



**Integral University, Lucknow**  
**Department of Humanities and Social Sciences**  
**Program: M.A. History**

**Course Structure**

| <b>1<sup>st</sup> Year</b>           |                 |   |   |                 |  |
|--------------------------------------|-----------------|---|---|-----------------|--|
| <b>SEMESTER I</b>                    |                 |   |   |                 |  |
| 1.                                   | A050701T/HH413  | Delhi Sultanate (1206-1526)   | 4 | <b>Ist Year</b> |  |
| 2.                                   | A050702T/HH414  | National Movement (1885-1919)                                       | 4 |                 |  |
| 3.                                   | A050703T/HH415  | Modern World I  | 4 |                 |  |
| 4.                                   | HM402           | Advanced Research Methodology                                       | 4 |                 |  |
| 6.                                   | A050705R/ HH417 | Internship/ Field Study/Project Work                                | 4 |                 |  |
| <b>Total Credit = 20</b>             |                 |   |   |                 |  |
| <b>SEMESTER II</b>                   |                 |   |   |                 |  |
| 1.                                   | A050801T/HH418  | Economic History of India (1550-1750)                               | 4 |                 |  |
| 2.                                   | A050802T/HH419  | National Movement (1920-1947)                                       | 4 |                 |  |
| 3.                                   | A050803T/HH420  | Modern World-II   | 4 |                 |  |
| 4.                                   | A050804T/HH421  | Modern Asia   |   |                 |  |
| 5.                                   | A050805T/HH422  | Gupta Empire: Golden Age of Ancient India                           | 4 |                 |  |
|                                      | A050806T/HH423  | Historiographic Tradition and Perspective on Indian History Writing |   |                 |  |
| 6.                                   | A050807R/HH424  | Internship/ Field Survey/Project Work                               | 4 |                 |  |
| <b>Total Credit = 20</b>             |                 |   |   |                 |  |
| <b>Total Fourth Year Credit = 40</b> |                 |   |   |                 |  |





**Integral University, Lucknow**

|                                 |   |                     |                                 |   |   |   |   |
|---------------------------------|---|---------------------|---------------------------------|---|---|---|---|
| Effective from Session: 2025-26 |   |                     |                                 |   |   |   |   |
| Course Code                     | A050701T/H<br>H413  | Title of the Course | The Delhi Sultanate (1206-1526) | L | T | P | C |
| Year                            | IV  | Semester            | VIII                            | 4 | 0 | 0 | 4 |
| Pre-Requisite                   | 10+2  | Co-requisite        |                                 |   |   |   |   |
| Course Objectives               | This course aims to provide a comprehensive knowledge of the political, administrative, social, and cultural developments during the Delhi Sultanate period (1206–1526). It explores the rise and fall of various dynasties, including the Mamluks, Khiljis, Tughlaqs, Saiyids, and Lodis; examines administrative systems such as the iqta and revenue structures; and analyzes the evolution of Indo-Islamic culture, including art, architecture, Sufism, and the influence of Persian traditions. |                     |                                 |   |   |   |   |

| Course Outcomes |   |
|-----------------|---|
| CO1             | Students will be able to Assess the socio-political landscape of India before the Ghorian invasion and analyze the factors that enabled the establishment of the Delhi Sultanate.                       |
| CO2             | Students will be able to examine the contributions of Qutubuddin Aibek and Iltutmish, especially in the formation of administrative structures like the iqta system, and Barani's theory of governance. |
| CO3             | Students will be able to assess Balban's political strategies, military campaigns, administrative consolidation, and his role in shaping early Sultanate rule.  |
| CO4             | Students will be able to analyse the Alauddin Khilji's reforms in administration, economy, and military, along with his response to Mongol invasions and territorial expansion.                         |
| CO5             | Students will be able to evaluate the policies of Ghiyasuddin and Muhammad Bin Tughlaq, and understand how Firoz Shah Tughlaq's governance contributed to the dynasty's decline.                        |
| CO6             | Students will be able to analyze the political developments under the Saiyids and Lodis, the role of Afghan nobility, and the factors leading to the First Battle of Panipat.                           |
| CO7             | Students will be able to formulate the structure of central and provincial administration, land revenue systems, and their significance in governance and state-building.                               |
| CO8             | Students will be able to explore cultural, religious, and social developments during the Sultanate era, including the role of Sufism etc.   |

| Unit No. | Title of the Unit                       | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|---|--|--------------|-----------|
| 1        | India Before the Delhi Sultanate        | Indian subcontinent on the eve of the Ghorian Invasion. Sociopolitical conditions.   | 5            | CO1       |
| 2        | Foundation of the Delhi Sultanate       | Qutubuddin Aibek (1206–10); Iltutmish (1210–36): conquests, iqta system, ruling class. Barani's theory of Forty Slaves.  | 5            | CO2       |
| 3        | Rise and Fall of Balban                 | Rise of Balban, consolidation of power, suppression of agrarian rebels, Mongol invasions, fall of Balban.  | 5            | CO3       |
| 4        | The Khilji Dynasty                      | Origin and revolution of the Khilji dynasty. Alauddin Khilji's consolidation, economic and agrarian reforms, army organization, Mongol invasions, territorial expansion. | 5            | CO4       |
| 5        | The Tughlaq Dynasty                     | Ghiyasuddin Tughlaq's reforms. Muhammad Bin Tughlaq's centralization and agrarian reforms. Firoz Shah Tughlaq's reforms and decline. Invasion of Taimur.                 | 5            | CO5       |
| 6        | Saiyid Dynasty                          | Establishment of the Saiyid Dynasty. Rise of Afghans, role of nobility. Ibrahim Lodi and conflicts with Rajputs. First Battle of Panipat.                                | 5            | CO6       |
| 7        | Sultanate Administration                | Central, provincial, and land revenue administration under the Delhi Sultanate.  | 5            | CO7       |
| 8        | Society and Culture under the Sultanate | Social structure, urban and rural life, religious developments (Islam, Hinduism, Sufism), art, architecture, education, and language. Influence of Persian culture.      | 5            | CO8       |

**Reference Books:**

Qureshi, I. H. The Administration of the Sultanate of Delhi. Nizami, K. A. Some Aspects of Religion and Politics in India.  
 Habib, Irfan. Medieval India: The Study of a Civilization. Habib, Mohammad, and K. A. Nizami, editors. A Comprehensive History of India.  
 Jackson, Peter. The Delhi Sultanate: A Political and Military History. Chandra, Satish. Medieval India: From Sultanat to the Mughals, Part I (1206–1526).

**e-Learning Source:**

<https://swayam.gov.in/>, <http://www.ignou.ac.in/>, <http://www.jstor.org/>, UGC CEC

| PO-PSO | Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |      |      |      |  |
|--------|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|--|
|        | PO1  | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |  |
| CO1    | 3  | 2   | 2   | 1   | 1   | 2   | 1   | 2   | 3    | 3    | 2    |  |
| CO2    | 3  | 3   | 2   | 2   | 1   | 2   | 1   | 2   | 3    | 3    | 2    |  |
| CO3    | 3  | 3   | 3   | 2   | 2   | 2   | 1   | 2   | 3    | 3    | 3    |  |
| CO4    | 3  | 3   | 2   | 2   | 1   | 2   | 1   | 2   | 3    | 2    | 2    |  |
| CO5    | 2  | 3   | 3   | 2   | 2   | 2   | 1   | 2   | 2    | 3    | 3    |  |
| CO6    | 2  | 3   | 2   | 3   | 2   | 2   | 1   | 2   | 2    | 2    | 3    |  |
| CO7    | 2  | 2   | 3   | 2   | 2   | 2   | 1   | 2   | 2    | 2    | 3    |  |
| CO8    | 3  | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3    | 3    | 3    |  |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation.

|  |                         |
|--|-------------------------|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of Head |
|--|-------------------------|

Humanities & Social Science  
Integral University Lucknow



**Integral University, Lucknow**

|  |  |                            |                               |          |          |          |          |
|--|--|----------------------------|-------------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2025-26</b> |  |                            |                               |          |          |          |          |
| <b>Course Code</b>                     | A050702T/H<br>H414   | <b>Title of the Course</b> | NATIONAL MOVEMENT (1885-1919) | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | IV   | <b>Semester</b>            | VIII                          | 4        | 0        | 0        | 4        |
| <b>Pre-Requisite</b>                   | 10+2   | <b>Co-requisite</b>        |                               |          |          |          |          |
| <b>Course Objectives</b>               | This course aims to provide students with a comprehensive knowledge of the early phase of Indian nationalism from the foundation of the Indian National Congress in 1885 to the eve of mass movements post-1919. |                            |                               |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| CO1                    | Students will construct the knowledge about the origins of Indian nationalism and evaluate the early role of the Indian National Congress in shaping nationalist discourse. |
| CO2                    | Students will analyze the impact of Bengal Partition, Swadeshi Movement, and economic nationalism in mobilizing the masses.   |
| CO3                    | Students will assess the emergence of Muslim politics and revolutionary movements, along with the 1909 reforms.   |
| CO4                    | Students will evaluate the role of socio-religious reform movements like the Aligarh Movement in shaping early nationalist consciousness.                                   |
| CO5                    | Students will Examine Gandhi's early experiments in Satyagraha and evaluate their influence on local and rural resistance movements.  |
| CO6                    | Students will analyze the Home Rule Movement and Congress-Muslim League cooperation through the Lucknow Pact.   |
| CO7                    | Students will Analyze the repressive measures of British rule, particularly the Rowlatt Act and the Jallianwala Bagh massacre, and evaluate the nationalist response.       |
| CO8                    | Students will formulate the idea of the early phase of nationalism and how it laid the foundation for mass movements post-1919.   |

| Unit No. | Title of the Unit                                | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|--|---|--------------|-----------|
| 1        | Nationalism and the INC                          | Factors leading to the rise of Indian nationalism; Foundation of the Indian National Congress (1885); Early phase (1885-1905) | 5            | CO1       |
| 2        | Mass Mobilization and Economic Nationalism       | Partition of Bengal (1905): causes and consequences; The Swadeshi and Boycott Movements; Rise of Extremist leaders.           | 5            | CO2       |
| 3        | Muslim Politics and Revolutionary Nationalism    | Formation of All India Muslim League (1906): causes, aims and role; Rise of Revolutionary nationalism;                        | 5            | CO3       |
| 4        | Socio-Religious Influences and Early Nationalism | Aligarh Movement; Role of Sir Syed Ahmad Khan; Muslim attitudes toward Congress; Early Hindu-Muslim relations.                | 5            | CO4       |
| 5        | Arrival of Gandhi and Regional Struggles         | Gandhi's early political career in India; Champaran Satyagraha (1917), Kheda (1918), Ahmedabad Mill Strike (1918).            | 5            | CO5       |
| 6        | Home Rule and Political Alliances                | Home Rule Movement: Tilak and Annie Besant; Formation and activities of Home Rule Leagues; Lucknow Pact (1916).               | 5            | CO6       |
| 7        | British Tyranny and the People's Response        | Rowlatt Act (1919) and the suppression of civil liberties; Jallianwala Bagh massacre: causes, events.                         | 5            | CO7       |
| 8        | Transition to Mass Nationalism                   | End of Moderate-Extremist divide; Gandhian leadership post-1919; Inaguration of the Non-Cooperation Movement.                 | 5            | CO8       |

**Reference Books:**

Bipin Chandra, India's Struggle for Independence. Penguin Books (Latest Edition) D.D. Basu, Introduction to the Constitution of India, (Latest Edition) Bipan Chndra, Amales Tripathi, and Barun De, Modern India. New Delhi, 1976  
 Percival Spear, Oxford History of India, New Delhi, 1974 R. Palme Dutt, India Today, Bombay, 1949 A.R. Desai, Social Background of Indian Nationalism, Bombay, 1959 Sumit Sarkar, Modern India (1885 – 1947). Delhi, 1983

**e-Learning Source:**

<https://swayam.gov.in/>, <http://www.ignou.ac.in/>, <http://www.ignou.ac.in/central-council/>

| PO-PSO | <b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b> |     |     |     |     |     |     |     |      |      |      |
|--------|---|-----|-----|-----|-----|-----|-----|-----|------|------|------|
|        | PO1   | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 3    | 2    |
| CO2    | 3   | 3   | 3   | 2   | 2   | 2   | 1   | 2   | 3    | 3    | 2    |
| CO3    | 3   | 3   | 3   | 2   | 2   | 2   | 1   | 2   | 3    | 3    | 2    |
| CO4    | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 2    |
| CO5    | 3   | 2   | 2   | 2   | 1   | 2   | 1   | 2   | 3    | 2    | 2    |
| CO6    | 3   | 3   | 2   | 3   | 3   | 2   | 1   | 2   | 3    | 3    | 2    |
| CO7    | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 2   | 3    | 2    | 3    |
| CO8    | 3   | 1   | 3   | 3   | 2   | 2   | 2   | 3   | 3    | 3    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|   |                                |
|---|--------------------------------|
| <br>Dr. Tabinda Anjum<br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD<br>Head |
|---|--------------------------------|

**Head**  
**Humanities & Social Science**  
**Integral University, Lucknow**



**Integral University, Lucknow**

|                                 |  |                     |                 |   |   |   |   |
|---------------------------------|--|---------------------|-----------------|---|---|---|---|
| Effective from Session: 2025-26 |  |                     |                 |   |   |   |   |
| Course Code                     | A050703T/<br>HH415                                   | Title of the Course | MODERN WORLD -I | L | T | P | C |
| Year                            | IV   | Semester            | VIII            | 4 | 0 | 0 | 4 |
| Pre-Requisite                   | 10+2   | Co-requisite        |                 |   |   |   |   |
| Course Objectives               | To understand and interpret history of Modern world. |                     |                 |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | Students will be able to adapt theories of Modern World                            |
| CO2             | Students will be able to compile theories of State                                 |
| CO3             | Students will be able discuss about Capitalism                                     |
| CO4             | Students will be able to elaborate their knowledge about Socialism                 |
| CO5             | Students will be able to estimate Zionism  |
| CO6             | Students will be able formulate understanding about Nationalism                    |
| CO7             | Students will be able to develop understanding about the causes of First World War |
| CO8             | Students will be able to build understanding about Balfour Declaration             |

| Unit No. | Title of the Unit           | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|-----------------------------|--|--------------|-----------|
| 1        | Theories of Modern World    | Theories of Modern World. Renaissance and the idea of Individual theme. Enlightenment and the idea of progress. Emergence of the Rationality and its critique. | 5            | 1         |
| 2        | Theories of State           | Modern Economy. Capitalism. Capitalist Industrialization   | 5            | 2         |
| 3        | Capitalism                  | Commercial Capitalism. Capitalist Industrialization  | 5            | 3         |
| 4        | Socialism                   | Socialist economy and Socialist Industrialization  | 5            | 4         |
| 5        | Zionism                     | Origins and Transformation (Nathan Birnbaum, Theodor Herzl & Leon Pinsker)   | 5            | 5         |
| 6        | Nationalism                 | Theories and concepts  | 5            | 6         |
| 7        | First World War (1914-1918) | Causes and effects. fall of Ottomans   | 5            | 7         |
| 8        | Balfour Declaration (1917)  | Consequences and features  | 5            | 8         |

|   |
|---|
| <b>Reference Books:</b>                       |
| .The Myth of 1648 by Benno Teschke            |
| : Modern World System by Wallerstine Immanuel |
| . A History of Modern World by. R.R.: Palmer  |
| – Wrestling with Zionism by Daphna Lavit      |
| <b>e-Learning Source:</b>                     |
| egyan kosh                                    |
| Libgen  |

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| PO-PSO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO2  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO3  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO4  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO5  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO6  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO7  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO8  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|   |  |
|---|--|
| <p>Dr. Tabinda Anjum<br/>Tabinda Anjum<br/>Name &amp; Sign of Program Coordinator</p> | <p>Zeba April<br/>Sign &amp; Seal of HOD</p> |
|---|--|

Humanities & Social Science  
Integral University, Lucknow



Integral University, Lucknow

|                                 |   |                     |                      |   |   |   |   |
|---------------------------------|---|---------------------|----------------------|---|---|---|---|
| Effective from Session: 2025-26 |   |                     |                      |   |   |   |   |
| Course Code                     | A050704T/H<br>H416  | Title of the Course | Early Medieval India | L | T | P | C |
| Year                            | IV  | Semester            | VIII                 | 4 | 0 | 0 | 4 |
| Pre-Requisite                   | 10+2  | Co-requisite        |                      |   |   |   |   |
| Course Objectives               | The course aims to critically examine the political, economic, social, and cultural transformations in India from the 7th to the 12th century A.D., a period marked by regional power formations and transition to early medieval structures. Through the study of major dynasties, the course provides insights into evolving state systems, religious developments, and cultural contributions. It gives the understanding of the early medieval period as a crucial phase in Indian history. |                     |                      |   |   |   |   |

Course Outcomes

|     |   |
|-----|---|
| CO1 | Student will able to analyze the transition of political structures during Early Medieval India.  |
| CO2 | Student will able to Evaluate the political strategies, economic systems, and cultural achievements of the Gurjara-Pratihara dynasty and assess their historical significance.  |
| CO3 | Student will able to Analyze the extent of empire, administrative frameworks, religious transformations, and cultural contributions under the Pushyabhuti dynasty.  |
| CO4 | Student will able to Evaluate the political institutions, economic developments, and cultural contributions of the Rashtrakutas and Palas, and critique their historical impact.  |
| CO5 | Student will able to Analyze the territorial extent, administrative systems, economic structures, and societal dynamics of the Parmaras, and critically assess the tripartite conflict involving the Rashtrakutas, Gurjara-Pratiharas, and Palas. |
| CO6 | Student will able to Evaluate economic transformations, focusing on the emergence and implications of the feudal economy in early medieval India.   |
| CO7 | Student will able to Analyze societal transitions and their underlying causes during early medieval India.  |
| CO8 | Student will able to Formulate the religious developments and transformations in early medieval India, assessing their broader social implications.   |

| Unit No. | Title of the Unit   | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---|---|--------------|-----------|
| 1.       | Emergence of the Early Medieval India (7th to 12th C.A.D) | Nature of transition from ancient to medieval, Breakdown of centralized empires and rise of regional powers.                                  | 5            | CO1       |
| 2.       | History of Gurjar Pratiharas                              | Political history and major rulers (Nagabhata I, Mihira Bhoja). Polity, Economy, Cultural development.  | 5            | CO2       |
| 3.       | Harshvardhan and His time                                 | Early life and expansion of empire. Administration, Religious development, Pushyabhuti Dynasty.   | 5            | CO3       |
| 4.       | History of Rashtrakutas and Palas                         | Rise and key rulers (Dhruva, Govinda III, Amoghavarsha I of Rashtrakutas; Gopala, Dharmapala of Palas. Polity, Economy, Cultural development. | 5            | CO4       |
| 5.       | History of Parmaras and Tripartite Struggle               | Political origin and key rulers. Extent of Parmaras. Conflict between Rashtrakutas, Gurjaras and Palas  | 5            | CO5       |
| 6.       | Transition to Early Medieval India                        | Emergence of feudal economy. Decline of trade and urban centers, the feudal economy   | 5            | CO6       |
| 7.       | Transition to Early Medieval India                        | Formation of new castes and jatis, Social stratification and mobility, Role of temples in community organization, Position of women.          | 5            | CO7       |
| 8.       | Transition to Early Medieval India                        | Developments. of Religion in Early medieval India: Growth of Bhakti and Tantric movements   | 5            | CO8       |

Reference Books:

R.C. Majumdar: Ancient India. R.S. Sharma, Early Medieval Indian Society: A Study in Feudalisation, Orient Longman  
 B.D. Chattopadhyaya, The Making of Early Medieval India: Oxford University Press  
 Romila Thapar, Early India: From the Origins to AD 1300, Penguin Books  
 Upinder Singh, A History of Ancient and Early Medieval India, Pearson

e-Learning Source:

<https://swayam.gov.in/>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

| PO-PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 2    |
| CO2    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 3    |
| CO3    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 3    |
| CO4    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 3    |
| CO5    | 3   | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 3    |
| CO6    | 3   | 3   | 2   | 2   | 2   | 3   | 1   | 2   | 3    | 2    | 3    |
| CO7    | 3   | 3   | 2   | 2   | 2   | 3   | 1   | 2   | 3    | 2    | 3    |
| CO8    | 3   | 3   | 2   | 2   | 2   | 3   | 1   | 2   | 3    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. Tabinda Anjum  
 Tabinda Anjum  
 Name & Sign of Program Coordinator

Leba Anjum  
 Sign & Seal of HoD

Head  
 Humanities & Social Science  
 Integral University, Lucknow



## Integral University, Lucknow

|  |   |                            |                               |          |          |          |          |
|--|---|----------------------------|-------------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2025-26</b> |   |                            |                               |          |          |          |          |
| <b>Course Code</b>                     | <b>HM402</b>  | <b>Title of the Course</b> | Advanced Research Methodology | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | IV  | <b>Semester</b>            | VIII                          | <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b> |
| <b>Pre-Requisite</b>                   | 10+2  | <b>Co-requisite</b>        |                               |          |          |          |          |
| <b>Course Objectives</b>               | The course aims to equip students with a comprehensive knowledge of research methods, from design and data collection to analysis and reporting. It develops critical thinking, ethical awareness, and practical research skills for academic and applied contexts. |                            |                               |          |          |          |          |
| <b>Course Outcomes</b>                 |   |                            |                               |          |          |          |          |
| <b>CO1</b>                             | Given foundational concepts, students will describe the types, process, and ethics of research for effective problem identification and formulation.  |                            |                               |          |          |          |          |
| <b>CO2</b>                             | Using academic sources, students will perform literature reviews, identify research gaps, and construct testable hypotheses.  |                            |                               |          |          |          |          |
| <b>CO3</b>                             | Given research objectives, students will design studies using appropriate sampling methods to ensure validity and representativeness.   |                            |                               |          |          |          |          |
| <b>CO4</b>                             | Using structured tools, students will collect valid and reliable data through questionnaires, interviews, and observations.   |                            |                               |          |          |          |          |
| <b>CO5</b>                             | Given scaling methods, students will classify data levels and apply appropriate techniques to minimize measurement errors.  |                            |                               |          |          |          |          |
| <b>CO6</b>                             | Using software tools (Excel/SPSS), students will process, tabulate, and present descriptive data through appropriate graphical and statistical summaries.   |                            |                               |          |          |          |          |
| <b>CO7</b>                             | With statistical tools, students will conduct hypothesis testing using t-tests, chi-square, ANOVA, and interpret regression and correlation results.  |                            |                               |          |          |          |          |
| <b>CO8</b>                             | Students will prepare ethically compliant research reports and proposals using correct structure, citation styles, and anti-plagiarism norms.   |                            |                               |          |          |          |          |

| Unit No. |   | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|---|--|--------------|-----------|
| 1        | Introduction to Research                        | Meaning, Objectives, and Characteristics of Research, Types of Research: Basic, Applied, Descriptive, Analytical, Experimental, Research Process and Formulation of Research Problem, Ethical Considerations in Research | 05           | CO1       |
| 2        | Review of Literature and Hypothesis Formulation | Need and Importance of Literature Review, Sources of Literature: Primary and Secondary, Identification of Research Gaps, Formulation of Hypotheses: Types and Characteristics  | 05           | CO2       |
| 3        | Research Design and Sampling                    | Meaning and Types of Research Design, Components of a Good Research Design, Population and Sample, Sampling Techniques: Probability and Non-Probability Sampling   | 05           | CO3       |
| 4        | Methods and Tools of Data Collection            | Primary and Secondary Data, Tools: Questionnaire, Interview Schedule, Observation, Tests, Characteristics of a Good Research Tool, Reliability, Validity, and Norms  | 05           | CO4       |
| 5        | Measurement and Scaling Techniques              | Levels of Measurement, Nominal, Ordinal, Interval, Ratio, Attitude Scales: Likert, Thurstone, Semantic Differential, Errors in Measurement, Scaling Techniques   | 05           | CO5       |
| 6        | Data Processing and Analysis                    | Data Editing, Coding, and Tabulation, Use of SPSS/Excel (Introductory Level), Graphical Representation: Tables, Charts, Graphs, Descriptive Statistics: Mean, Median, Mode, SD   | 05           | CO6       |
| 7        | Inferential Statistics                          | Concept of Hypothesis Testing, t-test, Chi-square test, ANOVA (Conceptual Understanding), Techniques of Factor Analysis, Correlation and Regression, Interpretation of Results   | 05           | CO7       |
| 8        | Report Writing and Research Proposal            | Structure of Research Report/Thesis, Referencing Styles: APA, MLA (Basics), Plagiarism and Citation Tools, Writing a Research Proposal   | 05           | CO8       |

**Reference Books:**

1. Kothari C R and Garg Gaurav- Research Methodology
2. Krishnaswami O R-Methodology of Research in Social Sciences
3. William G. Zikmund -Business Research Methods
4. Naresh K. Malhotra & Satyabhushan Dash- Marketing Research
5. ALVESSON (M) and SKOLDBERG (K). Reflexive methodology: new vistas in qualitative research. Ed. 2 Rev. 2009. Sage Publication, London.

**E-Learning Source:**

<https://swayam.gov.in/> <http://www.ignouhelp.in/ignou-study-material/>

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| PO- PSO  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1  | 3   | 2   | 2   | 2   | 2   | 3   | 2   | 3   | 3    | 2    | 3    |
| CO2  | 3   | 3   | 2   | 2   | 3   | 2   | 2   | 2   | 3    | 2    | 3    |
| CO3  | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 3    |
| CO4  | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3   | 3    | 2    | 3    |
| CO5  | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 3    |
| CO6  | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 2    |
| CO7  | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 3    |
| CO8  | 3   | 3   | 2   | 3   | 3   | 3   | 2   | 3   | 3    | 2    | 3    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|                                    |                    |
|------------------------------------|--------------------|
| Name & Sign of Program Coordinator | Sign & Seal of HOD |
|------------------------------------|--------------------|

**Head**  
**Humanities & Social Science**  
**Integral University, Lucknow**



## Integral University, Lucknow

|                                 |  |                     |  |   |   |   |   |
|---------------------------------|--|---------------------|--|---|---|---|---|
| Effective from Session: 2025-26 |  |                     |  |   |   |   |   |
| Course Code                     | A05070R/<br>HH417  | Title of the Course | Internship/Field / survey work in Documenting Historical Sources | L | T | P | C |
| Year                            | IV   | Semester            | VIII   | 1 | 0 | 3 | 4 |
| Pre-Requisite                   | 10+2   | Co-requisite        |  |   |   |   |   |
| Course Objectives               | To formulate understanding about Documenting Historical Sources. |                     |  |   |   |   |   |

| Course Outcomes   |                                |  |              |           |
|---|--------------------------------|--|--------------|-----------|
| CO1   | Documenting Historical Sources |  |              |           |
| Unit No.  | Title of the Unit              | Content of Unit  | Contact Hrs. | Mapped CO |
| 1   | Documenting Historical Sources | Sources (Primary & Secondary) , Process of documentation , Archives , Reprography , Manuscript | 20           | 1         |
| <b>Reference Books:</b>                                   |                                |  |              |           |
| Research Methods for History (ed) Simon Gunn & Lucy Faire |                                |  |              |           |
| <b>e-Learning Source:</b>                                 |                                |  |              |           |
| egyan kosh  |                                |  |              |           |
| Corsera   |                                |  |              |           |
| Libgen  |                                |  |              |           |
| IGNOU   |                                |  |              |           |

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| PO-PSO<br>CO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |  |
|--|--|
| <br>Dr. Tabinda Anjum<br>Tabinda Anjum<br>Name & Sign of Program Coordinator | <br>Zeba Afzal<br>Sign & Seal of HoD<br>Head |
|--|--|

Humanities & Social Science  
Integral University, Lucknow



**Department of Humanities and Social Sciences**  
**Study and Evaluation Scheme (NEP) HISTORY**  
**Program- M.A. History**  
 Session: 2025-26

Year I/ Semester II

| Course code    | Course Title  | Type of Paper       | Period Per hr/week/sem. |   |   | P  | Evaluation Scheme |     |       |     | Sub Total | Credit | Total Credits | Attributes    |                  |                   |                 |                              |             |                     |                         | SDGs |   |   |
|----------------|---|---------------------|-------------------------|---|---|----|-------------------|-----|-------|-----|-----------|--------|---------------|---------------|------------------|-------------------|-----------------|------------------------------|-------------|---------------------|-------------------------|------|---|---|
|                |   |                     | L                       | T | P |    | CT                | TA  | Total | ESE |           |        |               | Employability | Entrepreneurship | Skill Development | Gender Equality | Environment & Sustainability | Human Value | Professional Ethics | Indian Knowledge System |      |   |   |
| A050801T/HH418 | Economic History of India (1550-1750)                               | Major (Own Faculty) | 4                       | 0 | 0 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
| A050802T/HH419 | National Movement (1920-1947)                                       | Major (Own Faculty) | 4                       | 0 | 0 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
| A050803T/HH420 | Modern World-II   | Major (Own Faculty) | 4                       | 0 | 0 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
| A050804T/HH421 | Modern Asia   | Major (Own Faculty) | 4                       | 0 | 0 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
| A050805T/HH422 | Gupta Empire: Golden Age of Ancient India                           | Major (Own Faculty) | 4                       | 0 | 0 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
| A050806T/HH423 | Historiographic Tradition and Perspective on Indian History Writing | Major (Own Faculty) | 4                       | 0 | 0 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
| A050807P/HH424 | Internship/ Field Survey/Project Work                               | Major (Own Faculty) | 1                       | 0 | 3 | 15 | 10                | 25  | 75    | 100 | 4:0:0     | 4      | ✓             | ✓             | ✓                | ✓                 | ✓               | ✓                            | ✓           | ✓                   | ✓                       | ✓    | ✓ | 4 |
|                |   |                     | 17                      | 0 | 3 | 75 | 50                | 125 | 375   | 500 | 20        | 20     |               |               |                  |                   |                 |                              |             |                     |                         |      |   |   |

TA-Teacher Assessment

CT-Class Test

C-Credit

P-Practical

T-Tutorial

L- Lecture

CT= Mid1+Mid2 TA= Assignment + Quiz + Attendance

**Subject Total =** Sessional Total (CA) + End Semester Examination (ESE)



# Integral University, Lucknow

Effective from Session: 2025-26

|                   |   |                     |                                       |   |   |   |   |
|-------------------|---|---------------------|---------------------------------------|---|---|---|---|
| Course Code       | HH418   | Title of the Course | Economic History of India (1550-1750) | L | T | P | C |
| Year              | I   | Semester            | II                                    | 4 | 0 | 0 | 4 |
| Pre-Requisite     | Graduation  | Co-requisite        |                                       |   |   |   |   |
| Course Objectives | To provide the students an understanding of Economic History of Mughal India. |                     |                                       |   |   |   |   |

### Course Outcomes

|     |  |
|-----|--|
| CO1 | Evaluate traditional farming methods and cropping patterns to <b>examine</b> the socio-economic structure of peasant farming.                        |
| CO2 | <b>Analyze</b> the position of landless labourers and <b>assess</b> the role of zamindars and revenue grantees in agrarian relations.                |
| CO3 | <b>Understand</b> the broader economic implications of the revenue system on agrarian productivity and state power.                                  |
| CO4 | <b>Analyze</b> the composition and functions of the ruling elite, focusing on mansabdars and jagirdars.  |
| CO5 | Students will <b>Evaluate</b> the emergence and characteristics of a Mughal 'middle class' in relation to state service and socio-economic mobility. |
| CO6 | Students will <b>analyze</b> the organization and technology of non-agricultural production, including mines and industries.                         |
| CO7 | Students will <b>analyze</b> inland and overseas trade networks, including merchant communities and transport systems.                               |
| CO8 | Students will <b>evaluate</b> various historical theories on the economic consequences of the Mughal Empire's decline in the 18th century.           |

| Unit No. | Title of the Unit                    | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|--------------------------------------|---|--------------|-----------|
| 1        | The Land and People                  | Forests and extent of cultivation. Population estimates: Land-man ratio. Peasant farming. Farming methods; crops.   | 5            | CO1       |
| 2        | Agrarian Society and Peasant Economy | Agricultural production and the market. Peasant differentiation and village community. Landless labour. The Zamindars: Rights to land, and relations with peasants and state. Role of revenue grantees.         | 5            | CO2       |
| 3        | Land Revenue System                  | Land Revenue: size; methods of assessment and collection; cash nexus. General implications for structure of economy.  | 5            | CO3       |
| 4        | The Ruling Class                     | Nobles as holders of mansabs and jagirs. Concentration of wealth. Jagir transfers and their consequences. Subordinate Classes: The army, professional classes, service sector. Nature of Mughal 'middle class'. | 5            | CO4       |
| 5        | Non-Agricultural Production          | Non-agricultural production. Technology. Forms of organization of production. Mines and major industries. Gender division of labour.  | 5            | CO5       |
| 6        | Trade and Commerce                   | Inland commerce and merchant communities. Banjaras, pedlars, and big merchants. Trade with Europe. Companies vs. indigenous merchants and shipping.   | 5            | CO6       |
| 7        | Money and Credit                     | Coinage. The sarrafs. Bills of exchange, insurance, banking. Interest rates.  | 5            | CO7       |
| 8        | Decline of the Economy               | Economic consequences of the decline of the Mughal empire: a study of current theories of the 18th century.   | 5            | CO8       |

### Reference Books:

W.H. Moreland - The Agrarian System of Moslem India.

Irfan Habib - *The Agrarian system of Mughal India 1556-1717*, Second edition

T. Raychaudhuri & Irfan Habib - Cambridge Economic History of India vol.I

S. Moosvi - Economy of the Mughal Empire – A Statistical Study.

K.N. Chaudhuri - The Trading World of Asia.

### e-Learning Source:

Ignou e Gyan kosh Swayam Coursera

| PO-PSO<br>CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|--------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1          | 3   | 2   | 3   | 2   | 3   | 2   | 2   | 3   | 3    | 2    | 2    |
| CO2          | 2   | 3   | 2   | 3   | 2   | 3   | 3   | 2   | 2    | 3    | 3    |
| CO3          | 2   | 1   | 3   | 2   | 3   | 2   | 1   | 3   | 2    | 1    | 1    |
| CO4          | 1   | 2   | 2   | 3   | 2   | 3   | 2   | 2   | 1    | 2    | 2    |
| CO5          | 3   | 2   | 2   | 1   | 2   | 1   | 2   | 2   | 3    | 2    | 2    |
| CO6          | 2   | 2   | 3   | 2   | 3   | 2   | 2   | 3   | 2    | 2    | 2    |
| CO7          | 1   | 3   | 2   | 3   | 2   | 3   | 3   | 2   | 1    | 3    | 3    |
| CO8          | 1   | 1   | 2   | 1   | 2   | 1   | 1   | 2   | 1    | 1    | 1    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |                        |
|--|------------------------|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD |
|--|------------------------|

Head  
Humanities & Social Science  
Integral University, Lucknow



Integral University, Lucknow

Table with course details: Course Code (A050802T/H H419), Title of the Course (National Movement (1920-1947)), Year (I), Semester (II), Pre-Requisite (Graduation), and Course Objectives.

Table of Course Outcomes (CO1-CO8) listing specific learning objectives for each course outcome.

Table of Unit Content (Unit No. 1-8, Title of the Unit, Content of Unit, Contact Hrs., Mapped CO).

Reference Books: Chandra, Bipan, et al. India's Struggle for Independence: 1857-1947. Penguin Books India, 1989. Sarkar, Sumit. Modern India: 1885-1947. Macmillan India, 1983. Majumdar, R. C. History of the Freedom Movement in India. Vols. 2-3, Firma K. L. Mukhopadhyay, 1975. Kaul, Chandrika, editor. Media and the British Empire. Palgrave Macmillan, 2006. Metcalf, Barbara D., and Thomas R. Metcalf. A Concise History of Modern India. Desai, A. R. Social Background of Indian Nationalism, 6th ed., Popular Prakashan, 2023. Brown, Judith M. Gandhi: Prisoner of Hope. Yale University Press, 1991. Bandyopadhyay, Sekhar. From Plassey to Partition and After: A History of Modern India. 2nd ed., Orient BlackSwan.

Course Articulation Matrix: (Mapping of COs with POs and PSOs) - Grid showing correlation levels between COs and POs/PSOs.

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Signature and Name of Program Coordinator (Dr. Tabinda Anjum) and Sign & Seal of Head.

Humanities & Social Science Integral University, Lucknow



## Integral University, Lucknow

|                                 |   |                     |                  |   |   |   |   |
|---------------------------------|---|---------------------|------------------|---|---|---|---|
| Effective from Session: 2025-26 |   |                     |                  |   |   |   |   |
| Course Code                     | A050803T/<br>HH420  | Title of the Course | MODERN WORLD -II | L | T | P | C |
| Year                            | I   | Semester            | II               | 4 | 0 | 0 | 4 |
| Pre-Requisite                   | Graduation  | Co-requisite        |                  |   |   |   |   |
| Course Objectives               | To understand, interpret & formulate history of Modern world. |                     |                  |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | To create understanding about Second World War   |
| CO2             | To develop critical, understanding about the causes that led to the formation of United Nations Organization |
| CO3             | To improve understanding of Cold war globally  |
| CO4             | To formulate understanding about Glasnost & Perestroika  |
| CO5             | To improve understanding about the functioning of Irish Republican Army                                      |
| CO6             | To build understanding about Genocides   |
| CO7             | To critically construct understanding about First Gulf war & operation Desert Storm                          |
| CO8             | To discuss about Second Gulf War   |

| Unit No. | Title of the Unit                              | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|--|---|--------------|-----------|
| 1        | Second World War (1939-45)                     | Causes and Effects , Nuclear bombing of Hiroshima and Nagasaki , rise of bi polar world   | 5            | 1         |
| 2        | United Nations Organization                    | Purposes , Efficiency , accountability, and credibility   | 5            | 2         |
| 3        | Cold war                                       | Truman Doctrine, NATO, COMECON, SEATO, Warsaw Pact, Iron Curtain, Cuban Missile Crisis, ,Establishment of State of Israel ,operation opera , operation Orchid , operation Diamond ,Six day war, Yom Kippur War, Vietnam War , Afghanistan war , | 5            | 3         |
| 4        | Glasnost & Perestroika                         | Causes & Consequences, fall of Berlin wall, unification of Germany disintegration of USSR   | 5            | 4         |
| 5        | Irish Republican Army                          | Irish civil war (1922-23) , Good Friday agreement, Sunningdale Agreement , Margret Thatcher , Bobby Sands & Gerry Adams   | 5            | 5         |
| 6        | Genocides                                      | Bosnia & Herzegovina , Bosnian war 1992-95, Dayton Agreement (1995) Rwanda , Dysfunctionality of UN   | 5            | 6         |
| 7        | First Gulf war & operation Desert Storm (1991) | Saddam Hussain , Baa`th Party , Invasion of Kuwait  | 5            | 7         |
| 8        | Second Gulf War                                | 9/11. Invasion of Iraq, operation Red Dawn , Operation Neptune Spear, Terrorism , deep state. Homeland Security ,Unipolar World Order   | 5            | 8         |

**Reference Books:**

Cold War By J.L.Gaddis , Catch 67 By M.Goodman

Divide and Fall?: Bosnia in the Annals of Partition by Radha Kumar

**e-Learning Source:**

egyan kosh Corsera IGNOU

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| PO-PSO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO2  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO3  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO4  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO5  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO6  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO7  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO8  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |   |
|--|---|
| <p><i>Dr. Tabinda Anjum</i><br/>Name &amp; Sign of Program Coordinator</p> | <p><i>Zeba Anjum</i><br/>Sign &amp; Seal of HoD</p> |
|--|---|

Head  
Humanities & Social Science  
Integral University, Lucknow



**Integral University, Lucknow**

|  |   |                            |                         |          |          |          |          |
|--|---|----------------------------|-------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2025-26</b> |   |                            |                         |          |          |          |          |
| <b>Course Code</b>                     | <b>A050804T/HH421</b>   | <b>Title of the Course</b> | Modern Asia (1919-1991) | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | I   | <b>Semester</b>            | II                      | 4        | 0        | 0        | 4        |
| <b>Pre-Requisite</b>                   | Graduation  | <b>Co-requisite</b>        |                         |          |          |          |          |
| <b>Course Objectives</b>               | To provide the students an understanding of History from World war-I to the breakup of USSR & Gulf war-I. |                            |                         |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| <b>CO1</b>             | To equip students tools to, understand causes and impact of World War I&II.   |
| <b>CO2</b>             | To equip students' tools to understand dynamics and impact of cold war on Asia.   |
| <b>CO3</b>             | To understand the causes and impact for the collapse of USSR on Asia.   |
| <b>CO4</b>             | To help student investigate policy of Glasnost and Perestroika in fall of USSR.   |
| <b>CO5</b>             | To help student know & investigate the rise of Saddam Husain and causes for launch of operation Desert shield and its impact on Asia. |
| <b>CO6</b>             | To help student know & investigate Operation Enduring Freedom   |
| <b>CO7</b>             | To help student know & investigate Gulf war -2  |
| <b>CO8</b>             | To help student investigate Operation Neptune Spear   |

| <b>Unit No.</b> | <b>Title of the Unit</b>                                 | <b>Content of Unit</b>   | <b>Contact Hrs.</b> | <b>Mapped CO</b> |
|-----------------|--|--|---------------------|------------------|
| 1               | <b>World War I</b>                                       | Causes & implications for Asia (Political & economic ).  | 5                   | CO1              |
| 2               | <b>World War II</b>                                      | Causes & implications for Asia. (Political & economic),.Balkanisation of Asia  | 5                   | CO2              |
| 3               | <b>Cold War</b>  | Different phases of cold war, Trumans Doctrine, COMECON, NATO, SEATO, CENTO, adventures in Vietnam and Afghanistan, Islamic revolution of Iran.  | 5                   | CO3              |
| 4               | <b>Oil Market</b>  | Stability, turbulence, and embargoes (1919-1990).  | 5                   | CO4              |
| 5               | <b>Gulf War-1 (Operation Desert shield)</b>              | Rise of Baathist to power in Iraq with special focus on Saddam Husain, invasion of Kuwait objective of the operation desert shield, implication for Asia and global energy markets, Media coverage of Gulf war by (BBC and CNN). | 5                   | CO5              |
| 6               | <b>Operation Enduring Freedom (7/10/2001-28/12/2014)</b> | Objectives, achievements , Al Qaida , Mullah Omar, Taliban , ISAF (International Security Assistance Force), Jihad , Relavance of Third World.   | 5                   | CO6              |
| 7               | <b>Gulf war -2</b>                                       | Operation Red Dwan , Post Saddam Hussain Iraq and Gulf Region  | 5                   | CO7              |
| 8               | <b>Operation Neptune Spear</b>                           | Objectives , achievements , Osama bin Laden , Zarb- e -Azb , Pervez Muharraf , and A.Q.Khan Nuclear network .  | 5                   | CO8              |

**Reference Books:**

- John Lewis Gaddis, The Cold War
- Stanwood Frederick, Allen Patrick, Peacock Lindsay, Gulf War. A Day-By-Day Chronicle
- Simon Watkins, An Insider's Guide To Trading The Global Oil Market
- A Short History Of The First World War: Land, Sea And Air

**e-Learning Source:**

<https://swayam.gov.in/> <http://www.ignou.ac.in/> Coursera UGC CEC

**Course articulation matrix (Mapping of CO, PO and PSO)**

| <b>PO-PSO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|---------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| <b>CO</b>     |            |            |            |            |            |             |             |             |
| <b>CO1</b>    | 2          | 2          | 2          | 2          | 2          | 2           | 2           | 2           |
| <b>CO2</b>    | 3          | 2          | 3          | 2          | 2          | 3           | 2           | 2           |
| <b>CO3</b>    | 2          | 2          | 3          | 3          | 2          | 2           | 2           | 2           |
| <b>CO4</b>    | 2          | 2          | 2          | 2          | 2          | 2           | 3           | 3           |
| <b>CO5</b>    | 2          | 2          | 2          | 2          | 2          | 3           | 2           | 2           |
| <b>CO6</b>    | 2          | 2          | 2          | 2          | 2          | 2           | 2           | 2           |
| <b>CO7</b>    | 2          | 2          | 2          | 2          | 2          | 2           | 2           | 2           |
| <b>CO8</b>    | 2          | 2          | 2          | 2          | 2          | 2           | 2           | 2           |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |  |
|--|--|
| <p><i>Dr. Tabinda Anjum</i><br/> <i>Tabinda Anjum</i><br/> <b>Name &amp; Sign of Program Coordinator</b></p> | <p><i>Abu Aqil</i><br/> <b>Sign &amp; Seal of HoD</b><br/> <b>Head</b></p> |
|--|--|

Humanities & Social Science  
Integral University, Lucknow



Integral University, Lucknow

|                                 |  |                     |   |   |   |   |   |
|---------------------------------|--|---------------------|---|---|---|---|---|
| Effective from Session: 2025-26 |  |                     |   |   |   |   |   |
| Course Code                     | A050804T/<br>HH422   | Title of the Course | Gupta Empire: Golden Age of Ancient India | L | T | P | C |
| Year                            | I  | Semester            | II  | 4 | 0 | 0 | 4 |
| Pre-Requisite                   | Graduation   | Co-requisite        |   |   |   |   |   |
| Course Objectives               | This course aims to provide a comprehensive understanding of the political, economic, administrative, and cultural developments during the Gupta period (c. 320–550 CE), often referred to as the "Golden Age" of ancient India. It explores the conditions leading to the rise of the Gupta Empire, the political strategies of its rulers, the administrative mechanisms that supported its expansion, and the vibrant economic and intellectual life under their patronage. |                     |   |   |   |   |   |

Course Outcomes

|     |  |
|-----|--|
| CO1 | Students will able to analyze about the political and cultural landscape before the Gupta Empire.  |
| CO2 | Students will able to assess the Rise of the Gupta Empire.   |
| CO3 | Students will able to formulate the basic understanding of the political structure, administration, and military strategies of Gupta rulers. |
| CO4 | Students will able to analyze the Agrarian economy and land administration   |
| CO5 | Students will able to evaluate the knowledge about economic system, trade networks, and monetary systems of the Gupta's.                     |
| CO6 | Students will able to assess about Cultural Achievements of Gupta rulers.  |
| CO7 | Students will able to evaluate the religious practices and tolerance.  |
| CO8 | Students will able to assess about fall of the Gupta Empire.   |

| Unit No. | Title of the Unit                                 | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|---|--|--------------|-----------|
| 1.       | Political Background before Gupta Dynasty         | Political fragmentation after the Mauryan Empire. Rule of the Shungas, Kanvas, and Satavahanas   | 5            | CO1       |
| 2.       | Rise of the Gupta Empire.                         | Rise of the Gupta dynasty and Chandragupta I. Major Rulers. Expansion and consolidation.   | 5            | CO2       |
| 3.       | Political Structure and Administration of Gupta's | Governance and administration under the Gupta rulers. Administrative divisions and bureaucracy. Judicial system, Military organization.                    | 5            | CO3       |
| 4.       | Agrarian economy and land administration          | Land ownership patterns: royal, private, and religious. Types of land grants: <i>agrahara</i> and <i>devadan</i> .   | 5            | CO4       |
| 5.       | Economic System and Trade.                        | Trade routes, networks, and commercial activities. Coins and monetary system. Impact of Gupta economic policies on society.                                | 5            | CO5       |
| 6.       | Cultural Achievements and Intellectual Pursuits   | Gupta art, architecture, and sculpture. Literature, poetry, and drama. Contributions to mathematics, astronomy, and science.                               | 5            | CO6       |
| 7.       | Religion in Gupta Society                         | Dominance of Brahmanical Hinduism, Development of Vaishnavism and Shaivism, Patronage of Buddhism and Jainism, Rise of Bhakti elements and temple worship. | 5            | CO7       |
| 8.       | Legacy and Influence                              | Decline and fall of the Gupta Empire. Causes & consequences. Post Gupta period.  | 5            | CO8       |

|   |
|---|
| <b>Reference Books:</b>   |
| Radha Kumud Mookerji, The Gupta Empire. A. S. Altekar, The Coinage of the Gupta Empire. |
| R. C. Majumdar, The Age of the Imperial Guptas.   |
| <b>e-Learning Source:</b>   |
| <a href="https://swayam.gov.in/">https://swayam.gov.in/</a>                             |

| PO-PSO | Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |      |      |      |
|--------|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|
|        | PO1  | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1    | 3  | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 2    |
| CO2    | 3  | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 2    |
| CO3    | 3  | 3   | 1   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 2    |
| CO4    | 3  | 3   | 1   | 2   | 2   | 2   | 2   | 2   | 3    | 2    | 2    |
| CO5    | 3  | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 3    | 3    | 3    |
| CO6    | 3  | 3   | 2   | 2   | 2   | 3   | 1   | 2   | 3    | 2    | 3    |
| CO7    | 3  | 3   | 2   | 2   | 2   | 3   | 1   | 2   | 3    | 2    | 3    |
| CO8    | 3  | 3   | 2   | 2   | 2   | 2   | 1   | 2   | 3    | 2    | 3    |

|   |
|---|
| <a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a> |
| UGC CEC   |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |                                |
|--|--------------------------------|
| <br>Name & Sign of Program Coordinator | <br>Sign & Seal of HoD<br>Head |
|--|--------------------------------|

Humanities & Social Science  
Integral University, Lucknow



Effective from Session: 2025-26

|                   |                                      |                     |   |   |   |   |   |
|-------------------|--------------------------------------|---------------------|---|---|---|---|---|
| Course Code       | A050805T/<br>HH423                   | Title of the Course | Historiographic Tradition & Perspective on Indian History Writing | L | T | P | C |
| Year              | I                                    | Semester            | II  | 4 | 0 | 0 | 4 |
| Pre-Requisite     | Graduation                           | Co-requisite        |   |   |   |   |   |
| Course Objectives | To understand and interpret history. |                     |   |   |   |   |   |

| Course Outcomes |  |
|-----------------|--|
| CO1             | To create understanding about what is History  |
| CO2             | To define what is Asian Historiography Tradition   |
| CO3             | To classify what are Modern Traditions   |
| CO4             | To construct understanding about Historical Knowledge with special reference to E.H Carr |
| CO5             | To apply understanding of Objectivity in History & idea of progress                      |
| CO6             | To analyze understanding about History writing in early India                            |
| CO7             | To create understanding about Indo-Persian Traditions of History Writings                |
| CO8             | To compare Bhakti Poetry and Sufi Folk Literature as a Source of History                 |

| Unit No. | Title of the Unit   | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|---|---|--------------|-----------|
| 1        | What is History?  | Constructions of Early Indian History, what is Historical Tradition? Towards Historical Tradition, Perception and Recording of Past in Early India, Different Kinds of Historical Traditions, Itihasa and its Many Facets, Embedded History, Externalized Historical Forms, Social, Political and Economic Context of Historical Traditions                                 | 5            | 1         |
| 2        | Asian Historiography Tradition                                | Chinese Historiography with special reference to Confucius<br>Medieval Historiography; Barani and Abul Fazl, Albaruni, Kalhan;<br>Islamic Historiography; Tabari, Ibn Khaldun   | 5            | 2         |
| 3        | Modern Traditions   | Development of Historical writing and idea of History in Modern Europe: Cartisan Historiography and Anti Cartisan with special reference to Vico; Beginning of Scientific History in the age of Enlightenment and Romanticism; Historical Determinism; Collingwood's philosophy of History, Historical Evidences, Historical Progress and History as a re-enactment of past | 5            | 3         |
| 4        | Historical Knowledge with special reference to E.H Carr       | Historian and his facts; Society and individual; History as Science; time space and materialization   | 5            | 4         |
| 5        | Objectivity in History & idea of progress                     | Objectivity in History & idea of progress.  | 5            | 5         |
| 6        | History writing in early India.                               | Kathana, Inscriptions and Prashastis, Kathas and charitas, Buddhist and Jain traditions, Dana-stuti, Gatha, Akhyana, Itihasa-Purana traditions, Mahabharata, Ramayana   | 5            | 6         |
| 7        | Indo-Persian Traditions of History Writings                   | Barani's Writings, Barani's Idea of History, Historical Facts/Bias in Barani's Writings, Barani's Idea of Kingship  | 5            | 7         |
| 8        | Bhakti Poetry and Sufi Folk Literature as a Source of History | Sant Poetry: Banis of the Sants, Vaishnava Bhakti Poetry, Historical Value of Bhakti Poetry, The Historical Value of Sufi Romance Narratives  | 5            | 8         |

Reference Books:

John Stratton Hawley, A storm of songs: India and the idea of Bhakti Movement, Ernst Breisach, Historiography: Ancient, Medieval & Modern  
Mohsin Mahdi: Ibn Khaldun's Philosophy of History, Karl Lowth: Meaning of History

e-Learning Source:

egyan kosh Libgen

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

| PO-PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO     |     |     |     |     |     |     |     |     |      |      |      |
| CO1    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO2    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO3    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO4    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO5    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO6    | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO7    | 1   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |
| CO8    | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |   |
|--|---|
| <p><i>Dr. Tabinda Anjum</i><br/>Name &amp; Sign of Program Coordinator</p> | <p><i>Zeba Anjum</i><br/>Sign &amp; Seal of HoD</p> |
|--|---|

**Head**  
**Humanities & Social Science**  
**Integral University, Lucknow**

**Integral University, Lucknow**

Effective from Session: 2025-26

|                   |   |                     |                                       |   |   |   |   |
|-------------------|---|---------------------|---------------------------------------|---|---|---|---|
| Course Code       | A050806R/<br>HH424                                  | Title of the Course | Internship/ Field Survey/Project Work | L | T | P | C |
| Year              | IV  | Semester            | VIII                                  | 1 | 0 | 3 | 4 |
| Pre-Requisite     | 10+2  | Co-requisite        |                                       |   |   |   |   |
| Course Objectives | To formulate understanding about epigraphy of coins |                     |                                       |   |   |   |   |

|                        |                               |
|------------------------|-------------------------------|
| <b>Course Outcomes</b> |                               |
| CO1                    | Epigraphically study of coins |

| Unit No. | Title of the Unit           | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|-----------------------------|---|--------------|-----------|
| 1        | Epigraphical study of coins | Evolution of Coinage, Weights and Coin Denominations, The Metrology of the Coins, The State in Relation to Coinage, The Coins with Symbols, The Provenance and Coin Types | 40           | 1         |

**Reference Books:**

Research Methods for History (ed) Simon Gunn & Lucy Faire

**e-Learning Source:**

egyan kosh



Corsera

Libgen

IGNOU

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| PO-PSO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 |
| CO1  | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2    | 2    | 2    |

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

|  |   |
|--|---|
| <br>Dr. Tabinda Anjum<br>Name & Sign of Program Coordinator | <br>Prof Zeba Aqil<br>Sign & Seal of HoD |
|--|---|

**Head**  
 Humanities & Social Science  
 Integral University, Lucknow