

Learning Outcomes Based Curriculum  
Framework  
(LOCF)

For  
Bachelor of History



Undergraduate Programme

Government College for Women  
Parade Ground  
Jammu



**TITLE-The History of India from Earliest Times upto 300 C.E.**

**Learning Outcomes:** After the successful completion of the core course on the history of India from earliest times to 300 C.E, it is hoped that the students

- i) Will develop a comprehensive understanding to the evolution of early Indian society and will be able to identify the forces and factors that shaped the course of early Indian history.
- ii) Will develop a critical awareness of various categories of sources for the study of ancient Indian history.
- iii) Will learn the analytical skills to explore the development of India's religious systems and cultural accomplishments in historical perspective.
- iv) Will be able to explore the connections between multiple causative factors and assess their relative historical significance.
- v) Will be able to understand the process of the rise and decline of imperial states in early India.



### **CORE COURSE: PAPER I**

**TITLE-The History of India from the Earliest Times upto 300 C.E (Semester I)**

**Course Code: UHTTC-101**

**Hours: 90**

**Credits: 6**

**Max Marks: 100**

**(a) Semester Examination:80  
marks**

**(b) Sessional Assessment :20  
marks**

#### **UNIT-I Pre-History and Harappan Culture**

- i.) Palaeolithic and Mesolithic Cultures
- ii.) Neolithic Cultures
- iii.) Main features of Harappan Civilization and its Decline
- iv.) Spread of the Chalcolithic Cultures

#### **UNIT-II Vedic Age**

- i) Overview of Literature-Vedas and Brahmanas
- ii) Social life in Early and Later Vedic Age
- iii) Economic life in Early and Later Vedic Age
- iv) Religious life in Early and Later Vedic Age

#### **UNIT-III Jainism, Buddhism and Rise of Territorial States**

- i) Rise and Growth of Jainism
- ii) Rise and Growth of Buddhism
- iii) Rise of Territorial States and Causes of Magadha's Success
- iv) Second Urbanization

#### **UNIT-IV Mauryan Period**

- i) Sources for the Study of Mauryan Period
- ii) Origin of the Mauryas and Chandragupta Maurya
- iii) Mauryan Administration, Economy and Society, Mauryan Art
- iv) Ashoka's Dhamma policy, Decline of the Mauryan Empire

#### **UNIT-V Post Mauryan Period**

- i) Rise of New Political Powers: Shungas, Indo-Greeks and Kushanas
- ii) Deccan- The Shaka- Satavahana Period
- iii) Sangam Age in South India
- iv) Post-Mauryan Economic Development



### Suggested Readings:

- Basham A.L, *The Wonder That Was India*, New Delhi, Rupa and Company, 1967
- Chakrabarti, Dilip K, *India: An Archaeological History – Palaeolithic beginnings Historic Foundations* Delhi: OUP, 1999.
- Jain V.K, *Prehistory and Proto History of India*, Delhi, 2015.
- Jha, D.N, *Ancient India in Historical Outline* , New- Delhi, Manohar Publishers, Revised and enlarged edition , 2009.
- Jha , D.N , *Early India : A Concise History*, Delhi , Manohar, 2004.
- Kosambi , D.D. , *An Introduction to the Study of Indian History* , New Delhi, Popular Prakashan 1975
- Singh Upinder, *A History of Ancient and Early Medieval India, from the Stone to the 12<sup>th</sup> Century*, New Delhi, Pearson, 2013.
- Sharma R.S, *Perspectives in Social and Economic History of Early India* , Delhi, Munshiram Manohar Lal, 1995.
- Sharma, R.S, *India's Ancient Past*, New Delhi, OUP, 2007
- Thapar, Romila, *Early India from the Origins to A.D. 1300*, New Delhi, Penguin, 2002.
- Thapar, Romila, *Ashoka and the Decline of Mauryas*, Third Edition, New Delhi, OUP, 2012.
- *Bhartiya Vidya Bhavan Series Vol I &II.*



## **TITLE- The History of India C. 300 to 1200**

**Learning Outcomes:** The successful completion of the core course on the History of India C. 300 to 1200 will enable students to

- i) Understand the process of transition from early period to the medieval period and figure out the key determinants that made this transition possible.
- ii) Develop an understanding of the growing cultural, political and economic linkages between north and south India and find out the ways in which a pan-Indian cultural patterns took shape
- iii) Explore the factors that led to India's growing military weakness at the time of Ghaznavid and Ghurid invasions and understand the causes of the defeat of Rajputs against the Turks.



### **CORE COURSE: PAPER II**

**TITLE: The History of India C. 300 to 1200 (Semester II)**

**Course Code: UHTTC-201**

**Hours: 90**

**Credits: 6**

**Max Marks: 100**

**(a) Semester Examination:80 marks**

**(b) Sessional Assessment :20 marks**

#### **UNIT-I The Guptas and Harsha (300-700 C.E.)**

- i) Sources for the Study of the Gupta Period
- ii) Origin and Expansion of Gupta Empire : Samudragupta and Chandragupta II
- iii) Cultural Developments during the Gupta Period
- iv) Harsha's Contribution to Buddhism

#### **UNIT-II Regional Powers (700-1200 C.E)**

- i) Struggle for Supremacy among the Rashtrakutas, Palas and Pratiharas
- ii) Growth of Regional Kingdoms in South India : Pallavas and Chalukyas
- iii) The Chola Empire under Rajaraja Chola and Rajendra Chola
- iv) Chola Administration

#### **UNIT-III Polity, Society, Economy and Culture during the Early Medieval Period (700-1200 C.E)**

- i) Origin of Rajputs
- ii) Rajput States of Northern India:Chahmanas, Pratiharas, Paramaras and Solankis
- iii) Society
- iv) Economy

#### **UNIT-IV Religious and Cultural Developments (700-1200 C.E)**

- i) Decline of Buddhism
- ii) Rise and Growth of Bhakti in South India
- iii) Shankracharya
- iv) Advent of Islam in India

#### **UNIT-V Ghaznavid and Ghurid Conquests**

- i) Arab Conquest of Sindh and its Impact
- ii) Ghaznavid Invasions and their consequences
- iii) Ghurid Conquest of North India
- iv) Causes of Turkish Success



### **Suggested Readings:**

- Jha, D.N, *Ancient India in Historical Outline* , New- Delhi, Manohar Publishers, Revised and enlarged edition , 2009.
- Jha , D.N , *Early India : A Concise History*, Delhi , Manohar, 2004.
- Singh Upinder, *A History of Ancient and Early Medieval India, from the Stone to the 12th Century*, New Delhi, Pearson, 2013.
- Sharma R.S, *Perspectives in Social and Economic History of Early India* , Delhi, Munshiram Manohar Lal, 1995.
- Sharma, R.S, *India's Ancient Past*, New Delhi, OUP, 2007
- Sharma, R.S, *Indian Feudalism*
- Thapar, Romila, *Early India from the Origins to A.D. 1300*, New Delhi, Penguin , 2002
- *Bhartiya Vidya Bhavan Series Vol III to VI*
- Karashima Noboru, *A Concise History of South India: Issues and Interpretations*
- Chattopadhaya B.D, *Making of Early Medieval India.*
- Sastri, K.A Nilkanth *A History of South India*



**TITLE- The History of India from 1206 to 1707 CE (Semester III)**

**Learning Outcomes:** After the successful completion of this Course, the students will be able to:

- i.) Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century.
- ii.) Discuss about the politics, political economy and administrative transitions under the various Sultanate regimes
- iii.) Comprehend the diverse ways in which Mughal imperial ideology came to be constructed.
- iv.) Outline the changes and continuities in the field of culture.
- v.) Will be able to understand the process of emerging political formations in the Deccan and they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations.





## **CORE COURSE: PAPER III**

**TITLE- The History of India from 1206 to 1707 CE (Semester III)**

**Course Code: UHTTC-301**

**Credits: 6**

**Duration of Examination: 3 Hours**

**Max Marks: 100**

**(a) Semester Examination:80 marks**

**(b) Sessional Assessment :20 marks**

### **UNIT-I Foundation, Expansion and Consolidation of the Delhi Sultanate**

- i) Qutub-ud-Din Aibak's cultural contribution
- ii) Iltutmish : Conquests and consolidation
- iii) Razia Sultan : Accession and Role of Nobility
- iv) Ghiyasuddin Balban : Theory of Kingship

### **UNIT-II Khiljis**

- i.) Khilji revolution: Role of Jalaludin Khilji
- ii.) Alauddin Khilji: Northern Conquests
- iii.) Alauddin Khilji: Deccan Policy
- iv.) Alauddin Khilji: Economic reforms

### **UNIT-III Tughlaqs and Lodhis**

- i.) Foundation of Tughlaq Dynasty and Reign of Mohammed Bin Tughlaq.
- ii.) Firoz Shah Tughlaq: Public welfare activities and Religious Policy
- iii.) Vijaynagar Empire
- iv.) Disintegration of Delhi Sultanate and Formation of Afghan Theory of Kingship under Lodhis

### **UNIT-IV Foundation of Mughal Rule and Second Afghan Empire**

- i.) Foundation of the Mughal empire under Babur
- ii.) Humayun and his failures.
- iii.) Sher Shah: Administration
- iv.) Sher Shah: Public welfare activities

### **UNIT- V Akbar to Aurangzeb**

- i.) Akbar: Expansion and Consolidation, Administrative System and Religious Policy
- ii.) The Reigns of Jahangir, Shahjahan and Aurangzeb and Religious Policy of Aurangzeb
- iii.) Formation of Maratha State under Shivaji
- iv.) Decline of Mughal Empire: Causes



### **Suggested Readings:**

1. R.P Tripathi: *The Rise and Fall of the Mughal Empire* Vol. II.
2. A.B Pandey: *Early and Later Medieval India* Vol-I and II.
3. Satish Chandra: *Medieval India* Part I and II.
4. Ray Choudhari, Tripathi and Irfan Habib; (Ed.) *The Cambridge Economic History of India* Vol – I,  
C 1200-1700.
5. *Bhartiya Vidya Bhavan Series* Vol. VII, VIII, IX.
6. Jackson, P. (2003), *The Delhi Sultanate: A Political and Military History*, Cambridge: Cambridge University Press.
7. Ray Chaudhuri, T and I. Habib (Ed.). (1982), *The Cambridge Economic History of India*, Vol.1: c1200-1750, Delhi: Orient Longman, pp. 45-101.



**TITLE- The History of India from 1707 to 1950 CE (Semester IV)**

**Learning Outcomes:**After successful completion of the course, the students will be able to

- i) Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century
- ii) Identify the key factors that led to the rise of the feeling of Nationalism.
- iii) Discuss the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism.
- iv) Explain the various forms of anti-colonial struggles
- v) Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.



## **CORE COURSE: PAPER IV**

**TITLE- The History of India from 1707 to 1950 CE(Semester IV)**

**Course Code: UHTTC-401**

**Credits: 6**

**Duration of Examination:3 Hours**

**Max Marks: 100**

**(a) Semester**

**Examination:80 marks**

**(b) Sessional Assessment**

**:20 marks**

### **UNIT-I Emergence and Consolidation of Colonial Power**

- i.)** Rise of Autonomous States in 18th Century: Bengal, Awadh and Hyderabad
- ii.)** Foundation of the British Rule: An appraisal of Battles of Plassey and Buxar.
- iii.)** Expansion of Colonial Power-I: Anglo- Mysore wars
- iv.)** Expansion of Colonial Power-II: Anglo-Maratha wars

### **UNIT-II First War of Independence and Socio-Religious Reform movements**

- i)** First War of Indian Independence : Causes, Nature and Consequences
- ii)** Brahma Samaj and Arya Samaj
- iii)** Social Legislations of 19<sup>th</sup> Century
- iv)** Muslim Revivalism : Role of Sir Syed Ahmed Khan and Aligarh Movement

### **UNIT-III Rise of Indian Nationalism and Struggle for Independence**

- i.)** Rise of Indian Nationalism : Causes
- ii.)** Foundation of Indian National Congress.
- iii.)** Moderates and Extremists : Achievements
- iv.)** Surat Split and Lucknow Pact

### **UNIT-IV Gandhian Nationalism**

- i.)** Rowlatt Satyagraha and Khilafat Movement
- ii.)** Non -Cooperation movement
- iii.)** Civil -Disobedience movement
- iv.)** Quit India Movement

### **UNIT-V Towards Partition and Independence**

- i.)** Muslim League and Hindu Mahasabha-Emergence
- ii.)** Cripps mission
- iii.)** Cabinet Mission Plan
- iv.)** Mountbatten Plan and Indian Independence Act,1947



### **Suggested Readings:**

1. Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. Delhi: Orient Longman
2. Sarkar, Sumit. (1983). Modern India 1885-1947. Delhi: Macmillan
3. Chandra, Bipan. (1989). India's Struggle for Independence. Delhi: Penguin
4. Dr. G.S Chabra: Advanced Study in the History of Modern India Vol. I,II and III.
5. Bhartiya Vidya Bhavan Series: Vol. X and IX
6. Lakshmi Subramanian. (2010). History of India, 1707-1857. Hyderabad: Orient Blackswan
7. Bose, S and Ayesha Jalal. (1998). Modern South Asia: History, Culture, Political Economy. New Delhi: Oxford University Press
8. Chandra, Bipan. (1979). Nationalism and Colonialism in Modern India. Hyderabad: Orient Longman
9. Chandra, Bipan.(2008). Communalism in Modern India. New Delhi: Har Anand



### **TITLE- Cultural Heritage and Tourism (Semester III)**

**Learning Outcomes:** Upon successful completion of course, students will have knowledge and skills to:

- i.) Enhance his/her ability to discern the nature of the cultural heritage of the nation.
- ii.) Identify the diversity of Indian art cutting across time and space.
- iii.) Familiarize the ancient Indian art traditions and stimulate an interest for the appraisal of ancient aesthetics.
- iv.) Examine the development in architecture in India with reference to temples, mosques and forts
- v.) Comprehend different aspects of tourism and its varieties.



## **SKILL ENHANCEMENT COURSE: PAPER I**

**TITLE- Cultural Heritage and Tourism (Semester III)**

**Course Code: UHTTS-302**

### **THEORY COURSE**

**Max Marks: 50**

**Credits:2**

**(a) Semester Examination:40marks**

**(b) Sessional Assessment :10 marks**

#### **UNIT-I HERITAGE**

- i.) Defining Heritage
- ii.) Art and Architecture: Concept in Ancient India
- iii.) Understanding Built Heritage
- iv.) Stupa Architecture : Sanchi

#### **UNIT-II Indo Persian Architecture and Tourism management**

- i.) Indo Persian Architecture : features
- ii.) Forts and Palaces in Delhi : General features
- iii.) Varieties of Tourism
- iv.) Tourism Management.

### **PRACTICAL COURSE**

**Max Marks: 50**

**Credits:2**

**(a) Semester Examination:25marks**

**(b) Sessional Assessment :25 marks**

- i.) A Case Study of any one of the following : Bahu fort, Vaishno Devi, Shrine of Baba Budhan Shah and Gurudwara Maharani Chand Kaur (Gumat)
- ii.) Photo documentation of Amar Mahal Palace
- iii.) Report writing on Raghunath Temple Complex



### Essential Readings :-

1. Agarwal, V.S, *Indian Art*, Varanasi, PrithiviParkashan.
2. Harle, J. *The Art and Architecture of the Indian Subcontinent*, Hormonds worth : Penguin, 1988.
3. Ghosh, B, *Tourism and Travel management*, New Delhi Vikas Publishing House 1998.
4. Thapar, Romila. (2018), *Indian Cultures as Heritage: Contemporary Pasts*. New Delhi: Aleph Book Company
5. Dhar, P. P. (Ed). (2011), *Indian Art History: Changing Perspectives*, New Delhi: DK
6. Mitter, Partha. (2001), *Indian Art*. Oxford: Oxford University Press.
7. Huntington, Susan L. (1985). *The Art of Ancient India: Hindu, Buddhist, Jain*, New York: Weather Hill.
8. Brown, Percy. (1942), *Indian Architecture (Buddhist and Hindu period)*. Delhi: CBS Publishers. (Reprint, 2005).
9. Brown, Percy. (1942). *Indian Architecture (Islamic period)*. Bombay: D. B. Taraporevala Sons & Co
10. N.K.Singh. *Cultural Heritage of Jammu, Kashmir and Ladakh*, Anmol Publisher, 2002
11. Keval Krishan Shakir , *Jammu Heritage and Culture*, 2014





**TITLE- An Introduction to Archaeology (Semester IV)**

**Learning Outcomes:** Upon successful completion of course students will have knowledge and skills to:

- i.) Describe various stages of development of archaeology as a discipline.
- ii.) Discuss the methods of excavations.
- iii.) Explain various dating methods employed by the archaeologists.
- iv.) Identify and contextualize the past objects found during explorations and excavations of sites.
- v.) Interpret aspects of past societies.



**SKILL ENHANCEMENT COURSE: PAPER II**  
**TITLE- An Introduction to Archaeology (Semester IV)**  
**Course Code: UHTTS-402**

**THEORY COURSE**

**Max Marks: 50**

**Credits:2**

- (a) Semester Examination:40marks  
(b) Sessional Assessment :10 marks

**UNIT- I Archaeology**

- i.) Defining Archaeology
- ii.) Understanding its origin and development
- iii.) The variety of archaeological evidence-I : Monuments
- iv.) The variety of archaeological evidence-II : Numismatics.

**UNIT-II**

- i.) Survey of Sites
- ii.) Excavation of Sites
- iii.) Discovering human experience through archaeology: Environment
- iv.) Discovering human experience through archaeology: Technology

**PRACTICAL COURSE**

**Max Marks: 50**

**Credits:2**

- (a) Semester Examination:25marks  
(b) Sessional Assessment :25 marks

- i.) A Case study of any one of the following : Ambaran, Krimchi temples, Manda and Ancient site at Babour (Ramnagar)
- ii.) Photo documentation of Mubarak Mandi Complex
- iii.) Report writing on Akhnoor fort



### **Essential Readings:**

1. Bahn, P, *Archaeology: A very short introduction* , Oxford University Paperback,1996.
2. Charkrabarti, D.K. , *The Oxford Companion to Indian Archaeology*, New Delhi : Oxford University press , 2006.
3. Hall, M & W. Silliman, *Historical Archaeology* , U.S.A. Wiley – Blackwell, 2006.
4. Renfrew, Colin and Paul Bahn. (2016), *Archaeology- Theories, Methods, and Practice*, London: Thames & Hudson.
5. Wheeler, Sir Mortimer. (1954), *Archaeology from the Earth*, London: Oxford University Press.
6. N.K.Singh. *Cultural Heritage of Jammu, Kashmir and Ladakh*, Anmol Publisher, 2002
7. Keval Krishan Shakir , *Jammu Heritage and Culture*, 2014



**GOVT. COLLEGE FOR WOMEN PARADE GROUND, JAMMU**  
**An Autonomous College**

**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Discipline Specific Elective Course-I (History) Semester-V**

Course Code: *World History*  
Credits:06  
Duration of Examination: 3 Hours

Total Marks:100  
Internal Marks:20  
External Marks:80

**UNIT-I**

1. American Revolution: Causes
2. Significant Events.
3. Impact of the Revolution

**UNIT-II**

1. French Revolution: Causes and Events
2. Achievements of National Assembly
3. Role of National Convention.

**UNIT-III**

1. Reforms of Napoleon as First Consul.
2. Napoleon as Emperor: Continental System.
3. Causes of downfall of Napoleon.

**UNIT-IV**

1. Settlement of 1815: Objectives and Salient features
2. Revolution of 1830: Causes and Consequences.
3. Industrial Revolution-Causes and Consequences.

**UNIT-V**

1. Unification of Italy
2. Unification of Germany.
3. Bismarck's Foreign Policy: Basic Objectives Relations with France and Russia.

*Dr. Chandan*

*Dr. Singh*

*Dr. Singh*

*Dr. Singh*



**GOVT. COLLEGE FOR WOMEN PARADE GROUND, JAMMU**  
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**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Discipline Specific Elective Course-II (History) Semester-V**

**Course Code:**

**Credits:06**

**Duration of Examination: 3 Hours**

**Total Marks:100**

**Internal Marks:20**

**External Marks:80**

**UNIT-I**

1. Feudalism: Main Characteristics.
2. Renaissance: Origin and Dominate Features.
3. Reformation: Genesis

**UNIT-II**

1. Industrialization: Concept.
2. Industrial Revolution in Britain.
3. Impact.

**UNIT-III**

1. Imperialism Causes.
2. Circumstances Favorable to Imperialism: India
3. Consequences.

**UNIT-IV**

1. Colonialism: Causes
2. Colonialism in India.
3. Decolonization: Break-up of Colonial Empire.

**UNIT-V**

1. Nationalism: Concept
2. Nationalism in China Factors.
3. Nationalism in India.

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*Prasanna*

*Blasem*

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**GOVT. COLLEGE FOR WOMEN PARADE GROUND, JAMMU**  
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**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Discipline Specific Elective Course-III (History) Semester-VI**

**Course Code:**

**Credits:06**

**Duration of Examination: 3 Hours**

**Total Marks:100**

**Internal Marks:20**

**External Marks:80**

**UNIT-I**

1. Franco-Russian Alliance of 1894
2. Anglo French Entente of 1904
3. Anglo Russian Entente of 1907.

**UNIT-II**

1. Russian Revolution: Causes
2. Causes of Bolshevik success and immediate consequences.
3. Administrative Reforms of Lenin.

**UNIT-III**

1. First world: Causes and consequences.
2. Paris Peace Settlement of 1919.
3. League of Nations: Achievements and failure.

**UNIT-IV**

1. Modernization of Japan.
2. Rise of Chinese Nationalism and Rise of Dr. Sun-Yat-Sen.
3. Modernization of Turkey under Mustafa Kamal Pasha.

**UNIT-V**

1. Nazism: Characteristic features.
2. Foreign Policy of Hitler (1933-39)
3. World War-II: Causes and Immediate Consequences.

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**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Discipline Specific Elective Course-IV (History) Semester-V**

**Course Code:**

**Credits:06**

**Duration of Examination: 3 Hours**

**Total Marks:100**

**Internal Marks:20**

**External Marks:80**

**UNIT-I**

1. The United Nations: Formation, Objectives and Principles.
2. Chief Organs of the United Nations.
3. Role of India in United Nations.

**UNIT-II**

1. Cold War: Origin and Causes.
2. Impact of cold war on Asia.
3. End of cold war

**UNIT-III**

1. Non Alignment: Causes and Objectives.
2. Leaders of Non-A lignment: Pt. J.N Nehru, Marshal Tito Al-Naser.
3. Panchsheel.

**UNIT-IV**

1. Peace Keeping Force (Concept)
2. Role of Peace-Keeping Force: Indo-China, Vietnam Laos and Combodia.
3. Cango or Role of Indian Peace keeping forces in Srilanka etc.

**UNIT-V**

1. Globalization-Meaning.
2. Scope of Globalization: Countries involved.
3. Impact.

*Dr. Chandan K. Garg*

*Dr. S. K. Sharma*

*Dr. S. K. Sharma*



**GOVT. COLLEGE FOR WOMEN PARADE GROUND, JAMMU**  
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**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Generic Elective Course-I (History) Semester-V**  
**Course Title: Indian History**

**Course Code:**  
**Credits:06**  
**Duration of Examination: 3 Hours**

**Total Marks:100**  
**Internal Marks:20**  
**External Marks:80**

**UNIT-I**

1. Harappan Culture Characteristic.
2. Vedic Culture Characteristic.
3. Magadha Empire- Emergence and Decline.

**UNIT-II**

1. The Mouryas Central Administration and Non-Violence of Asoka.
2. Kushanas-Cultural Contribution.

**UNIT-III**

1. Harshvardhan : Administration
2. Social Changes: Post-Gupta Period.
3. Rise of Rajputs as Ruling Class: Cholukyias, Chouhans, Rathods.

**UNIT-IV**

1. Foundation of Sultanate: Mohd. Ghori.
2. Central Administration during the Sultanate period.
3. Women in political life of Sultanate.

**UNIT-V**

1. Urbanization
2. Cultural Changes
3. Decline of Sultanate

*Handwritten signatures and names:*  
Dr. Chandan Singh  
Dr. Rajinder Singh  
Dr. Anil Kumar  
Dr. Anil Kumar  
Dr. Anil Kumar

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Dr. Anil Kumar





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**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Generic Elective Course-II (History) Semester-VI**

**Course Title: Indian History**

**Course Code:**

**Credits:06**

**Duration of Examination: 3 Hours**

**Total Marks:100**

**Internal Marks:20**

**External Marks:80**

**UNIT-I**

1. Foundation of Mughal Empire and Rivalry with Afghans.
2. Literature: Main characteristic.
3. Paintings.

**UNIT-II**

1. Suleh-I-Kul Policy of Akbar
2. Fanatic Policy of Aurangzeb
3. Architectural Characteristics

**UNIT-III**

1. English East India Company: Establishment
2. East India Company and Trade, Commerce
3. Rule of East India company: Permanent Settlement. Subsidiary Alliance, Doctrine of Lapse.

**UNIT-IV**

1. Social Reforms pertaining to Women.
2. Educational Reforms.
3. First War of Indian Independence.

**UNIT-V**

1. Mass Movements.
2. Non-Violent Philosophy of Gandhi.
3. Opposition to Constitutional Changes by Indian National Congress: Act of 1909, 1919.

*San Chaudhary* *Rajinder* *Shiv* *Sham*

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**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Ability Enhancement or Skill Course-I (History) Semester-V**

**Course Title: Indian History**

*History of Museum and Archives*

**Course Code:**

**Credits:06**

**Duration of Examination: 3 Hours**

**Total Marks:100**

**Internal Marks:20**

**External Marks:80**

**UNIT-I**

1. Defining Museums.
2. Defining Archives.

**UNIT-II**

1. History of the Museums.
2. A case study of Dogra Art Gallery.

**UNIT-III**

1. History of the Archives.
2. A case study of National Archives of India, Delhi.

**UNIT-IV**

1. Kinds of Museums.
2. Classification of Museum.

*Dr. Anurag Chaudhary*  
*Dr. Rajinder*  
*Dr. Lata*  
*Dr. Desai*

*Dr. Anurag Chaudhary*



**GOVT. COLLEGE FOR WOMEN PARADE GROUND, JAMMU**  
**An Autonomous College**

**Detailed Syllabus for the Examination to be held during Session 2018-19**

**Ability Enhancement or Skill Course-II (History) Semester-VI**

*Folk Lore and culture/tradition*

Course Code:

Credits:06

Duration of Examination: 3 Hours

Total Marks:100

Internal Marks:20

External Marks:80

**UNIT-I**

1. Defining Popular Culture.
2. Popular Culture: Urbans and Rural.

**UNIT-II**

1. Folk Lore.
2. Oral traditions.

**UNIT-III**

1. Pilgrimage and Pilgrim Practices in Jammu Region.
2. Mata Vaishno Devi Shrine/ Baba Chamliyal Shrine: A Case study.

**UNIT-IV**

1. Food Culture of Jammu, Kashmir Ladakh.
2. Music and Popular Dances of Jammu, Kashmir and Ladakh.

*Dr. Chandley* *Dr. Pooja* *Dr. Sharm*  
*H* *Sharma*

*Dr. Chandley*



Non CBSE

**SEMESTER-I**

*Title:*

Course Name: Ancient India

Maximum Marks: 100

(a) Semester Examination: 80

(b) Sessional Assessment: 20

Duration of Examination: 3 Hours.

**Unit- I**

- i. Overview of Literature- Vedas and Brahmanas.
- ii. Social life in Early and Later Vedic Age.
- iii. Economic life in Early and Later Vedic Age.
- iv. Religious life in Early and Later Vedic Age.

**Unit- II**

- i) Emergence of Jainism and Mahavira.
- ii) Development of Jainism after Mahavira.
- iii) Emergence of Buddhism and Buddha.
- iv) Development of Buddhism: Rise of Mahayana Sect.

**Unit- III**

- i) Origin and Sources of Mauryas.
- ii) Policy of Dhamma Vijaya of Ashoka.
- iii) Administration of Mauryas.
- iv) Kushans; Conquests and Cultural contribution with special reference to Kanishka.

**Unit- IV**

- i) Origin and Sources of Guptas.
- ii) Expansion of Guptas under Samudra Gupta and Chandra Gupta.
- iii) Cultural development under the Guptas.
- iv) Harshvardhan's Administration.

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## SEMESTER- II

Course Name : Early Medieval India

Maximum Marks: 100

Semester Examination: 80

- a) Sessional Assessment: 20
- b) Duration of Examination: 3 Hours.

### Unit- I

- i. Establishment of Sultanate: Mohd Ghori and Qutb-ud-din Aibak.
- ii. Iltutmish: Conquest and Consolidation.
- iii. Razia Sultan: Accession and Role of Nobility.
- iv. Ghiyas-ud-din Balban: Theory of Kingship.
- v.

### Unit- II

- v) Khilji Revolution
- vi) Ala-ud-din Khilji – Conquest of North India.
- vii) Ala-ud-din's Deccan Policy.
- viii) Market Control Policy of Ala-ud-din.

### Unit- III

- v) Foundation of Tughlaq Dynasty.
- vi) Mohdammad Tughlaq: Transfer of Capital, Token <sup>currency</sup> ceremony, Taxation in Doab.
- vii) Feroz Shah Tughlaq: Public welfare Activities.
- viii) Religious Policy of Feroz Shah Tughlaq.

### Unit- IV

- v) Timur's Invasion of India and its impact.
- vi) Reforms of Sikander Lodi and Decline of Lodi Dynasty under Ibrahim Lodi.
- vii) Central Administration of the Sultanate (1206-1520 AD)
- viii) Architecture during Sultanate Period (1200-1526 AD)

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### SEMESTER- III

Course Name: Indian National Movement

Maximum Marks: 100

Semester Examination: 80

- a) Sessional Assessment: 20
- b) Duration of Examination: 3 Hours.

#### Unit- I

- i. First war of Indian Independence: Causes, nature and repercussions.
- ii. Brahma Samaj and Arya Samaj.
- iii. Aligarh movement.
- iv. Social Legislation of 19<sup>th</sup> century.
- v.

#### Unit- II

- i) Administrative development under Lord Ripon.
- ii) Administrative Development under Lord Curzan.
- iii) Act of 1909: Salient features and impact.
- iv) Act of 1919: Salient features and impact.

#### Unit- III

- i) Rise of Indian Nationalism.
- ii) Birth of Indian National Congress, Moderates and Extremists.
- iii) Non Cooperation Movement.
- iv) Swarajists Party.

#### Unit- IV

- i) Simon's Commission, Nehru Report.
- ii) Civil Disobedience Movement.
- iii) Quit India Movement.
- iv) Cabinet Mission and Moutbatten Plan.

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## SEMESTER-IV

Course Name: History of Jammu and Kashmir State

Maximum Marks: 100

Semester Examination: 80

- Sessional Assessment: 20
- Duration of Examination: 3 Hours.

### Unit- I

- Source of Kashmir History.
- Lalitaditya: Conquest and Administration.
- Avantivarman: Administrative Reforms.
- Didda as Regent and as Queen.

### Unit- II

- Foundation of Sultanate: Factors.
- Sultan Sikander : Religious Policy.
- Sultan Zain-ul- Ab-din- Administration.
- Sultan Zain-ul- Ab-din- Religious Policy.

### Unit- III

- Sources of the History of Jammu.
- Raja Mal Dev- Political Achievements.
- Rise of Jammu Kingdom under Ranjit Dev.
- Early Life and Rise of Gulab Singh till 1819 AD.

### Unit- IV

- Expansion of Jammu Raj till 1846 A.D.
- Circumstances leading to the foundation of the Modern Jammu and Kashmir State.
- Administration under Gulab Singh.
- Administrative reforms of Ranbir Singh.

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History.

**SEMESTER: FIFTH (UNDER GRADUATE)**  
**COURSE TITLE: (WORLD HISTORY)**  
**SYLLABUS**

**M.M:100**

**(a) Semester Exam: 80**

**(b) Internal Assessment -20**

**Unit-I**

- i. Causes and characteristics of Renaissance and Impact.
- ii. Reformation; Causes
- iii. Role of <sup>Martin</sup> Luther in the Reformation Movement
- iv. Counter Reformation : Causes and Success

**Unit-II**

- i. French Revolution: Causes and events.
- ii. Achievement of National Assembly.
- iii. Role of National Convention.
- iv. Works of Napoleon as first <sup>Consul</sup> ~~casual~~.

**Unit-III**

- i. Napoleon as Emperor: Continental System of Napoleon.
- ii. Causes of the downfall of Napoleon.
- iii. Settlement of 1815 and its consequences.
- iv. Revolution of 1830- Causes and Consequences

**Unit-IV**

- i. Industrial Revolution: Causes and consequences.
- ii. Unification of Italy
- iii. Foreign policy of Napoleon III
- iv. Unification of Germany.





**SEMESTER: SIXTH (UNDER GRADUATE)**

**COURSE TITLE: (WORLD HISTORY)**

**SYLLABUS**

**M.M:100**

**(a) Semester Exam: 80**

**(b) Internal Assessment -20**

**Unit-I**

- i. Bismarck's Foreign policy- Basic objectives, relations with France & Russia.
- ii. France – Russian Alliance of 1894.
- iii. Anglo- French Entente of 1904.
- iv. Anglo- Russian Entente of 1907.

**Unit -II**

- i. Causes of Bolshevik Revolution of 1917.
- ii. Causes OF Bolshevik Success and immediate Consequences.
- iii. Administrative changes under Lenin.
- iv. Economic policy of Lenin.

**Unit –III**

- I. First World War: Causes and peace settlement of 1919.
- II. Achievement of League of Nations: political & Socio – Economic.
- III. Failure of League of Nations and its causes.
- IV. Modernization of Japan (1868-1905).

**Unit-IV**

- i. Rise in Chines Nationalism & Role of DR. Sun – yat-Sen.
- ii. Modernization of Turkey under Mustafa Kamal Pasha.
- iii. Foreign policy of Hitler (1933-39).
- iv. World War II: causes and its immediate consequence.



