – South India


SUGGESTED READINGS:

- Mahesh Rangarajan, *Fencing the Forest: Conservation and Ecological Change in India’s Central Provinces, 1860-1914*.
- Richard Grove, *Ecology, Climate and Empire*.
The main objective of this course is to focus on the political & economic policies of Japan that transformed it to emerge as one of the leading nations of the world between 1850 and 1945.


SUGGESTED READINGS:

- Paul A. Clyde and Burton F. Beers, *The Far East*.
This course gives a broad outline of the social, economic and cultural conditions that were prevalent during the medieval period. It will begin with a brief description of the nature of polity in the medieval. It also examines the composition of the social structure of the medieval Indian society. It then takes a look at the cultural events followed by the economic developments especially in agriculture and trade during the medieval period.


SUGGESTED READINGS:

- Irfan Habib, Class, Caste and Colony: India from Mughal Period to British Raj, Delhi, 2009.
- -------, The Agrarian System of Mughal India (1556-1707), OUP, 2013.
- -------, Empire and Information: Intelligence gathering and Social Communication in India 1780-1870, Delhi, 1996.
- Seema Alavi, Eighteenth Century.
- N.A. Palkhivala, India’s Priceless Heritage, Bharatiya Vidya Bhavan.
- Satish Chandra, History of Medieval India, Vol. I & II.
- K.M. Ashraf, Life and Conditions of the people of Hindustan, 1200-1500.
- Percival Spear, History of India, Vol. II.
- S.A.A. Rizvi, The Wonder that was India, Vol. II.
This course reflects the various events that took place in India after the advent of Europeans and till it got independence in 1947. It begins with a detailed scrutiny of the sources of the modern period. The focus of this paper is on the social, religious and cultural reform movements in the 19th – 20th centuries. It also examines the economic changes brought in the Indian society during the colonial period.


SUGGESTED READINGS:

- A.R. Desai, Social Background of Indian Nationalism.
- R.P. Dutt, India Today.
- Charles Hiemsath, Indian Nationalism and Hindu Social Reform.
- Irfan Habib, Essays in Indian History.
- Ghanshyam Shah, Social Movements in India: A Review of Literature.
- B.B. Misra, Emergence of Indian Middle Classes.
This course will give a long chronological description of the development of caste system in India. Its main focus is on examining and analyzing the Dalit movement in India and the role of various personalities in bringing caste reform movements in India.

Module-I: The Concept of Dalit - Definition and Meaning – Nationalist, Marxist and Subaltern Approaches to Dalit Question – Causes of the Dalit Movement.


Module-V: Caste Annihilation Movement - Dr. B.R. Ambedkar and His Ideological Struggle Against Hinduism and Caste, Construction of Dalit Identity, Formation of All India Depressed Classes Conference, Bahishkrut Hitakarini Sabha – Communal Award – Round Table Conferences, Poona Pact – Formation of Scheduled Caste Federation and Theory of Dalit Bhaujan Political Power and Dalit Liberation.

SUGGESTED READINGS:

- Robert Deliege, The Untouchables of India.
- Gail Omvedt, Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India.
- Gail Omvedt, Cultural Revolt in Colonial Society: The Non-Brahman Movement in Western India, 1873-1930.
- Susan Bayly, Caste, Society and Politics in India.
- James Massey, Dalits in India.
- Peter Robb (ed.), Dalit Movements and the Meanings of Labour in India.
- Cohn, An Anthropologist Among the Historians.
• S. Bandopadhay, *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872-1947*.
• Ambedkar, *The Annihilation of Caste*.
• Ambedkar, *The Untouchables*.
• Issac, *The India’s Ex-untouchables*.
• Y. Chinna Rao, *Dalit Struggle for Identity in Andhra – Hyderabad*.
• Aloysin, *Nationalism without Nation in India*.
• B.R. Mani, *Debrahmanising History-Dominance and Resistance in Indian Society*.
• Gail Omvedt, *Dalit Visions: The Anti-Caste Movements and the Construction of an Indian Identity*.
• Christophe Jaffrelot, *India’s Silent Revolution*.
• P.R. Venkatswamy, *Our Struggle for Emancipation*, Samantara.

**FACULTY OF SOCIAL SCIENCES**  
**DEPARTMENT OF HISTORY, MAHATMA GANDHI UNIVERSITY**  
**M.A. History, Third Semester**  
**Paper IV (a) – HISTORY OF SCIENCE AND TECHNOLOGY IN MODERN INDIA:**  
**1800-1964 CE**  
**(ELECTIVE)**

This course offers a theoretical introduction to the development of science and technology in modern India. It also discusses the developments brought in the fields of agriculture, science and technology, and medicine in the Colonial Period. The main focus will be on modernization in various sectors.


**Module-II:** Modernization of Agriculture under the British Rule – Experimental Farming - Introduction of New Implements and Technology - Seeds and Cropping Pattern - ‘Big Dam’ Technology and Its Impact on Agrarian Economy and Agro-Industries.


**Module-IV:** History of Colonial Medicine – Modernization of Traditional Medical Systems – Growth of Hospitals and Professionalisation of Treatment – Colonial State and The Establishment of Rural Medical System - Nehruvian Era – Nehru’s Views on Science, Research and Development - Scientific Temper - Scientific Developments in the Nehru Period.

**SUGGESTED READINGS:**

• Irfan Habib, ‘Technology and the Barriers to Social Change in Mughal India’, *Indian Historical Review*, 1-2, 1979, pp. 152-74.
The main focus in this course is on understanding the development of Indian architecture. It also aims to study the evolution of major styles of Indian religious and secular architecture.


SUGGESTED READINGS:


**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF HISTORY, MAHATMA GANDHI UNIVERSITY**

**M.A. History, Fourth Semester**

**Paper I – NATIONAL MOVEMENT IN INDIA: 1858-1947 CE**

(CORE)

The course gives a chronological description of the events that took place during the National Movement. It begins with an understanding of the concept of nationalism and then moves to study the various movements associated with Nation’s struggle for freedom.


**Module-II:** Emergence of Gandhi: Non-Violence and Satyagraha - Rowlat and Khilafat Issues - Non-Cooperation Movement - Swarajists - Civil Disobedient Movement - Provincial Ministries at Work and Second World War.

**Module-III:** Revolutionary Terrorism - Bhagat Singh, Chandra Sekhar Azad, Surya Sen and Others – Rise of Capitalist Class and Its Role - Growth of Left Ideology and Peasant and Working Class Movements – All India Kisan Mahasabha.


SUGGESTED READINGS:

- Anil Seal, *Emergence of Indian Nationalism*.
- Bipan Chandra, *India’s Struggle for Independence*.
- Bipan Chandra, *Nationalism and Colonialism in Modern India*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- A.R. Desai, *Social Background of Indian Nationalism*.
- R.P. Dutt, *India Today*.
- S. Gopal, *Jawaharlal Nehru: A Biography*.
- Patha Chatterji, *The Nation and Its Fragments*.
- Sekhar Bandopadhyay, *From Plassey to Partition: A History of Modern India*.

**FACULTY OF SOCIAL SCIENCES**
**DEPARTMENT OF HISTORY, MAHATMA GANDHI UNIVERSITY**
**M.A. History, Fourth Semester**

This paper aims to acquaint students with the new developments that took place in the post-independent period. Its main focus is to understand the role of various political parties in the making of modern India. It will also discuss themes such as casteism, communalism and regionalism.


Module-II: Consolidation of India as a Nation – Nehru as National Architect – Creation of National Culture – Language - National Education - National Economy - Five Year Plans and Nehruvian Foreign Policy.


SUGGESTED READINGS:

- S. Gopal, Jawaharlal Nehru.
- Norman Palmer, Indian Political System.
- Bipan Chandra, Essays in Contemporary India.
- Partha Chatterjee, The Nation and Its Fragment.
- Francine R. Frankel, M.S.A. Rao (Eds.), Dominance and State Power in Modern India: Decline of a Social Order, Two Volumes.
- Christophe Jaffrelot, The Hindu Nationalist Movement in India.
- V.P. Menon, Transfer of Power.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, MAHATMA GANDHI UNIVERSITY
M.A. History, Fourth Semester
Paper III – TRIBAL AND PEASANT MOVEMENTS IN INDIA, 19TH & 20TH CENTURIES (CORE)

This course will cover the tribal and peasant movements in the 19th and 20th centuries. The focus will be on understanding the nature and causes of tribal and peasant uprisings in the colonial landscape.


Module-V: Integration of Peasantry into the Nationalist Movement – Indian National Congress and the Peasant Movements – Emergence of Class Conscious Organisations – Role of Leftists - The Provincial Ministries and Peasant Struggles.

SUGGESTED READINGS:

- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*.
- A.R. Desai (Ed.), *Peasant Struggles in India*.
- D.N. Dhanagare, *Peasant Movements in India*.
- Subaltern Studies, Vol. I
- V. Raghavaiah, *Tribal Revolts in India*.
- Sunil Sen, *Agrarian Struggles in Bengal*.
- Barry Pavier, *Telangana Movement*.
- K.S. Singh, *Tribal Movements in India*.
- J. Mangamma, *Alluri Seetarama Raju*.
- Haimandorf, *Tribal Hyderabad*.
- Kapil Kumar, *Peasants in Revolt*.
- K.N. Panikkar, *Against Lord and State*.
- B.K. Sarma, *Tribal Revolts*.
- Biswamoi Pati, *Adivasi Revolts*.

FACULTY OF SOCIAL SCIENCES
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M.A. History, Fourth Semester
Paper IV (a) – CONSTITUTIONAL HISTORY OF INDIA: 1773-1947 CE (ELECTIVE)

This course examines the developments that happened in the Constitutional History of India from the beginning of British supremacy till the achievement of Independence. It also understands the main features of the various Acts and then looks into growth of Central and Provincial Legislatures.


SUGGESTED READINGS:

- V.D. Mahajan, Modern Indian History: From 1707 to the Present Day.
- ----------, Constitutional History of India.
- C.H. Alexandrowicz, Constitutional Developments in India, 1957.
- A.B. Keith, Constitutional History of India.
- B.L. Grower, History of Modern India.

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M.A. History, Fourth Semester
Paper IV (b) – ARCHIVES AND MUSEUMS
(ELECTIVE)

This course aims to introduce to the student the importance of Archives and Museums. It also examines the ways in which the past is recorded and remembered. Its focus will also be in learning about the different methods used in retrieving and preserving the historical data.


SUGGESTED READINGS:

This thematic course is related to gender and will focus on ideological and historiographical debates on various issues related to women. Besides, it will also focus on the various reform movements in Colonial India and highlights women participation in Indian National Movement and in Telangana Peasant’s Armed Struggle.


SUGGESTED READINGS:

- Geraldine Forbes, *Women in Modern India*.
- Manmohan Kaur, *Women in India’s Freedom Struggle*.
- N.L. Gupta, *Women Education through Ages*.
- J. Krishnamurthy (ed.), *Women in Colonial India*.
- Neera Desai, *Women in Modern India*.
- Stree Sakti Sanghatana, *We were Making History*.
- Bharati Ray (ed.), *From the Seams of History: Essays on Indian Women*.
MAHATMA GANDHI UNIVERSITY
MODEL QUESTION PAPER FOR
M.A. HISTORY (CBCS) EXAMINATION w.e.f. 2016-2017
(For All Semesters)

Time: 3 Hours
Max. Marks : 80

Part – A
(Short Answer Type)

I. Answer all the Questions:
1.
2.
3.
4.
5.

Part – B
(Essay Answer Type)

II. Answer all the Questions:
6 (a) or (b)
7 (a) or (b)
8 (a) or (b)
9 (a) or
MAHATMA GANDHI UNIVERSITY
MODEL QUESTION PAPER FOR
M.A. HISTORY (CBCS) w.e.f. 2016-2017
Internal Assessment Test
(For All Semesters)

Time : 30 Minutes
Max. Marks : 15

SECTION – A
Multiple Choice

(10 x ½ = 5)

1. The Great Pyramid was constructed at
   (a) Rome
   (b) Harappa
   (c) Gizeh
   (d) Sumerian

2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

SECTION – B
(Fill in the Blanks)

(10 x ½ = 5)

11. The old kingdom of Egypt was called as  

12.  
13.  
14.  
15.  
16.  
17.  
18.  
19.  
20.  

SECTION – C
(Descriptive Questions)

(5 x 1 = 5)
22.
23.
24.
25.

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