

**ORDINANCES, TEST OUTLINES,  
SYLLABI and READING COURSES**

For

**B.A. Part I  
(Semester I & II)**

Academic Sessions  
**2025–26 and 2026–27**

Under  
**Choice-Based Credit System (CBCS)**  
Scheme of

**NEP 2020**

**PROGRAMME CODE : BAHIS**



**Department of History  
GURU NANAK COLLEGE BUDHLADA  
AN AUTONOMOUS COLLEGE  
Email id: [gncbudhlada@yahoo.co.in](mailto:gncbudhlada@yahoo.co.in)  
Website: [www.gncbudhlada.org](http://www.gncbudhlada.org)**

**SYLLABI, OUTLINES OF PAPERS AND TESTS FOR**

**B.A-I Semester-I**

**Session 2025-26 and 2026-27**

**Program Code: BAHIS**

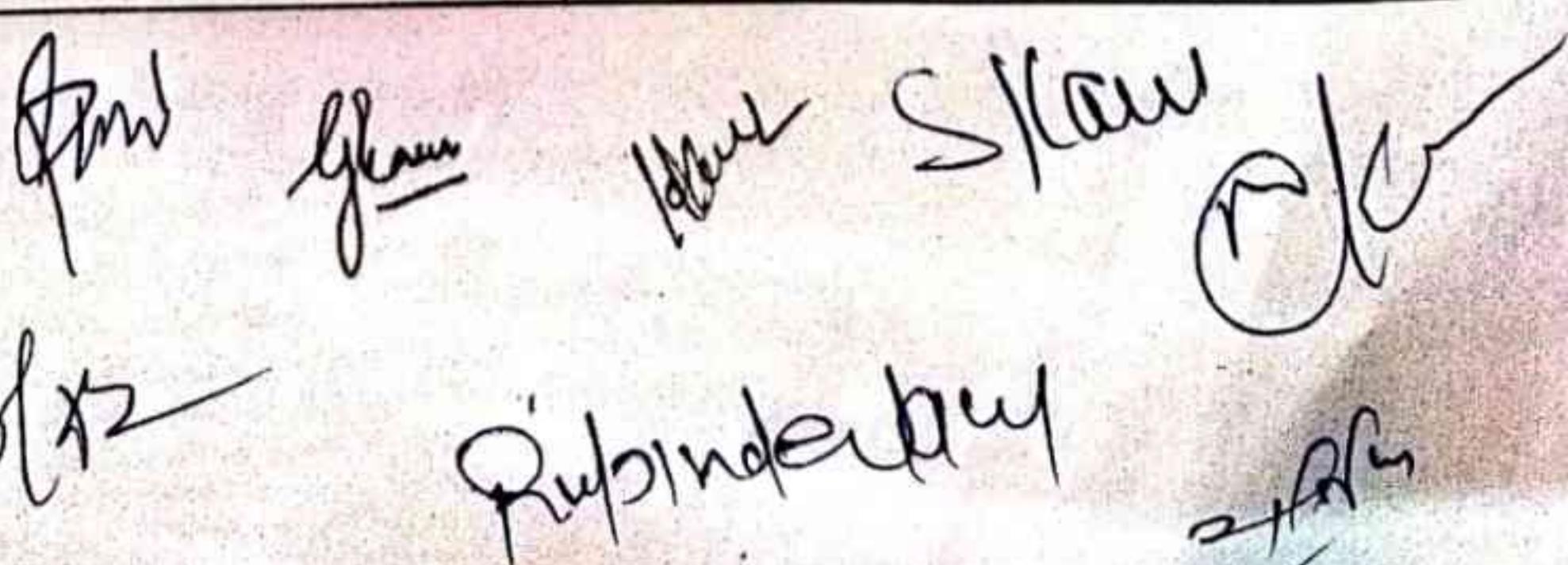
Paper Code	Name of the Paper	Internal	External	Total	Credits
<b>Major A-1</b>					
BAHIS1104T <i>BAHIS 1104T Minor 1</i>	History of Punjab (1469-1708) <i>Same as major A-1</i>	30	70	100	4
<b>(Interdisciplinary/Multidisciplinary Course)</b>					
<b>Elective Paper</b>					
BAHIS1122T	History and Culture of Punjab from Indus Valley to 1000 A.D	30	70	100	3
BAHIS1123T	Introduction to History (Skill Enhancement Course)	30	70	100	3

**B.A-I Semester II**

**Session 2025-26 and 2026-27**

**Program Code: BAHIS**

Paper Code	Name of the Paper	Internal	External	Total	Credits
<b>Major A-2</b>					
BAHIS1204T <i>BAHIS 1204T Minor 2</i>	Ancient India : Political History from Earliest Times to 326 B.C. <i>Same as major A-2</i>	30	70	100	4
<b>(Interdisciplinary/Multidisciplinary Course)</b>					
<b>Elective Paper</b>					
BAHIS1222T	The Punjab : State, Society and Culture (1708-1947)	30	70	100	3
BAHIS1223T	Oral History: Importance and Relevance (Skill Enhancement Course)	30	70	100	3


  
*Amrit Singh* *Gurpreet Kaur* *Malvinder Kaur*  
*2025* *Rubinder Kaur* *2026*

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## B.A. (HISTORY) PPART-I, Semester-I

Multidisciplinary Under-Graduate Programme to be offered by colleges

B.A. Honors in History (without Research)

(Based on NEP 2020)

Major A-1

Subject Code - BAHIS1104T

### Paper-HISTORY OF PUNJAB FROM 1469-1708

Max Marks: 100

Time Allowed: 3 Hours

External Assessment: 70

Pass Marks: 35%

Internal Assessment: 30

Credits: 4

#### COURSE OBJECTIVES:

The main objectives of History of Punjab are to familiarize students with the historical sources of Punjab Janamsakhis, Vars, Adi Granth and Hukamnamas so that they can gain authentic and detailed knowledge of Sikh history. The aim of this curriculum is to enable students to analyze the political, social and religious situation of the time of Guru Nanak Dev Ji, his teachings and the development of Sikhism from Sri Guru Angad Dev Ji to Sri Guru Gobind Singh Ji, martyrdoms, religious and military changes and the significance of historical battles from a theoretical and geographical perspective.

#### COURSE OUTCOMES:

From this curriculum, students will be able to understand the importance of historical sources of Punjab such as Janamsakhis, Vars, Adi Granth and Hukamnamas. They will get detailed information about the political, social and religious situation of the time of Guru Nanak Dev Ji, his teachings and his pilgrimage route. Students will be able to understand the development of Sikhism through the Gurus. Students will also be able to get information about the martyrdom of Sri Guru Arjan Dev Ji, the military transformation of Sri Guru Hargobind Ji, the martyrdom of Sri Guru Tegh Bahadur Ji and the military and religious achievements of Sri Guru Gobind Singh Ji and the geographical significance of historical events through the maps of Punjab.

#### INSTRUCTIONS FOR THE PAPER-SETTERS/ EXAMINER

The question paper will consist of three sections A, B and C. Section A and B will have four questions each from the respective sections of the syllabus out of which the candidate will be required to attempt two questions each. Each question will carry 12 marks. Only one Question on map can be given in one section either A or B. Section C will be compulsory with eleven short-answer type questions of 02 marks each which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks

Total Marks : 30 Marks

#### INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

*Amritpal Singh* *Deep Singh* *Worl Skew*  
*Amritpal Singh* *Deep Singh* *Worl Skew*  
*Amritpal Singh* *Deep Singh* *Worl Skew*

## SECTION-A

1. Sources of Punjab History: Janamsakhis, Vars, Adi Granth, Hukamnamas.
2. Age of Guru Nanak: Political, Social and Religious Conditions.
3. Guru Nanak: His teachings and travels; Map on the Travels of Guru Nanak with explanation.
4. Evolution of Sikhism under Guru Angad, Guru Amar Das and Guru Ram Das.

## SECTION-B

5. Development of Sikhism under Guru Arjan Dev and his Martyrdom.
6. Transformation of Sikhism under Guru Hargobind: Map on Battles of Guru Hargobind with explanation.
7. Guru Tegh Bahadur: Martyrdom and its Significance.
8. Guru Gobind Singh: Creation of Khalsa and its significance, His achievements, Map on Battle of Guru Gobind Singh with explanation.

### Suggested Readings:---

1. Banerjee, Indubhusan. Evolution of the Khalsa: the reformation, Mukherjee & Co., Calcutta, 1962.
2. Fauja Singh and Kirpal Singh, Atlas Travels of Guru Nanak, Punjabi University, Patiala, 1976.
3. Grewal, J. S. Guru Nanak in History, Panjab University, Chandigarh, 1988,
4. Grewal, J.S. New Cambridge History of India, The State of the Punjab, Cambridge University Press, Cambridge, 2017.
5. Kirpal Singh & Kharak Singh, History of the Sikhs and Their Religion, Vol. 1, Shiromani Gurdwara Parbandhak Committee, Amritsar, 2003.
6. Narang, Gokul Chand, Transformation of Sikhism Kalyani, Delhi, 1989.
7. Teja Singh and Ganda Singh, A Short History of the Sikhs, Punjabi University, Patiala, 1999.
8. ਦਲਜੀਤ ਸਿੰਘ, ਸ੍ਰੀ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ: ਜੀਵਨ ਅਤੇ ਬਾਣੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2022.
9. ਭਗਤ ਸਿੰਘ, ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1983.
10. ਫੋਜਾ ਸਿੰਘ, ਹੁਕਮਨਾਮੇ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1996.
11. ਗੰਡਾ ਸਿੰਘ, ਹੁਕਮਨਾਮੇ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1967.

guru Nanak Dev Singh  
Rupinderpal Singh  
Jaspreet Singh  
Sandeep Singh  
Rajinder Singh

## **B.A. (HISTORY) PART-I Semester -I**

Multidisciplinary Under-Graduate Programme to be offered by colleges

B.A. Honors in History (without Research)

(Based on NEP 2020)

Minor - 4

Subject Code - BAHIS1105T

### **Paper-HISTORY OF PUNJAB FROM 1469-1708**

Max Marks: 100

Time Allowed: 3 Hours

External Assessment: 70

Pass Marks: 35%

Internal Assessment: 30

Credits: 4

#### **COURSE OBJECTIVES:**

The main objectives of History of Punjab are to familiarize students with the historical sources of Punjab Janamsakhis, Varas, Adi Granth and Hukamnamas so that they can gain authentic and detailed knowledge of Sikh history. The aim of this curriculum is to enable students to analyze the political, social and religious situation of the time of Guru Nanak Dev Ji, his teachings and the development of Sikhism from Sri Guru Angad Dev Ji to Sri Guru Gobind Singh Ji, martyrdoms, religious and military changes and the significance of historical battles from a theoretical and geographical perspective.

#### **COURSE OUTCOMES:**

From this curriculum, students will be able to understand the importance of historical sources of Punjab such as Janamsakhis, Varas, Adi Granth and Hukamnamas. They will get detailed information about the political, social and religious situation of the time of Guru Nanak Dev Ji, his teachings and his pilgrimage route. Students will be able to understand the development of Sikhism through the Gurus. Students will also be able to get information about the martyrdom of Sri Guru Arjan Dev Ji, the military transformation of Sri Guru Hargobind Ji, the martyrdom of Sri Guru Tegh Bahadur Ji and the military and religious achievements of Sri Guru Gobind Singh Ji and the geographical significance of historical events through the maps of Punjab.

#### **INSTRUCTIONS FOR THE PAPER-SETTERS/ EXAMINER**

: The question paper will consist of three sections A, B and C. Section A and B will have four questions each from the respective sections of the syllabus out of which the candidate will be required to attempt two questions each. Each question will carry 12 marks. Only one Question on map can be given in one section either A or B. Section C will be compulsory with eleven short-answer type questions of 02 marks each which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks

Total Marks : 30 Marks

#### **INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

*John*  
*affairs*

*Guru*  
*SPB*

*Amrit*  
*Mal*  
*Raminderpal*  
*Pal*



## SECTION-A

1. Sources of Punjab History: Janamsakhis, Vars, Adi Granth, Hukamnamas.
2. Age of Guru Nanak: Political, Social and Religious Conditions.
3. Guru Nanak: His teachings and travels; Map on the Travels of Guru Nanak with explanation.
4. Evolution of Sikhism under Guru Angad, Guru Amardas and Guru Ramdas.

## SECTION-B

5. Development of Sikhism under Guru Arjan Dev and his Martyrdom
6. Transformation of Sikhism under Guru Hargobind: Map on Battles of Guru Hargobind with explanation.
7. Guru Tegh Bahadur: Martyrdom and its Significance.
8. Guru Gobind Singh: Creation of Khalsa and its significance, His achievements, Map on Battle of Guru Gobind Singh with explanation.

### Suggested Readings:---

1. Banerjee, Indubhusan. Evolution of the Khalsa: the reformation, Mukherjee & Co., Calcutta, 1962.
2. Fauja Singh and Kirpal Singh, Atlas Travels of Guru Nanak, Punjabi University, Patiala, 1976.
3. Grewal, J. S. Guru Nanak in History, Panjab University, Chandigarh, 1988,
4. Grewal, J.S. New Cambridge History of India, The State of the Punjab, Cambridge University Press, Cambridge, 2017.
5. Kirpal Singh & Kharak Singh, History of the Sikhs and Their Religion, Vol. 1, Shiromani Gurdwara Parbandhak Committee, Amritsar, 2003.
6. Narang, Gokal Chand, Transformation of Sikhism Kalyani, Delhi, 1989.
7. Teja Singh and Ganda Singh, A Short History of the Sikhs, Punjabi University, Patiala, 1999.
8. ਦਲਜੀਤ ਸਿੰਘ, ਸ੍ਰੀ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ: ਜੀਵਨ ਅਤੇ ਬਾਣੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2022.
9. ਭਗਤ ਸਿੰਘ, ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1983.
10. ਫੌਜਾ ਸਿੰਘ, ਹੁਕਮਨਾਮੇ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1996.
11. ਗੰਡਾ ਸਿੰਘ, ਹੁਕਮਨਾਮੇ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1967.

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Rubinderpal

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### **Multi-disciplinary**

Major Under-Graduate Programme (Honors without Research) to be offered by colleges  
B.A. Honours in History (without Research)  
(Based on NEP 2020)  
IDC/MDC-I  
Subject Code— BAHIS1122T

### **Paper-History and Culture of Punjab from Indus Valley to 1000 A.D.**

Max Marks: 100

Time Allowed: 3 Hours

External Assessment: 70

Pass Marks: 35%

Internal Assessment: 30

Credits: 3

#### **COURSE OBJECTIVES:**

The main objectives of this curriculum are to provide students with an understanding of the historical development of ancient India and especially Punjab. Through which students will gain information about the urban planning, social, economic and religious life of the Harappan culture. The arrival of the Indo-Aryan people, the social, religious and economic life of the Rig Vedic and Later Vedic eras and to provide students with detailed knowledge about the teachings and influences of Buddhism and Jainism, the administrative system of Punjab under the Maurya and Gupta rulers, and the development of education, art and architecture are also the main objectives of this curriculum.

#### **COURSE OUTCOMES:**

Under this (History and Culture of Punjab from Indus Valley to 1000 A.D) curriculum, students will develop a deeper understanding of the urban planning of the Harappan culture, and the social, economic and religious life of the people of the Indus Valley. They will be able to understand in detail the arrival of the Indo-Aryan people and the changing forms of society, religion and economy in the Rigvedic and Later Vedic periods. Students will be able to discuss the teachings of Buddhism and Jainism and their social impacts and they will be able to critically reflect in depth on the administrative structure of Punjab during the Mauryan and Gupta periods and the development of education, art and architecture of that time.

#### **INSTRUCTIONS FOR THE PAPER-SETTERS/ EXAMINER**

The question paper will consist of three sections. Sections A and B (consist of Units I and II of the syllabus respectively) will have four questions each from the respective units and candidates will have to attempt two questions each from section A and B. Each question in section A and B will carry 12 marks. Section C will be compulsory and will consist of 11 short-answer type questions of two marks each, which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks
: Total Marks : 30 Marks	

#### **INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

*Shivam* *Yashas* *Murti* *Shankar*  
*Rupinderpal* *Dhruv* *SPK* *Yashas*

## SECTION-A

1. Harappan Civilization: Town planning, Socio-Economic and Religious life of Indus Valley people.
2. Indo-Aryan: Original Home and settlements in Punjab.
3. Social, Religious and Economic life during Rig Vedic Age.
4. Social, Religious and Economic life during Later-Vedic Age.

## SECTION-B

5. Buddhism and Jainism: Teachings and Impact.
6. Punjab under Chandragupta Maurya and Ashoka..
7. Administration of Punjab under the Gupta Empire.
8. Development of Education, Art and Architecture.

### Suggested Readings:

1. Chopra, P. N., Puri, B.N., & Das, M.N., A Social, Culture & Economic History of India, Vol.1, Macmillan India, New Delhi, 1974.
2. Joshi, L. M. (ed.), History and Culture of the Punjab, Part-1, Punjabi University, Patiala, 1989 (3rd edition).
3. Joshi, L. M. and Fauja Singh (ed.), History of Punjab, Vol. I, Punjabi University, Patinia 1977.
4. Parkash, Budha, Glimpses of Ancient Punjab, Punjabi University, Patiala, 1983.
5. Sharma, B. N. Life in Northern India, Delhi, 1966.

Glau  
Walt  
Spau  
Rupinder Singh  
M. J. S. S. S.  
Officer  
J. S. S. S.

Multi-disciplinary Major Under-Graduate Programme (Honors without Research) to be offered by colleges

B.A. Honours in History (without Research)

(Based on NEP 2020)

SEC-1

Subject Code: BAHIS1123T

### Paper-Introduction to History

Max Marks: 100

Time Allowed: 3 Hours

External Assessment: 70

Pass Marks: 35%

Internal Assessment: 30

Credits: 3

#### COURSE OBJECTIVES:

The main objectives of this (Introduction to History) are to provide students with an understanding of the definition, nature, subject-specificity and its main objectives of history. This course provides knowledge about identifying historical sources primary and secondary and their scientific use. Through this course, students are made to study the interrelationships of history with social sciences such as geography, political science, economics and sociology. Apart from this, the basic objective of this (Introduction to History) is to broaden the historical perspective of the students by providing information about archaeology, museums, Archives and historical monuments of Punjab.

#### COURSE OUTCOMES:

Under this (Introduction to History), students will gain a deeper understanding of the definition, nature, characteristics and objectives of history and will also be able to identify and use ancient and modern historical sources primary and secondary. Students will be able to understand the relationship between history and social sciences- geography, political science, economics and sociology. Along with this, students will gain information about the role of archaeology, museums and archives, their importance and the major museums and archives of India. Students will also be able to analyze the identity and historical significance of major historical monuments and buildings of Punjab.

#### INSTRUCTIONS FOR THE PAPER-SETTERS/EXAMINER

The question paper will consist of three sections. Sections A and B (consist of Units I and II of the syllabus respectively) will have four questions each from the respective units and candidates will have to attempt two questions each from section A and B. Each question in section A and B will carry 12 marks. Section C will be compulsory and will consist of 11 short-answer type questions of two marks each, which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks

Total Marks : 30 Marks

#### INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

*Ranbir Singh* *Shivam* *Harpreet Singh* *Shrawan*  
*Rubinder Singh* *Shivam* *Harpreet Singh* *Shrawan*  
*Chetan*

## SECTION-A

1. History: Definitions and Nature.
2. History: Scope and Purpose.
3. Historical Sources. Primary and Secondary.
4. Relation of History & Social Sciences with special reference to Geography, Political Science, Economics and Sociology.

## SECTION-B

5. Archaeology: Definitions & meaning.
6. Museum: Definitions & Meaning, Important Museum in India
7. Archives Definitions & Meaning: Important Achieves in India.
8. Important monuments and Historical Buildings of Punjab.

### Suggested Readings:-

1. Ali, B. Sheikh, History, its Theory and Method, Macmillan, 1978.
2. Bajaj, S.K., History, its Philosophy, Theory and Methodology, Indian Institute of Language Studies, Patiala, 1987.
3. Burdhan, Anand, Colonial Museum: An Inner History, Research India Press, Delhi, 2017
- 4 Carr, E.H., What is History?, Penguin Books, New Delhi, 2018 (repr.).
5. Choudhary, R.D., Museum of India and their Melodies, Agra Prakashan, Calcutta, 1988.
6. Collingwood, R.G., The idea of History, London: Oxford University Press, New Delhi, 1951 (Recent edition 2020).
7. Roychoudhary, Madhuparna, Displaying India's Heritage: Archaeology and the Museum Movements Colonial India, Orient Black Swan, New Delhi, 2015.

*Yours truly  
Satyendra  
Dhaliwal  
22/3/23  
OKEN*

Multi-disciplinary Major Under-Graduate Programme (Honors without Research) to be offered by Colleges  
B.A. Honors in History (without Research)  
(Based on NEP 2020)

Paper- Ancient India: Political History from Earliest Times to 326 B.C.

Max Marks: 100  
External Assessment: 70  
Internal Assessment: 30

Time Allowed: 3 Hours  
Pass Marks: 35%  
Credits: 4

### **COURSE OBJECTIVES:**

The main objectives of this curriculum are to provide students with a scientific and historical understanding of the prehistoric eras Stone Age, Paleolithic, Mesolithic, Neolithic and Chalcolithic and to develop the ability to analyse the physical and geographical features of India and their impact on history. Students are taught to identify and use historical sources through archaeology, epigraphy, numismatics, libraries and foreign texts. Its main objectives are to provide students with a detailed knowledge of the ancient history of India through the historical events of the Indus Valley Civilization, Rigvedic and Later Vedic eras, Mahajanapadas, rise of Magadha and Alexander.

## COURSE OUTCOMES:

Through this curriculum, students will be able to understand the prehistoric period from the Stone Age to the Chalcolithic Age and its impact on the history of the physical geography of India. They will gain knowledge about the importance of historical sources like archaeology, epigraphy, numismatics, libraries and foreign texts and about the Indus Valley Civilization, Rigvedic and Later Vedic eras, rise of Mahajanapadas, development of Magadha and the invasions of Alexander. Apart from this, the students will have a deeper and broader view of historical places and their geographical significance through maps.

## **INSTRUCTIONS FOR THE PAPER-SETTERS/ EXAMINER:**

The question paper will consist of three sections A, B and C. Section A and B will have four questions each from the respective sections of the syllabus out of which the candidate will be required to attempt two questions each. Each question will carry 12 marks. Only one Question on map can be given in one section either A or B. Section C will be compulsory with eleven short-answer type questions of 02 marks each which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks
	Total Marks : 30 Marks

## **INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

Frank  
Glow  
Mark  
Snow  
Reproduktion erlaubt  
Dokumentation  
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## SECTION-A

1. Pre-Historical Period: Stone Age, Paleolithic Age, Mesolithic Age, Neolithic Age and Chalcolithic Age.

2. Physical features of India and impact on history, Map on Physical Features of Ancient India with explanation.

3. Sources: Archaeology, Epigraphy, Numismatics, Literary and Foreign accounts.

4. Indus Valley Civilization: Discovery, Extent and Town planning, Socio-Religious, Economic and Political condition of Indus Valley Civilization and causes of its decline; Map on Important sites of Indus Valley Civilization with explanation.

## SECTION-B

5. Early Vedic period: Political Social, Economic and Religious condition.

6. Later Vedic period: Political, Social, Economic, Religious condition.

7. Sixteen Mahajanapadas and rise of Magadha, Map on Mahajanapadas with explanation, Map on Magadha empire with explanation.

8. Alexander's invasion: causes and effects.

### ESSENTIAL BOOKS:-----

1. Altekar, A. S. State and Government in Ancient India, Motilal Banarsi Dass New Delhi, 2016, (repr.)
2. Dhillon, Sukhninder Kaur, Religious History of Ancient India, Shree Publishers, New Delhi, 2005.
3. Jha, D.N, Ancient India in Historical Outline, Manohar Publishers, New Delhi, 2012
4. Majumdar, R. C., Raychaudhary, H.C and K.K. Datta, An Advanced History of India Vol. 1, Macmillan India, Delhi, 1946
5. Mookerji, R.K., Ancient Indian Education, Motilal Banarsi Dass, Delhi, 1947.
6. Raychaudhary, H.C., Political History of Ancient India, University of Calcutta, Calcutta, 1927,
7. Thapar, Romila, History of India Vol. 1, Penguin India, New Delhi, 2000.
8. Tripathi, R.S., History of Ancient India, Exotic India, Delhi, 2014, (repr.).

### REFERENCE BOOKS:-----

1. Basham A. L. The Wonder That Was India, Picador India, New Delhi, 2019, (repr.)
2. Kosambi, D.D., An Introduction to the Study of Indian History, Sangam Books Ltd., New Delhi, 2023, (repr.).
3. Sharma, R.S : India's Ancient past, Oxford University Press, New Delhi, 2006.
4. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Education India. New Delhi, 2009.

gaur  
dulit lal  
Rupinderpal  
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Multi-disciplinary Major Under-Graduate Programme (Honors without Research) to be offered by Colleges  
B.A. Honors in History (without Research)  
(Based on NEP 2020)  
Minor 2  
Subject Code:- BAHIS1205T

**Paper- Ancient India: Political History from Earliest Times to 326 B.C.**

Max Marks: 100  
External Assessment: 70  
Internal Assessment: 30

Time Allowed: 3 Hours  
Pass Marks: 35%  
Credits: 4

**COURSE OBJECTIVES:**

The main objectives of this curriculum are to provide students with a scientific and historical understanding of the prehistoric eras Stone Age, Paleolithic, Mesolithic, Neolithic and Chalcolithic and to develop the ability to analyse the physical and geographical features of India and their impact on history. Students are taught to identify and use historical sources through archaeology, epigraphy, numismatics, libraries and foreign texts. Its main objectives are to provide students with a detailed knowledge of the ancient history of India through the historical events of the Indus Valley Civilization, Rigvedic and Later Vedic eras, Mahajanapadas, rise of Magadha and Alexander.

**COURSE OUTCOMES:**

Through this curriculum, students will be able to understand the prehistoric period from the Stone Age to the Chalcolithic Age and its impact on the history of the physical geography of India. They will gain knowledge about the importance of historical sources like archaeology, epigraphy, numismatics, libraries and foreign texts and about the Indus Valley Civilization, Rigvedic and Later Vedic eras, rise of Mahajanapadas, development of Magadha and the invasions of Alexander. Apart from this, the students will have a deeper and broader view of historical places and their geographical significance through maps.

**INSTRUCTIONS FOR THE PAPER-SETTERS/ EXAMINER:**

The question paper will consist of three sections A, B and C. Section A and B will have four questions each from the respective sections of the syllabus out of which the candidate will be required to attempt two questions each. Each question will carry 12 marks. Only one Question on map can be given in one section either A or B. Section C will be compulsory with eleven short-answer type questions of 02 marks each which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks
	Total Marks : 30 Marks

**INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines

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## SECTION-A

1. Pre-Historical Period: Stone Age, Paleolithic Age, Mesolithic Age, Neolithic Age and Chalcolithic Age.
2. Physical features of India and impact on history, Map on Physical Features of Ancient India with explanation.
3. Sources: Archaeology, Epigraphy, Numismatics, Literary and Foreign accounts.
4. Indus Valley Civilization: Discovery, Extent and Town planning, Socio-Religious, Economic and Political condition of Indus Valley Civilization and causes of its decline; Map on Important sites of Indus Valley Civilization with explanation.

## SECTION-B

5. Early Vedic period: Political, Social, Economic and Religious condition.
6. Later Vedic period: Political, Social, Economic, religious condition.
7. Sixteen Mahajanapadas and rise of Magadha, Map on Mahajanapadas with explanation, Map on Magadha empire with explanation.
8. Alexander's invasion: causes and effects.

#### ESSENTIAL BOOKS:-----

**ESSENTIAL BOOKS:-----**

1. Altekar, A. S. State and Government in Ancient India, Motilal Banarsi Dass New Delhi, 2016, (.)
2. Dhillon, Sukhinder Kaur, Religious History of Ancient India, Sharees Publishers, New Delhi, 2005.
3. Jha, D.N. Ancient India in Historical Outline, Manchar Publishers, New Delhi, 2012
4. Majumdar, R. C., Raychaudhury, H.C and K.K. Datta, An Advanced History of India Vol. 1, Macmillan India, Delhi, 1946
5. Mookerji, R.K., Ancient Indian Education, Motilal Banarsi Dass, Delhi, 1947.
6. Raychaudhuri, H.C., Political History of Ancient India, University of Calcutta, Calcutta, 1927,
7. Thapar, Romila, History of India Vol. 1, Penguin India, New Delhi, 2000.
8. Tripathi, R.S., History of Ancient India, Exotic India, Delhi, 2014, (repr.).

#### REFERENCE BOOKS:-----

**REFERENCE BOOKS:----**

1. Basham A. L. *The Wonder That Was India*, Picador India, New Delhi, 2019, (repr.)
2. Kosambi, D.D., *An Introduction to the Study of Indian History*, Sangam Books Ltd., New Delhi, 2023. (.)
3. Sharma, RS: *India's Ancient past*, Oxford University Press, New Delhi, 2005.
4. Singh, Upinder, *A History of Ancient and Early Medieval India*, Pearson Education India. New Delhi, 2009.

Major Under-Graduate Programme (Honors without Research) to be offered by colleges  
B.A. Honors in History (without Research)  
(Based on NEP 2020)  
IDC/MDC-2  
Subject Code- BAHIS1222T

## **Paper-The Punjab: State, Society and Culture (1708-1947)**

Max Marks: 100

Time Allowed: 3 Hours

### External Assessment: 70

Pass Marks: 35%

### Internal Assessment: 30

Credits: 3

### **COURSE OBJECTIVES:**

The main objectives of this course are to provide students with the ability to analyze historical events from Banda Singh Bahadur to the partition of Punjab. Through this, students will understand the origin of the Sikh state, the military victories and administrative policies of Maharaja Ranjit Singh, and the process of Punjab's incorporation into the British Raj. The main objectives of this curriculum are to highlight the importance of social and religious movements (Brahmo Samaj, Arya Samaj, Singh Sabha) and the Ghadar movement and to give students a deeper understanding of Punjabi politics (1919-1945), the Jallianwala Bagh massacre, the Gurdwara Reform Movement and the causes and consequences of Partition.

## COURSE OUTCOMES:

**COURSE OUTCOMES:**  
Students will be able to understand the military victories of Baba Banda Singh Bahadur, the competition of the Sikhs with the Mughal rulers and the beginning of the Sikh state in Punjab and the conquests of Maharaja Ranjit Singh, the administrative structure and the process of annexation of Punjab to the British Raj in depth and high thinking. Students will analyze the changes in the governance system of Punjab, socio-religious movements (Brahmo Samaj, Arya Samaj, Singh Sabha), the Ghadar movement and its detailed analysis under the supervision of John Lawrence. Apart from this, through this curriculum, students will be able to gain a detailed understanding of the Jallianwala Bagh incident, the Akali movement, the reasons for the partition of Punjab as well as the Punjabi society and culture of the 19th century.

## **INSTRUCTIONS FOR THE PAPER-SETTERS/EXAMINER**

**INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three sections. Sections A and B (consist of Units I and II of the syllabus respectively) will have four questions each from the respective units and candidates will have to attempt two questions each from section A and B. Each question in section A and B will carry 12 marks. Section C will be compulsory and will consist of 11 short-answer type questions of two marks each, which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below:

The Break-up of 30 marks for Internal Assessment (Theory)	
1.	Test : 12 Marks
2.	Class Attendance : 06 Marks
3.	Project Work/Assignment/Seminar/Field : 12 Marks

Total Marks : 30 Marks

## **INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

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## SECTION-A

1. Life and Military exploits of Baba Banda Singh Bahadur (1708-1716); continuation of Sikh confrontation with the Mughal Governors; Abdus Samad Khan, Zakariya Khan, Yahiya Khan and Mir Mannu.
2. Conquest of Maharaja Ranjit Singh and his Administration.
3. Annexation of Punjab.
4. Board of Administration, John Lawrence as Chief Commissioner of Punjab.

## SECTION-B

5. Socio-Religious Movements: the Brahmo Samaj: the Arya Samaj and The Singh Sabha.
6. The Ghadar Movement and its legacy.
7. Punjab Politics (1919-45): Jallianwala Bagh, Gurdwara Reform Movement, Causes of Partition of Punjab,
8. Society and Culture of Punjab in the Nineteenth Century.

### Recommended Reading:

1. Banga, Indu, Agrarian System of the Sikhs, Manohar, New Delhi, 1978.
2. Douie James, The Punjab, North Western Province and Kashmir, Low Price Publications, Delhi, 1994, (First Published in 1916).
3. Grewal, JS., The Sikhs of the Punjab, Cambridge: Cambridge University, Press, 2014 (repr.).
- 4 Jones, Kenneth W. Socio Religious Reform Movements in British India, Cambridge University Press, Cambridge, 1988.
5. Malhotra, Karamjit K., The Eighteenth Century in Sikh History: Political Resurgence, Social and Religious Life and Cultural Articulation, Oxford University Press, New Delhi, 2016.
6. Teja Singh and Ganda Singh, A Short History of the Punjab Patiala: Punjabi University, 1900 (Rpt.)
7. ਗਰੇਵਾਲ, ਜੇ.ਐਸ., ਅਕਾਲੀਆਂ ਦੇ 75 ਸਾਲ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1999.

guru Nanak Singh  
Rupinder Singh  
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### **Multi-disciplinary**

Major Under-Graduate Programme (Honors without Research) to be offered by colleges

B.A. Honors in History (without Research)

(Based on NEP 2020)

SEC-2

Subject Code: BA1223T

### **Paper-Oral History Importance and Relevance**

Max Marks: 100

External Assessment: 70

Internal Assessment: 30

Time Allowed: 3 Hours

Pass Marks: 35%

Credits: 3

#### **COURSE OBJECTIVES:**

The objective of this course is to provide students with an understanding of the definition, types, key elements and techniques of oral history. The course aims to develop the ability of students to assess oral history sources and their reliability. It trains students in questionnaire preparation, interviewing and presenting oral history data and to explain the usefulness, limitations and importance of oral history in modern times, especially in relation to the experiences of women during the peasant movements and the partition of Punjab.

#### **COURSE OUTCOMES:**

Through this curriculum, students will gain a deeper understanding of the definition, types, elements, and techniques of oral history. They will be able to examine the reliability of oral history sources and develop the ability to design interview questionnaires, conduct interviews, and present data. Students will also gain the ability to explore in detail the specific characteristics of oral history, its importance, and limitations, and the use of oral history in relation to women's experiences during partition and modern peasant movements.

#### **INSTRUCTIONS FOR THE PAPER-SETTERS/EXAMINER**

The question paper will consist of three sections. Sections A and B (consist of Units I and II of the syllabus respectively) will have four questions each from the respective units and candidates will have to attempt two questions each from section A and B. Each question in section A and B will carry 12 marks. Section C will be compulsory and will consist of 11 short-answer type questions of two marks each, which will cover the entire syllabus.

The Break-up of 30 marks for Internal Assessment (Theory Papers) is below :

1. Test	: 12 Marks
2. Class Attendance	: 06 Marks
3. Project Work/Assignment/Seminar/Field	: 12 Marks
	Total Marks : 30 Marks

#### **INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A, and B of the question paper and section C is compulsory. The candidates are required to give an answer of each short answer type question in 30-40 words i.e. in 7-10 lines.

*Amritpal Singh*

*Amritpal Singh*

*Rupinderpal Singh*

*S/Amritpal Singh*

*Amritpal Singh*



### SECTION-A

1. Oral History: meaning, types, elements and techniques.
2. Sources of Oral History and its reliability.
3. Oral History, its features.
4. Preparation of Questionnaire.

### SECTION-B

5. Preparation, Interviewing and Presentation of Oral History.
6. Importance and Limitations of Oral History.
7. Oral History: Women and Partition of Punjab.
8. Oral History its relevance in contemporary times with special reference to the Peasant movements.

#### Suggested Books:

1. Davis, Cullom and et al, Oral History: From Tape to Type, American Library Association, Chicago, 1977.
2. Janesick, Valerie J., Oral History for the Qualitative Researcher: Choreographing the Story, The Guilford Press, New York, 2010.
- 3 Mackay, Nancy, Oral Histories: From Interview to Archive, Routledge, New York, 2007.
- 4 Perks, Robert, and Thomson Alistair: The Oral History Reader, Routledge, New York, 1998.
5. Ritchie, Donald: A., Doing Oral History, Oxford University Press, New York, 2015.
6. Singh, Daljit, Oral History and its Importance, SLM Publishers, Patiala, 2024.
7. Thompson, Paul, The Voice of the Past, Oxford University Press, New York, 2000.
8. Vansina, Jan, Oral Tradition: A Study in Historical Methodology, Routledge, New York, 2006
9. Yow, Valerie Raleigh Recording Oral History: A Guide for the Humanities and Social Sciences, Rowman & Littlefield, Lanham, 2015.

Yow  
Valerie Raleigh

Oral History  
Routledge

Valerie Raleigh