



**Maharaja Ganga Singh University, Bikaner**

**M.A. History (Semester Scheme) Syllabus**

**Choice Based Credit System (CBCS)**

**Semester I and II : 2024-25**

**Semester III and IV : 2025-26**

**Learning Outcome-based Curriculum Frame Work (LOCF)**

**For**

**M.A. in History**

**Maharaja Ganga Singh University, Bikaner**

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## **Background**

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic departments of Maharaja Ganga Singh University, Bikaner made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of “Comprehensive Roadmap for Implementation of NEP-2020”. The Roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focused on ‘creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills’ for the ‘development of an enlightened, socially conscious, knowledgeable, and skilled nation’.

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasising upon— integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering ‘Knowledge of India’; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in undergraduate

programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the faculty, Heads of the Departments and Deans of Faculty. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, Faculty and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords and References. The experts of various Boards of Studies contributed to a large extent in giving the final shape to the revised curriculum of each programme. Stimulated Sessions were conducted under the dynamic leadership of the IQAC, Maharaja Ganga Singh University to give a final shape to the curricula. It is due to their endeavors that the curricula could acquire its present shape.

***To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased***

*manner. Therefore, the curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.*

## Programme Outcomes (PO)

### Vision:-

To build responsive, responsible, sensitive, creative and thoughtful citizens with a comprehensive understanding of regional, national and international perspectives.

### Mission: -

To strive towards the educational, cultural, economic, environmental and social advancement of the region and the Nation at large by providing multidisciplinary liberal education Involving arts, sciences, social sciences, education, law and commerce and management and Quality programmes which inculcate and enhance student's creative and Innovative insights, equipping them with both professional and vocational skills, leading to bachelors', masters', professional, vocational and Doctorate programmes.

On completing Masters in the Faculty of Social Sciences, the students shall be able to realize the following outcomes:

### Program Outcomes:

PO	Description
PO-1	Capacity to explain how and why important events happen
PO-2	Develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives
PO-3	To compare, contrast, and explain differences between historical accounts
PO-4	Understanding of the historical method of study and learn a variety of sound historical research practices, formulate appropriate research questions, critically analyze appropriate primary and secondary sources

PO-5	Take into account the complexity and ambiguity of primary sources and reflect on the limitations of their sources and on silences in the historical record
PO-6	A clear understanding of evidence collected from historical sources and current historical debates
PO-7	Knowledge of the history of the India and 20th Century Modern World and Archaeology, multiple cultures and diversity
PO-8	Understand the skills that historians use in research and field work

### **Programme Specific Outcomes (PSO)**

On completing M.A. in History Programme, the students shall be able to realize following outcomes:

<b>PSO</b>	<b>Description</b>
<b>PSO-1</b>	Compare the history of ancient, medieval and modern India.
<b>PSO-2</b>	Develop the right perceptions of the cultural heritage of the social groups.
<b>PSO-3</b>	Understand the regional, national and international geography.
<b>PSO-4</b>	Become thorough with the perceptions of social, political and economic histories of the world.
<b>PSO-5</b>	Develop an insight into the origins' development and disappearances of civilization.
<b>PSO-6</b>	Become critically aware of the connection between history, historian, historical evidences and history makers.



<b>PSO-7</b>	Understand the basic themes, concepts, chronology and the Scope of Indian History.
<b>PSO-8</b>	Acquaint with range of issues related to Indian History that span distinct eras.
<b>PSO-9</b>	Understand the history of countries other than India with comparative approach.
<b>PSO-10</b>	Think and argue historically and critically in writing and discussion.
<b>PSO-11</b>	Prepare for various types of Competitive Examinations.
<b>PSO-12</b>	Critically recognize the Social, Political, Economic and Cultural aspects of History.

**Post Graduate Attributes:**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the post-graduates of M.A. History Programme are:

**PGA1.** Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.

**PGA2.** Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.

**PGA3.** Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same.

**PGA4.** Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.

**PGA5.** Sensitivity to different socio-cultural issues and their acquaintance with the historical developments.

**PGA6.** Respect for National ethos, human values and ideals constitutional values.

**PGA7.** Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.

**PGA8.** Develop respect for our Heritage and culture and understand the strength of diversity of our country.

### Structure of M.A. History Programme

1. The duration of this study programme will be of four semesters (two years). There will be total twenty courses (five each in semester I, II, III and IV).
2. The students are required to take up all five papers (Courses) in Semester I and II.
3. If a student opts for taking up MA Dissertation in fourth semester, in such case he/she will not be required to appear for internal examination in that paper.
4. The Credit, Credit Point and Grade will be reflected separately in the Marksheet under Non-CGPA Courses. The college will send the Satisfactory (S) or Not Satisfactory (NS) credentials of the student to the University.
5. Non-CGPA Courses are practice based courses having 2 Credits each and assessed internally, which shall be completely based on continuous internal assessment **(no examination will be conducted by the University only for regular students).**

#### Pattern of Examination for regular students

**Maximum Marks: 150 (120 External + 30 Internal),**

**Duration: 3 Hrs.**

**Minimum Passing Marks: 36%**

#### External

**For 120 Theory course:** A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i through v are multiple-choice questions, while questions vi through x will be fill-in-the-blank questions. Section B (40 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. The answers should not exceed 200 words. Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The

candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

### **Internal**

Internal exam shall comprise Theory Exam (12 marks), Seminar Presentation (12 marks) and Class Performance (6 marks).

### **Pattern of Examination for Non collegiate students**

**Maximum Marks: 150**

**Duration: 3 Hrs.**

**Minimum Passing Marks: 36%**

**Note for non-collegiate Students:** A course will contain 5 units. The question paper shall contain three sections. Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i through v are multiple-choice questions, while questions vi through x will be fill-in-the-blank questions. Section B (55 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 11 marks. The candidate is required to answer all 5 questions. The answers should not exceed 200 words. Section C (75 marks) shall contain 5 questions, one from each Unit. Each question shall be of 25 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

## M.A. History

## Structure of Programme

Semester-I											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks		**Minimum Passing Marks (%)
							Internal Marks	External Marks			
HIS 6.5AECT101	Cultural Profile of India	AEC	2	0	0	2					Non-CGPA S/NS*
HIS 6.5DCCT102	World History (1776-1919 A.D.)	DCC	5	1	0	6	30	120	150		36
HIS 6.5DCCT103	International Relations (1919-1945 A.D.)	DCC	5	1	0	6	30	120	150		36
HIS 6.5DCCT104	Contemporary India (1950 – 2000 A.D.)	DCC	5	1	0	6	30	120	150		36
HIS 6.5DCCT105	Theory and Methods of History	DCC	5	1	0	6	30	120	150		36
Total Credits						26					
Total Marks							600				

Semester-II											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks		**Minimum Passing Marks (%)
							Internal Marks	External Marks			
HIS 6.5AECT201	Human and National Values	AEC	2	0	0	2					Non-CGPA S/NS*
HIS 6.5DCCT202	Elements of Ancient Civilizations and Institutions	DCC	5	1	0	6	30	120	150		36
HIS 6.5DCCT203	Evolution of Indian Society and Thought	DCC	5	1	0	6	30	120	150		36
HIS 6.5DCCT204	Thinkers in Indian History	DCC	5	1	0	6	30	120	150		36
HIS 6.5DCCT205	Social, Cultural, Economic History of Rajasthan (7 <sup>th</sup> Century A.D. to 1950 A.D.)	DCC	5	1	0	6	30	120	150		36
Total Credits						26					
Total Marks							600				

- DCC: Discipline centric compulsory course. AEC: Ability Enhancement course.
- S/NS\*=Satisfactory or Not satisfactory.
- A candidate shall be required to obtain 36% marks to pass in theory and internals separately.

- For Internal Evaluation of 30 Marks
- L=Lecture; T=Tutorial;

Semester-III										
Group-A										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan  or  Historical Essays  or  Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*
HIS6.5DCCT302	History of Ancient India (From Earliest times to c. 600 B.C.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT303	History of Ancient India (From c. 600 B.C. to c. 200 B.C.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36
HIS 6.5DSET304(A) Or HIS 6.5DSET304(B)	Socio Economic Life And Institutions Of Ancient India (From Earliest Times To 1200 A.D.)  or  Outline of Indian Archaeology I	DSE	5	1	0	6	30	120	150	36

<div>HIS 6.5DSET305(A) Or HIS 6.5DSET305(B)</div>	Ancient Indian Art and Architecture-I  or  Ancient Indian Numismatics-I	DSE	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks						600				
Semester-III										
Group-B										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
<div>HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)</div>	Cultural Tourism in Rajasthan or Historical Essays or Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*
<div>HIS6.5DCCT306</div>	History of Medieval India ( 750 A.D. to 1320 A.D.) : sources, interpretations and debates	DCC	5	1	0	6	30	120	150	36
<div>HIS 6.5DCCT307</div>	History of Medieval india (1320 A.D. to 1526 A.D.) : sources, interpretations and debates	DCC	5	1	0	6	30	120	150	36
<div>HIS 6.5DSET308(A) Or HIS 6.5DSET308(B)</div>	Medieval Society, Religion, Art And Architecture or Historical Application in Tourism	DSE	5	1	0	6	30	120	150	36

<b>HIS 6.5DSET309(A)</b> Or <b>HIS 6.5DSET309(B)</b>	History of the Marathas (1630-1818 AD)										
	<b>or</b> Economic Life and Institutions in Medieval India	DSE	5	1	0	6	30	120	150	36	
<b>Total Credits</b>							<b>26</b>				
<b>Total Marks</b>							<b>600</b>				

<b>Semester-III</b>											
<b>Group-C</b>											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
<b>HIS6.5SDCT301(A)</b> <b>HIS6.5SDCT301(B)</b> <b>HIS6.5SDCT301(C)</b>	Cultural Tourism in Rajasthan <b>or</b> Historical Essays <b>or</b> Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*	
<b>HIS6.5DCCT310</b>	Modern India and Its Institutions (1740-1857 A.D.)	DCC	5	1	0	6	30	120	150	36	
<b>HIS 6.5DCCT311</b>	Modern India and Its Institutions (1858-1919 A.D.)	DCC	5	1	0	6	30	120	150	36	
<b>HIS 6.5DSET312(A)</b> Or <b>HIS 6.5DSET312(B)</b>	Modern India and Its Institutions (1919-1950 A.D.) <b>or</b> Social And Economic History of Modern India	DSE	5	1	0	6	30	120	150	36	



<b>HIS 6.5DSET312(A)</b> Or <b>HIS 6.5DSET312(B)</b>	Gandhian Thought <b>or</b> History of Modern Rajasthan-I	DSE	5	1	0	6	30	120	150	36
<b>Total Credits</b>						<b>26</b>				
<b>Total Marks</b>							<b>600</b>			

### M.A. History Semester-IV

<b>Semester-IV</b>										
<b>Group-A</b>										
<b>Paper Code</b>	<b>Paper Name</b>	<b>Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>	<b>Maximum Marks</b>		<b>Total marks</b>	<b>**Minimum Passing Marks (%)</b>
							Internal Marks	External Marks		
<b>HIS6.5SDCT401(A)</b>	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA S/NS*
<b>HIS6.5DCCT402</b>	History of Ancient India (c. 200 B.C. to c. 300 A.D.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36
<b>HIS 6.5DCCT403</b>	History of Ancient India (c. 300 A.D. to 750 A.D.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36
<b>HIS 6.5DSET404(A)</b> Or <b>HIS 6.5DSET404(B)</b> Or <b>HIS 6.5DSET404(C)</b>	Political Ideas and Institutions of Ancient India <b>or</b> Social and Legal Ideas and Institutions of Ancient India <b>or</b> Outline of Indian Archaeology-II	DSE	5	1	0	6	30	120	150	36

<b>HIS</b> 6.5DSET405(A) Or <b>HIS</b> 6.5DSET405(B) Or <b>HIS</b> 6.5DSET405(C)	Ancient Indian Art and Architecture Part II										
	<b>or</b>										
	Ancient Indian Numismatics-II or M.A. DISSERTATION	DSE	5	1	0	6	30	120	150	36	
<b>Total Credits</b>						<b>26</b>					
<b>Total Marks</b>							<b>600</b>				

<b>Semester-IV</b>										
<b>Group-B</b>										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
<b>HIS</b> 6.5SDCT401	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA S/NS*
<b>HIS</b> 6.5DCCT406	History of Medieval India (1526 A.D. to 1627 A.D.) Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36
<b>HIS</b> 6.5DCCT407	History of Medieval India (1627 A.D. to 1761 A.D.) Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36

<b>HIS 6.5DSET408(A)</b> Or <b>HIS 6.5DSET408(B)</b> Or <b>HIS 6.5DSET408(C)</b>	Political History of Rajasthan (700–1200 AD) Or 20 <sup>th</sup> Century Historians and Historiography on Medieval India <b>or</b> Gender Relations in Mughal India	DSE	5	1	0	6	30	120	150	36
<b>HIS 6.5DSET409(A)</b> Or <b>HIS 6.5DSET409(B)</b>	History and Culture of Medieval Rajasthan (c. 1200-1761 A.D.) <b>or</b> M.A. DISSERTATION	DSE	5	1	0	6	30	120	150	36
<b>Total Credits</b>						<b>26</b>				
<b>Total Marks</b>							<b>600</b>			

<b>Semester-IV</b>										
<b>Group-C</b>										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
<b>HIS6.5SDCT401</b>	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA S/NS*
<b>HIS6.5DCCT410</b>	History of Modern India (1885 to 1930) : Approaches, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36

<b>HIS 6.5DCCT411</b>	History of Modern India (1930 to 1971: Approaches, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36
<b>HIS 6.5DSET412(A)</b> Or <b>HIS 6.5DSET412(B)</b>	Administrative and constitutional History of modern India <b>or</b> Caste and Gender Identities in Modern India	DSE	5	1	0	6	30	120	150	36
<b>HIS 6.5DSET413(A)</b> Or <b>HIS 6.5DSET413(B)</b>	M.A. DISSERTATION <b>or</b> History of Modern Rajasthan-II	DSE	5	1	0	6	30	120	150	36
<b>Total Credits</b>						<b>26</b>				
<b>Total Marks</b>							<b>600</b>			

### Learning Outcome Index

#### I. Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

PO	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10	PSO-11	PSO-12
PO-1	✓	✓		✓	✓	✓	✓			✓	✓	✓
PO-2	✓	✓			✓	✓	✓	✓	✓	✓		✓
PO-3		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
PO-4	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
PO-5	✓				✓	✓	✓	✓	✓	✓		
PO-6	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
PO-7	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓
PO-8			✓		✓	✓	✓	✓		✓		✓

**II. Core Courses (CC):**

<b>PSO</b>	<b>CC-1</b>	<b>CC-2</b>	<b>CC-3</b>	<b>CC-4</b>	<b>CC-5</b>	<b>CC-6</b>	<b>CC-7</b>	<b>CC-8</b>
PSO-1				✓		✓		✓
PSO-2	✓	✓	✓	✓	✓	✓	✓	✓
PSO-3	✓	✓	✓		✓	✓	✓	✓
PSO-4	✓	✓	✓		✓		✓	
PSO-5	✓	✓	✓	✓	✓	✓	✓	✓
PSO-6	✓	✓	✓	✓	✓	✓	✓	✓
PSO-7				✓	✓	✓		✓
PSO-8				✓	✓	✓		✓
PSO-9	✓	✓	✓	✓	✓	✓	✓	✓
PSO-10	✓	✓	✓	✓		✓	✓	✓
PSO-11	✓	✓	✓	✓	✓	✓	✓	✓
PSO-12	✓	✓	✓	✓	✓	✓	✓	✓

Semester-I										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
HIS 6.5AECT101	Cultural Profile of India	AEC	2	0	0	2				Non-CGPA S/NS*
HIS 6.5DCCT102	World History (1776-1919 A.D.)	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT103	International Relations (1919-1945 A.D.)	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT104	Contemporary India (1950 – 2000 A.D.)	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT105	Theory and Methods of History	DCC	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

## SEMESTER-I

**Course Title :Culture Profile of India**

**Course Code :HIS6.5AECT101**

**AEC**

**Course Objectives: This** course intends to provide an extensive survey of Indian history to the students and familiarize them with the tools of studying Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India's past – from pre-historic times to the end of Modern India – the course dwells upon major landmarks of cultural Indian history. This course will equip the students with adequate expertise to analyses the further development of Indian culture.

**Course Level Learning Outcomes:** After studying this course, the student will be able to:

1. Understand the sources of Indian History.
2. Understand the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
3. Describe main features of Indian history and cultures.
4. List the sources and evidence for reconstructing the history of India
5. Analyse the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.

<b>Unit – I</b>	Meaning and Scope of Culture; Indus Civilization –Religion; Vedic Age –Religion and Society; Evolution of Vaishnavism, Saivism and Shaktism.
<b>Unit –II</b>	Buddhism: Life and Teachings of Lord Buddha. Contribution of Buddhism to Indian Culture; Jainism: Life and Teachings of Lord Mahavira, Contribution of Jainism to Indian Culture.
<b>Unit – III</b>	Main Currents of Medieval Bhakti Movements, Contribution of Islam to Indian Culture; growth of Sufism, Vedic Literature, Ramayan, Mahabharata, and Puranas. Legendary figures-Kalidas, Bana Bhatta, Tulsi and Tagore.
<b>Unit –IV</b>	Evolution of Cave Architecture, Stupas, Main features of Gandhara and Mathura Art, Temple Art and Architecture of Gupta Age, Evolution of Nagara and Dravid Temple Styles, Ajanta Paintings, Salient features of Medieval and Modern Architecture.
<b>Unit –V</b>	Main Centers of Learning in India – Taxila, Nalanda, Ujjain, Kanchi; Sangam Age; Contribution of Arya Bhatt and Varaha Mihir. Contribution of Raja Ram Mohan Roy, Dayanand and Vivekanand to the Indian Society.



**Recommended Readings:**

1. R.C. Majumdar and Psalter: The History and Culture of the Indian People, Vol. I, II, III, IV, IX, pt. I & II (Chapter on Art, Religion and Literature only)
2. B.N. Luniya : Evolution of Indian Culture
3. A.K. Coomaraswami : Indian Architecture, Vol. I & II
4. Percy Brown : Indian Paintings
5. S. Kramrisch : Hindu Temples 2 Vols.
6. S. Kramrisch : Indian Sculpture
7. A.K. Saraswati : Survey of Indian Sculpture
8. A.S. Altekar : Education in Ancient India
9. R.K. Mookerjee : Cultural Heritage of India, Vol. IV
10. A.B. Keith : History of Sanskrit Literature (Also in Hindi)
11. S.N. Das Gupta (ed.) : A History of Sanskrit Literature
12. A.L. Basham : The Wonder That was India
13. S. Jaiswal : History of Vaishnavism
14. परमेश्वरीलालगुप्ता : भारतीय वास्तुकला
15. आर.जी. भण्डारकर : वैष्णव, शैव और अन्य धार्मिक मत
16. गो.च. पाण्डे : बौद्ध धर्म के विकास का इतिहास
17. ही.ला. जैन : भारतीय संस्कृतिको जैन धर्म का योगदान
18. कमलेश भारद्वाज : भारतीय संस्कृति
19. शिवकुमारगुप्त : भारतीय संस्कृति के मूलधार

**Course Title: World History (1776-1919 A.D.)**

**Course Code:** HIS 6.5DCCT102

**DCC**

**Course Objectives:** The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and those of European history and impart a critical understanding of world society, economy, polity, and culture through a historical perspective. The idea is to give them a European perspective of themes involved. This course aims to provide an understanding of 20<sup>th</sup> century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first two decades of the twentieth century, to the First World War and new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organization such as the League of Nations.

The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

**Course Level Learning Outcomes:** After completing this Course, students will be able to:

1. Interpret the importance and implications of periodization.
2. Explain the development of what are conventionally called modern sensibilities in politics and the arts
3. Discuss the development of important institutions and political formations
4. Define world history and explain the evolving polities.
5. Categorize the economies and cultures of the twentieth century world.
6. Define the making of the geopolitical order and 'North-South' distinctions.
7. Delineate the complex character of modernity and its differences.

8. Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

- Unit – I** American Revolution. Europe on the eve of French Revolution: The French Revolution of 1789 – Causes, Results and Impact. Napoleon Bonaparte – Works and Achievements; Napoleon's Downfall. Settlement of 1814-15; Concert of Europe; The Age of Metternich (1815-48).
- Unit – II** Progress of Nationalism; Unification of Italy; Unification of Germany. The Eastern Question – Extent of the Ottoman Empire; Main causes of the growing weakness and decline of the Ottoman Empire; Serbia's Revolt; Greek War of Independence; The Crimean War.
- Unit – III** Europe in 1870. Bismarck-His Domestic and Foreign Policy. Alliance System. Bismarck and Colonies. Kaiser William II and his Foreign Policy.
- Unit – IV** Anglo-German Relations and Russo-German Relations. Diplomatic History (1890-1914) with special reference to various alliances and the Morocco Crisis. Congress of Berlin and Balkan Crisis.
- Unit – V** European Imperialism in the North Africa and the Far East. Foreign Policy of the Third French Republic. Circumstances leading to the First World War, the question of War Guilt. Russian Revolutions of 1905 and 1917 and their Causes and Results.

**Recommended Readings:**

1. Gershoy, Leo : The French Revolution and Napoleon
2. Grant & Temperley : Europe in the Nineteenth and Twentieth Centuries
3. Hayes, J.H. : A Political & Cultural History of Modern Europe (Vol. I)
4. Hazen, C.D. : Modern European History
5. Lipson : Europe in the Nineteenth and Twentieth Centuries
6. Marriot : The Evolution of Modern Europe
7. Rose, Holland : Life of Napoleon
8. Thomson, David : Europe since Napoleon
9. F. Lee Bennis : Europe since 1870
10. Fay : Origin of the World War
11. G.P. Gooch : History of Modern Europe (also in Hindi)
12. J.H. Hayes : Contemporary Europe since 1890
13. Schapiro, J.A. : Modern and Contemporary European History (1815-1852)
14. Taylor : Bismarck : The Man and the Statesmen
15. AJP Taylor : Struggle for the Mastery of Europe
16. Brandenburg : From Bismarck to the World War I
17. Robertson : Bismarck

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|-------------------------|---|
| 18. Grant &Temperly     | : Europe in the 19 <sup>th</sup> and 20 <sup>th</sup> Century (also in Hindi) |
| 19. Mowat               | : A History of European Diplomacy (1815-1914)                                 |
| 20. Derry & Jarman      | : The European World (1870-1945)  |
| 21. David Thomson       | : Europe Since Napoleon   |
| 22. J.A.R. Marriot      | : The Eastern Question  |
| 23. Hazen               | : History of Europe   |
| 24. M.L. Sharma         | : European History (1870-1919)(Hindi)   |
| 25. चौहानदेवेन्द्र सिंह | : यूरोप का इतिहास (1815—1919 ई.)  |
| 26. मेहताबी.एन.         | : आधुनिक यूरोप(1789—1870 ई.)  |
| 27. वर्मादीनानाथ:       | यूरोप का इतिहास (1789—1870 ई.)  |

**Course Title: International Relations (1919-1945 A.D.)**

**Course Code:** HIS6.5DCCT103

**DCC**

**Course Objectives:** This course aims to provide an understanding of 20<sup>th</sup> century world history as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, between the World Wars and new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organization such as the United Nations. The impassionate king up cases studies to illustrate the processes and trends in society and culture.

**Course Level Learning Outcomes:** On completion of this course, the student will be able to:

1. Define world history and explain the evolving politics.
2. Categorize the economies and cultures of the twentieth century world.
3. Define the making of the geopolitical order and 'North-South' distinctions.
4. Delineate the complex character of modernity and its differences.
5. Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

<b>Unit- I</b>	Efforts for Peace. War Debts and Economic Depression. Collective Security and Disarmament.
<b>Unit- II</b>	Rise of Fascism, Foreign Policy of Italy and the Spanish Civil War. Rise of Nazism and Foreign Policy of Germany. British Policy of Appeasement. Munich Pact. Lenin and his New Economic Policy.
<b>Unit- III</b>	The Middle East 1914-45 with special reference to Kamal Ataturk and Regeneration of Turkey.
<b>Unit- IV</b>	Far East; Growth of Chinese Nationalism and Communism, Rise of Japan and relations with China.
<b>Unit- V</b>	Roosevelt and the New Deal. Events leading to World War-II and War time International Conferences. Birth of the U.N.O.

**Recommended Readings:**

1. Langsam : The World since 1914
2. Gathorne Hardy, : A History of International Affairs (1920-1931) (Also in Hindi)
3. Carr, E.H. : International Relations between two World Wars (Also in Hindi)
4. F.Lee Benns: Europe since 1870
5. David Thomson : World History (1914-1950)
6. S.N. Dhar: International Relations & World Politics since 1919
7. Dr. G.N. Sharma : International Relations.
8. Dr. D.N. Verma : International Relations.
9. Dr. M.L. Sharma : International Relations. (1919-1945) (Hindi)
10. D.C. Gupta : International Relations.
11. M.C. Gupta : International Relations.

**Course Title: Contemporary India (1950 – 2000 A.D.)**

**Course Code:** HIS 6.5DCCT104  
**DCC**

**Course Objectives:** This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1950s to the 2000. The course intends to familiarize the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

- 1 Gadgil : Planning and Economic Policy in India



- 2 B. Mukerjee : Community Development of India
- 3 K.P. Mishra : Readings in Indian Foreign Policy
- 4 Karuna Karan : India in World Affairs (1947 – 60)
- 5 J.C. Kundra : Indian Foreign Policy
- 6 Morris Jones : Government and Politics of India
- 7 H.V. Hodson (ed.) : The Great Divide
- 8 C.H. Philips (ed.) : Transfer of power
- 9 Paul Brass : The Politics of India since Independence
- 10 R.P. Dutt : India Today

### **Course Title: Theory and Methods of History**

**Course Code:** HIS 6.5DCCT105

**Course Objectives:** To introduce students to important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. The objective is to acquaint students with important historiographical interventions and issues related to the historian's craft.

<b>Course</b>	<b>Level</b>	<b>Learning</b>	<b>Outcomes:</b>
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On completion of this course, the student will be able to:

- 1 Produce written work that incorporates consideration of the relevant historiography along with the theory that informs it
2. Construct original historical arguments based on primary source material research.
3. Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively
4. Develop an ability to convey verbally their thesis research and relevant historiography and theory.

- Unit-I** Nature and scope of History. Use and misuse of History. Relation between facts and interpretation. Problem of objectivity and Bias. History is a science or Art. History and other disciplines.
- Unit-II** Tradition of Historical Writings - A brief survey of Arab, Greco-Roman and Chinese tradition, Ancient Indian Tradition, Medieval and Modern Historiography of India.
- Unit-III** Concept of History-Approaches to history, Theological, Orientalist, Imperialist, Nationalist, Marxist, Sub-altern and post-modernist. Concept of progress in history.
- Unit-IV** Historical Materialism -Theory of world system, Linear and cyclical, Historical method, Oxford and Cambridge Schools of History and other modern Historians. Representative study of Major debates on social and economic history of India.
- Unit-V** Research in History - Subject of Proposed Research. Main sources - Primary and secondary, collection and selection of data, evidence and its transmission. Footnotes, Bibliography and Index preparation.

1. C.H. Phillip (ed.) : Historians of India, Pakistan and Cylon.
2. Patrick L. Gardiner (ed.) : Theories of History, New York, 1959.
3. E.H. Carr. : What is History, Penguin, 1965(Also available in Hindi)
4. S.P. Sen : Historians and Historiography in Modern India.
5. W.H. Walsh : An Introduction to Philosophy of History, London, 1967
6. G.I. Renier : History, Its Purpose and Methods, Boston, 1950

7. G.P. Gooch : History and Historians in the Nineteenth Century
8. Peter Hardy : Historians of Medieval India, London, 1960
9. M. Hasan : Historians of Medieval India, Meerut, 1978
10. Harbans Mukhia : Historian and Historiography During the Reign of Akbar, Delhi, 1976
11. G.C. Pandey : Ethias: Swaroop Avam Sidhant, Jaipur, 1973 (Hindi)
12. Budh Prakash : Ethias Darshan, 1968 (Hindi)
13. J. Choubey : Ethias Darshan, Varanasi, 1999 (Hindi)
14. B. Khurana : Itihas Lekhan, Dharnaiye Avam Sidhant (Hindi)
15. Pancholi and Mali : The Fundamentals of Research Methodology
16. Vikas Nautiyal : Ethias Drishti

Semester-II										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
HIS 6.5AECT201	Human and National Values	AEC	2	0	0	2				Non-CGPA S/NS*
HIS 6.5DCCT202	Elements of Ancient Civilizations and Institutions	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT203	Evolution of Indian Society and Thought	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT204	Thinkers in Indian History	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT205	Social, Cultural, Economic History of Rajasthan ( 7 <sup>th</sup> Century A.D. to 1950 A.D.)	DCC	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

### M.A. History Semester-II

#### Course Title : Human and National Values

**Course Code :** HIS6.5AECT201  
**AEC**

#### Course Objectives:

1. To inculcate national and human values in the students.
2. To enable the students, imbibe the Indian cultural ethos.
3. To inculcate the spirit of Patriotism so that the students develop a sense of strong bond with the nation.
4. To enable the Students grow into a citizen possessing civic sense.

**Course Level Learning Outcomes:** On the completion of the course the students shall be able to

- (i) Attain the civic skills enabling him/her to become a well-behaved citizen of the country.
- (ii) Imbibe and spread the feelings of devotion and dedication.

### **Unit-I**

1. NCC – Introduction, Aims, NCC Flag, NCC Song, NCC Administration, Raising of NCC in Schools/Colleges, NCC: Rank, Honours and Awards, NCC Training, NCC Camps, NCC Examinations, Incentive and Scholarship for Cadets.
2. Importance of Discipline in life, Aims and Merits of Discipline, Problems related to Indiscipline and Solutions.
3. Drill – Definition, Principles of Drill, Bad habits in drill, Words of Command, Drill Movements, Arms Drill, Squad Drill, Guard of Honour, Ceremonial Drill, Guard Mounting.
4. Contribution of NCC in Nation Building.

### **Unit-II**

1. Armed Forces – Control Command, Organization of Armed Forces, Weapons of Army, Navy and Air Force, Training institutes, Honours and Awards, Recipients of Param Veer Chakra, Badges of Ranks.
2. Commission in Armed Forces – Recruitment in Armed Forces, Commission in Technical, Non-Technical and Territorial Forces.
3. Weapon Training – 0.22 Rifle, 7.62 Rifle, 7.62 SLR (Self Loading Rifle), 5.56 MM I.N.S.A.S. Rifle, L.M.G. (Light Machine Gun), Stan Machine Carbine, 2" Mortar, Grenade, Pistol, Various types of Firing, Range Procedure and Range Drill.
4. Military History and Geography, Field Craft, Field Engineering, Battle Craft.

**Unit-III**

1. Obstacle Training. Adventure Training, Self Defence, Physical Posture Training.
2. Social Service, Disaster Management, Health and Hygiene, First Aid.
3. Leadership, Personality Development, Decision Making, Motivation, Duty and Discipline, Morale.

**Unit-IV**

1. Value system – The role of culture and civilization-Holistic living
2. Balancing the outer and inner – Body, Mind and Intellectual level- Duties and responsibilities
3. Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity , and inclusiveness
4. Self-esteem and self confidence
5. punctuality – Time, task and resource management ,Team work
6. Positive and creative thinking.

**Unit-V**

1. Universal Declaration of Human Rights
2. Human Rights violations
3. National Integration – Peace and non-violence (in context of Gandhi,Vivekanad)
4. Social Values and Welfare of the citizen
5. The role of media in value building
6. Fundamental Duties

7. Environment and Ecological balance – interdependence of all beings – living and non-living.

### **Recommended Readings:**

1. Hand Book of NCC : Major R C Mishra & Sanjay Kumar Mishra
2. National Security: K. Subramanyam
3. ASEAN Security: Air Comdr. Jasjit Singh
4. Indian Political System, Dr .Pukhraj Jain &Dr. Kuldeep Fadiya
5. हैण्डबुकऑफ एनसीसी, मेजरआर. सी. मिश्र एवंसंजय कुमारमिश्र
6. अन्तर्राष्ट्रीय राजनीति: वी. एल. फाड़िया
7. भारतीय राजव्यवस्था, डॉ. पुखराजजैन, डॉ. कुलदीपफड़िया
8. राष्ट्रीय प्रतिरक्षा: डॉ. हरवीर शर्मा, जय प्रकाशनाथकंपनी, मेरठ
9. राष्ट्रीय सुरक्षा: डॉ. लल्लन सिंह, प्रकाशबुकडिपो, बरेली
10. राष्ट्रीय सुरक्षा: डॉ. नरेन्द्र सिंह, प्रकाशबुकडिपो, बरेली
11. राष्ट्रीय सुरक्षा: डॉ. पाण्डेय व पाण्डेय, प्रकाशबुकडिपो, बरेली
12. राष्ट्रीय रक्षा व सुरक्षा: डॉ. एस. के. मिश्र, माडर्नपब्लिशर्स, जालंधर
13. NCERT, Education in Values, New Delhi, 1992.
14. M.G.Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi,2000

## Course Title: Elements of Ancient Civilizations and Institutions

**Course Code:** HIS6.5DCCT202

### DCC

**Course Objectives:** This paper offers a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions, subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so, the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe and Meso-America. The paper proceeds to familiarize students with early urban civilizations, and the interface between urban settled communities and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.

**Course Level Learning Outcomes:** On completion of this course, the students will be able to:

1. Describe key moments in human evolution and the development of various subsistence patterns.
2. Explain the differences between various forms of early human societies.
3. Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
4. Analyse the features of early urban civilizations and the interaction with nomadic pastoralists.
5. Analyse the role of developing metal technology in human societies.

**Unit I** Egypt: Polity, Society, Religion and Culture, Art and Architecture.



- Unit II** Greece: Political ideas, Institutions, Law and Legal Institutions, Literature, Art and Science.
- Unit III** Rome: Political ideas, Institutions, Law and Legal Institutions, Literature, Art and Science.
- Unit IV** India: Indus Civilization, Vedic Culture and Epic Culture.
- Unit V** China: Polity, Society, religion and Culture, Art and Architecture.

**Recommended Readings:**

1. P.D. Pearce : An Outline History of Civilization, Oxford University Press, Ely House, London.
2. H.A. Davis : Outline History of World
3. W.N. Weech : World History
4. H.G. Wells : World History
5. Nemisharan Mittal : Ancient Civilizations.
6. Jawahar Lal Nehru : Glimpses of World History
7. Mohammed Muzeed : Outlines of History
8. R.C. Majumdar, ed. : History & Culture of Indian People, Vol. I.

**Course Title : Evolution of Indian Society and Thought**

**Course Code :** HIS6.5DCCT203

**DCC**

**Course Objectives:** This course is about early historical developments in society and political thought taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times the course tries to trace the emergence of

statesystem from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of statesystems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.

**Course Level Learning Outcomes:** After completing this course, the students will be able to understand:

1. The processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India.
2. Students will be able to know the features and stages of civilization in ancient Indian history.
3. Students will also be familiar with the process of urbanization and de-urbanization & monetization and demonetization in early India. This paper will also familiarize the students with the process of social changes along with progress in other allied areas.

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|-------------------|--|
| <b>Unit – I</b>   | Formative process of Indian Society : Concepts and historico-cultural relevance of varna, ashrama, purushartha, and samskaras. Origin and development of Caste system in ancient India.          |
| <b>Unit – II</b>  | Social ideas as depicted in the Smritis with special reference to Manusmriti. Upanishadic monism. Bhagvadgita. Hindu-Muslim cultural synthesis and the growth of composite culture.              |
| <b>Unit – III</b> | Growth of Imbalances and aristocratic refinement during medieval times – Nobility, Peasantry and Slavery. Sufism – main tenets and silsilahs. Bhakti Movement – genesis and development.         |
| <b>Unit – IV</b>  | Social Reform Movements of the 19 <sup>th</sup> Century, Emergence of the Middle class and its consequences. Upliftment of the Depressed Classes. Role of Women in the Indian National Movement. |

**Unit V** Indian Renaissance – Raja Rammohan Roy, Swami Dayanand, and Vivekanand.Aurobindo. J. Krishnamurti.

**Recommended Readings:**

1. S.K. De, U.N. : The Cultural Heritage of India, Vol. II (Itihasas, Ghosal et al (ed.) : Puranas, Dharma and other Shastras), Ramkrishna Mission, Calcutta, 2<sup>nd</sup> ed., 1962.
2. P.V. Kane : History of Dharmasastra, 5 Vols, Bhandarkar Oriental Research Institute, Poona, 2<sup>nd</sup> ed., 1968-77. (Hindi translation of 5 Vols. published by Uttar Pradesh Hindi Sansthan, Lucknow).
3. P.N. Prabhu : Hindu Social Organisation.
4. N.K. Dutta : Origin and Growth of Caste in India, Vols. I & II, Combined Reprint, Calcutta, 1986.
5. R.B. Pandey : Hindu Samskara (The Social and Religious Study of the Hindu Sacraments), Varanasi (Also in Hindi).
6. G.C. Pande : Bharatiya Samaj – Taltvika aur AitihaskaVivechana (in Hindi). New Delhi, 1994
7. A.L. Srivastava : Medieval Indian Culture (Also in Hindi)
8. Yusuf Hussain : Glimpses of Medieval Indian Culture, Bombay
9. A.L. Basham (ed.) : The Cultural History of India, Oxford University Press, 2<sup>nd</sup> impression, 1998.
10. B.N.S. Yadav : Some Aspects of Society in Northern India in 12<sup>th</sup> Century A.D.
11. Irfan Habib : Agrarian System of the Mughals
12. V.P.S. : Indian Society in 18<sup>th</sup> Century  
Raghuvanshi

13. B.B. Misra : The Indian Middle Classes
14. L.S.S. O'Malley : Modern India and the West
15. V.C. Joshi (ed.) : Ram Mohan Roy and Modernisation of India.
9. D.S. Sharma : Renaissance of Hinduism
10. Satprem : Sri Aurobindo, or the Adventure of Consciousness, Sri Aurobindo Ashram Press, Pondicherry, 1968
11. Jayakar, Pupul : Krishnamurti; A Biography: Harper & Row, San Francisco, 1986
12. Williams, Christine : Jiddu Krishnamurti; World Philosopher (1895-1986): his life and thoughts, Motilal Banarsidass, Delhi, 2004

## Course Title: Thinkers in Indian History

**Course Code:** HIS 6.5DCCT204

### DCC

**Course Objectives:** This course intends to explore Indian thinkers' contribution to the contemporary society and their relevance to the modern day society. The objective of this course is to make the students familiar with the teachings & principles of the thinkers in Indian history. This course intends to acquaint students with the vast repository of ideas produced by Indian thinkers on politics, society & religion. This course module will make them understand the ideas of some of the prominent thinkers of India in light of their views regarding social, political, religious, spiritual & all the other spheres of life to enlighten the individual.

**Course Level Learning Outcomes:** On completion of this course, the student will be able to:

1. Understand different traditions & ideals of Indian Society.
2. Acquaint himself/herself with the political, social & religious conditions of India in the past.
3. Comprehend the principles & teachings of the Thinkers & find a better way to reconstruct the society.
4. Attain the civic skills enabling himself/herself to become a citizen possessing human values.
5. Imbibe the feelings of devotion & dedication.

**Unit I** Panini, Shukracharya, Yajnavalkya, Charak, Kautilya, Kanad, Valmiki, Ved Vyas, Manu,

**Unit II** Kapil Muni, Patanjali, Aryabhatt, Charvaka, Madhavacharya, Vallabacharya, Ramanand, Ramanuj

1. रजनीषकुमार शुक्ल	:	भारतीय ज्ञानपरम्पराऔरविचारक
2. ए.पी. अवस्थी	:	भारतीय राजनीतिकविचारक
3. ओमप्रकाशगाबा	:	भारतीय राजनीतिकविचारक
4. बी.एम. शर्मा, रामकृष्ण दत्त शर्मा, सविता शर्मा	:	भारतीय राजनीतिकविचारक
5. एस.एल. दोषी	:	भारतीय राजनीतिकविचारक
6. राजवीर शर्मा	:	भारतीय विचारक
7. John Peter Vallabadoss	:	Indian Thinkers
8. Vishnoo Bhagwan	:	Indian Political Thinkers
9. N. Jayapalan	:	Indian Political Thinkers
10. Him.anshu Roy	:	Indian Political Thinkers

**Course Title : Social, Cultural and Economic History of Rajasthan (7<sup>th</sup> Century A.D. To 1950 A.D.)**

**Course Code :** HIS6.5DCCT205

**DCC**

**Course Objectives:** This paper traces the changing political formations, economic and social structures in the Rajasthan. It also closely examines the nature of feudal societies and the ancient, medieval and modern economy of Rajasthan during the 7<sup>th</sup> to 19<sup>th</sup> centuries. The paper contextualizes the development of a crisis within the backdrop of marked changes within the ancient, medieval and modern economy, society and polity. It concludes with a detailed overview of societies that emerged in Rajasthan.

**Course Level Learning Outcomes:** On completion of this course, students will be able to:

1. Identify the key historical features of Rajasthan.
2. Explain the emergence of ancient, medieval and modern polities and feudal institutions.
3. Explain the trends in the late medieval and modern economy and their impact on social, cultural and religious life.
4. Analyse the rise and the transition to state formation in Rajasthan.
5. Discuss the development of various spiritual, literary and broader urban traditions.

**Unit – I**      Main sources of Social and Economic History of Rajasthan. Main social Institutions: Tribes, Clan and Caste, family Organization, Main Samskaras, Marriage, Slavery and Education, Social customs and Rituals their ramification: Purdah, Sati - Johar.

**Unit – II**      Village society-structure and Stratification; Impact of Feudalism on Society, Nature of Land Grants, Forced Labour, Social Discrimination

and untouchability; Panchayats; Fairs and Festivals and their contribution to society.

- Unit – III** Temple grants. socio-Religious Movements with reference to Sufism, Bishnois (Jambhoji), Dadupanth, Ramsnehis, Jasnathi, Nath Cult, Western Cultural and Educational Impact; Social Work of Christian Missionaries
- Unit – IV** Arya Samaj, Bhil Reform movement. Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkanini Sabha. Proclamations and Legislations for reforms: Modernization.
- Unit – V** Nature and Structure of economy during the period of Study-Structure and Stratification of Rural and Urban Society. Agricultural and Non Agricultural production. Artisan classes, Trade and Trade routes; Markets and Indigenous Banking; Famines, Taxation System. Urbanization and Main urban centers. Growth of Railways and its Impact

**Recommended Readings:**

1. G.N. Sharma : Social Life in Medieval Rajashtan (1500-1800 A.D.) Agra.
2. G.N. Sharma : Rajasthan ka SanskritikItihas, Raj. Hindi Granth Academy,Jaipur (Relevant Portion), 1965.
3. G.N. Sharma : A Bibliography of Medieval Rajasthan (Social and Cultural) Agra, 1965.
4. DasrathSharma : Rajasthan Through the Ages, Vols I, Rajasthan State Archives, Bikaner, 2014
5. G.N.Sharma : Rajasthan Through the Ages, Vols II, Rajasthan State Archives, Bikaner, 2014
6. M.S.Jain : Rajasthan Through the Ages, Vols III, Rajasthan State Archives, Bikaner, 1997



7. Series of Rajasthan District Gazetteers, Published by Directorate District Gazetteers, Govt. of Rajasthan, Jaipur.
8. Census Report of Rajputana State and Ajmer-Merwara (1818-1951).
9. B.L. Bhadani : Peasants, Artisans and Entrepreneurs-Economy of Marwari in the Seventeenth Century, Jaipur.
10. G.D. Sharma : Madhyakalin Bhartiya Samajik Arthik AvamRajnitikSansthaiyen, Raj. Hindi Granth Academy, Jaipur, 1992.
11. Kalu Ram Sharma: Unnivi Sadi Main Rajasthan Ka Samajiktatha Arthik Jeevan (Hindi).
12. Dilbagh Singh : The State, Landlords and the Peasants, Rajasthan in the 18<sup>th</sup> Century, Manohar, Delhi, 1990.
13. Dr. Kamla Malu : Famines in Rajasthan.
14. Dr. Pema Ram: Madhyakalin Rajasthan Main Dharmik Andolan.
15. K.S. Saxena : Political Movement and Awakening in Rajasthan.
16. Jaishankar Mishra :Pracheen Bharat Ka SamajikItihas.
17. Om Prakash: Pracheen Bharat Ka Samajik aur Arthik Vikas.
18. G.S.L. Devra : Rajasthan Ki PrashasnikVyavastha (Bikaner Ke Sandarbh Main)
19. G.S.L. Devera :राजस्थानइतिहास के अभिज्ञानरूप, जयपुर 2010
19. S.K. Bhanot : Rajasthan Main Panchayat Vyavastha

Semester-III											
Group-A											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan  or Historical Essays  or Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT302	History of Ancient India (From Earliest times to c. 600 B.C.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT303	History of Ancient India (From c. 600 B.C. to c. 200 B.C.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET304(A) Or HIS 6.5DSET304(B)	Socio Economic Life And Institutions Of Ancient India (From Earliest Times To 1200 A.D.)  or Outline of Indian Archaeology - I	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET305(A) Or HIS 6.5DSET305(B)	Ancient Indian Art and Architecture - I  or Ancient Indian Numismatics- I	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					

Total Marks						600				
Semester-III										
Group-B										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan or Historical Essays or Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*
HIS6.5DCCT306	History of Medieval India ( 750 A.D. to 1320 A.D.) : sources, interpretations and debates	DCC	5	1	0	6	30	120	150	36
HIS 6.5DCCT307	History of Medieval india (1320 A.D. to 1526 A.D.) : sources, interpretations and debates	DCC	5	1	0	6	30	120	150	36
HIS 6.5DSET308(A) Or HIS 6.5DSET308(B)	Medieval Society, Religion, Art And Architecture or Historical Application in Tourism	DSE	5	1	0	6	30	120	150	36
HIS 6.5DSET309(A) Or HIS 6.5DSET309(B)	History of the Marathas (1630-1818 AD) or Economic Life and Institutions in Medieval India	DSE	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks						600				

Semester-III											
Group-C											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimu m Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan or Historical Essays or Women in Indian History	SDC	2	0	0	2				Non- CGPA S/NS*	
HIS6.5DCCT310	Modern India and Its Institutions (1740-1857 A.D.)	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT311	Modern India and Its Institutions (1858-1919 A.D.)	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET312(A) Or HIS 6.5DSET312(B)	Modern India and Its Institutions (1919-1950 A.D.) or Social And Economic History of Modern India	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET312(A) Or HIS 6.5DSET312(B)	Gandhian Thought or History of Modern Rajasthan - I	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

Semester-III											
Group-A											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks			**Minimum Passing Marks (%)	
							Internal Marks	External Marks	Total marks		
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan  or  Historical Essays  or  Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT302	History of Ancient India (From Earliest times to c. 600 B.C.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT303	History of Ancient India (From c. 600 B.C. to c. 200 B.C.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET304(A) Or HIS 6.5DSET304(B)	Socio Economic Life And Institutions Of Ancient India (From Earliest Times To 1200 A.D.)  or  Outline of Indian Archaeology - I	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET305(A) Or HIS 6.5DSET305(B)	Ancient Indian Art and Architecture Part I  or  Ancient Indian Numismatics- I	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

## Course Title: Cultural Tourism in Rajasthan

**Course Code:** HIS6.5SDCT301(A)

**Objective:** To familiarize students with the basic concepts of tourism; discuss the terminology used; give an insight into how tourism evolved over a period of time and reached the modern stage in Rajasthan; enhance the knowledge of students in various areas related to tourism in Rajasthan; explore the selected issues that currently influence the tourism industry both locally and globally.

### Course Level Learning Outcomes:

At the end of the course, students would:

1. Understand fundamentals of tourism and perspectives in Rajasthan.
2. Understand the concepts of tourism, the framework of the system, types and form of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.

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|-------------------|--|
| <b>Unit – I</b>   | Cultural Tourism : Definition, Concept, Interpretation and types; Origin and Development of Cultural Tourism; New Trends in Cultural Tourism : Product of Cultural Tourism in Rajasthan.   |
| <b>Unit – II</b>  | Rajasthan : General Introduction, its history and culture : General Survey of Museums of Rajasthan; Folk art, dances, dresses, food, handicrafts and festivals of Rajasthan: Tradition of medieval saints: Folk god and goddesses. |
| <b>Unit – III</b> | Historical Tourism in Rajasthan with special reference to Virata Nagar. Bhanagarh. Ranthambore, Haldighati.  |
| <b>Unit – IV</b>  | Religious Tourism with Special reference to Pushkar. Nathdwara, Ajmer Dargah. Shri Mahaveerjee, Beneshwar. Deshnok.Ossian; Responsible factors for the enhancement of Tourism.   |

**Unit – V** Cultural Policy of Govt. of Rajasthan, Heritage sites of Rajasthan main features, main tourist circuits of Rajasthan.

**Recommended Readings:**

1. Mckerchyer, B and Du Cros H – Cultural Tourism : The Partnership between Tourism and Cultural Heritage Management, New York, 2002.
2. Timothy, D. and Boyd S. – HeritaeTourism : Theme in Tourism, Essex, 2003.
3. Gupta, S.P. Krishna tal& Mahua Bhattacharya – Cultural Tourism in India, NEw Delhi, 2002.
4. Busham K.L. – A Cultural History of India, Oxford, 1978.
5. Bhatia – Tourism in India.
6. Alchevs, E.G. Cultural Tourism in India, its scope and development.
7. Kaul, S.N. – Tourist India.
8. Prabhakar Manohar : Cultural Heritage of Rajasthan
9. Shukla, D.C. : Spiritual Heritae of Rajasthan
10. Singh Chandra Mani : Protected Monuments of Rajasthan
11. व्यास, राजेशकुमार : सांस्कृतिकपर्यटन राजस्थानसाहित्य अकादमी, जयपुर
12. सक्सेना, शालिनी : राजस्थान के लोकतीर्थ, पंचशीलप्रकाशनजयपुर
13. गढ़वीर एम.आर. एवंसुथारअंजुसम्पादित : पर्यटन : वर्षा एवंदिशा, लिटररीसर्किल, जयपुर।
14. चूड़ावतलक्ष्मी कुमारी : लोकसंस्कृति, रूप औरदर्शन।
15. सिंह, शिव : राजस्थानीलोकगीत, खण्ड1 एवं 2

OR

**Course Title: Historical Essays**

**Course Code:** HIS6.5SDCT301(B)

**Objective:** The objective of this course is to introduce the students about important facets of the Indian History and critically think and write in History.

**Course Level Learning Outcomes:**

At the end of the course, students would learn the different aspects of Indian history, current trends in history and historiography.

- Unit – I**      Importance of archaeological sources,  
 Importance of archaeological sources in Rajasthan  
 Main features of ancient art and architecture  
 Main features of ancient Indian paintings
- Unit – II**      A study of Mughal painting  
 Main features of medieval Indian art and architecture  
 Cultural synthesis during Medieval period  
 Main Historical & religious sights of Rajasthan
- Unit – III**      Study of chief museums of Rajasthan  
 Role of UNESCO in preservation of Indian heritage  
 A bird eye view of Ancient Rajasthan  
 A bird eye view of Medieval Rajasthan
- Unit – IV**      Museum as a source of educational and cultural Centre  
 Maurayan art and architecture  
 Gupta art and architecture
- Unit – V**      Contribution of women in preservation of culture  
 A study on cultural historiography  
 Art and architecture of Bikaner  
 ICOM

**Recommended Readings:**

1. A Gosh. 1989-An Encyclopedia of Indian Archaeology, Delhi.2 Vols.



2. D.P. Agarwal & J.S. Kharakwal, 2003 Bronze & Iron Age of South Asia.
3. Aryan Books.
4. Agrawal, D.P. 1982. Archaeology of India. Copenhagen: Scandinavian Institute of Asian Studies.
5. Agrawal, D.P. 2000. Ancient Metal Technology and Archaeology of South Asia (A.P.A. n
6. Habib and Nizami : Comprehensive History of India. Vol.V (Also in Hindi)
7. Yusuf Husain : Glimpses of Medieval Indian Culture.
8. A.M. Habibullah: Some aspects of Muslim Rule in India .
9. Mahdi Husain: The Tughlaq Dynasty.
10. Istiaq Qureshi: The Administration of Delhi Sultanate.
11. K.M. Ashraf : Life and condition of the people of Hindustan. (also in hindi)
12. A.B. Pandey: The First Afghan Empire in India.
13. K.S. Lal : History of the Khiljis
14. R.C. Majumdar : New History of the Marathas, Vol. II and III (also in Hindi)

OR

## Course Title: Women In Indian History

Course Code: HIS6.5SDCT301(C)

**Objective:** This course will focus on the gender analysis of the socio-political and religious setup.

### Course Level Learning Outcomes:

At the end of the course, students would:

1. Understand historiographical intervention in writing women into history thus visiblizing them as subjects.
2. Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
3. Patriarchal constructions of masculinity and femininity with reference to M.A. DISSERTATION of various ancient societies.
4. Structures of polity, society, economy and religion in the ancient world and the extent and nature of women's participation therein.
5. Spaces within the structures where women had both agency and voice.

**Unit – I** Sources of Study – Literary and Archaeological sources, Archival and Non-archival sources, Govt. Files, Census Reports, Private Papers, Autobiographies.

**Unit – II** Religion and Women - Brahmanical, Jainism, Buddhism, Christianity, Islam and Sikhism; Reform Movement and Women - Bhakti movement, Brahma Samaj, Arya Samaj.

**Unit – III** Customary and legal status of women - Ancient India, Medieval India, Colonial India, Post Independent India, Women in Tribal Societies; Role of Women in household, agriculture and industry, Property related rights of women.

- Unit – IV** Education and Women - Ancient India, Medieval India, Colonial India, Post Independent India; Women's organizations - Colonial, Local, National, Post Independent India; Women's organizations - Colonial, Local, National, Post Independent India;
- Unit – V** Women and Culture - Women representation and participation in literature, art, sculpture, music, dance, historical writings and media.

**Recommended Readings:**

1. A.S. Altekar : The Position of Women in Hindu Civilization, Delhi, 1978.
2. A.Basu & B.Ray: Women's Struggle: A History of the All India Women conference, 1927, 1990, Delhi.
3. B.S. Upadhaya : Women in Rigveda
4. Neera Desai : Women in Modern India, Mumbai, 1957
5. J.Krishnamurthy(ed.): Women in Colonial India, Essays on Survival Work and State, OUP, Delhi, 1989.
6. M.C. Parekh : The Brahma Samaj
7. Vina Mazumdar : Symbols of Power: Studies on the Political Status of Women in India, Allied, Delhi, 1979
8. Rekha Mishra: Women in Mughal India, 1526-1748, M.M.Pub., Delhi, 1967
9. B.R. Nanda: Indian Women from Purdah to Modernity, Vikas, Delhi, 1976
10. Gail Minault : The Extended Family Women and Political Participation in India and Pakistan, South Asia Books, Columbia, 1981
11. Towards Equality : Report of Committee on the Status of Women in India, Govt. of India, Delhi, 1975
12. Ashraf : Social and Economic Life in Medieval India.
13. Sashi Arora : Rajasthan Main Nari Ki Sthiti

## **Course Title: History of Ancient India (From Earliest Times to c. 600 B.C.) : Sources, Interpretations And Debates**

**Course Code:** HIS6.5DCCT302

**Objective:** This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features to the Mahajanapad period.

### **Course Level Learning Outcomes:**

1. To understand the sources of history.
2. To understand the historical writings on India, prehistory of India, Indus valley civilization, Vedic age, the age of Mahajanapadas and political history of ancient India.

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|-------------------|---|
| <b>Unit – I</b>   | Sources and historiographical trends of ancient Indian history upto 600 B.C. A survey of Prehistoric India :Palaeolithic and Mesolithic cultures, Neolithic and Chalcolithic village cultures.  |
| <b>Unit – II</b>  | The Indus-Saraswati civilization: origin, extent, main sites, town-planning and architecture, economy, religion, arts, decline, devolution and continuity. Debate on the relationship of Indus – Saraswati civilization and Vedic civilization. |
| <b>Unit – III</b> | Megalithic Culture : Peninsular Indian Megalithic culture, North east, Megalithic culture of Kashmir and Uttarakhand and Central India.   |
| <b>Unit – IV</b>  | Content and Classification of Vedic literature. Vedic Saraswati river and evidence for its historicity. Problem concerning the original home and identity of the Aryans.  |

**Unit – V** Early Vedic culture – society, economy, polity and religion. Later Vedic culture – society, economy, polity, religion and philosophy.

**Recommended Readings:**

1. A Gosh. 1989-An Encyclopedia of Indian Archaeology, Delhi.2 Vols.
2. D.P. Agarwal& J.S. Kharakwal, 2003 Bronze & Iron Age of South Asia. Aryan Books.
3. Agrawal,D.P.1982.ArchaeologyofIndia.Copenhagen:ScandinavianInstituteofAsian Studies.
4. Agrawal,D.P.2000.AncientMetalTechnologyandArchaeologyofSouthAsia(APan AsianPerspective),AryanBooksInternational,NewDelhi
5. AgrawalD.P.andJ.S.Kharakwal,BronzeandIronagesinSouthAsia,NewDelhi,AryanBooksInternational,NewDelhi,2003.
6. Agrawal,D.P.andD.K.Chakrabarti(eds.).1979.EssaysinIndianProtohistory. New Delhi:D.KPublishers.
7. Allchin, F.R.andB.Allchin 1993. TheBirth ofCivilizationin India.reviseded.NewDelhi: PenguinBooks.
8. Allchin,BridgetandRaymondAllchin1982.RiseofCivilizationinIndiaandPakistan. Cambridge:CambridgeUniversityPress.
9. Barker,Graeme.1985.PrehistoricfarminginEurope,Cambridge:University Press
10. Cohen,Mark Nathan.1978. Food Crisis inPrehistory: Overpopulationand Origins of Agriculture,NewHaven:YaleUniversityPress
11. Dhavalikar, M.K. 1990. FirstFarmersofthe Deccan,Pune: Ravish Publishers.
12. Ghosh,A. 1990. EncyclopediaofIndianArchaeology(twovolumes). New Delhi: MunshiramManoharlal.
13. H.D. Sankalia : Prehistory and Protohistory of India and Pakistan, Poona, 1974

## **Course Title: History of Ancient India (From c. 600 B.C. to c. 200 B.C.) : Sources, Interpretations And Debates**

**Course Code:** HIS6.5SDCT303

**Objective:** This course is about early historical developments taking place in Indian history. It highlights the features of early historic times, the course tries to trace the emergence of state system and underlines the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features to the Mauryan period.

### **Course Level Learning Outcomes:**

1. To understand the sources of history, historical writings on India, the age of Mahajanapadas, Mauryan period and political history of Ancient India.

**Unit – I** Social and economic condition of India in sixth century B.C. Mahajanapadas, Republics and their polity. Rise of Magadhan imperialism – Haryanka, Sisunaga, and Nand dynasties. survey of the Iron Age cultures.

**Unit – II** The Mauryan Empire: A critical study of the sources, mainly the Arthasastra of Kautilya and the Indica of Megathenes. Significance of Mauryan Empire. Chandragupta Maurya – conquests and extent of empire.

**Unit–III** Asoka, the Great. Classification and significance of Asokan inscriptions. Kalinga War and its impact. Extent of Asoka's empire.

**Unit – IV** Nature of Asoka's Dhamma. Mauryan Administration. Administrative innovations of Asoka. Decline of the Mauryan Empire and responsibility of Asoka.

**Unit – V** Mauryan art, society, economy and literature India's contact with the outside world during the Mauryan Period.

**Recommended Readings:**

1. Vibha Tripathi : The Painted Grey Ware and Iron Age Culture of Northern India, Delhi, 1976.
2. Dilip K. Chakrabarti : The Early Use of Iron in India, Oxford University Press, Delhi, 1992
3. N.R. Banerjee : The Iron Age in India, Delhi, 1965
4. J.P. Sharma : The Republics in Ancient India, Leiden, 1968
5. G.P. Singh : Republic, Kingdoms, Towns and Cities in Ancient India, Reconstructing Indian History and Culture, No. 26, New Delhi 2003.
6. Rhys Davids : Buddhist India, Delhi, 1987.
7. Madan Mohan Singh : Buddha-kalina Samaja aur Dharma, Bihar Hindi Granth Academy, Patna, 1972
8. K.A.N. Sastri : Comprehensive History of India, Vol. II, The Mauryas and Satavahanas, Bombay, 1957  
 : The Age of Nanda and Mauryas, 2<sup>nd</sup> edn, Delhi, 1967 (also in Hindi)
9. R.C. Majumdar : The Age of Imperial Unity (The History and culture of the and A.D. Indian People, Vol. II), Bharatiya Vidya Bhawan, Bombay Pusalkar (ed.)
- 10 R.K. Mookerji : Chandragupta Maurya and His Times, Delhi, 1952 (also in Hindi)  
 . : Asoka, Motilal Banarasidass, Delhi, 1995 (also in Hindi)
- 11 D.R. Bhandarkar : Asoka S. Chand & Co., Delhi, 1964 (also in Hindi)
- 12 B.M. Barua : Asoka and His Inscriptions, lparts 1 & 2, New Age Publishers, Calcutta, 1955  
 .
- 13 Romila Thapar : Asoka and the Decline of the Mauryas, Oxford University Press, Delhi, 3<sup>rd</sup> impression, 1999  
 . : The Mauryas Revisited, K.P. Bagchi & Co., Calcutta, 1984
- 14 Sudhakar : Bimbisara to Asoka, Calcutta, 1997

- . Chattopadhyay  
a
- 15 R. : Arthashastra of Kautilya, Eng. tr, Mysore, 1915.
- . Samashastry  
(ed.)
- 16 R.P. Kangle : The KautiliyaArthashastra (Part I), 1960; A Critical Edition  
with a Glossary (Part II), 1963 English Translation with  
Critical and Explanatory Notes (Part III), 1965, University of  
Bombay, Bombay
- 17 J.W. Mc : Ancient India as Described by Megasthenes and Arrian,  
. Crindle Calcutta, 1926
- 18 Niharranjan : Maurya and Post-Maurya Art : A Study in Social and Formal  
. Ray Contacts, Indian Council of Historical Research, New Delhi,  
1975
- 19 S.N. Dube : Ideas and Movements in the Age of the Mauryas, Indian  
. Institute of Advanced Studies, Shimla, first ed. 2012
- 20 Misra, G.S.P. : The Age of Vinaya, Delhi, 1972  
.
- 21 H.C. : Political History of Ancient India with a commentary of B.N.  
. Raychaudhuri Mukherjee, Oxford University Press, New Delhi, 1996 (Also  
in Hindi)
22. डी. के. चारण कौटिल्यके अर्थशास्त्रकाराजनीतिक एवं सांस्कृतिक अध्ययन, राजस्थानी ग्रंथागार,  
जोधपुर, 2020

## **Course Title: Socio Economic Life and Institutions of Ancient India (From Earliest Times To 1200 A.D.)**

**Course Code:** HIS6.5SDCT304(A)

**Objective:** This course is designed to make the students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life



during the 'early medieval period' (Earliest Times – A.D. 1200) of Indian history. With its focus on the multiple approaches to the various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians' approach, read and interpret their sources.

### **Course Level Learning Outcomes:**

After finishing the course, a learner would be able to:

1. Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
2. Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
3. Discuss the major currents of development in the cultural sphere, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

**Unit – I** Sources, Vedic Society, Varna System, Ashramas & Purusharthas, Sanskaras, Institution of Marriage & Family.

**Unit – II** Origin & Development of Caste System, Position of Shudras, Untouchability

**Unit – III** Slavery, Position of Women, Education System & Institutions

**Unit – IV** Development of Agriculture and Land Revenue System.

**Unit – V** Handicrafts and Industry, Trade, Guild System.

### **Recommended Readings:**

1. V.C. Pandey : Prachin Bharat Ka Rajnitik Itihas Vol. I (also in Hindi.)
2. Vachaspati Gairola : Arthshastra (Also in Hindi)
3. McCrindle: Ancient India as described by Megasthenes and Arrian.
4. Shamashastry : Kautilya's Arthashastra.
5. Majumdar and Pusalker, Ed. : The History and Culture of the Indian People Vol. II

The Age of Imperial Unity.

6. Majumdar and Pusalker, Ed.: The History and Culture of the Indian People Vol. III The Classical Age.
7. R.K. Mukerji : The Gupta Empire.
8. S.R. Goyal : The History of the Imperial Guptas.
9. ShrikrishanOjha :Pracheen Bharat (78 AD-650 AD)
10. Dr. Dashrath Sharma : Rajasthan Through The Ages, Vol-I, Bikaner.
11. Dr. J.N. Asopa : A Socio-Economic and Political Study of India, Jaipur, 1990.
12. Dr. Shanta Rani Sharma : Society and Culture in Rajasthan (700-900 A.D)

OR

## **Course Title: Outline of Indian Archaeology- I**

**Course Code:** HIS6.5SDCT304(B)

**Objectives:** This course introduces the student's concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilizational development. Legislation related to archaeology and the role of archaeology in heritage management are also discussed in this course

### **Course Level Learning Outcomes:**

On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline

**Unit – I**      Meaning and scope of Archaeology – its significance as a source of history. Archaeology in relation to other sciences – social and natural sciences. History of Indian Archaeology. New Archaeology – concept and its application in Indian context.

- Unit – II**      Origin of Man in India. Palaeolithic cultures of India – Lower, Middle and Upper Palaeolithic cultures – distribution, tool types and technology, associated culture. Mesolithic cultures – distribution, tool types and technology, associated culture.
- Unit – III**    Theories and Methods of Field Archaeology : Exploration, Excavation, Stratigraphy, Dating, Recording. Under-water archaeology – Indian studies.
- Unit – IV**    Some Important Concepts: Time Space and culture, Society, Cultural Diffusions, Settlement pattern, Cultural ecology, Three-Dimensional Measurement, Adaptation, Classification of Archaeology.
- Unit – V**    Archaeology and its Relationship with Social Sciences such as Sociology, Geography, Sanskrit, Language studies Relationship of Archaeology with Natural Sciences Geology, Physics, Chemistry, Botany, Zoology.

**Recommended Readings:**

1. R.E.M. Wheeler : Archaeology from the earth, a Pelican Book, 1974  
(also in Hindi)  
: Early India and Pakistan, London, 1966
2. Childe V.G. : A Short Introduction to Archaeology, New York, 1962
3. H.D. Sankalia : Prehistory and Protohistory of India and Pakistan,  
: Poona, 1974  
Stone Age Tools – Their Techniques, Names and  
: Probable Functions, Deccan College, Poona, 1 st  
ed., 1962.  
New Archaeology and its Application in India.
4. Vidula Jayaswal : Bharatiyalitihaseke Adi-Charana ki Rooprekha (Pura-  
Prastara Kala), (in Hindi), Delhi 1987

- : Bharatiyaltihasa ka Madhya-Prastara Kala, (in Hindi)  
Delhi, 1989.
- : Bharatiyaltihasa ka Nava-Prastara Yuga, (in Hindi)  
Delhi, 1987.
- 5. J.N. Pandey : Puratattva Vimarsha (in Hindi), Allahabad, 1995

## Course Title: Ancient Indian Art and Architecture- I

**Course Code:** HIS6.5SDCT305(A)

**Objectives:** The course studies the early evidence of Art and Architecture up to 600 CE. It is concerned with identifying the early forms of this culture and its transitions over time. As a part of the social world and its culture, the paper is also interested in developing the patronage networks that sustained this cultural activity and the ways in which this was discussed in the textual materials of the time.

### Course Level Learning Outcomes:

At the end of the course, students would be:

1. Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history
2. Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
3. Able to trace the intertwined nature of art, religion and society in the period.
4. Able to analyze art on basis of its materiality
5. Recognise the patterns of patronage and related developments.

**Unit – I**      Characteristics of Indian art. Prehistoric Rock Art. Development of art and architecture in Indus-Saraswati civilization : town-planning and architecture of main cities, sculptures (stone, terracotta and metal figures) and seals.

**Unit – II**      Study of art and architecture in the Mauryan period : Places, Pillars, Caves; Folk Sculptures (Yakshas).

**Unit – III**      Origin and evolution of the Stupa architecture : A study of Stupas at Bharhut, Sanchi, and Amaravati with reference to their architecture and sculpture.

**Unit – IV**      Origin and development of Rock-cut architecture : Barabar-Nagarjuni Caves; Hinayana Vihara and Chaityagriha ; Mahayana Vihara and

Chaityagriha; Brahmanical Caves – Ellora, Elephanta; Jain Caves – Orissa (Udayagiri and Khandagiri) and Ellora.

**Unit – V** Art in the Kushana period – Study of Mathura and Gandhara styles – Origin of Buddha image. Gupta art – a study of sculptures, Ajanta paintings.

**Recommended Readings:**

1. V.S. Agrawal : Indian Art, Vol. I, Varanasi, 1965  
Bharatiya Kala (in Hindi), Varanasi, 1994
2. P.K. Agrawal : PrachinaBharatiya Kala evamVastu (in Hindi),  
Varanasi, 1994
3. A.K. : An Introduction to Indian Art, Adyar Theosophical  
Coomaraswamy Publishing House, 1956  
: History of Indian and Indonesian Art, Dover  
Publications New York, 1965
4. Benjamin Rowland : The Art and Architecture of India (Buddhist, Hindu,  
Jain) Harmondsworth, 1970
5. Percy Brown : Indian Architecture (Buddhist and Hindu), Vol. I,  
Bombay, 1971.
6. James Fergusson : History of Indian and Eastern Architecture, Vol. I & II,  
MunshiramManoharlal, Delhi, 1967.
7. J.C. Harle : Art and Architecture of the Indian Subcontinent,  
London, 1986.
8. Niharranjan Ray : Maurya and Post-Maurya Art : A Study in Social and  
Formal Contacts, Indian Council of Historical  
Research, New Delhi, 1975
9. S.P. Gupta : The Roots of Indian Art (A Detailed Study of the  
Formative Period of Art and Architecture : Third and  
Second Centuries B.C. – Maurya and Late Maurya),  
B.R. Publishing Corporation, Delhi, 1980
10. Grunwedel : Buddhist Art of India, New Delhi, 1972.
11. S.K. Saraswati : A Survey of Indian Sculpture, Delhi, 1975.
12. C. Sivaramamurti : Indian Sculpture, Delhi, 1961.

- : Amaravati Sculptures in the Madras Government Museum
13. S. Kramrisch : Indian Sculpture
14. D. Mitra : Buddhist Monuments, Calcutta, 1971.
15. J. Marshall : A Guide to Sanchi, Calcutta, 1955.
16. Vasudev : PrachinaBharatiya Stupa, Guha evam Mandir, (in Hindi),  
Upadhyaya Bihar Hindi Grantha Academy, Patna, rev. edn., 2003

OR

## Course Title: Ancient Indian Numismatics- I

**Course Code:** HIS6.5SDCT305(B)

**Objectives:** Introduce students to the early scripts and coinage of ancient India

**Course Level Learning Outcome:** Students are expected to learn beginning of writing, elements of art and coinage of ancient India

- Unit – I** History of Numismatic Studies in India. Significance of Coins as a source of Indian History up to 1200 A.D. Meaning and scope of Numismatics. Origin and Antiquity of Coinage in India.
- Unit – II** Dating, Typology, Metrology, Symbols, Classification and Cataloguing of Coins, Hoard Analysis.
- Unit – III** Finds of Coins : Hoards, Stray finds, finds from excavations/explorations. Study of Coins : Typology, Inscriptions, Symbols, Description of Coins.
- Unit – IV** Early Indian Coins : Punch-marked Coins – distribution, chronology, symbols, classification. Uninscribed Cast Coins and Die-struck Coins.

**Unit – V** Local Coins – Panchala and Mathura. Tribal Coins – Yaudheyas, Malavas, Kunindas and Arjunayanas.

**Recommended Readings:**

1. D.R. Bhandarkar : Ancient Indian Numismatics
2. S.K. Chakraborty : A Study of Ancient Indian Numismatics
3. A. Cunningham : Coins of Ancient India
4. P.L. Gupta : Coins – The Source of Indian History  
: PrachinaBharatiyaMudrayen (in Hindi)
5. S.R. Goyal : Ancient Indian Coinage
6. A.K. Narain : Seminar Papers on the Local Coins of Northern India
7. J.P. Singh and N. Ahmed : Seminar Papers on the Tribal Coins of Ancient India
8. K.K. Dasgupta : A Tribal History of Ancient India : A Numismatic Approach.
9. J. Allan : Catalogue of the Indian Coins in the British Museum : Ancient India.
10. Prashant Srivastava : Aspects of Ancient Indian Numismatics
11. Vasudev Upadhyaya : PrachinaBharatiyaMudrayen (in Hindi)



Semester-III											
Group-B											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan or Historical Essays or Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT306	History of Medieval India ( 750 A.D. to 1320 A.D.) : sources, interpretations and debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT307	History of Medieval india (1320 A.D. to 1526 A.D.) : sources, interpretations and debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET308(A) Or HIS 6.5DSET308(B)	Medieval Society, Religion, Art And Architecture or Historical Application in Tourism	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET309(A) Or HIS 6.5DSET309(B)	History of the Marathas (1630-1818 AD) or Economic Life and Institutions in Medieval India	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

## Course Title: Cultural Tourism in Rajasthan

**Course Code:** HIS6.5SDCT301(A)

**Objective:** To familiarize students with the basic concepts of tourism; discuss the terminology used; give an insight into how tourism evolved over a period of time and reached the modern stage in Rajasthan; enhance the knowledge of students in various areas related to tourism in Rajasthan; explore the selected issues that currently influence the tourism industry both locally and globally.

### Course Level Learning Outcomes:

At the end of the course, students would:

1. Understand fundamentals of tourism and perspectives in Rajasthan.
2. Understand the concepts of tourism, the framework of the system, types and form of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.

- |                   |  |
|-------------------|--|
| <b>Unit – I</b>   | Cultural Tourism : Definition, Concept, Interpretation and types; Origin and Development of Cultural Tourism; New Trends in Cultural Tourism : Product of Cultural Tourism in Rajasthan.   |
| <b>Unit – II</b>  | Rajasthan : General Introduction, its history and culture : General Survey of Museums of Rajasthan; Folk art, dances, dresses, food, handicrafts and festivals of Rajasthan: Tradition of medieval saints: Folk god and goddesses. |
| <b>Unit – III</b> | Historical Tourism in Rajasthan with special reference to Virata Nagar. Bhanagarh. Ranthambore, Haldighati.  |
| <b>Unit – IV</b>  | Religious Tourism with Special reference to Pushkar. Nathdwara, Ajmer Dargah. Shri Mahaveerjee, Beneshwar. Deshnok.Ossian; Responsible factors for the enhancement of Tourism.   |

**Unit – V** Cultural Policy of Govt. of Rajasthan, Heritage sites of Rajasthan main features, main tourist circuits of Rajasthan.

**Recommended Readings:**

1. Mckerchyer, B and Du Cros H – Cultural Tourism : The Partnership between Tourism and Cultural Heritage Management, New York, 2002.
2. Timothy, D. and Boyd S. – Heritage Tourism : Theme in Tourism, Essex, 2003.
3. Gupta, S.P. Krishna tal& Mahua Bhattacharya – Cultural Tourism in India, NEw Delhi, 2002.
4. Busham K.L. – A Cultural History of India, Oxford, 1978.
5. Bhatia – Tourism in India.
6. Alchevs, E.G. Cultural Tourism in India, its scope and development.
7. Kaul, S.N. – Tourist India.
8. Prabhakar Manohar : Cultural Heritage of Rajasthan
9. Shukla, D.C. : Spiritual Heritage of Rajasthan
10. Singh Chandra Mani : Protected Monuments of Rajasthan
11. व्यास, राजेशकुमार : सांस्कृतिकपर्यटन राजस्थानसाहित्य अकादमी, जयपुर
12. सक्सेना, शालिनी : राजस्थान के लोकतीर्थ, पंचशीलप्रकाशनजयपुर
13. गढ़वीर एम.आर. एवंसुथारअंजुसम्पादित : पर्यटन : वर्षा एवंदिशा, लिटररीसर्किल, जयपुर।
14. चूड़ावतलक्ष्मी कुमारी : लोकसंस्कृति, रूप औरदर्शन।
15. सिंह, शिव : राजस्थानीलोकगीत, खण्ड1 एवं 2

OR

**Course Title: Historical Essays**

**Course Code:** HIS6.5SDCT301(B)

**Objective:** The objective of this course is to introduce the students about important facets of the Indian History and critically think and write in History.

**Course Level Learning Outcomes:**

At the end of the course, students would learn the different aspects of Indian history, current trends in history and historiography.

- Unit – I**      Importance of archaeological sources,  
 Importance of archaeological sources in Rajasthan  
 Main features of ancient art and architecture  
 Main features of ancient Indian paintings
- Unit – II**      A study of Mughal painting  
 Main features of medieval Indian art and architecture  
 Cultural synthesis during Medieval period  
 Main Historical & religious sights of Rajasthan
- Unit – III**      Study of chief museums of Rajasthan  
 Role of UNESCO in preservation of Indian heritage  
 A bird eye view of Ancient Rajasthan  
 A bird eye view of Medieval Rajasthan
- Unit – IV**      Museum as a source of educational and cultural Centre  
 Maurayan art and architecture  
 Gupta art and architecture
- Unit – V**      Contribution of women in preservation of culture  
 A study on cultural historiography  
 Art and architecture of Bikaner  
 ICOM

**Recommended Readings:**

1. A Gosh. 1989-An Encyclopedia of Indian Archaeology, Delhi.2 Vols.

2. D.P. Agarwal & J.S. Kharakwal, 2003 Bronze & Iron Age of South Asia.
3. Aryan Books.
4. Agrawal, D.P. 1982. Archaeology of India. Copenhagen: Scandinavian Institute of Asian Studies.
5. Agrawal, D.P. 2000. Ancient Metal Technology and Archaeology of South Asia (A.P. n
6. Habib and Nizami : Comprehensive History of India. Vol.V (Also in Hindi)
7. Yusuf Husain : Glimpses of Medieval Indian Culture.
8. A.M. Habibullah: Some aspects of Muslim Rule in India .
9. Mahdi Husain: The Tughlaq Dynasty.
10. Istiaq Qureshi: The Administration of Delhi Sultanate.
11. K.M. Ashraf : Life and condition of the people of Hindustan. (also in hindi)
12. A.B. Pandey: The First Afghan Empire in India.
13. K.S. Lal : History of the Khiljis
14. R.C. Majumdar : New History of the Marathas, Vol. II and III (also in Hindi)

OR

## Course Title: Women In Indian History

**Course Code:** HIS6.5SDCT301(C)

**Objective:** This course will focus on the gender analysis of the socio-political and religious setup.

### Course Level Learning Outcomes:

At the end of the course, students would:

1. Understand historiographical intervention in writing women into history thus visiblizing them as subjects.
2. Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
3. Patriarchal constructions of masculinity and femininity with reference to M.A. DISSERTATION of various ancient societies.
4. Structures of polity, society, economy and religion in the ancient world and the extent and nature of women's participation therein.
5. Spaces within the structures where women had both agency and voice.

**Unit – I** Sources of Study – Literary and Archaeological sources, Archival and Non-archival sources, Govt. Files, Census Reports, Private Papers, Autobiographies.

**Unit – II** Religion and Women - Brahmanical, Jainism, Buddhism, Christianity, Islam and Sikhism; Reform Movement and Women - Bhakti movement, Brahma Samaj, Arya Samaj.

**Unit – III** Customary and legal status of women - Ancient India, Medieval India, Colonial India, Post Independent India, Women in Tribal Societies; Role of Women in household, agriculture and industry, Property related rights of women.

- Unit – IV** Education and Women - Ancient India, Medieval India, Colonial India, Post Independent India; Women's organizations - Colonial, Local, National, Post Independent India; Women's organizations - Colonial, Local, National, Post Independent India;
- Unit – V** Women and Culture - Women representation and participation in literature, art, sculpture, music, dance, historical writings and media.

**Recommended Readings:**

1. A.S. Altekar : The Position of Women in Hindu Civilization, Delhi, 1978.
2. A.Basu&B.Ray: Women's Struggle: A History of the All India Women conference, 1927, 1990, Delhi.
3. B.S. Upadhaya : Women in Rigveda
4. Neera Desai : Women in Modern India, Mumbai, 1957
5. J.Krishnamurty(ed.): Women in Colonial India, Essays on Survival Work and State, OUP, Delhi, 1989.
6. M.C. Parekh : The Brahma Samaj
7. Vina Mazumdar : Symbols of Power: Studies on the Political Status of Women in India, Allied, Delhi, 1979
8. Rekha Mishra: Women in Mughal India, 1526-1748, M.M.Pub., Delhi, 1967
9. B.R. Nanda: Indian Women from Purdah to Modernity, Vikas, Delhi, 1976
10. Gail Minault : The Extended Family Women and Political Participation in India and Pakistan, South Asia Books, Columbia, 1981
11. Towards Equality : Report of Committee on the Status of Women in India, Govt. of India, Delhi, 1975
12. Ashraf : Social and Economic Life in Medieval India.
13. Sashi Arora : Rajasthan Main Nari Ki Sthiti

## **Course Title: HISTORY OF MEDIEVAL INDIA ( 750 A.D. to 1320 A.D.) : SOURCES, INTERPRETATIONS AND DEBATES**

**Course Code:** HIS6.5DCCT306

**Objective:** This course seeks to engage students in an analytical understanding of the varied perspectives of Medieval Indian History during Sultanate period.

### **Course Level Learning Outcomes:**

At the end of the course, learners would be:

1. To understand Political and Economic history of medieval India.
2. turkas struggle for establishment of political supremacy over India.

**Unit – I**      Rise and Fall of Gurjar-Pratiharas of Kanauj. Tripartite struggle amongst Pratiharas, Palas and Rashtrakutas. Political condition of India and Central Asia during the last quarter of the 12<sup>th</sup> Century. Indian Feudal system and its role in checking the Turks.

**Unit – II**      Turkish invasions and the resistance of the Indian princes. Causes of Turkish success. Economic and cultural impact of the Turkish conquests. India on the eve of the Ghori invasion. The Ghori-Turkish conquest of Northern India.(Muizuddin and Aibek).Nature and Consequences of the conquest with special reference to political, economic and cultural aspects.

**Unit – III**      Iltutmish-expansion and administrative measures, the Iqta system. The Slave Nobility. Kingship and composition of nobility.

**Unit – IV**      Government under Balban.Consolidation under Balban. Balban's theory of Kingship. Relations between crown and the nobility (1206-1290).The Khiljis and early Tughlaqs. The "Khilji



Revolution"; Expansion and centralization  
 Ghiyasuddin Tughlaq's reforms; Mohammad Tughlaq's  
 character and his Projects. Khilji's and Tughlaq's policies  
 towards Native Indian powers and South India.

**Unit – V** Khilji revolution of 1290 and its significance. Expansion of the  
 Sultanate under Alauddin Khilji. His market control system,  
 land revenue and military reforms. Alauddin's policy towards  
 nobility and ulema. His theory of kingship. Main sources of Delhi  
 Sultanate upto the period of the Khiljis.

**Recommended Readings:**

1. Habib and Nizami : Comprehensive History of India. Vol.V (Also in Hindi)
2. Yusuf Husain : Glimpses of Medieval Indian Culture.
3. A.M. Habibullah: Some aspects of Muslim Rule in India .
4. A.B.M. Habibullah : The Foundation of Muslim Rule in India (Also in hindi)
5. Istiaq Qureshi: The Administration of Delhi Sultanate.
6. K.M. Ashraf : Life and condition of the people of Hindustan.(also in hindi)
7. R.C.Majumdar (ed.) : The History and Culture of the Indian People, Vol VI,  
 Delhi Sultanate
8. K.S. Lal : History of the Khiljis
9. आशीर्वादीलालश्रीवास्तव : दिल्लीसल्तनत(Also in English)
10. सतीशचन्द्र : मध्यकालीनभारत, भाग—1

## **Course Title: HISTORY OF MEDIEVAL INDIA (1320 A.D. to 1526 A.D.) : SOURCES, INTERPRETATIONS AND DEBATES**

**Course Code:** HIS6.5DCCT307

**Objective:** This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the two centuries between the fourteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

### **Course Level Learning Outcomes:**

At the end of the course, learners would be:

1. Familiar with the different kinds of sources available for writing histories of various aspects of life during the fourteenth and the fifteenth centuries.
2. Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
3. Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

**Unit – I** Ghiyasuddin Tughlaq. Projects of Muhammad Bin Tughluq and their impact. His religious policy. Causes and the effects of the rebellions and disorders during his period.

**Unit – II** Firoz Tughluq's administrative policy and its consequences. Land revenue system under the Tughluqs.

**Unit – III** The disintegration of central authority and the rise of provincial kingdoms (Bahmani, Vijaynagar and Jaunpur). Rise of Mewar under Kumbha and his cultural achievements.

**Unit – IV** The nature of Afghan sovereignty. Achievements of Sikandar Lodi. The north-west frontier problems of the Delhi Sultanates. Impact of Mongol Invasions on their policies and administration.

**Unit – V** Central Administrative structure of the Delhi Sultanate. Bhakti and Sufi movements. The development of literature, art and architecture. Main sources of Delhi Sultanate from 1320 A.D. to 1526 A.D.

### **Recommended Readings:**

Mahdi Hussain	:	History of the Tughluq Dynasty
Md. Habib and	:	A Comprehensive History of India, Vol. V,
K.A. Nizami (ed.)	:	The Delhi Sultanate (Also in Hindi)
R.C. Majumdar (ed.)	:	The History and Culture of the Indian People, Vol. VI, Delhi Sultanate.
R. C. Jauhari	:	Firuz Tughlaq
S. B. P. Nigam	:	Nobility under the Sultans of Delhi
Yusuf Hussain	:	Indo-Muslim Polity (Turko-Afghan Period)
A.B. Pandey	:	First Afghan Empire in India

## **Course Title: Medieval Society, Religion, Art And Architecture**

**Course Code:** HIS6.5DCCT308(A)

**Objective:** To know about Sultanate and Mughal architecture and painting including Rajasthani and Pahari tradition.

### **Course Level Learning Outcomes:**

At the end of the course, learners would be:

1. Be familiar with the major developments in sculpture, painting and architecture during the Medieval Indian history.
2. Able to trace the intertwined nature of art, religion and society in the period.

- Unit – I** Ruling classes, Middle classes and masses, Changes in Society and Caste System. Slavery, Position of women.
- Unit – II** Education, Literature, Influence of Religious Movement on Social conditions. Social Position of Hindus.
- Unit – III** Economic condition of Ruling Class, Middle Classes and Masses. Trade Centre's and External Trade. Agriculture and Industry. Currency and Banking. Rise of the Cities: Rural and Urban Life. Taxation.
- Unit – IV** Sufism: Bhakti Movement; Role of Ulemas; Position of Hindus. Influence of Islam on Hinduism and vice-versa.
- Unit – V** Art and Architecture during the Sultanate and Mughal period. Indigenous Painting, Mughal Painting.

**Recommended Readings:**

1. K.M. Ashraf : Life and Condition of the People of Hindustan (also in Hindi)
2. P.N. Chopra : Society and Culture in Mughal Age.
3. S.S. Kulshreshtha : Development of Trade and Commerce in Mughal Age.
4. Irfan Habib : Agrarian System of the Mughal India.
5. Noman Siddiqi : Land Revenue Administration under the Mughals.
6. A.B.Pandey : Society and Government of Medieval India (in Hindi also).
7. Yusuf Husain : Glimpses of Medieval Indian culture.
8. Percy Brown : (i) Indian Architecture (Islamic period), (ii) Mughal painting.
9. M.S. Randhawa and J.K. Gallbrith : Indian painting.
10. H.P.Divedi : Madhyakalmein Bhakti Andolan.
11. Raj Bali Pandey : Sufism (Hindi)
12. Dr. Harphool Singh Arya : Madhyakleen Samaj Dharma, Kala Aur Vastukala.

**OR**

## Course Title: Historical Application in Tourism

**Course Code:** HIS6.5DCCT308(B)

**Objective:** The objective of the course is to familiarize students with the basic concepts of travel and tourism; discuss the terminology used; give an insight into how travel and tourism evolved over a period of time and reached the modern stage; enhance the knowledge of students in various areas related to tourism and how it affects the destination; explore the selected issues that currently influence the tourism industry both locally and globally.

### Course Level Learning Outcomes:

At the end of the course, learners would be:

1. Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
2. Describe the different types of tourism resources of India, their importance in tourism and management.

**Unit – I**      Characteristics of tourism. Characteristics and designing of tourism products.

**Unit – II**      History as a tourism product. Monuments, Major and Minor.

**Unit – III**      Historical Sites, Historical Events.

**Unit – IV**      Folk Cultures and Arts, Festivals and Religions.

**Unit – V**      Handicrafts, Textiles etc. Guiding Skills.

### Recommended Readings:

1. John Bakewell      : The Complete Traveller
2. Chris Cooper &      : Tourism : Principles and Practices  
Fletcher
3. S. Wahals            : Tourism Marketing
4. Douglas Pieree      : Tourism Today : A Geographical Analysis

## Course Title: History of the Marathas (1630-1818 AD)

**Course Code:** HIS6.5DCCT309(A)

**Objective:** The objective of this course is to acquaint students with the regional history of India with special focus on the Marathas.

### Course Level Learning Outcomes:

At the end of the course, learners would be:

1. Understand the inspiration behind the establishment of swarajya.
2. Explain the reasons behind Chhatrapati Shivaji early conflicts with the regional lords and the outsiders.
3. Know about the administrative need and the importance of grand coronation of Chhatrapati Shivaji
4. Assess the Chhatrapati Shivaji invasion on Karnataka.
5. Know about the sacrifices of Maratha leaders and people to protect freedom and sovereignty of the region.
6. Understand the formation of welfare state during the Maratha rule.

<b>Unit – I</b>	Written and unwritten sources of the Maratha History; Rise of the Maratha power - (a) Historical significance of Bhakti Movement (b) Achievements of the Marathas during Pre-Shivaji Period
<b>Unit – II</b>	Achievements of Shivaji Maharaj - (a) Early career (b) Establishment of Swaraj - 1647 to 1659 (c) Consolidation of the Maratha Power - 1659 to 1674 (d) Coronation and last phase - 1674 to 1680
<b>Unit – III</b>	Achievements of Sambhaji Maharaj; Maratha War of Independence (1689-1707) and its significance; Administrative system during the Royal period - (a) Council of eight ministers (b) Military administration (c) Land Revenue System (d) Ramchandra Pant Amatya's Ajnyapatra

**Unit – IV** Expansion of the Maratha Power - (a) Background of Expansion: 1707-1719 (b) Sanads of Chauth, Sardeshmukhi and Swarajya (c) Maratha Confederacy (d) Policy of Expansion (e) Battle of Panipat and its consequences.

**Unit – V** Administrative system under the Peshwas - (a) Central and Provincial Administration (b) Judicial System; Social life during the period (1630-1761) - (a) Social structure (b) Position of women (c) Religious life, Cultural life : Literature, art and architecture.

**Recommended Readings:**

1. Desai Sudha V., Social Life in Maharashtra Under the Peshawas, Popular Prakashan, Mumbai.
2. Kulkarni, A.R., Maharashtra in the Age of Shivaji, Sudha Prakashan Pune.
3. Majumdar R.C. (Gen. ed.), Dighe V.G. (ed.), The Maratha Supremacy, The History and the Culture of the Indian People, Vol. VIII, Bharatiya Vidya Bhawan, Mumbai.
4. Mate M.S., Maratha Architecture, MansanmanPrakashan, Pune.
5. Ranade M.G., Rise of the Maratha Power, Publications Division, New Delhi
6. Sardesai G.S., New History of the Marathas, Vol. I, II and III, Phoenix Publication, Bombay.
7. Sarkar J.N., Shivaji and His Times, Orient Longman, New Delhi
8. Sen S.N., Administrative System of the Marathas, University of Calcutta
9. Sen S.N., Military System of the Marathas, K.P. Bagchi & Co., Calcutta
10. बी.एन. लूनिया : मराठों का इतिहास (हिन्दी)

OR

**Course Title: Economic Life and Institutions in Medieval India**

**Course Code:** HIS6.5DCCT309(B)

**Objective:** The objective of this course is to acquaint students with the economy, life patterns, classes in Medieval Indian history.

**Course Level Learning Outcomes:**

At the end of the course, learners would be:

1. Know the system of trade & commerce during the period of Sultan.
2. Understand the nature of village community & the relationship between the different sections of society.
3. Understand the aspects of fiscals & monetary system under the Sultanate.
4. Grasp the attitude of emperors towards religion under the regime of Sultanate.
5. Understand the political situation of India on the eve of Babar's invasion.
6. Grasp territorial expansion of Mughal empire
7. Understand the emergence & consolidation of Sher Shah.
8. Grasp the Mughal concept at divine theory of kingship & state.

**Unit – I** Land revenue system. Mode of agricultural production and crop pattern. Irrigation system. Land rights and problem of ownership of land.

**Unit – II** Jagirdari and Zamindari systems.

**Unit – III** Urbanization and the rise of urban trade center's. Growth of urban industries. Growth of technology in Medieval India. Development of Internal and external trade. Important trade routes.

**Unit – IV** Organization of markets. Currency and banking. Standard of living of the different social classes –aristocracy, peasantry, and artisans. The village community.

**Unit – V** Movement of prices in 16<sup>th</sup> and 17<sup>th</sup> centuries. Economic and social change in Mughal India : Growth or stagnation? Population and GNP changes as indicators. Economic consequences of the decline of the Mughal empire : a study of current theories of the 18<sup>th</sup> Century.



1. Abul Fazal : Ain-i-Akbari, Vol. 1, tr. Blochmann; Vol. II, tr. Jarrett
2. K.M. Ashrafi : Life and Conditions of the People of Hindustan (Also in Hindi)
3. Francisco Pelsaert : Jahangir's India, tr. Moreland and Geyl.
4. Irfan Habib : The Agrarian System of Mughal India.
5. Irfan Habib and T. Raychaudhary (ed.) : Cambridge Economic History of India, Vol. I
6. S. Moosvi : Economy of the Mughal Empire – A Statistical Study
7. W.H. Moreland : The Agrarian System of Muslim India
8. N.A. Siddiqi : Land Revenue Administration under the Mughals (1700-1750 A.D.)
9. J.B. Tavernier : Travels in India, Vols. I and II, ed. W. Crooke and tr. V. Ball

Semester-III											
Group-C											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT301(A) HIS6.5SDCT301(B) HIS6.5SDCT301(C)	Cultural Tourism in Rajasthan or Historical Essays or Women in Indian History	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT310	Modern India and Its Institutions (1740-1857 A.D.)	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT311	Modern India and Its Institutions (1858-1919 A.D.)	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET312(A) Or HIS 6.5DSET312(B)	Modern India and Its Institutions (1919-1950 A.D.) or Social And Economic History of Modern India	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET312(A) Or HIS 6.5DSET312(B)	Gandhian Thought or History of Modern Rajasthan - I	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

## Course Title: Cultural Tourism in Rajasthan

**Course Code:** HIS6.5SDCT301(A)

**Objective:** To familiarize students with the basic concepts of tourism; discuss the terminology used; give an insight into how tourism evolved over a period of time and reached the modern stage in Rajasthan; enhance the knowledge of students in various areas related to tourism in Rajasthan; explore the selected issues that currently influence the tourism industry both locally and globally.

### Course Level Learning Outcomes:

At the end of the course, students would:

1. Understand fundamentals of tourism and perspectives in Rajasthan.
2. Understand the concepts of tourism, the framework of the system, types and form of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.

- |                   |  |
|-------------------|--|
| <b>Unit – I</b>   | Cultural Tourism : Definition, Concept, Interpretation and types; Origin and Development of Cultural Tourism; New Trends in Cultural Tourism : Product of Cultural Tourism in Rajasthan.   |
| <b>Unit – II</b>  | Rajasthan : General Introduction, its history and culture : General Survey of Museums of Rajasthan; Folk art, dances, dresses, food, handicrafts and festivals of Rajasthan: Tradition of medieval saints: Folk god and goddesses. |
| <b>Unit – III</b> | Historical Tourism in Rajasthan with special reference to Virata Nagar. Bhanagarh. Ranthambore, Haldighati.  |
| <b>Unit – IV</b>  | Religious Tourism with Special reference to Pushkar. Nathdwara, Ajmer Dargah. Shri Mahaveerjee, Beneshwar. Deshnok.Ossian; Responsible factors for the enhancement of Tourism.   |

**Unit – V** Cultural Policy of Govt. of Rajasthan, Heritage sites of Rajasthan main features, main tourist circuits of Rajasthan.

**Recommended Readings:**

1. Mckerchyer, B and Du Cros H – Cultural Tourism : The Partnership between Tourism and Cultural Heritage Management, New York, 2002.
2. Timothy, D. and Boyd S. – HeritaeTourism : Theme in Tourism, Essex, 2003.
3. Gupta, S.P. Krishna tal& Mahua Bhattacharya – Cultural Tourism in India, NEw Delhi, 2002.
4. Busham K.L. – A Cultural History of India, Oxford, 1978.
5. Bhatia – Tourism in India.
6. Alchevs, E.G. Cultural Tourism in India, its scope and development.
7. Kaul, S.N. – Tourist India.
8. Prabhakar Manohar : Cultural Heritage of Rajasthan
9. Shukla, D.C. : Spiritual Heritae of Rajasthan
10. Singh Chandra Mani : Protected Monuments of Rajasthan
11. व्यास, राजेशकुमार : सांस्कृतिकपर्यटन राजस्थानसाहित्य अकादमी, जयपुर
12. सक्सेना, शालिनी : राजस्थान के लोकतीर्थ, पंचशीलप्रकाशनजयपुर
13. गढ़वीर एम.आर. एवंसुथारअंजुसम्पादित : पर्यटन : वर्षा एवंदिशा, लिटररीसर्किल, जयपुर।
14. चूड़ावतलक्ष्मी कुमारी : लोकसंस्कृति, रूप औरदर्शन।
15. सिंह, शिव : राजस्थानीलोकगीत, खण्ड1 एवं 2

OR

**Course Title: Historical Essays**

**Course Code:** HIS6.5SDCT301(B)

**Objective:** The objective of this course is to introduce the students about important facets of the Indian History and critically think and write in History.

**Course Level Learning Outcomes:**

At the end of the course, students would learn the different aspects of Indian history, current trends in history and historiography.

- Unit – I**      Importance of archaeological sources,  
 Importance of archaeological sources in Rajasthan  
 Main features of ancient art and architecture  
 Main features of ancient Indian paintings
- Unit – II**      A study of Mughal painting  
 Main features of medieval Indian art and architecture  
 Cultural synthesis during Medieval period  
 Main Historical & religious sights of Rajasthan
- Unit – III**      Study of chief museums of Rajasthan  
 Role of UNESCO in preservation of Indian heritage  
 A bird eye view of Ancient Rajasthan  
 A bird eye view of Medieval Rajasthan
- Unit – IV**      Museum as a source of educational and cultural Centre  
 Maurayan art and architecture  
 Gupta art and architecture
- Unit – V**      Contribution of women in preservation of culture  
 A study on cultural historiography  
 Art and architecture of Bikaner  
 ICOM

**Recommended Readings:**

1. A Gosh. 1989-An Encyclopedia of Indian Archaeology, Delhi.2 Vols.

2. D.P. Agarwal & J.S. Kharakwal, 2003 Bronze & Iron Age of South Asia.
3. Aryan Books.
4. Agrawal, D.P. 1982. Archaeology of India. Copenhagen: Scandinavian Institute of Asian Studies.
5. Agrawal, D.P. 2000. Ancient Metal Technology and Archaeology of South Asia (A.P.A. n
6. Habib and Nizami : Comprehensive History of India. Vol.V (Also in Hindi)
7. Yusuf Husain : Glimpses of Medieval Indian Culture.
8. A.M. Habibullah: Some aspects of Muslim Rule in India .
9. Mahdi Husain: The Tughlaq Dynasty.
10. Istiaq Qureshi: The Administration of Delhi Sultanate.
11. K.M. Ashraf : Life and condition of the people of Hindustan. (also in hindi)
12. A.B. Pandey: The First Afghan Empire in India.
13. K.S. Lal : History of the Khiljis
14. R.C. Majumdar : New History of the Marathas, Vol. II and III (also in Hindi)

OR

## Course Title: Women In Indian History

**Course Code:** HIS6.5SDCT301(C)

**Objective:** This course will focus on the gender analysis of the socio-political and religious setup.

### Course Level Learning Outcomes:

At the end of the course, students would:

1. Understand historiographical intervention in writing women into history thus visiblizing them as subjects.
2. Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
3. Patriarchal constructions of masculinity and femininity with reference to M.A. DISSERTATION of various ancient societies.
4. Structures of polity, society, economy and religion in the ancient world and the extent and nature of women's participation therein.
5. Spaces within the structures where women had both agency and voice.

**Unit – I** Sources of Study – Literary and Archaeological sources, Archival and Non-archival sources, Govt. Files, Census Reports, Private Papers, Autobiographies.

**Unit – II** Religion and Women - Brahmanical, Jainism, Buddhism, Christianity, Islam and Sikhism; Reform Movement and Women - Bhakti movement, Brahma Samaj, Arya Samaj.

**Unit – III** Customary and legal status of women - Ancient India, Medieval India, Colonial India, Post Independent India, Women in Tribal Societies; Role of Women in household, agriculture and industry, Property related rights of women.

- Unit – IV** Education and Women - Ancient India, Medieval India, Colonial India, Post Independent India; Women's organizations - Colonial, Local, National, Post Independent India; Women's organizations - Colonial, Local, National, Post Independent India;
- Unit – V** Women and Culture - Women representation and participation in literature, art, sculpture, music, dance, historical writings and media.

**Recommended Readings:**

1. A.S. Altekar : The Position of Women in Hindu Civilization, Delhi, 1978.
2. A.Basu&B.Ray: Women's Struggle: A History of the All India Women conference, 1927, 1990, Delhi.
3. B.S. Upadhaya : Women in Rigveda
4. Neera Desai : Women in Modern India, Mumbai, 1957
5. J.Krishnamurty(ed.): Women in Colonial India, Essays on Survival Work and State, OUP, Delhi, 1989.
6. M.C. Parekh : The Brahma Samaj
7. Vina Mazumdar : Symbols of Power: Studies on the Political Status of Women in India, Allied, Delhi, 1979
8. Rekha Mishra: Women in Mughal India, 1526-1748, M.M.Pub., Delhi, 1967
9. B.R. Nanda: Indian Women from Purdah to Modernity, Vikas, Delhi, 1976
10. Gail Minault : The Extended Family Women and Political Participation in India and Pakistan, South Asia Books, Columbia, 1981
11. Towards Equality : Report of Committee on the Status of Women in India, Govt. of India, Delhi, 1975
12. Ashraf : Social and Economic Life in Medieval India.
13. Sashi Arora : Rajasthan Main Nari Ki Sthiti



## **Course Title: Modern India And Its Institutions (1740-1857 A.D.)**

**Course Code:** HIS 6.5DSET310

**Objective:** The paper introduces students to key features of the 18th century in the Indian subcontinent. It analyses the interface between the 18<sup>th</sup> century kingdoms and the early colonial state. The paper also discusses the processes by which the British East India Company transformed itself into a state and gradually consolidated its position over a vast expanse. Apart from the evolution of colonial institutions of governance and developing forms of colonial exploitation, the paper also highlights the interface between Company Raj and indigenous elite on various social issues. The paper concludes with a critical survey of peasant resistance to colonial agrarian policies, and the 1857 revolt against the Company Raj.

### **Course Level Learning Outcomes:**

On completion of this paper, the students will be able to:

1. Outline key developments of the 18th century in the Indian subcontinent.
2. Explain the establishment of Company rule and important features of the early colonial regime.
3. Explain the peculiarities of evolving colonial institutions and their impact.
4. Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
5. Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

**Unit – I**      Establishment of British power in Bengal (1740-1772 A.D.). Marathas and the Third battle of Panipat :MahadjiSindhia, Nana Phadnavis, Baji Rao-II, Causes of the downfall of the Marathas; Lord Hasting's Settlement with the Rajputana States(1818).

**Unit – II**      Ranjit Singh and the consolidation of his power in Punjab; Annexation of Sindh, Punjab and Awadh.

**Unit – III** British relations with frontier States-Nepal, Afghanistan and Burma. Development of British Indian Administrative System. 1756-1858 A.D.

**Unit – IV** Indian States and growth of British Paramountcy-various stages; Doctrine of Lapse.

**Unit – V** British relations with the Mughal Emperor; 1857-First War of Independence, its nature, Causes and results.

**Recommended Readings:**

1. G.S. Sardesai : New History of the Marathas, Vol. II and III(also in Hindi)
2. R.C. Majumdar : British Paramountcy and Indian Renaissance. Vol.IX  
Bhartiya Vidya Bhavan, Bombay, 1965.
3. P.E.Robert : India under Welleseley (also in Hindi)
4. B.Prasad : Bondage and Freedom, Vol. I (1707-1858 A.D.).
5. K.M.Pannikar : Delhi Residency.
6. N.K.Sinha : Ranjit Singh.
7. N.K.Ali : Haider Ali.
8. S.B. : Theories of the Indian Mutiny.  
Chaoudhary
9. S.N. Prasad : Paramountcy under Dalhousie.
10. M.S. Mehta : Lord Hastings and the Indian State.
11. Swinton Arthur : North-West Frontier, 1839-1917, London, 1967.

**Course Title: Modern India And Its Institutions (1858-1919  
A.D.)**

**Course Code:** HIS 6.5DSET311

**Objective:** This course studies the theoretical literature that analysed the processes of imperialism in different areas of the world. Discussion of the origins of nationalism in the nineteenth century and its evolution in the twentieth century will provide a

thorough grounding in the central concepts and major theories of nationalism to give students a comprehensive view of the ideas of key issues. The course will convey the need to understand nationalism in the context of long-term, historical social change.

**Course Level Learning Outcomes:**

On completion of this paper, the students will be able to:

1. Appreciate the nature of the major nationalist resistance movements.
2. Simultaneous engagement with theoretical and historical perspectives would enrich their skills in deploying varied ideas in reconstructing histories of themes and areas that might not be directly related to the ones discussed here.

**Unit – I** Indian Nationalism –The Indian National Congress, the Moderates, Gokhale and Pherozeshah Mehta.

**Unit – II** The beginning of Radicalism and contribution of Tilak. Liberal and conservative reactionary trends in British Administration – Ripon and Curzon-Partition of Bengal and Swadeshi Movement.

**Unit – III** Growth of communalism and separatism-Sir Saiyyid Ahmed and the Aligarh Movement, Functions of Muslim League, Growth of Education, Press, Legislative, Administration and Financial Decentralization.

**Unit – IV** Relations with neighbouring State- Afghanistan, Burma and Tibet.

**Unit – V** The growth of British paramountcy, its nature, Indian Council Act of 1861, 1909 and 1919.

**Recommended Readings:**

1. R.C.Majumdar : British Paramountcy and Indian Renaissance, Vol. IX & X.
2. S.Gopal : British Policy in India (1858-1905).
3. D.Agrov : Moderates and Extremists.
4. Willian Wedderburns : A.O. Hume, Father of the National congress (Reprint).

5. S.Gopal : Viceroyalty of Lord Rippon.
6. H.L Singh : Problem and Politics of the British in India.
7. M.S.Jain : Aligarh Movement.
8. Ronald Shay : Curzon.
9. Anil Seal : The Emergence of the Indian Nationalism.
10. S.R.Mehra : The Emergence of the Indian Nationalism  
Congress.
11. Andrews and Mukerjee : The Rise and Growth of the Congress.
12. B.L.Grover : British policy towards Indian Nationalism.
13. Amlesh Tripathi : The Extremist Challenge.
14. Thomas Metacalfe : Aftermath of the Revolt.
15. Bruce T.Mac Clane : Education and the Emergence of Indian  
Nationalism.
16. Wolpert : Tilak and Gokhale.

## **Course Title: Modern India And Its Institutions (1919-1950 A.D.)**

**Course Code:** HIS 6.5DSET312(A)

**Objective:** This paper deals with the broad socio-economic and political trends in colonial India from the first half of the 20<sup>th</sup> century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state.

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

1. Identify how different regional, religious and linguistic identities developed in the early 20th centuries.

2. Outline the social and economic facets of colonial India and their influence on different trends of politics.
3. Explain the various forms of anti-colonial struggles in colonial India.
4. Analyse the complex developments leading to communal violence and Partition.
5. Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after Independence.

**Unit – I**      The Non-Cooperation, Khilafat, Civil Disobedience and Quit India Movements, Role of the Revolutionaries with special reference to Chandra Shekhar and Bhagat Singh.

**Unit – II**      Round Table Conference : A Study of the Act of 1935. India's Independence and the New Constitution of India, a Study of the main features of the Constitution.

**Unit – III**      Ali Brothers and Maulana Azad. The Communal Award. Jinnah's role in the Partition of India. Factors Leading to the Partition of India.

**Unit – IV**      The Growth of the Socialist Movement: Jawahar Lal Nehru; Subhash Chandra Bose, Acharya Narendra Dev and Jai Prakash Narayan. Revolutionaries.

**Unit–V**      Gandhi's Programmes : His Political, Economic and social ideas. Depressed class movement and the problem of Untouchability, Role of Ambedkar.

**Recommended Readings:**

1. R.C. Majumdar : Struggle for Freedom, Vol. XI, Vidhya Bhawan, Bombay.
2. Amlesh Tripathi : The Extremeist Challenge.
3. Lal Bahadur : The Muslim League.
4. B.R. Nanda : Gandhi-A-Biography.

5. L.P.Sinha : The Left Wing in India.
6. Wolpert : Tilak and Gokhale.
- For Further Reading:**
7. V.P.Menon : The Transfer of Power in India.
8. Tarachand : History of the Freedom Movement (in 2 Vols.)
9. Jawahar Lal Nehru : Autobiography.
10. Haithcox : Communism and Nationalism in India.
11. M.R. Pandey : Source Material for a History of the Freedom Movement in India, Vol I and II.
12. Rajendra Prasad : India Divided.
13. Maulana Abdul Kalam Azad : India Wins Freedom.
14. Subhash Chandra : The India Wins Freedom.
15. S.Gopal : The Viceroyalty of Lord Irwin, 1926-31.
16. V.Chirol : Indian Unrest.
17. M.S. Jain : Muslim Rajnitik Chintan ka Itihas.
18. S.R. Malhotra : The Emergence of Indian National Congress.
19. V.P.S. : Indian National Movement (in Hindi also).  
Raghuvanshi
20. C.H.Phillips and M.D. Wainwright : The Partition of India (1935-47).
21. Campbell Jonson : Mission with Mountbatten.

**OR**

## **Course Title: Social And Economic History Of Modern India**

**Course Code:** HIS 6.5DSET312(B)

**Objective:** The objective of this paper is to familiarize with the broad socio-economic and political trends in Modern India.

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

1. The student will be able to understand various phases of Modern Indian History, Socio-religious reform Movements, role of various reformers, freedom fighters and legacy of freedom movement.
2. The student will be able to understand the socio-economic trends.

**Unit – I**      General Features of Social Life in the Later Half of the 18th Century. The position of women in the 19th Century and attempt to ameliorate their condition.

**Unit – II**      Social and Religious Reform Movements- Raja Ram Mohan Roy, DayanandSaraswati, Jyotiba Phule and Vivekananda.Attempts at Social Reform among the Muslims.

**Unit – III**      The Growth and Importance of English Education. Utilitarianism.Social change in the first half of the 19th century with special reference to the changes in the social structure and growth of new social classes.

**Unit – IV**      Land Revenue administration- main features of the Permanent Settlement, Mahalwari and Rayyatwari System and their impact. Peasant Movements.

**Unit – V**      The Drain of Wealth from India.Destruction of cottage industries and handicrafts. TheEstablishment of Railways and the beginning of Industrialization.

**Recommended Readings:**

1. D.R.Gadgil : The Industrial Evolution of India in Recent Times.
2. A.R.Desai : Social Background of Indian Nationalism.
3. A.R.Desai : Peasant Movements in India.
4. L.S.S.O. Mally,(ed.) : Modern India and the West.
5. R.C.Dutt : India Today.

6. R.C. Dutt : Economic History of India, in 2 Vols.
7. B.B.Mishra : The Indian Middle Classes.
8. Natrajan : A Century of Social Reform in India.
9. V.P.Verma : Modern Indian Social and Political Thought(in Hindi also).
10. V.P.S.Verma : Indian Society in the 18th Century.

## **Course Title: Gandhian Thought**

**Course Code:** HIS 6.5DSET313(A)

**Objective:** To make the Gandhian researchers understand the life and work of Gandhi in depth.

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

1. Understand the work and life of Gandhi in depth.
2. Understand the various initiatives and work done by Gandhi.
3. Know and understand the experiments undertaken by Gandhi.

**Unit – I** Personality and role of Gandhi in South Africa and Indian National Movement.

**Unit – II** His concept of religion and politics, Non-violence and Satyagraha.

**Unit – III** Spiritualism as Code of Conduct. His concept of Swarajya.

**Unit – IV** Social Economic philosophy, Concept of Trusteeship and Sarvodaya.

**Unit – V** Gandhism-Gandhian Philosophy-Gandhi's writings-Hind Swaraj. My Experiment with Truth and Selected Works.

### **Recommended Readings:**

1. A.N. Agrawal : Gandhism, A Socialistic Approach.



2. J.J. Anjana : An Essay on Gandhian Economy.
3. M.L. Dantwala : Gandhism Reconsidered.
4. Dhirendra Mohan Datta : The Philosophy of Mahatma Gandhi.
5. R.P. Diwakar : Satyagraha.
6. K.G. Marehamopala : Gandhi and Marx.
7. Kalidas Nag : Tolstoy and Gandhi.
8. M. Ruthnaswamy : The Political Philosophy of Mr. Gandhi.
9. D.G. Tendulkar : Mahatma.
10. V.P. Verma : Political Philosophy of Mahatma Gandhi and Sarvodaya.

OR

## **Course Title: History of Modern Rajasthan - I**

**Course Code:** HIS 6.5DSET313(B)

**Objective:** To make the students understand politics, society, religion and culture of Modern Rajasthan.

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

1. Understand the beginnings and growth of nationalist consciousness in Rajasthan
2. Explain the contribution of Rajasthan to the national movement
3. Give an account of various movements of the peasants, workers, women and backward classes
4. Know the background and events which led to the formation of separate state of Rajasthan

**Unit – I** Maratha interference in the affairs of Rajput rulers. Nobility disputes. British treaties with the states (1817-18) and their fall out. A.G.G. and the Residency system and the operation of paramountcy.

- Unit – II** British Policy towards the nobility (1818-1868) in Mewar and Jaipur. Partition of Kota. The Uprising of 1857. Evolution of British policy towards the states in Rajasthan (1870-1921). Chamber of Princes and the response of Rajput rulers.
- Unit – III** Peasant Movements with special reference to (a) Bijolia (b) Shekthawati (c) Neemuchana (1924-25) (d) Grain Riots in Ajmer-Marwar (1918) (e) Meo Peasant Movement in Alwar and Bharatpur (f) Duddhwa Khara (Bikaner) and (g) Dabra
- Unit – IV** Political awakening in Rajasthan with special reference to the works of Shahpura, Vijay Singh Pathik, Arjun Lal Sethi, Rav Gopal Singh Kharwa, Jawalaprashad Sharma, Seth Damodardas Sethi. Formation of Praja Mandals and their role in the integration of Rajasthan.
- Unit – V** Main trends in the history of Rajasthan since 1956 : Growth of Panchayati Raj. Cooperative Movement. Political parties and the functioning of Democratic Institutions till 1980.

**Recommended Readings:**

1. G.H. Ojha : History of Mewar, Jodhpur, Bikaner and Dungarpur (relevant portions)
2. James Tod : Annals and Antiquities of Rajasthan, 3 vols.
3. V.N. Reu : History of Marwar, 2 Vols. (also in Hindi)
4. V.K. Vashishtha : The Rajputana Agency : 1832-1858.
5. Shyamal Das : Vir Vinod (relevant portions)
6. M.L. Sharma : Kota Rajya Ka Itihas (in Hindi), Vol. II
7. M.S. Mehta : Lord Hasting and the Indian States
8. G.R. Parihar : Marwar and the Marathas (1724-1843)
9. A.C. Banerjee : Rajput States and the East India Company.
10. S. K. Bhanot : राजस्थानमें 1857 के प्रथम स्वाधीनता संग्राम के अप्रकाशित दस्तावेज़

## M.A. History Semester-IV

Semester-IV											
Group-A											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT401(A)	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA	S/NS*
HIS6.5DCCT402	History of Ancient India (c. 200 B.C. to c. 300 A.D.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT403	History of Ancient India (c. 300 A.D. to 750 A.D.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET404(A) Or HIS 6.5DSET404(B) Or HIS 6.5DSET404(C)	Political Ideas and Institutions of Ancient India or Social and Legal Ideas and Institutions of Ancient India or Outline of Indian Archaeology - II	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET405(A) Or HIS 6.5DSET405(B) Or HIS 6.5DSET405(C)	Ancient Indian Art and Architecture Part II or Ancient Indian Numismatics- II or M.A. DISSERTATION	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

Semester-IV											
Group-B											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT401(A)	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT406	History of Medieval India (1526 A.D. to 1627 A.D.) Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT407	History of Medieval India (1627 A.D. to 1761 A.D.) Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET408(A) Or HIS 6.5DSET408(B) Or HIS 6.5DSET408(C)	Political History of Rajasthan (700–1200 AD) Or 20 <sup>th</sup> Century Historians and Historiography on Medieval India <b>or</b> Gender Relations in Mughal India	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET409(A) Or HIS 6.5DSET409(B)	History and Culture of Medieval Rajasthan (c. 1200-1761 A.D.) <b>or</b> M.A. DISSERTATION	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

Semester-IV											
Group-C											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimu m Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT401(A)	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT410	History of Modern India (1885 to 1930) : Approaches, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT411	History of Modern India (1930 to 1971: Approaches, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET412(A) Or HIS 6.5DSET412(B)	Administrative and constitutional History of modern India <b>or</b> Caste and Gender Identities in Modern India	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET413(A) Or HIS 6.5DSET413(B)	M.A. DISSERTATION <b>or</b> History of Modern Rajasthan- II	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

Semester-IV											
Group-A											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT401	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA S/NS*	
HIS6.5DCCT402	History of Ancient India (c. 200 B.C. to c. 300 A.D.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT403	History of Ancient India (c. 300 A.D. to 750 A.D.) : Sources, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET404(A) Or HIS 6.5DSET404(B) Or HIS 6.5DSET404(C)	Political Ideas and Institutions of Ancient India or Social and Legal Ideas and Institutions of Ancient India or Outline of Indian Archaeology Part II	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET405(A) Or HIS 6.5DSET405(B) Or HIS 6.5DSET405(C)	Ancient Indian Art and Architecture Part II or Ancient Indian Numismatics, Part II or M.A. DISSERTATION	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				

**SEMESTER-IV****Group - A****Course Title: Introduction to Museums and Museology****Course Code:** HIS6.5SDCT401

**Objective:** The aim of this course is to make the students familiar with the structure and functioning of museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The course will be of particular value to those who are interested seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

**Course Level Learning Outcome:**

After completing this course, the students will be able to-

1. The course will enable students to know these two repositories of history.
2. They would know how the heritage is preserved and kept alive here and the difficulties faced in the process.
3. Through the projects and visits to the archives and museum, which is essential considering this is a skill based course, the learner would get to know the actual working of these places of cultural importance.

**Unit – I**      Aims, functions and relevance of Museums ; concept of museum origin; Changing meaning and definitions; History of Museums in India, World and Rajasthan. History of museums in global context.

**Unit – II**      Introduction of National level Museums in India and select museum in foreign countries such as Louvre Museum, Paris; British Museum, London; Victoria and Albert Museum, London; State Hermitage, Russia; Smithsonian Museum, Washington; The Acropolis Museum, Athenes: Canadian Museum of History.

- Unit – III**      Museology and Museography - origin and meanings. Concepts of Eco-museum and New Museology. Specialized Museums : Children museum, Eco Museum, Virtual Museum, Site Museums etc.
- Unit – IV**      Types of museums - classification of museums on the basis of nature of collections, governing body and scope. Growth of museums in India; full different phases of development of museums in India.
- Unit – V**      Important Museums of India & Rajasthan, National Museum Delhi, Chhatrapati Shivaji (Prince of Wales Museum), Mumbai, Indian Museum Kolkata, Salarjung Museum Hyderabad, Kaliganga, Albert Hall (Jaipur), Ahar (Udaipur), city Palace (Udaipur), Ganga Golden Jubilee Museum, Bikaner.

**Recommended Readings:**

- 1    Grace Morley                      : Museums To-day, 1967, Department of Museolog, M.S. University of Baroda, 1968
- 2    V.P. Dwivedi (ed.)                : Museums and Museology: New Horizons.
- 3    Vasant                      Hari    : New Museology for India, National Museum Institute of History of Art, Conservation and Museology, 1995
- 4    सुंजय जैन                                : म्यूजियम एवंम्यूजियोलॉजी, एक परिचय, कनिकाप्रकाशन 1999
- 5    Paul Greenhalgh                      : The New Museology
- 6    Vickey Peterson                      : The Treasure of the Natutal History Museum
- 7    Nina Simon                                : The Participatory Museum
- 8    Agarwal O.P.                                : Care and Preservation of Museum Objectives, New Delhi; National Research laboratory for Conservation of Cultural Property, 1977
- 6    Aiyappan A & S. T.                      : Handbook of Museum Technique, mardas; Sup. Satyamurti Govt.Press. 1960.



- 7 Banarjee, N, R, : Museum and Cultural Heritage in India, Delhi
- 8 Basu, M.N. : Museum Method & Process of Cleaning & Preservation, Calcutta; University of Calcutta, 1943.
- 9 Baxi Smita J. and : Modern Museum Organization and Practice in India,  
V.Dwivedi New Delhi: Abhinav Publication, 1973.

## **SEMESTER-IV**

### **Group - A**

**Course Title: History of Ancient India (c. 200 B.C. to c. 300 A.D.) : Sources, Interpretations and Debates**

**Course Code:** HIS6.5SDCCT402

**Objective:** This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times the course tries to trace the emergence of state system and seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features to the Pre-Gupta period.

#### **Course Level Learning Outcomes:**

After completing this course, the students will be able to-

1. To understand the sources of history.
2. To understand the historical writings on India, Kushanas, Kshtrapas, Sungas and understand political history of ancient India.

**Unit – I** Sources of historiographical trends of ancient Indian history from c. 200 B.C. to 750 A.D. Pushyamitra Sunga - political and cultural achievements. The Indo-Greek rule. Kharavela date and achievements.

**Unit – II** Origin and early history of the Satavahans upto Satkarni I. Revival of Satavahana power under Gautamiputra Satkarni. Rise of the Kushanas.

Kanishka- date, political and cultural achievements. Decline of the Kushanas and role of Republican States.

- Unit – III** Kanvas, Western Kshatrapas ; Sangam age - sangam literature, society, culture and foreign trade in post Mourayan Age.
- Unit – IV** The Sakas Nahapana and Rudradaman. Economic condition of India from 200 B.C. to 300 A.D. with special reference to Foreign Trade.
- Unit – V** A Survey of the social - religious life and developments in art and architecture, literature and education during the period c. 200 B.C. - 300 A.D.

**Recommended Readings:**

- 1 Ajay Mitra Sastri : The Age of the Satavahanas, 2 Vols., Aryan Books (ed.) International, New, Delhi, 1999
- 2 A.K. Narian : The Indo-Greeks, New Delhi, 1999
- 3 W.W. Tran : Greeks in Bacteria and India, Cambridge, 1938
- 4 Sudhakar : The Sakas in Ancient India, Visva Bharti, Shanti Chattopadhyaya Niketan, 2nd edn., 1967
- 5 B.N. Puri : India under the Kushanas, Bhartiya Vidhya Bhawan, Bombay, 1965  
: Rise and Fall of the Kushan Empire, Calcutta, 1989  
: The Disintegration of the Kushan Empire, Banaras Hindu University, Varanasi, 1976  
: Kushan Studies : New Perspectives, Kolkata, 2004
- 6 Bhaskar : Kushan State and Indian Society, Punthi Pustak, Chattopahdyaya Calcutta, 1967
- 7 R.C. Majumdar and : The History and Culture of the Indian People  
A.D. Pusalkar (ed.) Vol. II : The Age of Imperial Unity  
Vol. III : The Classical Age
- 8 K.A.N. Sastri (ed.) : Comprehensive History of India, Vol.II, The Mauryas and Satavahanas, Bombay, 1957
- 9 K.K. Thapalyal : Guilds in Ancient India, New Delhi, 1986

- 10 Himanshu Prapha : Monastery and Guild : Commerce under the Ray  
Satavahanas, Oxford University Press, Delhi, 1986
- 11 Vimla Begley and : Rome and India : The Ancient Sea Trade, Oxford  
Richard Daniel de University Press, New Delhi, 1992  
Puma
- 12 Ranbir Chakravarti : Trade in Early India, Oxford University Press, New  
(ed) Delhi, 2005
- 13 N.P. Joshi : Life in Ancient Uttarapatha (Material Civilisation of  
Northern India from C. 200 B.C. to c. 300 A.D. as  
revealed by the Sculptures, Terracottas and Coins),  
Banaras Hindu University, Varanasi, 1967
- 14 G.L. Adhya : Early Indian Economics - Studies in the Economic Life  
of Northern and Western India (c. 200 B.C. to 300  
A.D.), Asia Publishing House, New Delhi, 1966
- 15 C. Margabandhu : Archaeology of the Satavahana- Kshatrapa Times,  
Sundeep Prakashan, New Delhi, 1985

#### **SEMESTER-IV**

##### **Group - A**

**Course Title: History of Ancient India (c. 300 A.D. to c. 750 A.D.) : Sources,  
Interpretations and Debates**

**Course Code: HIS6.5SDCCT403**

**Objective:** This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.



- (ed.)
- 3 P.L Gupta : The Imperial Guptas, 2 Vols. VishwavidhyalayaPrakashan, Varanasi, 1974-79 (also in Hindi)
  - 4 SR. Goyal : A History of the Imperial Guptas, Central Book Depot, Allahabad, 1967  
: Prachin Bharat ka Rajanitiktithas (in Hindi), Part III
  - 5 D. Devahuti : Harsha : A Political Study, Oxford University Press, Delhi, 2nd rev. edn. 1970.
  - 6 U.N. Roy : Gupta Samrat vaunki Kala (In Hindi)
  - 7 S.K. Maity : Economic Life in Northern India in the Gupta period (c. A.D. 300-550), Motilal Banarsidass, Delhi, 2nd rev.edn. 1970.
  - 8 P.K. Agarwal : Gupta kalina Kala evamVastu (in Hindi), Varanasi, 1994
  - 9 B.N. Sharma : Harsha and His Times, Sushma Prakashan,Varanasi, 1970
  - 10 R.S. Tripathi : History of Kanauj, Motilal Banarsidass, Delhi, 1964
  - 11 S. Beal (tr.) : Si-yu-ki or Buddhist Records of the Western World by Hieun Tsang, Eng. trans S. Beal, 4 pts., Reprinted, Calcutta, 1957
  - 12 Thomas Watters : On Yuan Chwang's travels in India, ed. T.W. Rhys (tr.) Davids and S.W. Bushell, 2 Vols. reprinted, Delhi, 1961
  - 13 R. Gopalan : History of the Pallavas of Kanchi
  - 14 Balaram : Pallavasltihasa aur uski Adhar Samagri (in Hindi), Shrivastava Delhi, 1966
  - 15 K.A.N. Sastri : A History of South India, from the Earliest Times to Vijayanagar (Also in Hindi), Oxford University Press, madras, 4<sup>th</sup>edn. 1976
  - 16 R.S. Sharma : Indian Feudalism, Macmillan, Madras, 1980  
: Urban Decay in India (c. 300-1000 AD), MunshiramManoharlal, New Delhi, 1987

**SEMESTER-IV****Group - A**

**Course Title: Political Ideas and Institutions of Ancient India**

**Course Code:** HIS 6.5DSET404(A)

**Objective:** This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft. The thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Puranas and some of the texts written by some individual philosophers themselves.

**Course Level Learning Outcomes:**

After completing this course, the students will be able to-

1. The student will come to know about the ideas of individual sages and philosophers on politics and functioning of government.
2. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
3. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India

**Unit – I** Nature, scope and functions of State. Saptanga (seven elements) theory of the State. Monarchy: King's duties and ideals, Coronation ceremony; concept of divinity; Absolutism and Checks on royal powers.

**Unit – II** Public Finance - Principles of Taxation; Sources, of State revenue (Income) - revenue from Taxes and Non- tax revenue; Heads of expenditure.

**Unit – III** Inter - State Relations : Mandala Theory, Six -fold policy (Sadgunya), rules of Warfare, Espionage.

**Unit – IV** A Historical survey of the major administrative set-ups during various periods of Ancient Indian History: The Mauryan polity, The Satavahana polity, The Kushana Polity.

**Unit – V** A Historical survey of the major administrative set-ups during various periods of Ancient Indian History: The Gupta Polity and South Indian Polity.

**Recommended Readings:**

- 1 Agarwal, Ashvini : Rise & Fall of the Imperial Guptas, Delhi, 1989
- 2 Altekar, A.S. : State and Government in Ancient India (Also in Hindi), Delhi, 1958
- 3 Dikshitar, V.R.R. : Mauryan Polity (1932): Gupta Polity, Madras, 1952
- 4 Ghosal, U.N. : A History of Indian Political Ideas, London, 1959
- 5 Gopal, L. : Sukraniti - A Nineteenth Century Text, Varanasi, 1978
- 6 Jauhari, M. : Prachin Bharat main Rajya Aur Shasan Vyavastha (in Hindi), Varanasi
- 7 Jayaswal, K.P. : Hindu Polity (Also in Hindi), Bangalore, 1967
- 8 Kane, P.V. : History of Dharmasastra, Vol. 3 (Also in Hindi)
- 9 Mahalingam, T.V. : South Indian Polity, madras, 1967
- 10 Mukharjee, B.N. : The Rise & Fall of the Kushanas, Calcutta, 1998
- 11 Mukerji, S. : The Republican Trends in Ancient India, Delhi, 1969
- 12 P.K. Agarwal : Gupta kalina Kala evam Vastu (in Hindi), Varanasi, 1994
- 13 B.N. Sharma : Harsha and His Times, Sushma Prakashana, Varanasi, 1970
- 14 R.S. Tripathi : History of Kanauj, Motilal Banarasisdass, Delhi, 1964
- 15 S. Beal (tr.) : Si-yu-ki or Buddhist Records of the Western World by Hieum Tsang, Eng. trans, S.Beal, 4pts. Reprinted, Calcutta, 1957

- 16 Thomas Watters : On Yuan Chwang's Travels in India, ed. T.W. Rhys (tr.) Davids and S.W. Bushell, 2 Vols. reprinted, Delhi, 1961.
- 17 R. Gopalan : History of the Pallavas of Kanchi
- 18 Balaram : Pallava Itihasa aur uski Adhar Samagri (in Hindi), Delhi, Shrivastava 1966
- 19 K.A.N. Sastri : A History of South India, From the Earliest Times of Vajayanagar (Also in Hindi), Oxford University Press, Madras, 4th edn., 1976.  
: Indian Feudalism, Macmillan, Madras, 1980
- 20 R.S. Sharma : Urban Decay in India (c. 300 - 1000 AD), MunshiramManoharlal, New Delhi, 1987.

## SEMESTER-IV

### Group - A

**Course Title: Social and Legal Ideas and Institutions of Ancient India**

**Course Code:** HIS 6.5DSET404(B)

**Objective:** The political system does not operate in a vacuum. It has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different social and legal regimes in terms of the origin of structures and their functioning.

### Course Level Learning Outcomes:

After completing this course, the students will be able to-

1. The students will be able to understand and apply different approaches to explain the functioning of different types of social and legal institutions.
2. Comprehensive understanding of the key assumptions and arguments of the mainstream social and legal institutions.

**Unit – I** Sources for the reconstruction of social life in ancient India. Origin and historical growth of Varna & Jati; Special privileges and duties of



Brahmanas and position of Sudras in Ancient India. Untouchability; position of the antyajas.

- Unit – II** (i) Samskaras - Objectives, types and Significance.  
(ii) Education - A survey of the evolution of Brahmanical and Buddhist systems of education.
- Unit – III** The Ashrama system and Purusharthas; Asceticism and Monasticisms - concept and prevalence in Ancient India.
- Unit – IV** Family organization and institution of Marriage. Untouchability; position of the antyajas. Slavery in Ancient India.
- Unit – V** Nature and sources of Ancient Indian Law ; Origin and development of Hindu law with special references to family law; Law of Inheritance (Succession) and Maintenance.

**Recommended Readings:**

- 1 Altekar, A.S. : The Position of Women in Hindu Civilization, Banaras, 1938  
: Education in Ancient India, Varanasi, 1956
- 2 Basham, A.L. : A Cultural History of India, New Delhi, 1975  
(ed.)
- 3 Basu, J. : India of the Age of Brahmanas, Calcutta, 1969
- 4 Bhattacharji, S. : Women and Society in Ancient India, Calcutta, 1994
- 5 Chakradar, H.C. : Social life in Ancient India, New Delhi, 1987
- 6 Chanana, D.R. : Slavery in Ancient India (Also in Hindi), New Delhi, 1960
- 7 Chattopadhyaya, S. : Social Life in Ancient India, Calcutta, 1965
- 8 Darrot, J.D.M. : Hindu Law: Past & Present, Calcutta, 1957
- 9 Dhar & Dhar : Evolution of Hindu Family Law, Delhi, 1986
- 10 Deshpandya, V.V. : Hindu Vidhi Ke Siddhanta (Hindi Trans, by Lal Achhe), New Delhi, 1987
- 11 Kane, P.V. : History of Dharmashastra, Vol. II & III (Also in Hindi), Pune,

- 1930, 1946
- 12 Meena, R.S. : Prachin Bhartiya Vidhi Vyavastha (in Hindi), Jaipur, 2001
  - 13 Mishra, J.S. : Prachin Bharat ka Samajikaltihasa (In Hindi), Patna, 1982.
  - 14 Nat, Birendra : Judicial Administration in Ancient India, Patna, 1976
  - 15 Pande, R.B. : The Hindu Samskaras (Also in Hindi), Banaras, 1949.
  - 16 Prabhu, P.N. : Hindu Social Organization, Bombay, 1963
  - 17 Roy, Kum Kum : Women in Early Indian Societies, New Delhi, 1999.  
(ed.)
  - 18 Sharma, R.S. : Perspectives in the Social and Economic History of Early India (Also in Hindi), New Delhi, 1983
  - 19 Tripathi, H.N. : Prachin Bharat main Rajya Aur Nyayapalika (in Hindi), Varanasi, 1965.
  - 20 Thapar, Romila : Ancient Indian Social History: Some Interpretations, Orient Longman, New Delhi, 1979.

## SEMESTER-IV

### Group - A

#### Course Title: Outline of Indian Archaeology - II

**Course Code:** HIS 6.5DSET404(C)

**Objectives:** This course introduces the student's concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilizational development. Legislation related to archaeology and the role of archaeology in heritage management are also discussed in this course

#### **Course Level Learning Outcomes:**

On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline

- Unit – I**      Origin of Man in India. Palaeolithic cultures of India - Lower, Middle and Upper Palaeolithic cultures - distribution, tool types and technology, associated culture.
- Unit – II**      Mesolithic cultures - distribution, tool types and technology, associated culture.
- Unit – III**      Origin and expansion of Neolithic cultures - regional patterns. Chalcolithic villages communities and cultures - regional patterns and characteristic features. Pre-Harappan cultures - Haryana, Punjab, Rajasthan.
- Unit – IV**      Indus-Saraswati Valley civilization : origin, extent, chronology, main characteristics, architecture, script, new discoveries, decline. Devolution of Harappa culture in Gujarat, Punjab and Haryana.
- Unit – V**      Problems pertaining to O.C.P. and Copper Hoards. Black and Red Ware, P.G.W. and N.B.P. Ware cultures - A brief survey. Post Harappan culture - sequence in the Deccan and South Megalith types and related material culture.

**Recommended Readings:**

- 1    R.E.M. Wheeler      : Early India and Pakistan, Thames and Hudson, 1966, London, 1966  
   : The Indus Civilization, Cambridge University Press, London, 3rd edn. 1968
- 2    J. Marshall (ed.)      : Mohenjo-daro and the Indus Civilisation, 3 Vols., Arthur Probsthain, London, 1931
- 3    Gregory              L. : The Indus Civilisation : A contemporary Perspective, Vistaar Publications, New Delhi 2003.  
     Possehl  
   : (ed.) Ancient Cities of the Indus, Vikas Publishing House, New Delhi, 1979  
   : (ed.) Harappan Civilisation : A recent Perspective,

- American Institution of Indian Studies, Oxford University Press and IBH, New Delhi, 1993
- 4 B.B. Lal : India 1947 - 1997 : New Light on the Indus civilisation, New Delhi, 1998  
: The Earliest Civilisation of South Asia (Rise, Maturity and Decline), Aryan Books International, New Delhi, 1997
  - 5 S.R. Rao : Lothal and the Indus Civilisation, Asia Publishing House, New Delhi, 1973  
: The Dawn and Devolution of the Indus Civilisation, Aditya Prakashan, New Delhi, 1991
  - 6 K.K. Thapalyal and S.P. Shukla : Sindhu Sabhyata (in Hindi), Lucknow, 1976
  - 7 J.N. Pandey : Puratatva Vimarsha (in Hindi), Allahabad, 1995
  - 8 B.P. Sinha (ed.) : Potteries in Ancient India
  - 9 D.P. Agarwal : The Copper and Bronze Age in India
  - 10 Ranbir Chakravarti : Trade in Early India, Oxford University Press, New Delhi, 2005 (ed)
  - 11 H.D. Sankalia : Prehistory and Protohistory of India and Pakistan, Pona, 1974
  - 12 Vidula Jayaswal : Bhartiya Itihasake Adi-Charana ki Rooprekha (Pura-Prastara Kala), (in Hindi), Delhi, 1987  
: Bhartiya Itihasa ka Madhya Prastara Kala (in Hindi), Delhi, 1989

**SEMESTER-IV****Group - A****Course Title: Ancient Indian Art and Architecture- II****Course Code:** HIS 6.5DSET405(A)

**Objectives:** The course studies the early evidence of Art and Architecture. It is concerned with identifying the early forms of this culture and its transitions over time. As a part of the social world and its culture, the paper is also interested in developing the patronage networks that sustained this cultural activity and the ways in which this was discussed in the textual materials of the time.

**Course Level Learning Outcomes:**

At the end of the course, students would be:

1. Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history.
2. Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
3. Able to trace the intertwined nature of art, religion and society in the period.
4. Able to analyze art on basis of its materiality.
5. Recognise the patterns of patronage and related developments.

**Unit – I**      Origin, evolution and main styles of Hindu temples. Gupta Temples, Post Gupta temple architecture : North India

**Unit – II**      Development of temple architecture and its regional variations with special reference to Deogarh, Bhitargaon, Martand, Nalanda, Osian, Khajuraho, Bhubaneswar, Aihole, Kanchipuram, Tanjavur, Halebidu, Dilwara, Madurai, Hampi.

**Unit – III**      South India - Early Chalukyan Temples of Aihole, Badami and Pattadakal.

**Unit–IV** Rashtrakuta Temple (Kailasa Temple, Ellora); Pallava Rathas and Structural Temples: Chola Temples.

**Unit – V** Fort architecture with special reference to Rajgir, Sirkap, Sishupalgarh, Ujjain, Mathura, Pauni, Qila Raipithora, Hampi, Daulatabad, Chittorgarh, Jaisalmer.

**Recommended Readings:**

- 1 S.K. Sarswati : A Survey of Indian Sculpture, Delhi, 1975
- 2 C. Sivarammurti : Indian Sculpture, Delhi, 1961
- 3 A. Ghosh : Ajanta Murals
- 4 S. Kramrisch : Hindu Temples, Vol. I & II, Calcutta, 1946.
- 5 M.W. Meister et al : An Encyclopaedia of Indian Temple, Architecture (relevant volumes and chapters) New Delhi, 1983 to 1988.
- 6 Burges and Fergusson : Cave Temple of Western India.
- 7 Dehejai, Vidya : Early Buddhist Rock Temples : A Chronological Study, London : Thames and Hudson, 1972
- 8 Dehejai, Vidya : Early Stone Temples of Orissa, Delhi: Vikas Publishing House, 1979
- 9 Deva Krishna : Temples of India
- 10 Kramrisch, Stella : The Hindu Temple (2 Volumes) reprint, Delhi: Motilal Bannarsidaas, 1986
- 11 Nagaraju, S. : Buddhist Architecture of Western India, Delhi : Agar Kala Prakashan, 1981.
- 12 Parimoo, Ratan et al. (ed.) : The Art of Ajanta : New Perspective, New Delhi : Books and Books (Two Volumes) 1991
- 13 Soundrajan, K.V. : Indian Temples Styles
- 14 Spink, Walter : Ajanta To Ellora, Marg 20:8-67, 1967

**SEMESTER-IV****Group - A****Course Title: Ancient Indian Numismatics - II****Course Code:** HIS 6.5DSET405(B)**Objectives:** Introduce students to the early scripts and coinage of ancient India.**Course Level Learning Outcome:** Students are expected to learn beginning of writing, elements of art and coinage of ancient India.**Unit – I** Indo-Greek coinage (Diodotus, Demetrius, Menander). Coins of the Sakas - coin type, distribution.**Unit – II** Coins of the Pahlavas - coin type, distribution, Roman coins found in India and their significance.**Unit – III** Kushana coinage - gold coin types of Kanishka I and Huviska. Salient features of Satavahana and Western Kshatrapa coins.**Unit – IV** Salient features of gold and silver coinage of the Guptas - Samudragupta, Ramgupta, Chandragupta II, Kumaragupta I, Skandagupta.**Unit – V** Local and Tribal Coins : Local Coins - Taxila, Kausambi, Ayodhya, Panchala & Mathura. Tribal Coins - Audumbaras, Yaudheyas, Malavas, Kunindas & Arjunayanas, Coins of Maghas & Nagas. Numismatic Palaeography.**Recommended Readings:**

- 1 D.R. Bhandarkar : Ancient Indian Numismatics
- 2 S.K. Chakraborty : A Study of Ancient Indian Numismatics
- 3 A. Cunningham : Coins of Ancient India
- 4 A.M. Shastri : Catalogue of the coins of the Maghas.
- 5 Allan, J. : Catalogue of the Indian Coins in the British Museum, London, 1936

- 6 Altekari, A.S. : Origin and Early History of coinage in Ancient India, JNSI, XV. pp. 1-26
- 7 Bela Lahiri : Indigenous Sates of Northern India
- 8 Bhattacharya P.N. : A Hoard of Silver Punch marked coins from Purnea. MASI-62, Delhi, 1940.
- 9 A Comparative Study of the Patraha (Purnea) Hoard of Silvers Punch Marked Coins, JNSI - IV, Punched Marked Coins from Taxila. MASI, 59.

### SEMESTER-IV

#### Group - A

**Course Title: M.A. DISSERTATION**

**Course Code:** HIS 6.5DSET405(C)

**Objectives:** This course aims to provide an understanding of the different concepts of Ancient Indian History, polity, society, culture, architecture, art forms in ancient times, fostering appreciation of its diversity and plurality of aesthetic richness, through field work.

**Course Level Learning Outcome:**

Students are expected to learn writing on the concepts of Ancient Indian History, polity, society, culture, architecture, art elements etc. of ancient India.

**Course Content:** Submission of Dissertation on any aspect of Ancient Indian History.

**Assessment Methods:**

Internal Assessment	External Assessment	Total
Viva Voce- 20%	80%	<b>100%</b>

Eligibility Criteria: 55%Minimum in first two Semesters (aggregate)



Semester-IV										
Group-B										
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)
							Internal Marks	External Marks		
HIS6.5SDCT401	Introduction to Museums and Museology	SD C	2	0	0	2				Non-CGPA S/NS*
HIS6.5DCCT406	History of Medieval India (1526 A.D. to 1627 A.D.) Sources, Interpretations and Debates	DC C	5	1	0	6	30	120	150	36
HIS 6.5DCCT407	History of Medieval India (1627 A.D. to 1761 A.D.) Sources, Interpretations and Debates	DC C	5	1	0	6	30	120	150	36
HIS 6.5DSET408(A) Or HIS 6.5DSET408(B) Or HIS 6.5DSET408(C)	Political History of Rajasthan (700–1200 AD) Or 20 <sup>th</sup> Century Historians and Historiography on Medieval India <b>or</b> Gender Relations in Mughal India	DS E	5	1	0	6	30	120	150	36
HIS 6.5DSET409(A) Or HIS 6.5DSET409(B)	History and Culture of Medieval Rajasthan (c. 1200-1761 A.D.) <b>or</b> M.A. DISSERTATION	DS E	5	1	0	6	30	120	150	36
Total Credits						26				
Total Marks							600			

**SEMESTER-IV****Group - B****Course Title: Introduction to Museums and Museology****Course Code:** HIS6.5SDCT401

**Objective:** The aim of this course is to make the students familiar with the structure and functioning of museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The course will be of particular value to those who are interested seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

**Course Level Learning Outcome:**

After completing this course, the students will be able to-

1. The course will enable students to know these two repositories of history.
2. They would know how the heritage is preserved and kept alive here and the difficulties faced in the process.
3. Through the projects and visits to the archives and museum, which is essential considering this is a skill based course, the learner would get to know the actual working of these places of cultural importance.

**Unit – I**      Aims, functions and relevance of Museums ; concept of museum origin; Changing meaning and definitions; History of Museums in India, World and Rajasthan. History of museums in global context.

**Unit – II**      Introduction of National level Museums in India and select museum in foreign countries such as Louvre Museum, Paris; British Museum, London; Victoria and Albert Museum, London; State Hermitage, Russia; Smithsonian Museum, Washington; The Acropolis Museum, Athenes; Canadian Museum of History.

- Unit – III**      Museology and Museography - origin and meanings. Concepts of Eco-museum and New Museology. Specialized Museums : Children museum, Eco Museum, Virtual Museum, Site Museums etc.
- Unit – IV**      Types of museums - classification of museums on the basis of nature of collections, governing body and scope. Growth of museums in India; full different phases of development of museums in India.
- Unit – V**      Important Museums of India & Rajasthan, National Museum Delhi, Chhatrapati Shivaji (Prince of Wales Museum), Mumbai, Indian Museum Kolkata, Salarjung Museum Hyderabad, Kaliganga, Albert Hall (Jaipur), Ahar (Udaipur), city Palace (Udaipur), Ganga Golden Jubilee Museum, Bikaner.

**Recommended Readings:**

- 1 Grace Morley : Museums To-day, 1967, Department of Museolog, M.S. University of Baroda, 1968
- 2 V.P. Dwivedi (ed.) : Museums and Museology: New Horizons.
- 3 Vasant Hari : New Museology for India, National Museum Institute of Bedekar History of Art, Conservation and Museology, 1995
- 4 सुंजय जैन : म्यूजियम एवंम्यूजियोलॉजी, एक परिचय, कनिकाप्रकाशन 1999
- 5 Paul Greenhalgh : The New Museology
- 6 Vickey Peterson : The Treasure of the Natutal History Museum
- 7 Nina Simon : The Participatory Museum
- 8 Agarwal O.P. : Care and Preservation of Museum Objectives, New Delhi; National Research laboratory for Conservation of Cultural Property, 1977
- 6 Aiyappan A & S. T. : Handbook of Museum Technique, mardas; Sup. Satyamurti Govt.Press. 1960.
- 7 Banarjee, N, R, : Museum and Cultural Heritage in India, Delhi

- 8 Basu, M.N. : Museum Method & Process of Cleaning & Preservation, Calcutta; University of Calcutta, 1943.
- 9 Baxi Smita J. and : Modern Museum Organization and Practice in India,  
V.Dwivedi New Delhi: Abhinav Publication, 1973.

## SEMESTER-IV

### Group - B

**Course Title: History of Medieval India (1526 A.D. to 1627 A.D.): Sources, Interpretations and Debates**

**Course Code:** HIS6.5DCCT406

**Objective:** Analyse the important sources and historical interpretations of the Mughal period; Understand the process of the establishment of Mughal rule in India (rule of Babur, Humayun) followed by Afghan rule under Sher Shah; Understand the consolidation of Mughal rule under Akbar - his conquests and administrative measures; Analyse Akbar's policies towards the Rajputs, the nobility, the North - West Frontier, Deccan and Bengal.

**Course Level Learning Outcome:** After successful completion of the course, the students will be able to:

1. Examine the reasons behind the success of the Mughals and how they led to political and societal changes.
2. Evaluate the development of new architecture and painting during the Mughal period.
3. Understand how European way of life and thinking impacted on the Mughal rulers and the nobles.
4. Comprehend how religious tolerance developed under Akbar and relate it to the religious movements taking place in Europe.

**Unit – I** Sources of the reign of Babar, Political condition of Indian in 1526. Foundation of the Mughal empire and its political consequences. Babar's Afghan and Rajput Policies and his administrative arrangements.

- Unit – II** Sources of the reign of Humayun and Sher Shah. Humayun's early difficulties, the role of his brothers, his relations with Bahadur Shah and Sher Shah. Consolidation of Afghan rule under Sher Shah and his administration.
- Unit – III** Sources of the reign of Akbar. Expansion of Mughal empire under Akbar. His relations with Rajputs. Evolution of Akbar's religious policy.
- Unit – IV** Akbar's north-west frontier and Deccan policies. Central and provincial administration. Evolution of land revenue, Jagir, and Mansabdari systems.
- Unit – V** Sources of the reign of Jahangir. Jahangir's Deccan and Rajput policies. His relations with Iran. Role of Nur Jahan Junta.

**Recommended Readings:**

- 1 Elliot and Dowson : History of India and told by its own Historians, vol I - Viii (Relevant portions)
- 2 Irfan Habib : Agrarian System of the Mughals
- 3 Ishwari Prasad : Life and times of Humayun
- 4 K.R. Kanungo : Sher Shah and his Times
- 5 R.C. Majumdar : The History and Culture of the Indian people, The (ed.) Mughal Empire, Vol. VII.
- 6 Satish Chandra : Parties and Politics at the Mughal Court.
- 7 Beni Prasad : History of Jahangir
- 8 A.L. Srivastava : Akbar the Great, Vol. I - III
- 9 H. S. Srivastava : Humayun Badshah
- 10 R.P. Tripathi : Rise and Fall of the Mughal empire (also in Hindi)

**SEMESTER-IV****Group - B****Course Title: History of Medieval India (1627 to 1761 A.D.) : Sources, Interpretations and Debates****Course Code:** HIS6.5DCCT407

**Objective:** The course draws students into a discussion of the multiple historiographic narratives available for the history of India during the period between the early seventeenth century and the mid-eighteenth century. They are familiarized with the problems the Mughal state faced in the process of expansion of their territorial boundaries. It also provides students an occasion to understand the challenges that the Mughal state faced from Marathas, Sikhs and others. They explore state sponsored art and architecture as part of the political culture of the time and are encouraged to appreciate the major strides that trade, technologies and artisanal activities made during this period.

**Course Level Learning Outcome:** After successful completion of the course, the students will be able to:

1. Describe the major social, economic, political and cultural developments of the time.
2. Examine, in broad strokes, the varied body of contemporaneous literature available in Persian and non-Persian languages.
3. Explain the religious and intellectual ferment of the seventeenth and the eighteenth centuries especially with regard to art, literature
4. and architecture.
5. Appreciate and express the continued expansion and dynamism of maritime trade in India.
6. Historians of Medieval India

**Unit – I**      Shah Jahan's Deccan, Central Asian and North-West frontier policies. War of succession. Sources of the reign of Aurangzeb. Aurangzeb's Deccan policy. His relations with the Rajputs. Aurangzeb's religious policy.

- Unit – II** Jagirdari crisis.main political trends during the later Mughal period including abolition of Jaziya.Maratha expansion under Peshwa Baji Rao I in the north. Mughal policy towards the Marathas.The role of the Rajputs during the later Mughal period.
- Unit – III** Emergence of Hyderabad and Awadh.Nadir Shah's invasion and its consequences. Disintegration of the Mughal empire. Development of art and architecture under the Mughals.Circumstances leading to the Third Battle of Panipat.
- Unit – IV** Travel accounts of Thomas Roe, William Foster, Manucci, William Hawkins, Peter Mundy, Edwards Terry, Tavernier, Bernier.
- Unit – V** Rajasthani Khyat Writers: Nainsi, Dayal Dass,Banki Dass, Vat Literature of Rajasthan.

**Recommended Readings:**

- 1 Elliot and Dowson : History of India as told by its own Historians, Vol I - VIII (Relevant Portions)
- 2 R.C. Majumdar : The History and Culture of the Indian People, Vol. VII, (ed.) The Mughal Empire.
- 3 J.N. Sarkar : History of Aurangzeb, Vols. I - III, (Relevant Portions)
- 4 Mohibbul Hasan : Historians of Medieval India
- 5 G.S.L. Devra : Parampara (Dayaldas Ank), ChoupasaniShodhSansthan, Jodhpur.
- 6 Hukum Singh Bhati : Rajasthan Ke Itihaskaar, Part - 1
- 7 R.R.A. Rizvi : Adi Turk Kalin Bharat and Other Volumes Containing Hindi translations of Persian Works
- 8 P. Saran : Descriptive Catalogue of Non Persian Sources of Medieval Indian History, Asia Publishing House, Mumbai 1965.
- 9 B.P. Saxena : History of Shah Jahan of Delhi
- 10 J.N. Sarkar : History of Aurangzeb, Vols I - V (Relevant Portons)

**SEMESTER-IV****Group - B****Political History of Rajasthan (700–1200 AD)****Course Code:** HIS 6.5DSET408(A)

**Objective:** To understand Political of medieval Rajasthan and Rajput-Turkish struggle for establishment of political supremacy.

**Course Level Learning Outcome:**

After successful completion of the course, the students will be able to:-

1. Acquaint himself with the contribution of eminent leaders of Rajasthan.
2. Explain the growth of education.

**Unit-I**

Rise and Formation of Rajput States

Focuses on a study of sources (epigraphic, archival, literary, and travelogues Focuses on the rise of the Rajputs. Arab invasion of Sindh and indirect impact on Rajasthan

**Unit-II**

Establishment of the Gurjara-Pratihara Empire under Nagabhata I

Expansion under Vatsaraja, Nagabhata II

Conflict with Palas and Rashtrakutas: Tripartite Struggle

Capital at Kannauj and Role in North India

Decline and Fragmentation of Gurjara-Pratihara Authority

Legacy in Rajasthan: Feudatories and Cultural Impact

**Unit-III**

Chauhans of Shakambhari: Establishment and Expansion

Vigraharaj IV and His Contributions

Prithviraj III and the Defense of Rajputana

Vasudeva, Vigraharaj II, Vigraharaj III, Ajayraj, Arnoraja, Someshvara

**Unit-IV**



### Other Regional Powers

Paramaras of Malwa: Munja, Raja Bhoja

Solankis of Gujarat and their influence on Rajasthan

Minor states: Guhilas of Mewar, Chahamanas of Jalor and Nadol

### Unit-V

External Invasions and Political Shifts

Mahmud of Ghazni's raids and regional responses

Muhammad Ghori and the Battles of Tarain (1191–92)

Decline of Rajput Independence

Fall of Ajmer and Delhi under Muslim control

Establishment of early Islamic rule in parts of Rajasthan

### Recommended Readings:

1. Dasharath Sharma : Rajasthan Through the Ages, Vol. I, Bikaner, 1966  
Early Chauhan Dynasties, Delhi, 1975.
2. H.C. Raychaudhuri : Political History of Ancient India (relevant portions)
3. D.C. Shukla : Early History of Rajasthan, Delhi, 1978.
4. B.N. Puri : The history of the Guajara-Pratinaras, Delhi, 1975.
5. Vishuddanand Pathak : Uttara Bharata Ka Rajanitika itinasa (in Hindi), Lucknow, 1990.
6. Shanta Rani Sharma : Society and Culture in Rajasthan, A.D. 700-900, Delhi, 1996.
7. G.H. Ojha : Society of Rajputana (5 vols) (with parts, state wise) (in Hindi) (relevant portions); Ajmer, 127-40.
8. K.C. Jain : Ancient Cities and Towns of Rajasthan, Delhi, 1972
9. V.B. Mishra : The Gurjara-Pratiharas and their Times, Delhi, 1966.
10. Shyamal Das : Vir Vinod (relevant portions)
11. G.H. Ojha : Rajputana ka Itihas: (all volumes, relevant portions)
12. James Tod : Annals and Antiquities of Rajasthan (relevant portions).
13. Dashrath Sharma : Early Chauhan Dynasties

**SEMESTER-IV****Group - B**

**Course Title: 20<sup>th</sup> Century Historians and Historiography on Medieval India**

**HIS 6.5DSET408(B)**

**Objective :** To understand the political, social and economic history of medieval India as perceived by the historians in their writing.

**Course Level Learning Outcome :** After successful completion of the course, the students will be able to:

1. Acquaint himself with the political, social and economic history of medieval India.
2. Know about the transformation in different areas of medieval India.
3. Understand the salient features of different trends in medieval India.

**Unit – I** Nature of writings of modern historians and views of representative historical schools, works of Muslim period.

**Unit – II** Modern Historians of Medieval India: Life, achievements and works of Sir Jadunath Sarkar, Shafat Ahmad Khan, Muhammad Habib.

**Unit – III** Sardesai, G.H. Ojha life, B.P. Saxena, Beni Prasad.

**Unit – IV** 20<sup>th</sup> Century historians on history of provinces: Rajwade V.K. Parasnis D.B., V.V. Khare, Sitaram Kholi, I.B. Bannerjee, K.M. Jhaveri.

**Unit – V** R. P. Tripathi, Radhey Shyam, D.K. Shastri, P. Saran.

**Recommended Readings:**

- |   |              |   |   |
|---|--------------|---|---|
| 1 | C.H. Philips | : | Historians of India, Pakistan and Ceylon. |
| 2 | J.N. Sarkar  | : | Ideas of History in Medieval India        |
| 3 | M. Hasan     | : | Historians of Medieval India              |
| 4 | K.A. Nizami  | : | History and Historians of Medieval India  |

**SEMESTER-IV****Group - B****Course Title: Gender Relations in Mughal India****Course Code:** HIS 6.5DSET408(C)**Course Objectives:**

The objective of the course is to acquaint the students with the significance of gender in shaping the political culture in Mughal India. It will teach students some of the gender sensitive interventions that have interrogated our understanding of harem and imperial sovereignty. The student will learn about the complex operations of gender in reproducing socio-cultural life, in particular, property relations, household intimacies, and caste iniquities.

**Learning Outcomes :**

1. At the end of the course, students would:
2. Understand harem as a political space, and the political and ideological motivations that have shaped its historiography and popular perceptions.
3. See gender as a crucial marker of difference and its connections with other markers of difference, in particular class, caste and race.
4. Appreciate manliness as a form of social construction, and its inter linkages with the political culture.
5. Learn to read and appreciate the contemporary sources within a gendered sensitive frame of reference.
6. Realize how gender works on bodies and emotions, and refines our framework for the study of the history of emotions and corporeality.
7. See how the shifts in gender relations help us understand the social and cultural correlates of early modernity in South Asian history.

**Unit – I** Domesticity and Imperial Sovereignty in Mughal India.

**Unit – II** Gender Relations in Imperial Court Culture.

**Unit – III** Representation of Imperial Service and Manliness in the Mughal Archive. Gender Relations in Everyday Life.

**Unit – IV** Manliness and Intimacies in Household Spaces. Love, Eros and Gender in the Indo-Persian literary Culture.

**Unit – V** Gender in the Vernacular Literature. Socio-Cultural Transitions and Gender Relations in the 18<sup>th</sup> century.

**Recommended Readings:**

- 1 Ahmed, Leila : Women and Gender in Islam. New Haven : Yale University Press, 1992
- 2 Butler, Judith : Bodies that Matter: On the discursive Limits of Sex. London: Routledge, 2011
- 3 Ghosh, Durba : Sex and the Family in Colonial India : The Making of Empire. Cambridge : Cambridge University Press, 2006.
- 4 Lal, Ruby : Empress: The Astonishing Reign of Nur Jahan. New York, Penguin Viking, 2018
- 5 Mernissi, Fatima : The Forgotten Queens of Islam. Minnesota: University of Minnesota Press, 1997
- 6 Murray, Stephen O. : Islamic Homosexualities : Culture, History, and Literature. New York : New York University Press, (eds.) 1997.
- 7 Papanek, Hanna : Separate Worlds: Studies of Purdah in South Asia, and Gail Minault New Delhi: Chanakya Publications, 1984. (eds.)
- 8 Scott, Joan : Gender : A Useful Category of Historical Analysis, American Historical Review, 91, 5, 1053-1075, 1986.
- 9 Walthall, Anne (ed.) : Servants of the Dynasty: Palace Women in World History. Berkeley: University of California Press, 2008.

**SEMESTER-IV****Group - B**

**Course Title: History and Culture of Medieval Rajasthan (c. 1200 – 1761 A.D.)**

**Course Code:** HIS 6.5DSET409(A)

**Objective:** To understand Political, Social, Economic history of medieval Rajasthan, Socio-religious reform movements in Rajasthan and Rajput-Mughal struggle for establishment of political supremacy.

**Course Level Learning Outcome:**

After successful completion of the course, the students will be able to:-

1. Acquaint himself with the contribution of eminent leaders of Rajasthan.
2. Know about the economic transformation of Rajasthan.
3. Understand the salient features of changes in society.
4. Explain the growth of education.

**Unit – I** A study of sources – epigraphic, archival, literary and travelogues. Nature of political set up around the 13<sup>th</sup> century : Turkish Sultan's aggressive designs – Resistance by Hammira, Ratansen, Kahandadev. Rise of Mewar under Kumbha and Sanga – their political and cultural achievements.

**Unit – II** Resistance to Mughal aggression by Mewar and Marwar – Rana Pratap and Chandrasen. Beginning of collaboration with imperial authority and the role of different states of Rajasthan.

**Unit – III** The emergence of Amber Principality as a Major State in Rajasthan : Mirza Raja Jai Singh, Sawai Jai Singh. Maratha raids on Rajasthan. The Hurda Conference and the Rajput failure to unite.

**Unit – IV** Main features of Rajput Polity and Administration. Clan structure. Nature of Feudalism. Land Revenue System Main features of

Economy : Agriculture, condition of Peasantry, Trade and Commerce,  
Rise of the business community.

**Unit – V** Religious Ideas and Movements : Sufi tradition, Mirabai, Dapupanthis,  
Developments in art and architecture, Rajput Paintings.

**Recommended Readings:**

- 1 Shyamal Das : Vir Vinod (relevant Portions)
- 2 G.H. Ojha : Rajputana ka Itihas (all volumes, relevant portions)
- 3 James Tod : Annals and Antiquities of Rajasthan (relevant portions)
- 4 Dashrath Sharma : Early Chauhan Dynasties
- 5 G.N. Sharma : Mewar and the Mughal Emperors (also in Hindi)
- 6 G.N. Sharma : Social Life in Medieval Rajasthan
- 7 G.N. Sharma (ed.) : Rajasthan through the Ages, Vol.II
- 8 H.B. Sarda : Maharana Kumbha
- 9 V.N. Reu : Marwar Ka Itihasa, 2 vols.
- 10 V.S. Bhatnagar : Life and Times of Sawai Jai Singh (also in Hindi)
- 11 H.C. Tikkiwal : Jaipur and the Later Mughals
- 12 Dilbagh Singh : The State, Landlords and the Peasants – Rajasthan in the Eighteenth Century, Delhi, 1990

**SEMESTER-IV**

**Group - B**

**Course Title: M.A. DISSERTATION**

**Course Code:** HIS 6.5DSET409(B)

**Objectives:** This course aims to provide an understanding of the different concepts of Medieval Indian History, polity, society, culture, architecture, art forms in ancient times, fostering appreciation of its diversity and plurality of aesthetic richness, through field work.

**Course Level Learning Outcome:**

Students are expected to learn writing on the concepts of Medieval Indian History, polity, society, culture, architecture, art elements etc. of Medieval India.

**Course Content:** Submission of Dissertation on any aspect of Medieval Indian History.

**Assessment Methods:**

Internal Assessment	External Assessment	Total
Viva Voce- 20%	80%	<b>100%</b>

Eligibility Criteria: 55% Minimum in first two Semesters (aggregate)

Semester-IV											
Group-C											
Paper Code	Paper Name	Code	L	T	P	Total Credits	Maximum Marks		Total marks	**Minimum Passing Marks (%)	
							Internal Marks	External Marks			
HIS6.5SDCT401	Introduction to Museums and Museology	SDC	2	0	0	2				Non-CGPA	S/NS*
HIS6.5DCCT410	History of Modern India (1885 to 1930) : Approaches, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DCCT411	History of Modern India (1930 to 1971: Approaches, Interpretations and Debates	DCC	5	1	0	6	30	120	150	36	
HIS 6.5DSET412(A) Or HIS 6.5DSET412(B)	Administrative and constitutional History of modern India <b>or</b> Caste and Gender Identities in Modern India	DSE	5	1	0	6	30	120	150	36	
HIS 6.5DSET413(A) Or HIS 6.5DSET413(B)	M.A. DISSERTATION <b>or</b> History of Modern Rajasthan- II	DSE	5	1	0	6	30	120	150	36	
Total Credits						26					
Total Marks							600				



**SEMESTER-IV****Group - C****Course Title: Introduction to Museums and Museology****Course Code:** HIS6.5SDCT401

**Objective:** The aim of this course is to make the students familiar with the structure and functioning of museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The course will be of particular value to those who are interested seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.

**Course Level Learning Outcome:**

After completing this course, the students will be able to-

1. The course will enable students to know these two repositories of history.
2. They would know how the heritage is preserved and kept alive here and the difficulties faced in the process.
3. Through the projects and visits to the archives and museum, which is essential considering this is a skill based course, the learner would get to know the actual working of these places of cultural importance.

**Unit – I**      Aims, functions and relevance of Museums ; concept of museum origin; Changing meaning and definitions; History of Museums in India, World and Rajasthan. History of museums in global context.

**Unit – II**      Introduction of National level Museums in India and select museum in foreign countries such as Louvre Museum, Paris; British Museum, London; Victoria and Albert Museum, London; State Hermitage, Russia; Smithsonian Museum, Washington; The Acropolis Museum, Athenes: Canadian Museum of History.

- Unit – III**      Museology and Museography - origin and meanings. Concepts of Eco-museum and New Museology. Specialized Museums : Children museum, Eco Museum, Virtual Museum, Site Museums etc.
- Unit – IV**      Types of museums - classification of museums on the basis of nature of collections, governing body and scope. Growth of museums in India; full different phases of development of museums in India.
- Unit – V**      Important Museums of India & Rajasthan, National Museum Delhi, Chhatrapati Shivaji (Prince of Wales Museum), Mumbai, Indian Museum Kolkata, Salarjung Museum Hyderabad, Kaliganga, Albert Hall (Jaipur), Ahar (Udaipur), city Palace (Udaipur), Ganga Golden Jubilee Museum, Bikaner.

**Recommended Readings:**

- 1 Grace Morley : Museums To-day, 1967, Department of Museolog, M.S. University of Baroda, 1968
- 2 V.P. Dwivedi (ed.) : Museums and Museology: New Horizons.
- 3 Vasant Hari : New Museology for India, National Museum Institute of Bedekar History of Art, Conservation and Museology, 1995
- 4 सुंजय जैन : म्यूजियम एवंम्यूजियोलॉजी, एक परिचय, कनिकाप्रकाशन 1999
- 5 Paul Greenhalgh : The New Museology
- 6 Vickey Peterson : The Treasure of the Natutal History Museum
- 7 Nina Simon : The Participatory Museum
- 8 Agarwal O.P. : Care and Preservation of Museum Objectives, New Delhi; National Research laboratory for Conservation of Cultural Property, 1977
- 6 Aiyappan A & S. T. : Handbook of Museum Technique, mardas; Sup. Satyamurti Govt.Press. 1960.

- 7 Banarjee, N, R, : Museum and Cultural Heritage in India, Delhi
- 8 Basu, M.N. : Museum Method & Process of Cleaning & Preservation, Calcutta; University of Calcutta, 1943.
- 9 Baxi Smita J. and : Modern Museum Organization and Practice in India,  
V.Dwivedi New Delhi: Abhinav Publication, 1973.

## SEMESTER-IV

### Group - C

**Course Title: History of Modern India (1885 to 1930 : Approaches, Interpretations and Debates**

**Course Code:** HIS6.5DCCT410

**Objective:** This paper deals with the broad socio-economic and political trends in colonial India from the latter half of the 19th century. It also critically analyses the various trends in the national liberation movement and other aspects of politics which were foundational for the modern Indian state.

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

1. Identify how different regional, religious and linguistic identities developed in the late 19th and early 20th centuries.
2. Outline the social and economic facets of colonial India and their influence on different trends of politics.
3. Explain the various forms of anti-colonial struggles in colonial India.
4. Analyse the complex developments leading to communal violence and Partition.
5. Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after Independence.

**Unit – I** Approaches to Indian nationalism : Conceptual Debates. Early Phase of the National Movement – Role of Moderates – Ideology of the

Moderates and their Contribution – S.N. Banerjee and Gopal Krishna Gokhale.

**Unit – II** Birth of the Extremist movement – role of Bal Gangadhar Tilak and Lala Lajpat Rai. Swadeshi Movement. Genesis and growth of militant Revolutionary movement till 1914.

**Unit – III** Ideology of separatism – Sir Syed Ahmed Khan and the Aligarh Movement. Founding of the Muslim League

**Unit – IV** Emerging voices of the Peasant, Labour and Women. British attitude towards nationalist movement. Home Rule League movement.

**Unit – V** Emergence of Mahatma Gandhi – Khilafat and Non-Cooperation Movement. The Swarajists and their contribution. The Socialist block under Jawahar Lal Nehru and Subhash Chandra Bose.

**Recommended Readings:**

- 1 C.H. Hemisath : Indian Nationalism and Hindu Social Reform
- 2 A. Tripathi : The Extremist Challenge
- 3 D. Argov : Moderates and Extremists
- 4 Wolpert : Tilak and Gokhale
- 5 B.R. Nanda : Gokhale
- 6 R.C. Majumdar : History of Freedom Movement in India
- 7 M.S. Jain : The Aligarh Movement
- 8 Robinson : Separatism among the Indian Muslims.

**SEMESTER-IV**

**Group - C**

**Course Title: History of Modern India (1930 to 1971): Approaches, Interpretations and Debates**

**Course Code:** HIS 6.5DCCT411

**Objective:** Understand the cultural changes and socio-religious reform movements; Understand the changes taking place in India; Assess the rise of nationalism and the early phase of the national movement; Analyse the national movement under Gandhi's leadership; Interpret the interaction between the national movement and various social groups, peasants, tribals, Dalits, women etc.; Understand the rise of communalism; Comprehend the narrative and interpretation of the final phase - Independence and Partition; Analyse the emergence of a new state and the conditions in India.

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

1. Understand the changes taking place in India in the early modern period.
2. Analyse the societal changes in the nineteenth century which led to reform movements in different parts of the country.
3. Comprehend the exploitative nature of the British rule.
4. Develop a clear idea about the rise of nationalism and Gandhiji.
5. Conceptualise the development of democracy in India under Jawaharlal Nehru.
6. Understand the role of India in the Non-Aligned Movement under Nehru.

**Unit – I** Civil disobedience movement. The Round Table conferences and the idea of federation. Emergence of Communal Consciousness. Muslim League under M.A. Jinnah and its role after 1937.

**Unit – II** Socialist and the Left Movements :- Communist Party of India, Socialist trends within the Indian National Congress - Nehru's Socialist Vision, Congress Socialist Party.

**Unit – III** People's movement in the Princely States - role of AISPC and the Praja Mandal movement. Nationalist movement after 1937. Quit India Movement.

**Unit – IV** Indian National Army (INA) and Royal Indian Navy (RIN) Mutiny, Partition, Idea, Politics and Memories - Idea of Partition and the

responses, Partition Experience for Indian Government and the Displaced Persons.

**Unit – V** Beginning of a New India - Integration of Princely States. Land Reforms, Initiation of the Democratic Experience. Idea of Planned economy and five year plans.

**Recommended Readings:**

- 1 Judith Brown : Civil Disobedience Movement
- 2 C.H. Hemisath : Indian Nationalism and Hindu Social Reform
- 3 A. Tripathi : The Extremist Challenge
- 4 D. Argov : Modeates and Extremists
- 5 Wolpert : Tilak and Gokhale
- 6 B.R. Nanda : Gokhle
- 7 R.C. Majumdar : History of Freedom Movement in India
- 8 M.S. Jain : The Aligarh Movement
- 9 Robinson : Separatism among the Indian Muslims.
- 10 S.R. Mehrotra : Emergence of Indian National Congress
- 11 J.M. Brown : Gandhi's rise to Power in Indian Politics : 1915 – 1922
- 12 V.P. Menon : The Transfer of Power in India
- 13 C.H. Philips and MD Wainwright (ed.) : The Partition of India (1935 – 1947)
- 14 H.V. Hudson : The Great Divide
- 15 David Page : Prelude to Partition
- 16 Urvashi Butalia : The Other Side of Silence
- 17 Bipin Chandra : India after Independence  
: Ideology and Politics in Modern India, New Delhi, 1994  
: Essays on Indian Nationalism, New Delhi, 1993  
: Essays on Contemporary India, New Delhi, 1993  
: The Epic Struggle, New Delhi, 1992  
: India's Struggle for Independence, 1857 – 1947, New Delhi, 1989

- : Indian National Movement : The Long Term Dynamics, (New Delhi, 1988)
  - : Communalism in Modern India, (New Delhi, 1984)
  - : Nationalism and Colonialism in Modern India, (New Delhi, 1979)
- 18 Ramchandra Guha : India after Gandhi

## SEMESTER-IV

### Group - C

**Course Title:** Administrative and constitutional History of modern India

**Course Code:** HIS 6.5DSET412(A)

**Objective:** This course introduces the students to various perspectives on India's Administrative and constitutional situations from the 1773s to the 1950. The course intends to familiarize the students with the dynamic transformation of Indian Administration and constitution. Students will study the transformation of constitutional body and emerging challenges to Indian democracy.

**Course Level Learning Outcomes:**

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

3. Have a good grasp on the sources, methods and approaches to the study of politics with an overview of the literature on the subject.
4. Acquainted with the nature, magnitude and significance of Administrative and constitutional growth in British India.

**Unit – I** Factors that influenced the Constitutional Development in India. Tightening of Parliamentary Control over the East India Company's Indian administration - the Regulating Act 1773, Amending Act 1781, Pitt's India Act 1784, the Charter Act of 1813 and 1833. Administrative and Judicial Changes in Bengal (1772-1793). Growth of Judicial Administration and Legal System (1793-1861). Impact of English legal system on Indian society.

- Unit – II** Administrative and Financial decentralization (1861-1909). Bureaucracy -Recruitment, functions, evolution (1765-1853)Charter Act of 1853.India Council Act of 1861.Growth of Legislative Councils (1853- 1909).The demand for Indianization of services - British response.Indian Councils Act of 1909.
- Unit – III** Constitutional Development (1919-1935)-Government of India act of 1919 - Dyarchy and its failure.Government of India Act of 1935 Provincial Autonomy in the Provinces – Federal scheme and the Dyarchy at the Centre.
- Unit – IV** Problem of Communal Representation - Round Table Conferences, Communal Award of 1932 & Poona Pact, Cripps Mission and its failure, Wavell Plan, Breakdown Plan, Cabinet Mission Plan. Indian initiative and constitutional schemes in the pre-independence period- Commonwealth of India BUJI 1925, Nehru Report 1928, Tej Bahadur Sapru Committee Report
- Unit – V** Constitution making -Formation of the Constituent Assembly, Significant Debates-Debate on Language, Debate over Gandhian vs Westminster model. Debate on Fundamental Rights & Directive Principles. Indian Constitution - Philosophy, Preamble and Defining Features of Indian Constitution, Powers of the President and the Governors, Nature of Indian Federalism

**Recommended Readings:**

- 1 Gadgil : Planning and Economic Policy in India
- 2 B. Mukerjee : Community Development of India
- 3 K.P. Mishra : Readings in Indian Foreign Policy
- 4 Karuna Karan : India in World Affairs (1947 – 60)
- 5 J.C. Kundra : Indian Foreign Policy
- 6 Morris Jones : Government and Politics of India



- 7 H.V. Hodson (ed.) : The Great Divide
- 8 C.H. Philips (ed.) : Transfer of power
- 9 Paul Brass : The Politics of India since Independence
- 10 R.P. Dutt : India Today
- 11 B.B. Mishra : Administrative History of India (1834-1947)
- 12 B.B. Mishra : Status Policy and the ICS in the late 19th century, New Delhi, Manohar, 1976
- 13 B.B. Mishra : Central Administration of East India Company (1773-1947).
- 14 B. Prasad : Origin of Provincial Autonomy
- 15 C.H. Philip : Evolution of India and Pakistan 1858-1947
- 16 C.H. Philip : English East India Company, 1784-1947
- 17 B.N. Pandey : Introduction of English Law in India
- 18 Coupland : The Constitutional Problem
- 19 A.B. Keith : A Constitutional History of India
- 20 M.V. Pylee : Constitutional Government in India
- 21 Illbert Courtney : Government of India
- 22 VCP Choudhary : Administration of Lord Lytton
- 23 H.L. Singh : Problems and Policies of the British in India
- 24 Spangenberg : British Bureaucracy in India, New Delhi, Manohar, 1976
- 25 Bipin Chandra : Nationalism and Colonialism In Modern India, New Delhi, 1979
- 26 Bipin Chandra : Communalism in Modern India, New Delhi, 1984
- 27 Bipin Chandra : Ideology and Politics in Modern India, New Delhi, 1994
- 28 R.J. Moore : Churchill, Cripps and India, Clarendon Press, Oxford, 1979
- 29 Rakhi Yadav : Liberals in Indian Politics, Yking Books, Jaipur, 2015
- 30 Sangha Mitra : Indian Constitutional Acts: East India Company to Independence

## SEMESTER-IV

### Group - C

**Course Title: Caste and Gender Identities in Modern India**

**Course Code: HIS 6.5DSET412(B)**

**Course Objectives:** The objective of this course is to study caste and gender as central to identity politics in modern India. It will inform the students as to why and how caste and gender are at the centre of Historical writings on colonial India today, whereby studies on them have been widely recognised as the most challenging and exciting interventions in the recent past in social and cultural histories of modern India. In historicizing various axes of gender and caste identities, the course will guide students on how these were represented and conceived through a historical and an interactional course. The paper will be thematic rather than chronological and will particularly grapple with how these identities could be both limiting and liberating. Central to it will be the role and impact of women and caste stratification on constructions of nationalism.

**Learning Outcomes :**

After the successful completion on this course, students will:

1. Have knowledge about the making and remaking of gender and caste identities in modern India.
2. Understand how gender and caste are deeply intertwined.
3. Appreciate how and why gender and caste identities help us in critiquing and challenging singular, neat identities.
4. Comprehend and nature of debates that were taking place between the colonisers, reforms and nationalists around 'gender' and 'caste' questions.
5. Understand layers of discussions around 'tradition' and 'modernity'.
6. Be able to analyse women's role and participation in social reforms and nationalist movements.
7. Have a firm grasp over caste movements that emerged in various regions of India in late nineteenth, early twentieth century.
8. Comprehend debated between Gandhi and Ambedkar on the caste on the caste questions.

**Unit – I** Colonial Knowledge, Caste and Census; Emerging Caste Associations. Non Brahmin and Dalit Movements in Different Regions: Maharashtra, Tamilnadu, Bengal, Gangetic Plains.

**Unit – II** Gandhi and Ambedkar on the Caste Question, The Gender of Caste.

**Unit – III** Gendering Reforms and Nationalism : A Board Historiography.

**Unit – IV** Women and Social Reform Movements : Sati debates, Age of Consent, Widow Remarriage, Education.

**Unit – V** Women and Popular Culture, Women, Nationalism and Partition.

**Recommended Readings:**

- 1 Amin, Shahid and : Nimnvargiya Prasang, Bhaag 1 aur 2. Delhi : Rajkamal Gyanendra Pandey Prakashan (in Hindi) 1995 and 2002 (eds.)
- 2 Bandyopadhyay, : Plassey se Vibhaajan Tak aur Uske Baad, Delhi : Sarkar Orient Blackswan (in Hindi) 2015
- 3 Banerjee Dube, : A History of Modern India, Cambridge : Cambridge Ishita University Press, 2015.
- 4 Bayly, Susan : Caste, Society and Politics in India from the Eighteenth Century to the Modern Age, Cambridge : Cambridge University, Press, 1999.
- 5 Chand, Achhut Ank : Ed. Nandkishore Tiwari, Delhi : Rajkamal Prakashan (in Hindi) 2005 (1927)
- 6 Forbes, Geraldine : Women in Modern India, Cambridge : Cambridge University Press, 1996
- 7 Gupta, Charu : Sexuality, Obscenity, Community : Women, Muslims and the Hindu Public in Colonial India, Delhi : Permanent Black, 2001.
- 8 Kumar, Ravindra : Adhunik Bharat ka SamajikItihas, trans. Aditya Narayan Singh, Delhi : Granth Shilpi (in India) 1997
- 9 Malhotra, Anshu : Gender, Caste and Religious Identities : Restructuring Class in Colonial Punjab, Delhi : Oxford University Press, 2002

- 10 Michel, S.M. : Aadhunik Bharat Mein Dalit. Delhi : Sage (in Hindi) 2015
- 11 Nandy, Ashis : The Intimate Enemy : Loss and Recovery of Self Under Colonialism, Delhi : Oxford University Press, 1983
- 12 Sarkar, Sumit : Writing Social History, Delhi : Oxford University Press, 1997
- 13 Sarkar, Sumit : SaamaajikItihaas Lekhan Ki Chanauti, trans. N.A.K. Shahid, Delhi : Granth Shilpi (in Hindi) 2001
- 14 Sarkar, Tanika : Hindu Wife, Hindu Nation : Community, Religion and Cultural Nationalism, Delhi : Permanent Black. 2001
- 15 Zelliot, Eleanor : From Untouchable to Dalitl : Essays of Ambedkarite Movement, Delhi: Mahohar 1992.

#### **SEMESTER-IV**

#### **Group - C**

**Course Title: M.A. DISSERTATION**

**Course Code:** HIS 6.5DSET413(A)

**Objectives:** This course aims to provide an understanding of the different concepts of Modern Indian History, polity, society, culture, architecture, art forms in modern times, fostering appreciation of its diversity and plurality of aesthetic richness, through field work.

#### **Course Level Learning Outcome:**

Students are expected to learn writing on the concepts of Modern Indian History, polity, society, culture, architecture, art elements etc. of modern India.

**Course Content:** Submission of Dissertation on any aspect of Modern Indian History.

#### **Assessment Methods:**

<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total</b>
Viva Voce- 20%	80%	<b>100%</b>

Eligibility Criteria: 55% Minimum in first two Semesters (aggregate)

**SEMESTER-IV****Group - C****Course Title: History of Modern Rajasthan- II****Course Code:** HIS 6.5DSET413(B)

**Objectives:** To understand Political, Social, Economic history of modern Rajasthan, Socio-religious reform movements in Rajasthan and Rajput-British struggle for establishment of political supremacy.

**Course Level Learning Outcome:**

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

1. Acquaint himself with the contribution of eminent leaders of Rajasthan
2. Know about the economic transformation of Rajasthan
3. Understand the salient features of changes in society
4. Explain the growth of education, modernization of Rajasthan.

- |                   |  |
|-------------------|--|
| <b>Unit – I</b>   | Changes in the Judicial system of Rajasthan during the British period and their social impact. Social change and mobility. Position of women and attempts at their social upliftment in Rajasthan. Role of Walter Hitkarani Sabha. |
| <b>Unit – II</b>  | Bhagat Movement under Guru Govind Giri, Social work of Christian Missionaries, Impact of West and Modernization.   |
| <b>Unit – III</b> | Land revenue settlements and their impact on agrarian society. Agrarian movements in Mewar and Shekhawati regions. Changes in trade pattern and migration of business community.   |
| <b>Unit – IV</b>  | Changes in trade pattern and migration of business community. British policy towards opium and salt and its impact.  |

**Unit – V** Railways and the means of communication – transformation of local economy. Economic Development and Planning after the formation of Rajasthan.

**Recommended Readings:**

- 1 G.H. Ojha : History of Mewar, Jodhpur, Bikaner and Dungarpur (relevant portions)
- 2 James Tod : Annals and Antiquities of Rajasthan, 3 vols.
- 3 V. N. Reu : History of Marwar, 2 Vols. (also in Hindi)
- 4 V.K. Vashishtha : The Rajputana Agency 1832 – 1858.
- 5 Shyamal Das : Vir Vinod (relevant portions)
- 6 M.L. Sharma : Kota Rajya Ka Itihas (in Hindi), Vol. II
- 7 A.C. Banerjee : Rajput States and the East India Company
- 8 Laxman Singh : Political and Constitutional Development in the Princely State of Rajasthan (1920 – 1949)
- 9 S.S. Saxena and Padmaja : Bijolia Kisan Andolan Ka Itihas (in Hindi)
- 10 K.S. Gupta : Mewar and the Marathas
- 11 M.S. Jain : Surplus to Subsistence
- 12 M.S. Jain : A Concise History of Modern Rajasthan.
- 13 M.S. Jain (ed.) : Rajasthan through the Ages, Vol.III

**Teaching Learning Process**

- Lectures
- Discussions
- Simulations
- Role Playing
- Participative Learning
- Interactive Sessions
- Seminars
- Research-based Learning/Dissertation or Project Work
- Technology-embedded Learning

### **Blended Learning**

Blended Learning is a pedagogical approach that combines face-to-face classroom methods with computer-mediated activities in the process of teaching and learning. It has been decided that blended learning be taken recourse to only if such need arises (unfortunately). To face such a situation, the teacher be kept in a ready to use mode. Hence, only 10% teaching be done through blended learning after deliberations of the departmental level.



**Assessment and Evaluation**

- Continuous Comprehensive Evaluation at regular after achievement of each Course-level learning outcome
- Formative Assessment on the basis of activities of a learner throughout the programme instead of one-time assessment
- Oral Examinations to test presentation and communication skills
- Open Book Examination for better understanding and application of the knowledge acquired
- Group Examinations on Problem solving exercises
- Seminar Presentations
- Review of Literature
- Collaborative Assignments

**Keywords**

- ❖ LOCF
- ❖ NEP-2020
- ❖ Blended Learning
- ❖ Face to face (F to F) Learning
- ❖ Programme Outcomes
- ❖ Programme Specific Outcomes
- ❖ Course-level Learning Outcomes
- ❖ Postgraduate Attributes
- ❖ Learning Outcome Index
- ❖ Formative Assessment and Evaluation
- ❖ Comprehensive and Continuous Evaluation