Integral University, Lucknow

Effective from Session: 2025-26

Course Code	A050301T/HH201	Title of the Course	Economic History of Medieval India (1200–1500)	L	T	P	C
Year	II	Semester	III	5	0	0	5
Pre-Requisite	10+2	Co-requisite					
Course Objectives			This course explores the transformation of India's economy from the 13th to the 15th century under the Delhi Sultanate. It examines agrarian structures, revenue systems, craft production, urbanization, trade networks, currency, and regional variations. The course also addresses historiographical debates and the economic impact of early Turkish rule.				

Course Outcomes

CO1	Students will be able to analyse the economic conditions of India before the establishment of the Delhi Sultanate and analyze the impact of Turkish invasions on trade, urban life, and coin circulation.
CO2	Students will formulate the knowledge on agrarian economy under the Delhi Sultanate, including land revenue systems, assessment methods etc.
CO3	Students will be able to examine agricultural technologies, irrigation practices, cropping patterns, and evaluate regional variations in agricultural productivity.
CO4	Students will be able to analyze non-agricultural production, understand the organization of craft industries, and assess the socio-economic status of artisans.
CO5	Students will be able to evaluate internal and external trade networks, understand the role of merchant communities, and assess the infrastructure of transport and state regulation of commerce.
CO6	Students will be able to asses the rise and function of urban centers, their contribution to the economy, and the urban social structure during the Delhi Sultanate.
CO7	Students will examine the economic policies of Sultanate rulers, Alauddin Khalji's price control measures & Tughlaq's monetary experiments.
CO8	Students will evaluate the regional economies, especially in the Deccan and South India, and identify variations in land systems, trade patterns..

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Economy on the Eve of the Delhi Sultanate	Economic conditions of India before Turkish conquest, Agrarian production and village economy, Decline of trade, urban centres, and coin circulation, The Feudalism Debate: Features and critiques, Economic impact of early Turkish invasions	6	CO1
2	Agrarian Economy and Revenue Systems	Land revenue systems: crop-sharing, measurement, and assessment, Relief measures during droughts and famines, Roles of rural intermediaries: khuts, muqaddams, chaudharis, Distribution of revenue: Iqta, Khalisa, land grants,	6	CO2
3	Agricultural Technology and Rural Production	Types of crops: food and cash crops, Irrigation methods: wells, canals, tanks, Agricultural tools and implements, Forests, cattle economy, and their economic role.	7	CO3
4	Craft Production and Urban Economy	Major craft industries: textiles, metalwork, leather, stonework, Organisation of artisans and guild-like systems, Non-agricultural occupations and social groups, Role of women in artisan production	7	CO4
5	Trade, Commerce, and Merchant Communities	Internal trade: markets and caravan routes, External trade: links with Central Asia, Persia, and South-East Asia, Merchant communities: Multanis, Bohras, Marwaris, Transport and communication systems.	6	CO5
6	Urban Centres and Economic Life	Rise of urban centres: Delhi, Multan, Lakhnauti, Daulatabad, Urban social classes: artisans, merchants, nobles, City planning and public infrastructure, Debates on urban decay and revival.	7	CO6
7	State Policies and Currency System	Alauddin Khalji's price control and market regulation, Muhammad bin Tughlaq's economic reforms and token currency, Role of the state in regulating production and trade, Coinage: gold, silver, copper; mint towns.	6	CO7
8	Regional Economies and Economic Diversity	Economic features of the Deccan: Yadavas, Kakatiyas, Bahmanis. Trade and agriculture in South India: Hoysalas, Pandyas. Coastal commerce: Coromandel & Malabar coasts.	7	CO8

Reference Books:

Chandra, Satish. (2005). Medieval India: From Sultanat to the Mughals (1206–1526). Habib, Irfan. (1999). The Agrarian System of Mughal India (1556–1707).

Moosvi, Shireen. Economy of the Mughal Empire c. 1595: A Statistical Study. Oxford University Press. Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate.

Habib, Irfan. (1995). Essays in Indian History: Towards a Marxist Perception. Tulika Books.

Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History. Nizami, K.A. (1974). Religion and Politics in India during the Thirteenth Century.

e-Learning Source:

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

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

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

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

Name & Sign of Program Coordinator	**Sign & Seal of HoD**

Integral University, Lucknow

Effective from Session: 2025-26								
Course Code	A050302T/ HH202	**Title of the Course**	Indian Archaeology		**L**	**T**	**P**	**C**
Year	II	**Semester**	I		6	0	0	6
Pre-Requisite	10+2	**Co-requisite**	None					
Course Objectives		The course aims to provide a foundational understanding of Indian archaeology by introducing students to its scope, methods, and interdisciplinary relevance. It explores site detection, excavation techniques, and the interpretation of material remains. The course highlights major archaeological discoveries in India and their historical implications.						

Course Outcomes	
CO1	Students will be able to examine the interdisciplinary nature and historical development of Indian archaeology.
CO2	Students will be able to formulate the methods used in the discovery and excavation of ancient sites
CO3	Students will be able to assess the findings and significance of key excavated sites like Mohanjodaro and Lothal.
CO4	Students will be able to analyze the foundational knowledge in epigraphy and palaeography, including the evolution of ancient Indian scripts.
CO5	Students will be able to examine the inscriptions as historical sources and understand their material and linguistic characteristics.
CO6	Students will be able to evaluate the origin, development, and manufacturing techniques of ancient Indian coinage.
CO7	Students will be able to assess the role of coins as historical and economic sources in ancient India.
CO8	Students will be able to formulate & interpret archaeological evidence using an integrated approach involving inscriptions, coins, and material culture.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1.	**Introduction to Indian Archaeology**	Definition and scope of archaeology, Interdisciplinary nature: relationship with other sciences (history, anthropology, geology, etc.). Historical development of Indian archaeology	7	CO1
2.	**Site Detection and Exploration**	Methods of locating ancient sites: literary sources, toponyms, folklore, geographical clues. Surface exploration techniques and preliminary surveys.	8	CO2
3.	**Excavation Techniques and Field Archaeology**	Types of excavation: vertical, horizontal, step trench, quadrant. Excavation methods and tools. Recording and interpretation of stratigraphy	8	CO3
4.	**Key Excavations in Indian Archaeology**	Excavation results and significance of Mohanjodaro: cultural sequence and flood theory Lothal: town planning, dockyard, and Harappan maritime trade	7	CO4
5.	**Basics of Epigraphy and Writing Systems**	Origin and antiquity of writing in India, Writing materials: stone, copper plates, birch bark, palm leaves, etc. Mauryan Brahmi script: features and decipherment	8	CO5
6.	**Epigraphy as Historical Source**	Inscriptions as primary sources for reconstructing history. Classification of inscriptions, Key inscriptional discoveries and their historical value	8	CO6
7.	**Introduction to Numismatics**	Origin and development of coinage in India. Political authority behind coin issuance Techniques of coin manufacture: punch-marking.	7	CO7
8.	**Coins as Historical Sources**	Coins as sources of economic, political, and cultural history. General features and significance of Punch-marked coins, Gupta gold coins	7	CO8

Reference Books:
Radha Kumud Mookerji, The Gupta Empire. A.S.Altekar, The Coinage of the Gupta Empire.
J.C. Harle, The Art and Architecture of the Indian Subcontinent. Romila Thapar, The Penguin History of Ancient India: From the Origin to AD 1300.

e-Learning Source:
https://swayam.gov.in/
UGC CEC

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

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

Name & Sign of Program Coordinator	**Sign & Seal of HoD**

Integral University, Lucknow

Effective from Session: 2025-26							
Course Code	A050302T/ HH203	**Title of the Course**	Art and culture of Medieval India (1200-1500 A.D.)	**L**	**T**	**P**	**C**
Year	II	**Semester**	IV	6	0	0	6
Pre-Requisite	10+2	**Co-requisite**	None				
Course Objectives		The course aims to provide a comprehensive understanding of the cultural, artistic, and intellectual developments in medieval India. It aims to explore the evolution of architecture, painting, music, literature, and performing arts within the context of the historical and religious milieu. The course also examines the Bhakti and Sufi movements and the Indo-Islamic cultural synthesis, highlighting their lasting legacy in shaping India's diverse cultural heritage.					

Course Outcomes	
CO1	Students will able to assess the political and socio-religious context of medieval India that shaped its artistic and cultural expressions.
CO2	Students will able to analyze & explore the development and characteristics of medieval Indian architecture under different dynasties.
CO3	Students will able to analyze the evolution of painting traditions and schools in medieval India.
CO4	Students will able to examine the growth of music and performing arts during the Sultanate and Mughal periods.
CO5	Students will able to evaluate the progression of literature in various languages and its role in society.
CO6	Students will able to formulate the influence of Bhakti and Sufi movements on medieval Indian art and culture.
CO7	Students will able to investigate the synthesis of Indo-Islamic cultural traditions in medieval society.
CO8	Students will able to assess the legacy of medieval Indian art and culture in shaping modern Indian identity.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1.	**Historical and Cultural Background**	Overview of medieval India (1200–1700 CE), Political formations and cultural milieu, Religious diversity and patronage	8	CO1
2.	**Architecture – Sultanate Period**	Architectural features and styles under Delhi Sultanate; Qutub Minar, Alai Darwaza, Tughlaqabad, Lodhi tombs. Use of arches, domes, and decorative elements	7	CO2
3.	**Architecture – Mughal and Regional Styles**	Mughal architecture: evolution under Babur, Akbar, Shah Jahan. Humayun's Tomb, Fatehpur Sikri, Taj Mahal. Rajput and Deccan architecture	8	CO3
4.	**Painting Traditions**	Emergence and themes of miniature painting. Schools: Mughal, Rajput, Pahari, Deccan Techniques and patronage	8	CO4
5.	**Music and Performing Arts**	Hindustani classical music traditions, Contributions of Amir Khusrau. Development of dance forms and court performance	7	CO5
6.	**Literature and Language**	Growth of Persian, Arabic, Sanskrit, and regional literatures. Notable works and authors: Amir Khusrau, Kabir, Tulsidas,	8	CO6
7.	**Bhakti and Sufi Movements**	Philosophical foundations and artistic expressions. Influence on vernacular literature and temple music.	7	CO7
8.	**Indo-Islamic Cultural Synthesis and Legacy**	Cultural assimilation in art, language, cuisine, costume, and etiquette. Impact on festivals and everyday life. Legacy of medieval Indian art in modern India	7	CO8

Reference Books:
Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century.
J.C. Harle, The Art and Architecture of the Indian Subcontinent. Romila Thapar, The Penguin History of Ancient India: From the Origin to AD 1300.
e-Learning Source:
https://swayam.gov.in/
UGC CEC

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

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

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

Name & Sign of Program Coordinator	**Sign & Seal of HoD**

Integral University, Lucknow

Effective from Session: 2025-26

Course Code	A05042T/H HH204	Title of the Course	Modern India (1857-1947)	L	T	P	C
Year	II	Semester	III	6	0	0	6
Pre-Requisite	10+2	Co-requisite					
Course Objectives		This course aims to provide a comprehensive knowledge of India's transition from colonial rule to independence between 1857 and 1947. It focuses on historiographical debates, the rise of political consciousness, reform movements, the evolution of nationalism, Gandhian mass movements, communalism, and constitutional developments.					

Course Outcomes	
CO1	Students will be able to critically analyze different historiographical interpretations of the INM.
CO2	Students will examine the causes and significance of the 1857 Revolt .
CO3	Students will formulate the idea about how British rule changed India's economy and administration.
CO4	Students will be able to develop the idea about the beginning of political awakening in India and the role of moderate nationalists.
CO5	Students will able to analyse the shift to more aggressive nationalism and the growth of revolutionary ideas.
CO6	Students will asses information about Gandhi's method of non-violent resistance and the broad base of national movements.
CO7	Students will able to analyze the major developments in the 1940s .
CO8	Students will be able to construct knowledge about how independence was achieved.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	**Schools of Thought**	Marxist School, Cambridge School, Subaltern School.	7	CO1
2	**Rise of Political Consciousness**	The Revolt of 1857: Causes; Political, economic, social, and military, Main centers and leaders, Nature of the revolt: mutiny or first war of independence? Suppression.	8	CO2
3	**British Policies and its Impact**	End of Company Rule and Queen's Proclamation (1858), peasants, artisans, and traditional economy	7	CO3
4	**Rise of Indian Nationalism (1885–1905)**	Formation of Indian National Congress (INC), Objectives and methods of moderate leaders, Partition of Bengal and Swadeshi Movement.	8	CO4
5	**Nationalism and Revolutionary Activities (1905–1919)**	Extremist leaders: Bal Gangadhar Tilak, Bipin Chandra Pal, Lala Lajpat Rai Revolutionary movements in India , Lucknow Pact (1916)	7	CO5
6	**Gandhian Movements (1920–1934)**	Non-Cooperation Movement (1920–22), Civil Disobedience Movement (1930–34): Salt March	8	CO6
7	**Final Struggle (1935–1945)**	Quit India Movement (1942): causes, course, Role of Subhas Chandra Bose , Muslim League and demand for Pakistan	7	CO7
8	**Independence and Partition (1946–1947)**	Mountbatten Plan and acceptance of partition, Indian Independence Act, 1947	8	CO8

Reference Books:

Bandyopadhyay, S. (2004). From Plassey to Partition and After. Brown, J. M. (1972). Gandhi's Rise to Power:

Chandra, B., India's Struggle for Independence. New Delhi: Penguin Books. Chandra, B. (1989). Nationalism and Colonialism in Modern India.

Desai, A. R. (2005). Social Background of Indian Nationalism (6th ed.). Mumbai: Popular Prakashan. Guha, R. (Ed.). (1982). Subaltern Studies

Menon, V. P. (1957). The Transfer of Power in India. Metcalf, B. D., & Metcalf, T. R. (2006). A Concise History of Modern India

Sarkar, S. (1983). Modern India: 1885–1947. Seal, A. (1968). The Emergence of Indian Nationalism

e-Learning Source:

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

PO-PSO CO	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	1	2	1	2	3	3	2
CO2	2	2	2	1	1	2	1	2	2	2	1
CO3	3	2	3	2	2	2	2	2	3	3	2
CO4	3	3	2	2	2	2	1	2	3	3	2
CO5	3	3	2	2	2	2	1	2	3	3	2
CO6	3	3	3	3	2	2	2	2	3	3	2
CO7	3	3	3	3	2	2	2	2	3	3	3
CO8	3	3	3	3	3	3	2	3	3	3	3

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

Name & Sign of Program Coordinator	**Sign & Seal of HoD**

Integral University, Lucknow

Effective from Session: 2025-26								
Course Code	**A080404R/ HH215**	**Title of the Course**	**Internship/ Field Survey/Project Work**	**L**	**T**	**P**	**C**	
Year	**II**	**Semester**	IV	**1**	**0**	**3**	**4**	
Pre-Requisite	10+2	**Co-requisite**						
Course Objectives		Students will be enabled in Writing Biographies and will be made aware about Purpose & Process of writing them.						

Course Outcomes	
CO1	**Writing Biographies: Purpose & Process**

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	**Writing Biographies: Purpose & Process**	What is Biography , what is the purpose for writing (time , space & materialization) biographies , process (permission , research , thesis ,timeline, use of flashbacks , your thoughts)	40	1
Reference Books:				
Research Methods by Ram Ahuja				
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 **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

Name & Sign of Program Coordinator	**Sign & Seal of HoD**