



# **MAHARSHI DYANAND SARASWATI UNIVERSITY, AJMER**

## **CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Option for  
Under Graduate Course)**

## **Syllabus of History**

### **B.A. Honours**

**Semester I to VIII Semester**

**2024-25 onwards**

According to University Letter No. 3674-75 Dated 13.02.24, 21.02.24, Date. 23.02.24 and 11.03.2025 with written instructions of Minutes, Syllabus was prepared.

<b>M.D.S. University, Ajmer</b> <b>Semester Wise Scheme of Papers</b> <b>B.A. History Honours</b>										
Year	Semester	DSCC , DSEC, SEC ,VAC	Course Code	Course Nomenclature	Theory/ Tutorials	Credit	No. of Hrs. per week	Total no. of Teaching Hrs.	Assessment + Internal marks	Total marks 100
I <sup>st</sup> Year Certificate	I <sup>st</sup> Semester	DSCC I	HIS 6101 T-C	History of Indian Culture, Heritage and Economic Organisation	T	6	6	90	70+30	100
	II <sup>nd</sup> Semester	DSCC I	HIS 6201 T-C	History of India Prehistoric Period To 1200 A.D.	T	6	6	90	70+30	100
II <sup>nd</sup> Year Diploma	III <sup>rd</sup> Semester	DSCC II A	HIS 6301 T-C	History of India 1206-1526 A.D.	T	6	6	90	70+30	100
		DSCC II B	HIS 6302T-C	Social, Cultural and Economic History of Rajasthan - 7th Century A.D. To 1950 A.D.	T	6	6	90	70+30	100
		SEC	HIS 6203T-S	Museum and Museology	T	2	2	30	70+30	100
	IV <sup>th</sup> Semester	DSCC II A	HIS 6401T-C	History of India 1526-1707 A.D.	T	6	6	90	70+30	100
		DSCC II B	HIS 6402 T-C	Survey of the History of Rajasthan	T	6	6	90	70+30	100
		SEC	HIS 6403 T-S	Tourism and Hospitality	T	2	2	30	70+30	100
III <sup>rd</sup> Year Degree	V <sup>th</sup> Semester	DSCC	HIS 6501 T-C	History of Modern India 1761-1885 A.D.	T	6	6	90	70+30	100
		DSEC I A	HIS 6502 E-C	History of Military Science	T	6	6	90	70+30	100
		DSEC I B	HIS 6503 E-C	Economic History of India 1857-1947 A.D.	T	6	6	90	70+30	100
		SEC	HIS 6504 T-S	Research Methodology in History	T	3	3	45	70+30	100
		VAC	HIS 6505 T-V	Tourist Monuments – A Selective Study	T	3	3	45	70+30	100
	VI <sup>th</sup> Semester	DSCC	HIS 6601 T-C	History of Modern India 1885-1947 A.D.	T	6	6	90	70+30	100
		DSEC I A	HIS 6602 E-C	History of Europe: 1453-1905	T	6	6	90	70+30	100
		DSEC I B	HIS 6603 E-C	Gandhi Life and his Philosophy	T	6	6	90	70+30	100
		SEC A	HIS 6604 T-S	Archival Studies of India	T	3	3	45	70+30	100
		SEC B	HIS 6605 T-S	Internship	P	3	-----	45	70+30	100
		VAC	HIS 6606 T-V	Historical Roots of Indian Knowledge Systems	T	3	3	45	70+30	100
IV <sup>th</sup> Year Degree with Honors	VII <sup>th</sup>	DSCC	HIS 6701 T-C	Historiography: Concept, Method and its Tool	T	6	6	90	70+30	100
		DSCC	HIS 6702 T-C	20 <sup>th</sup> Century World History	T	6	6	90	70+30	100
		DSEC I A	HIS 6703 E-C	A Social Cultural and Economic History Of Ancient India	T	4	4	60	70+30	100
		DSEC I B	HIS 6704 E-C	A Social Cultural and Economic History Of Medieval India	T	4	4	60	70+30	100
		DSEC II A	HIS 6705 E-C	A Social Cultural and Economic History Of Modern India	T	4	4	60	70+30	100
		DSEC II B	HIS 6706 E-C	The Idea of Bharat	T	4	4	60	70+30	100
	VIII <sup>th</sup>	DSEC I A	HIS 6801 E-C	Contemporary History of India from 1947-2024	T	4	4	60	70+30	100
		DSEC I B	HIS 6802 E-C	History of International Relations 1950-2024	T	4	4	60	70+30	100
		DSEC II A	HIS 6803 E-C	Oral History, Oral Traditions of Rajasthan and Understanding Heritage.	T	4	4	60	70+30	100
		DSEC II B	HIS 6804 E-C	Thinkers of Modern India	T	4	4	60	70+30	100
		DSEC C	HIS 6805 E-C	History of Colonialism, Nationalism, and Culture of India.	T	4	4	60	70+30	100
		DSEC D	HIS 6806 E-C	History of Rajasthan Culture.	T	4	4	60	70+30	100
		DSEC E	HIS 6807 E-C	Constitutional History of Modern India	T	4	4	60	70+30	100
	Dissertation in Major Subject OR Academic / Research Project / Apprenticeship / Internship OR DSE.				P	12	-----	180	70+30	100

There shall be choice in the VI Semester to choose either one SEC OR alternatively “Internship / Apprenticeship / Project / Community Outreach” in that Semester for 3 Credits.

RM	-	“Research Methodology” shall be offered as a SEC mandatorily in Semester V.
DSCC	-	Discipline Specific Core Course.
DSEC	-	Discipline Specific Elective Course.
AEC	-	Ability Enhancement Course.
SEC	-	Skill Enhancement Course.
VAC	-	Value Addition Course.

A Student who opts for Bachelor’s (Field of Study Discipline) (Hons. With Research) degree have to complete minimum 12 Credits in Dissertation in the major discipline in Semester VIII.

4+2=6 implies 4 Credits for Theory and 2 Credits for Practical’s. Students admitted to non-practical course will have to acquire 6 Credits in Subject.

### Pedagogy:

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio–  
Visual aids  
Films Documentaries  
Visit to historical site

### Scheme of Examination:

Scheme of examination for end of semester examination applicable to all undergraduate courses (Pass course as well as Honours course).

The question paper of semester Exam for the Discipline Specific Core Courses (DSCC), Discipline specific elective (DSE), Ability Enhancement Course (AEC), Value Added Course (VAC) and Skill Enhancement Course (SEC) will be of 70 marks and it will be divided in two parts i.e. Part A and Part-B. Part-A will consist of 10 compulsory questions. There will be at least three questions from each unit and answer to each question shall be limited up to 50 words. Each question will carry two marks. Total 20 Marks.

Part-B will consist of 10 questions. At least three questions from each unit be set and student will have to answer five questions, selecting at least one question from each unit. The answer to each question shall be limited to 400 words. Each question carries 10 Marks. Total 50 Marks.

Ability Enhancement Course

Semester I : Hindi, English, Rajasthani (choose any one) 2 Credits

Semester II : Hindi Communication Skill, English Communication Skill, Rajasthani Communication Skill. (choose any one) 2 Credits

### Assessment:

Weight age for assessments (in percentage)

Formative Assessment				
	Internal Assessment	Theory Part Semester End Examination		
		Question to be asked.	Word Limit.	Marks.
Internal Project	10	Part A – 10 Q	50	20
Assignments/ Historical Sites Visit	10	Part B – 5 Q (3Q from each unit with choice)	400	50
Viva Voice	10	Total		70
<b>Total</b>	<b>30</b>			
<b>Grand Total</b>	<b>100</b>			

**Note: Student have to pass external theory paper and internal continuous assessment separately.**

## B.A. Honours Semester I DSCC I

Programme / Class	Certificate	Year	B.A. Hons. I	Semester	I
Subject	History				
Course Code	HIS 6101-TC	Course Title	History of Indian Culture, Heritage and Economic Organisation.		

### Course Objective:

The objective of this paper is enlightening the student about the culture of India's History which will deals on the various facets of our system which we are following today. India is a multi-religious, multi-lingual country in this conditions that is necessary that the students should know their rich past of their country. Economy is the backbone of the Nation the student will able to understand the development of economic system set up in its fullest measures in Ancient India. They will also understand the development and various phases of economic policies, rules, processes and trading activities etc.

### Course Outcome:

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

- Concept of various Principles of life is well discussed to know the present system.
- Social Life of Vedic people are still continuing in the society it will enrich knowledge of student.
- Weightage has been giving to live moral and ideal life in Ramayana and Mahabharat.
- Ethos of high values of society has been well explained.
- Provide insight extensive survey of Ancient Cultural Heritage of India.
- The student will able to understand to development of economic system and set up in its fullest measures in Ancient India.
- Trade routes have been well explained which is the mode of bringing new innovations and ideas in the Nation.
- Trade and Commerce decide the fate of nation well explained in the chapters.
- Concept of Taxation, Revenue and Feudal economy has been explained.

**B.A. Honours Semester I****DSCC I**

<b>Title of the Course:</b> History of Indian Culture, Heritage and Economic Organisation.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Foundation of Indian Culture.</li> <li>Main Features of Vedic Period, Jainism, Buddhism.</li> <li>Ashram System, Sanskar, Purhsarth.</li> <li>Epic Period.</li> <li>Cultural Importance of Purana.</li> <li>Development of science and technology during Gupta's Period.</li> <li>Silent features of Indus and Maurya Art.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Mathura and Gandhar school of sculpture.</li> <li>Nagar, Dravida, Besar style of Temple architecture.</li> <li>Bhakti Movement: Saguna Tradition: Tulsidas, Chaitanya, Nirguna Tradition: Kabir, Dadu</li> <li>Sufism</li> <li>Mughal Architecture.</li> <li>Rajput Painting.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Introduction of Ancient Indian Economic Organisation, Agriculture.</li> <li>Vedic Age, Mauryan Age and Gupta Period.</li> <li>Industries from earliest time to Gupta Period, Trade Routes During 6<sup>th</sup> Century BC, Mauryan Period, Saka, Satavahanas Period and Gupta Period.</li> <li>Guild Organisation, Mode of Transport.</li> <li>Ownership of Land: Individual, ownership of king, collective ownership.</li> <li>Revenue, Taxation, Feudal economy.</li> </ul>	30

**Book for References:**

Basham A.L.	-	Cultural History of India.
Majumdar R.C.	-	The History and Culture of India.
Singh Upendra	-	A History of Ancient and early medieval India.
Roy Tirthankar	-	Economic History of India.
Maity S.K.	-	Economic Life in Northern India in the Gupta Period.
गुप्त शिवकुमार , नारायण कमल	-	भारतीय संस्कृति के मूल आधार
शर्मा के जी, जैन एच सी	-	प्राचीन भारत का इतिहास
दिनकर रामधारी सिंह	-	भारतीय संस्कृति के चार अध्याय
मिश्रा श्याम मनोहर	-	प्राचीन भारत में आर्थिक जीवन
पुरी, दास, चौपड़ा	-	प्राचीन भारत का सामाजिक, सांस्कृतिक व आर्थिक इतिहास
ओमप्रकास	-	प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास

## B.A. Honours Semester II

### DSCC I

Programme / Class	Certificate	Year	B.A. Hons. I	Semester	II
Subject	History				
Course Code	HIS 6201-TC	Course Title	History of India Prehistoric Period – 1200 AD		

### Course Objective:

The paper is designed to provide extensive survey of early Indian History to the students and familiarize them with the tools of studying Ancient Indian. It helps in understanding the discipline of History to the students about Indian culture and major landmark of the Ancient Indian History. The History of Guptas and their Economy and Revenue system. The system of administration of Pallavas and Chalukyas is the base of contemporary administration. The course introduces this scenario from different regions of India with specific focus on dynasties like Rashtrakutas, Pratiharas, Palas, Chandellas and Cholas. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the polity of the time as well as how the polity was detrimental of social life in region specific manner, which was also the phenomena across the subcontinent.

### Course Outcome:

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- It's described the Prehistoric phase of Indian History.
- Concept of Palaeolithic, Mesolithic, Neolithic History is well explained.
- Indus Civilization and its main features of planning has been discussed which is useful in present time.
- Culture of Vedic Literature has been well discussed.
- Concept of Mauryan Administration has been discussed which helps in understanding the present system of administration.
- Inscription of Ashoka has been discussed which will elaborate the factual history of India in fact chronological order of History Writing.
- Ashoka's Dhamma was the first evidence where secular concept was adopted it will help the people that how to live with harmony.
- Various schools of sculpture of Ancient India will enhance the development of Art to the students.
- Explain the emergence of state system in North India, development of the Imperial state structure and state formation in South India in the early period.
- To understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

**B.A. Hons. Semester II****DSCC I**

<b>Title of the Course: History of India Prehistoric Period to 1200 A.D.</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Indian sub-continental, Geographical, Landscape and Environment.</li> <li>Sources of Ancient Indian History.</li> <li>Palaeolithic culture sequence distribution tools typology.</li> <li>Mesolithic, culture, new development in technology, concept of Neolithic culture, the type funerary practice.</li> <li>Harappan civilization- origin, extend, town planning, economic organizations, art and architecture.</li> <li>Culture reflected in Vedic literature, Polity religion and economy.</li> <li>Iron Age culture, Megalithic north and deccan, rise of territorial state.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>New religious movements in north India- Jainism, Buddhism.</li> <li>Mauryan Empire State-administration, economy Ashoka's Dhamma, its nature and propagation.</li> <li>Post Mauryan Period- Sungas, Western Kshatrap, Satvahanas and Kushanas.</li> <li>Trade and coinage-Culture as Reflected in Sangam literature.</li> <li>History of Guptas: Srugupta to Skandgupta, Administration, Agrarian and Revenue systems, Economy and Society, Literature</li> <li>Post Gupta period, state of Pallavas, Chalukyas, and Vardhan Dynasties.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Polity and Economy 750-1000 AD.</li> <li>North India: History of Gurjara Pratihara's, Pal, Sen Dynasty.</li> <li>Rastrakutas</li> <li>Cholas and their contemporary's relation with South East Asia and Sri Lanka.</li> <li>Foreign Policy of Cholas.</li> <li>Invasions of Arabs. Gazanavis and Ghoris, Prithviraj Chauhan.</li> </ul>	30

**Book for References:**

Majumdar R.C. -	Ancient Indian History. (Hindi Version is also available)
Mahajan V.D. -	Ancient Indian History. (Hindi Version is also available)
Basham A.L. -	The Wonder that was India.
Dutt R.C. -	Ancient India (200 BC - 800AD)
Singh Upendra -	A History of Ancient and Early Medieval India.
Sharma R.S. -	India's Ancient Past.
Singh Upendra -	A History of Ancient and Early Medieval India: From the Stone Age to the 12 <sup>th</sup> Century.
घोष. ए -	भारत का प्राचीन इतिहास, इलाहाबाद
शर्मा के.जी. - जैन एच.सी. -	प्राचीन भारत का इतिहास, जयपुर
गोयल एस.आर. -	प्राचीन भारत का इतिहास, संबंधित संस्करण
शर्मा एल.पी. -	प्राचीन भारत का इतिहास
श्रीवास्तव के.सी. -	प्राचीन भारत का इतिहास तथा संस्कृति
झा डी.एन. और एन.के. श्रीमाली -	प्राचीन भारत का इतिहास
महाजन वी.डी. -	प्राचीन भारत का इतिहास
शर्मा रामशरण -	भारत का प्राचीन इतिहास
चौबे सौरभ -	प्राचीन भारत

## B.A. Honors II, Semester III

### DSCC II A

Programme / Class	Certificate	Year	B.A. Honors II	Semester	III
Subject	History				
Course Code	HIS 6301-TC	Course Title	History of India 1206-1526 A.D.		

#### Course Objective:

This course provides an overview of the main trends and developments in India during the Sultanate period. It focusses on the socio-economic and cultural patterns in understanding the polity and society as they took shape in the periods under study. Administrative land marks and the process of tax collection of Sultanate Period is well explained.

#### Course Outcome:

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- Learn the foreign invasions on India and their consequences.
- Understand the socio-economic and cultural conditions of Sultanate Period.
- Describe the advent of Islam in India and study the traces of Political and cultural expansion of Turks & Afghans.
- Explain the administration, Art and architecture of Khaljis, Tughlaq, Lodis and Regional Empire.
- Analyse the emergence of composite culture in India.



**B.A. Honors II, Semester III****DSCC II A**

Title of the Course: History of India 1206-1526 A.D.	
Number of Theory Credits	Number of lecture hours/semester
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Survey of sources: Persian Tarikh tradition; vernacular histories; epigraphy</li> <li>Sultanate Political Structures: Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's Invasion; Ibrahim Lodi and the battle of Panipat.</li> <li>Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial, monuments and coinage,</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal, Consolidation of regional identities; regional art, architecture and literature.</li> <li>Society and Economy: Iqta and the revenue-free grants, Agricultural production; technology, Changes in rural society; revenue systems, Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Religion, Society and Culture: Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles, Bhakti movements, Shankaracharya and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis and Dasnami; Kabir, Nanak and the Sant tradition, Sufi literature: Malfuzat; Premakhayans</li> </ul>	30

**Book for References:**

श्रीवास्तव ए.एल.	-	दिल्ली सल्तनत
शर्मा एल.पी.	-	दिल्ली सल्तनत
पाण्डेय ए.बी.	-	पूर्व मध्यकालीन भारत
वर्मा हरिश्चन्द्र	-	मध्यकालीन इतिहास
श्रीवास्तव ए.एल.	-	मुगलकालीन भारत
पाण्डेय ए.बी.	-	उत्तर मध्यकालीन भारत
arma S.R.	-	Mughal Empire in India
Sarkar J. N.	-	Shivaji and his Times
Chandra Satish	-	Medieval India
Mehta J.L.	-	Advanced Study in the History of Medieval India
Sharma R.S.	-	Indian Feudalism (circa 300 - 1200).
Chattopadhyaya B.D.	-	The Making of Early Medieval India.
Sharma R.S. and Shrimali K.M.	-	Comprehensive History of India, Vol. IV (A & B).
Habib Mohammad and Nizami K.A.	-	Comprehensive History of India, Vol. V, The Delhi Sultanate Hermann Kulke
		The State in India (AD 1000 - AD 1700).
Sarkar J.N.	-	A History of Dasnamis Naga Sanyasis

## B.A. Honors II, Semester III

### DSCC II B

Programme / Class	Certificate	Year	B.A. Honors. II	Semester	III
Subject	History				
Course Code	HIS 6302-TC	Course Title	Social, Cultural and Economic History of Rajasthan - 7th Century A.D. To 1950 A.D.		

#### Course Objective:

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 7th to 19th 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 Outcome:

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

On completion of this course, students will be able to:

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

**B.A. Honors II, Semester III**  
**DSCC II A**

<b>Title of the Course:</b> Social, Cultural and Economic History of Rajasthan -7th Century A.D. To 1950 A.D.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I:</b> <ul style="list-style-type: none"> <li>• Main sources of Social and Economic History of Rajasthan.</li> <li>• Main social Institutions: Tribes, Clan and Caste, family Organization, Main Sanskaras, Marriage, Slavery and Education, Social customs and Rituals their ramification: Purdah, Johar.</li> </ul>	30
<b>Unit II:</b> <ul style="list-style-type: none"> <li>• Temple grants. socio-Religious Movements with reference to Sufism, Bishnois (Jambhoji), Dadupanth, Ramsnehis, Jasnathi, Dasnami, Nath Cult.</li> <li>• Western Cultural and Educational Impact; Social Work of Christian Missionaries</li> </ul>	30
<b>Unit III</b> <ul style="list-style-type: none"> <li>• Arya Samaj, Bhil Reform movement. Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkanini Sabha.</li> <li>• Nature and Structure of economy, Rural and Urban Society.</li> <li>• Trade and Trade routes; Markets and Indigenous Banking; Famines, Taxation System. Urbanization and Main urban centres.</li> </ul>	30

**Book for References:**

Sharma G.N.	-	Social Life in Medieval Rajashtan (1500-1800 A.D.)
Sharma G.N.	-	A Bibliography of Medieval Rajasthan (Social and Cultural)
Sharma Dasrath	-	Rajasthan Through the Ages, Vols I
Sarkar J.N.	-	A History of Dasnami Naga Sanyasis
देवड़ा जी.एस.एल	-	राजस्थान इतिहास के अभिज्ञानरूप, जयपुर 2010
शर्मा जी. एन.	-	राजस्थान का सांस्कृतिक इतिहास

## B.A. Hons. II - Semester III

### SEC

Programme / Class	Certificate	Year	B.A. Hons. II	Semester	III
Subject	History				
Course Code	HIS 6203-TS	Course Title	Museum and Museology.		

#### Course Objective:

This course is aimed to introduce the learners about origin, emergence and concepts of Museum and Museology in India and World. Museology promote its role and social relevance in the society, besides the working style Museum will also explain the classification or types of Museums.

#### Course Outcome:

After successful completion of the course's student will able to

- The learner is expected to gain awareness about the history, context and concepts of Museum and Museology.
- The student will able to acknowledge the role of Museum in promoting culture and ethics in society.
- Demonstrate a comprehensive understanding of the historical development of museums, tracing their evolution from early collections to modern institutions, and analyse the socio-cultural contexts that have shaped their roles and functions.
- Evaluate the significance of museums as cultural institutions within diverse societies, recognizing their roles in education, preservation, interpretation, and community engagement.
- Apply theoretical frameworks and methodological approaches in museology to critically analyse the organizational structures, management practices, and ethical considerations within museums and related cultural heritage institutions.
- Develop proficiency in museum curation, including collection management, exhibition design, interpretation strategies, and audience engagement techniques, utilizing both traditional and digital platforms.

**B.A. Honours - Semester III****SEC**

<b>Title of the Course:</b> Museum and Museology.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
02	30

<b>Content of Course 1</b>	<b>30 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Origin, Meaning, Definition and Purposes of Museums.</li> <li>• Museology and Museography Museology: Conventional Museology, New Museology.</li> <li>• Current contested dimensions and debates.</li> </ul>	10
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• History and Development of Museums in Global context.</li> <li>• Museum Development in India.</li> <li>• Types of Museums – Classification of the museum on the basis of collections, governing body and scope etc.</li> <li>• Functions of Museum</li> </ul>	10
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Museum as a Professional Museum Organizations- Regional, National and International.</li> <li>• Role of UNESCO in the field of culture.</li> <li>• ICOM code ethics.</li> </ul>	10

*Book for References:*

Nigam M.L.	-	Fundamental of Museology, Navhind Prakashan
Agarwal Usha	-	Museums in India – A Brief Directory.
Seth Manvi	-	2012 Communication and Education in Indian Museums.
Mansuri Shahida	-	Museum, Museology and New Museology.
Key Concept of Museology	-	ICOM Publication (online)
Museology working papers	-	ICOM Publication (online)
सहाय शिवस्वरूप	-	संग्राहलय की ओर
तिवारी उषा रानी	-	पाण्डेय आरती नव संग्राहलय विज्ञान: एक परिचय

**BA Honors II - Semester IV**  
**DSCC II A**

Programme / Class	Certificate	Year	B.A. Honors II	Semester	IV
Subject	History				
Course Code	HIS 6401-TC	Course Title	History of India 1526-1707 A.D.		

**Course Objective:**

This course provides an overview of the main trends and developments in India during the Mughal period. It focusses on the socio-economic and cultural patterns in understanding the polity and society as they took shape in the periods under study. Administrative land marks and the process of tax collection of Mughal Period is well explained.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- Learn the foreign invasions on India and their consequences.
- Understand the socio-economic and cultural conditions of Mughal Period.
- Describe the advent of Islam in India and study the traces of Political and cultural expansion of Turks & Afghans.
- Explain the administration, Art and architecture of Mughals and regional empires.
- Analyse the emergence of composite culture in India.

**B.A. Honors II, Semester IV****DSCC II A**

<b>Title of the Course: History of India 1526-1707 A.D.</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Sources for the study of Mughal Period: Babur's Conquests and Founding of the Empire</li> <li>Humayun and his difficulties, Sur Interregnum, Sher Shah rise to power and administration</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Akbar and the consolidation of the Mughul Empire, Administration, Mansabdari System, Land Revenue system, religious policy- Rajput policy, Maharana Pratap's, Chandrasen and their allies Resistance to Mughals, Jahangir's career, Noorjahan</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Shajahan- conquests and cultural achievements- War of succession- Rise of Aurangzeb to power</li> <li>Religious Policy- Reversal of Rajput Policy- Deccan ulcer- Decline of the Mughal Empire</li> <li>Sikh under Guru Gobind Singh, Rise of Marathas under Shivaji, Socio-Economic conditions under the Mughals, Cultural efflorescence under the Mughals</li> </ul>	30

**Book for References:**

श्रीवास्तव ए.एल.	-	दिल्ली सल्तनत
शर्मा एल.पी.	-	दिल्ली सल्तनत
पाण्डेय ए.बी.	-	पूर्व मध्यकालीन भारत
वर्मा हरिश्चन्द्र	-	मध्यकालीन इतिहास
श्रीवास्तव ए.एल.	-	मुगलकालीन भारत
पाण्डेय ए.बी.	-	उत्तर मध्यकालीन भारत
arma S.R.	-	Mughal Empire in India
Sarkar J. N.	-	Shivaji and his Times
Chandra Satish	-	Medieval India
Mehta J.L.	-	Advanced Study in the History of Medieval India
Sharma R.S.	-	Indian Feudalism (circa 300 - 1200).
Chattopadhyaya B.D.	-	The Making of Early Medieval India.
Sharma R.S. and Shrimali K.M.	-	Comprehensive History of India, Vol. IV (A & B).
Habib Mohammad and Nizami K.A.	-	Comprehensive History of India, Vol. V The Delhi Sultanate Hermann Kulke The State in India (AD 1000 - AD 1700).

**B.A. Honors II, Semester IV**  
**DSCC II B**

Programme / Class	Certificate	Year	B.A. Honors II	Semester	IV
Subject	History				
Course Code	HIS 6402-TC	Course Title	Survey of the History of Rajasthan		

**Course Objective:**

Rajasthan is undoubtedly one of the most beautiful and remarkable state of India. The history of Rajasthan is rich and dates back to Palaeolithic and Mesolithic age. Kalibanga and Ahar Civilization is the oldest civilization of Rajasthan besides Matsya and Malwa Janapad evidence of Maurya and Gupta rule in has been in the History of Rajasthan. Rajputs has faced the Sultanate and Mughal Kings with bravery, the objective of the paper is to acquaint the student to know their past and regional history of Mewar and Marwar.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

- Students to get acquainted with the Sources of the History of Rajasthan.
- Evidence of Palaeolithic and Mesolithic Culture in Rajasthan is well discussed.
- Silent features of Kalibanga and Ahar Civilizations has been well discussed in the course.
- To understand the History of Mewar with emphasis on important rulers.
- To develop an understanding of Rajput polity and Rise of Mewar.



**B.A. Honors II - Semester IV****DSCC II B**

<b>Title of the Course:</b> Survey of the History of Rajasthan	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Sources of Rajasthan History.</li> <li>Evidence of Palaeolithic and Mesolithic Culture in Rajasthan.</li> <li>Silent Features of Kalibanga, Ahad, Bairath and Ganshwar Civilizations.</li> <li>Significance of Matsya and Malwa Janapad.</li> <li>Rise of Gurjar Pratihar, Chauhans of Ranthambhore and Jalore.</li> <li>Evidence of Mauryan and Gupta rule in Rajasthan.</li> <li>Rise of Mewar-Early History of the Guhilots; Kumbha and Sanga, Pratap's Resistance to the Mughals.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Rise of Marwar-Early History of the Rathods, Jodha, Maldeo and Jaswant Singh.</li> <li>Rai Singh of Bikaner and his relationships with the Mughals.</li> <li>Kachhawas of Amer, Mansingh and Mirza Raja Jai Singh and their relations with the Mughals.</li> <li>Ideals and life patterns of the Rajputs.</li> <li>Rajput Administration; evolution of the feudal society.</li> <li>Influx of Islamic and Mughal influences.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Rajput states and the British East India company.</li> <li>Circumstances leading to the treaties of subordinate alliance of 1818.</li> <li>Evolution of British paramountcy.</li> <li>Nature and salient features of the British economic policies land revenue settlement British Monopoly of the Salt and Opium trade.</li> <li>British efforts of social change-social and religious reforms.</li> <li>Causes of political awakening in the Rajasthan Peasant and Tribal movements.</li> </ul>	30

**Book for References:**

जैन हकुमचंद, माली नारायण लाल	-	राजस्थान का इतिहास, संस्कृति, परम्परा एवं विरासत
शर्मा गोपीनाथ	-	राजस्थान का इतिहास
टॉड कर्नल जेम्स	-	राजस्थान का पुरातत्व एवं इतिहास (हिंदी संस्करण )
Tod Col. James	-	Annals and Antiquities of Rajasthan.
Bhalla Dr. L.R. and Bhalla Kuldeep	-	Contemporary Rajasthan.
Sharma Krishan Gopal	-	History and Culture of Rajasthan.

**B.A. Honours II - Semester IV**  
**SEC**

Programme / Class	Certificate	Year	B.A Hons. II	Semester	IV
Subject	History				
Course Code	HIS 6403-TS	Course Title	Tourism and Hospitality.		

**Course Objective:**

The objective of this paper is enlightening the student about the culture of India's History which will deals on the various facets of our system which we are following today. India is a multi-religious, multi-lingual country in this conditions that is necessary that the students should know their reach past of their country. Atithi Dev Bhava is an important quotation of ancient scripture the paper will introduce the principals of Tourism and Hospitality to Students.

**Course Outcome:**

At the end of the course the students will able to:

- To provide entertainment to tourists, organize tourism related activities such as cultural shows, fairs and festivals etc.
- To take over and develop and manage places of tourist interest, parks, lakes, avenues, beaches and recreational places, spots etc.
- Describe the roles and functions of a leader in the hospitality industry.
- To provide the students with an experiential learning opportunity at various levels of responsibility
- To provide the student with a "real life" experience in the hospitality industry through marketing.

## B.A. Honours II - Semester IV

### SEC

Title of the Course: Tourism and Hospitality.	
Number of Theory Credits	Number of lecture hours/semester
02	30

Content of Course	30 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Tourism, Concept, Definition, Tourism Products.</li> <li>Guide: Principles of Guiding, Types of Guides.</li> <li>Tourist: Definition, Scope in relation to Heritage.</li> <li>Heritage: Concept and Definition</li> </ul>	10
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Indian Culture: Salient Features, Traditions and Customs.</li> <li>Fairs: Concept, Definitions: Beneshwar Fair, Gogaji Fair, Ramdevra Fair, The Marwar Festival, The Kaila Devi Fair, The Kolayat Fair Bikaner, Pushkar Fair, Camel Bikaner Fair, Mahaveerji Fair, Gogamedi Fair, Shilpgram Crafts Mela, Nagaur Fair, Dusshera Fair, Kallaji Fair, Kaila Devi Fair, Banganga Fair, Chandra Bhaga Fair, Bundi Utsav, Desert Fair, Urs Fair.</li> <li>Fort Architecture: Chittorgarh Fort, Kumbhalgarh Fort, Ranthambore Fort, Gagron Fort, Amber Fort, Jaisalmer Fort, Taragarh Fort Ajmer.</li> </ul>	10
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Hospitality Marketing: Introduction basic concepts and market segmentation.</li> <li>Emerging trends &amp; technology in hospitality industry.</li> <li>Marketing of Food &amp; Beverage.</li> </ul>	10

#### Book for References:

Gupta S.K. / Agarwal Neeraj	-	Tourism and Hospitality Industry.
Gupta Rajat, Singh Nishant, Kirar Ishita, Bairwa Mahesh Kumar	-	Hospitality and Tourism
Badan B.S. / Bhatt Harish	-	Hospitality and Tourism
व्यास डॉ राजेश कुमार	-	पर्यटन उद्भव एवं विकास
जैन हुकुमचंद	-	राजस्थान का ऐतिहासिक एवं सांस्कृतिक दिग्दर्शन
गुप्ता मोहनलाल	-	राजस्थान में पर्यटन उद्भव, विकास एवं वर्तमान स्थिति
गुप्ता मोहनलाल	-	राजस्थान की पर्यवरणीय संस्कृति

## B.A. Honours III - Semester IV

### DSCC

Programme / Class	Certificate	Year	B.A. Honors II	Semester	III
Subject	History				
Course Code	HIS 6501-TC	Course Title	History of Modern India 1761-1885 A.D.		

### Course Objective:

This objective of this paper is to acquaint the students with the various political developments in India with particular reference to the Marathas and Bengal, the emergence of regional powers and their absorption in the British Empire. The establishment, development and growth of British paramountcy shall be dealt extensively along with the uprising of 1857.

### Course Outcome:

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- Explains how the Company's Rule in India was established after the battle of Plessey and Legitimized the regulating Act, Socio-religious reform Movements, Judiciary and Educational Reforms.
- Describe the land revenue systems under the company's rule in India.
- Explain Indian Nationalism and the freedom struggle

**B.A. Honours III - Semester IV**  
**DSCC**

Title of the Course: History of Modern India 1761-1885.	
Number of Theory Credits	Number of lecture hours/semester
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Rise of Peshwas, Third Battle of Panipat and its consequences.</li> <li>Marathas under Mahadji Sindhia and Nana Phadnavis.</li> <li>Administrative structure of the Maratha state.</li> <li>Anglo Maratha Relations Causes of the decline of the Marathas.</li> <li>Impact of the Maratha decline on Indian polity.</li> <li>Establishment of British Rule in Bengal.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Battle of Plassey and Buxar Dual Administration of Bengal Administrative changes (1772-1793)</li> <li>Administrative Reforms: Warren Hastings to Lord Cornwallis (1772–1793)</li> <li>Concept of British Paramountcy and the Doctrine of Lapse British Relations with Indian States – Mysore, Punjab and Awadh.</li> <li>Uprising of 1857, causes, nature and consequences.</li> <li>Queen proclamation and Crown Rule.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Formation of Regional Groups against Britishers</li> <li>Changes in British policy towards Indians post-1857.</li> <li>Peasant and tribal resistances before and after 1857 (e.g., Santhal, Kol, Bhil uprisings)</li> <li>Formation and role of regional political associations (e.g., British Indian Association, Indian Association, Poona Sarvajanik Sabha)</li> <li>Role of socio-religious reform movements in preparing ground for nationalism</li> </ul>	30

**Book for References:**

Mahajan V.D.	-	Modern Indian History
Sardesai G.S.	-	New History of the Marathas. Vol. III (also in Hindi)
Bipan Chandra	-	Modern India (NCERT & Orient Black Swan)
Shekhar Bandopadhyay	-	From Plassey to Partition and After
S. N. Sen	-	1857: The Great Rebellion
Sekhar Bandyopadhyay	-	Nationalist Movement in India: A Reader
बिपिन चंद्र	-	आधुनिक भारत का इतिहास
शेखर बंद्योपाध्याय	-	प्लासी से विभाजन तक
आर. सी. मजूमदार	-	भारतीय स्वतंत्रता संग्राम का इतिहास (खंड 1 और 2)
एस. एन. सेन	-	1857 का विद्रोह

## B.A. Honours III - Semester V

### DSEC I A

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	V
Subject	History				
Course Code	HIS 6502 E-C	Course Title	History of Military Science.		

### Course Objective:

Military Science is the study of war, armed conflicts, defence systems, and military tactics. It focuses on two primary goals: improving the country's security measures and developing new armament and military equipment. Military Science finds answers to questions like: How can we improve the Armed Forces? How can we develop weapons that reduce the risk of injury for soldiers? Are autonomous war machines a solution for the future? Which are the latest and most dangerous security threats? Students can choose from several Military Science branches: Military History, War Studies, Armed Forces, Security and Strategic Intelligence, and others. This paper also provides information about those Soldiers who sacrificed their life for their Motherland.

### Course Outcome:

At the end of the course the students will able to:

- explain the need and importance of boundaries between the states.
- explain the need of creating armies and the process of their formation.
- recognise the different types of ancient weapons and their use.
- assess the importance of laws of war.
- describe the different types of organisations of the armies.
- explain the characteristics of a regular army.
- analyse the different strategies and tactics used in the war.
- Students will get information about gallantry award winners of Indian Armed Forces.

**B.A. Honours III - Semester V****DSEC I A**

<b>Title of the Course:</b> History of Military Science.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Introduction: Main Sources of Military History.</li> <li>• Geo-strategic location, frontiers and boundaries of India.</li> <li>• Military System in Ancient India: Vedic Period, Epic and Puranic Period, Mauryan and Gupta Period, Vardhan Period and Early Rajput Period.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Military System of Sultanate and Mughal Period.</li> <li>• Special Reference to Battle of Tarain, Ranthambore, Chittor, Jalore, Panipat, Bayana, Khanwa, Chousa, Haldighati and Devair.</li> <li>• Military System in British Period: Battle of Plassey, Buxar, Panipat and Anglo-Marathas and Anglo-Sikh wars.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• War Strategies during First and Second World War.</li> <li>• Mahrana Pratap's ambush war policy.</li> <li>• Warfare techniques of Shivaji.</li> <li>• PostIndependence War Against Pakistan and China (1947, 1962, 1965, 1971, 1999, 2016, 2025)</li> <li>• Paramveer Chakra, Mahaveer Chakra, Veer Chakra winners of India.</li> </ul>	30

**Book for References:**

Sarkar J.N.	-	Military History of India.
Thapliyal Uma Parasad	-	Military History of India.
Sharma Col.Gaoutam	-	Indian Army Through the Ages.
Dayld Major Qalfread	-	Indian Art of War.
महाजन वी डी	-	प्राचीन भारत का इतिहास
महाजन वी डी	-	मध्यकालीन भारत का इतिहास
महाजन वी डी	-	आधुनिक भारत का इतिहास

**B.A. Honours III - Semester V**  
**DSEC I B**

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	V
Subject	History				
Course Code	HIS 6503 E-C	Course Title	Economic History of India: 1857-1947 A.D.		

**Course Objective:**

The purpose of this paper is to understand the fundamental framework of Indian economy. The impact of advent of European companies on the pre – established Indian markets will help to understand the challenges faced by our industries and craftsman in post-independence era.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

- This paper will enrich the conceptual understanding of:
- Market practices of pre-colonial times,
- Drain of wealth in colonial times.
- Development of new urban centres in British era.
- Significance of railways in growth of Indian economy.
- Historical background Indian Industries.



**B.A. Honours III - Semester V**  
**DSEC I B**

<b>Title of the Course:</b> Economic History of India: 1857-1947 A.D.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Indian Economy in the Mid 18th century: Main features.</li> <li>British Land Revenue Policies: Permanent Settlement, Ryotwari and Mahalwari Systems.</li> <li>Economic Impacts of The Land record Policy.</li> <li>The Commercialization of Indian Agriculture.</li> <li>Deindustrialization and decline of indigenous industries.</li> <li>Impact of British policies on rural economy and artisans.</li> <li>Landless labour, tenancy, and agrarian distress.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Changes in the agrarian system under British rule</li> <li>Development of irrigation system: motivations, investment and regional variations</li> <li>Role of railways and transport in shaping colonial economy</li> <li>Land alienation and the emergence of absentee landlordism</li> <li>Famines and their link to British economic policies (notably 1876–78, 1896–97, Bengal famine of 1943)</li> <li>Famine Commissions and colonial response</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Development of co-operative movements in India (1904 onwards)</li> <li>Peasant rebellions of the 19th century: Indigo revolt, Pabna unrest, Deccan riots, etc.</li> <li>Peasant movements influenced by Gandhi: Champaran, Kheda, Bardoli</li> <li>Role of kisan sabhas and Left-oriented peasant movements (e.g., All India Kisan Sabha, 1936)</li> <li>Economic ideas of early Indian nationalists: Dadabhai Naoroji, R.C. Dutt, M.G. Ranade</li> <li>Drain of Wealth theory and critique of colonial economy</li> <li>Economic planning and nationalist vision (e.g., Nehru Report, National Planning Committee)</li> </ul>	30

*Book for References:*

Bhattacharya. D. A	- Concise History of The Indian Economy
Chandra Bapan	- The Rise and Growth of Economic Nationalism in India
Desai, A, R.	- Peasant Struggle in India.
Gadgil D, R.	- The Industrial Evolution in India.
Kumar, Dharma	- The Cambridge History of India 1750-1970.
Mathur. A. S.	- Trade Union Movement in India

## B.A. Honours III - Semester V

### SEC

Programme / Class	Certificate	Year	B.A. Honors III	Semester	V
Subject	History				
Course Code	HIS 6504 T-S	Course Title	Research Methodology in History		

### Course Objective:

The purpose of this paper is to develop the research skills of students for development of modern historiography.

### Course Outcome:

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

Students will be able to understand:

- In-depth knowledge of research methodology.
- The variation among the historical location,
- Interaction with different social and ethnic groups,
- Study of historical areas.
- Preparation of tour report.

## B.A. Honors III - Semester V SEC

<b>Title of the Course:</b> Research Methodology in History	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
03	45

Content of Course	45 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Time, Space, and Human Agency: Understanding their significance in historical research</li> <li>Sources as Authority and Sources in Context: Written Sources, Oral Sources and Visual Sources (e.g., photographs, paintings, films)</li> <li>Archaeological Sources (e.g., artifacts, inscriptions, architecture)</li> <li>Facts vs. Historical Facts: Understanding the difference and their significance in history</li> <li>Interpretation and Meaning: The process of extracting meaning from historical facts and sources</li> </ul>	15
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Hypothesis: Formulation and testing in historical research</li> <li>Argumentation: Constructing coherent and persuasive historical arguments</li> <li>Problem Antiquity: Identifying significant historical problems and their relevance</li> <li>Objectivity, Imagination, and Causality: Balancing objectivity with interpretive imagination and understanding causality in history</li> <li>Generalization in History: Drawing larger conclusions from specific events or phenomena</li> </ul>	15
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Historical Narrative vs. History: Examining the role of narrative in history as a discipline</li> <li>History as an Interdisciplinary Practice:</li> <li>History and Archaeology, History and Anthropology, Quantitative Methods in History, History and Psychology, History and Literature</li> <li>Historians at Work: Critically evaluating representative writings of two major historians on the following parameters: Use of Sources, Methodology, Arguments and Conclusions</li> <li>Field Visit to a Historic Place: Gaining practical insights by visiting a historical site to understand the ground reality and how it influences research</li> </ul>	15

### Book for References:

E. H. Carr	- What is History (also in Hindi)
C.R. Kothari	- <i>Research Methodology: Methods and Techniques</i>
Ranjit Kumar	- <i>Research Methodology: A Step-by-Step Guide for Beginners</i>
K. P. Jayaswal	- <i>Indian History and Research Methodology</i>
Marc Bloch	- The Historian's Craft (Introduction and Chapter I: History, Men and Time) (also in Hindi)
E. Sreedharan	- A Text-book of Historiography 500 BC to AD 2000 (also in Hindi)
पं. श्रीराम शर्मा आचार्य	- <i>इतिहास लेखन की पद्धतियाँ</i>
गोपीनाथ साहा	- <i>इतिहास लेखन की पद्धतियाँ और शोध विधियाँ</i>
बिपिन चंद्र	- <i>भारत का इतिहास: एक शोध दृष्टिकोण</i>

**B.A. Honours IV - Semester V**  
**VAC**

Programme / Class	Certificate	Year	B.A. Honors IV	Semester	V
Subject	History				
Course Code	HIS 6505 T-V	Course Title	Tourist Monuments – A Selective Study		

**Course Objective:**

To know the scope, origin, development policies, and management of tourism in India.

Know important historical monuments in India right from Proto-historical period.

Know the developments in structural activity there by equipping the students with knowledge, which could be used as information in tourism industry.

Know the law existing in India for conservation and preservation to safe guard the historical structure.

To make understand the role of Government Agencies in conservation, preservation and to promote tourism in India.

**Course Outcome:**

At the end of the course the students will able to:

- Learn about the origin of tourism.
- Study the various cultural phases with its structural features.
- Understand the historical monuments.
- Comprehend different religious and secular structure built by the rulers.
- Familiarize different structural remains from different period, which would enable students to understand the development in structural activity from the earliest times to recent times.

## B.A. Honours IV - Semester V VAC

Title of the Course: Tourist Monuments – A Selective Study	
Number of Theory Credits	Number of lecture hours/semester
03	45

Content of Course	45 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Definition of Monuments: Understanding what constitutes a monument and its significance.</li> <li>Origins and Development of Monuments: A historical perspective on the emergence of monuments across different civilizations.</li> <li>Scope and Study of Monuments: Importance of monuments in historical, cultural, and architectural studies.</li> <li>Relation with Culture &amp; Cultural Tourism: Exploring how monuments embody cultural values and heritage.</li> <li>Tourism as an Industry: Understanding the economic and social impact of monuments on tourism.</li> </ul>	15
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Sanchi Stupa: Historical and architectural significance of the Buddhist monument.</li> <li>Ajanta and Ellora Caves: Exploration of their artistic, cultural, and historical importance.</li> <li>Kandariya Mahadev Temple: A study of the architecture and spiritual significance of this temple in Khajuraho.</li> <li>Khajuraho Group of Monuments: An in-depth analysis of the erotic art and architectural style.</li> <li>Monuments in South India: <ul style="list-style-type: none"> <li>Mamallapuram – Rock-cut temples and their role in Tamil architecture.</li> <li>Vettuvankoil – Ancient temples and their historical context.</li> <li>Brahadeswarar Temple, Tanjore – Dravidian architectural marvels.</li> <li>Hampi – The Vijayanagar Empire's monumental legacy.</li> <li>Amber Fort, Jaipur – A blend of Rajput and Mughal architectural styles.</li> </ul> </li> </ul>	15
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Antiquities and Antiquarium Laws: Legal frameworks for the conservation and protection of monuments in India.</li> <li>Role of the Archaeological Survey of India (ASI): Responsibilities, initiatives, and major conservation projects. <ul style="list-style-type: none"> <li>State Department of Archaeology: State-level involvement in monument conservation and management.</li> </ul> </li> <li>Cultural Awareness and Societal Accountability: Promoting the preservation of monuments through education and awareness.</li> </ul>	15

### Book for References:

Sivaramamurthi, C.	–	Indian sculpture, Bombay, 1961.
Srinivasan, K.R.	–	Temples of south India, New Delhi, 1998.
Sivaramamurthi, C.	–	Amaravathi sculptures, Government Museum, Chennai, 1977.
Srinivasan, K.R.	–	Cave Temples of the pallavas, Archaeological survey of India, New Delhi.
		Percy Brown, Indian Architecture.
Rictchie, J.R. Brent	-	Travel Tourism and Hospitality Research, New York.

## B.A. Honours III - Semester VI

### DSCC

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	VI
Subject	History				
Course Code	HIS 6601 T-C	Course Title	History of Modern India 1885-1947 A.D.		

### Course Objective:

This objective of this paper is to acquaint the students with the various political developments in India with particular reference to the Marathas and Bengal, the emergence of regional powers and their absorption in the British Empire The establishment, development and growth of British paramountcy shall be dealt extensively along with the uprising of 1857.

### Course Outcome:

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

- Explains how the Company's Rule in India was established after the battle of Plessey and Legitimized the regulating Act, Socio-religious reform Movements, Judiciary and Educational Reforms.
- Describe the land revenue systems under the company's rule in India.
- Explain Indian Nationalism and the freedom struggle

**B.A. Honours III - Semester VI****DSCC**

<b>Title of the Course: History Modern India 1885-1947 A.D.</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Different views on Indian National Movement: Nationalist View, Marxist View, Subaltern Perspective, Cambridge School View</li> <li>Rise of Social and Political Awareness</li> <li>Spread of Western Education</li> <li>Impact on Social and Religious Reform Movements</li> <li>British Economic Policies and their Effects on Indians</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Formation of Indian National Congress: Reasons, Key Leaders, and Goals</li> <li>Development of Freedom Movement: Role of Moderates and Extremists Partition of Bengal and Swadeshi Movement Home Rule Movement Revolutionary Activities</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Rise of Gandhi in Politics: Non-Cooperation Movement Civil Disobedience Movement Quit India Movement</li> <li>Steps Towards Freedom: Government Acts of 1909, 1919, and 1935 Indian National Army and Subhas Chandra Bose Naval Revolt of 1946 Freedom and Partition of India Role of Dalits and Women in Freedom Struggle</li> </ul>	30

**Book for References:**

Majumdar R. C.	-	Three Phases of India's Freedom Struggle
Sarkar Sumit	-	Modern India
Sen Shailendra Nath	-	History Of The Freedom Movement In India (1857-1947)
Majumdar K.	-	Advent of Independence
Desai R.	-	Social Background of Indian Nationalism
Basudev Chatterji	-	Towards Freedom

## B.A. Honours III - Semester VI

### DSEC I A

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	VI
Subject	History				
Course Code	HIS 6602 E-C	Course Title	History of Europe: 1453-1905 A.D.		

### Course Objective:

The purpose of this paper is to study the historical developments in prior and post renaissance which helps student to analyse the causes and consequences of renaissance in European context.

### Course Outcome:

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

This paper will enrich the conceptual understanding of:

- Significance and role of reformists.
- History of Socio-political challenges in Europe
- Role of Age of exploration in development of colonialism,
- Major market revolution of Europe.



**B.A. Honours III - Semester VI**  
**DSEC I A**

<b>Title of the Course:</b> History of Europe: 1453-1905 A.D.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Renaissance: Social Roots Humanism and its Spread in Europe</li> <li>Reformation: Origin. Course and Results</li> <li>Counter Reformation, Thirty Years Wars</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Significance: European State System Spain, France. England and Russia</li> <li>Colonial Expansion and Economic Development Motives, Voyages, Discoveries, and Exploration.</li> <li>Early Colonial Empires of Portugal and Spain Shift of Economic Balance from Mediterranean Ocean to Atlantic</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Commercial Revolution and Price Revolution: Emergence of capitalist practices, growth of overseas trade, and economic consequences across Europe.</li> <li>17th Century Crises in Europe: In-depth analysis of economic stagnation, population decline, social unrest, and political instability in major European powers.</li> </ul>	30

*Book for References:*

Ferdinand Schevill	-	A History of Modern Europe
Hayes J.H.	-	A Political and Social History of Modern Europe
<b>K. K. Aziz</b>	-	<i>A History of Europe: From the Renaissance to the Present</i>
<b>S. R. Sharma</b>	-	<i>History of Europe: From the Renaissance to the Modern Era</i>
<b>R. C. Majumdar</b>	-	<i>The Renaissance: A History of European Thought and Culture</i>
<b>S. P. Gupta</b>	-	<i>Colonialism and the Economic Development of Europe</i>
सिंह एच.एल., सिंह आर.बी.	-	आधुनिक यूरोप का इतिहास 1153-1789

## B.A. Honours III - Semester VI

### DSEC I B

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	VI
Subject	History				
Course Code	HIS 6603 E-C	Course Title	Gandhian Life and Philosophy		

### Course Objective:

Gandhi is the icon of modern India specially the way he led the freedom movement and the speeches, thoughts expressed through his biography is a milestone from philosophical point of view, he was a combination of philosopher and politician, he played a role of world teacher as well as supreme leader of national liberation movement, his concept of ahimsa by words, thoughts and deeds wakes his innumerable followers, his concept of trusteeship, communal harmony ultimately led India into an Independent Country.

### Course Outcome:

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

This paper will enrich the conceptual understanding of:

- Gandhian ideas of struggle
- Gandhian idea of state & economy
- Spiritual and ethical aspects of Gandhian teachings
- Ahimsa: as a way of life.

**B.A. Honours III - Semester VI**  
**DSEC I B**

<b>Title of the Course:</b> Gandhian Life and Philosophy	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Personality and role of Gandhi in South Africa and Indian National Movement. Gandhi concept of Religion and Politics, Non-Violence and Satyagraha</li> <li>• Conflict Resolution : Non-Resistance, Passive Resistance.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Gandhi and Hindusim, Spiritualism and Code of Conduct, Gandhian. Concept of Swarajya, Social and Economic Philosophy of Gandhi</li> <li>• Gandhian Perspective: Women, Workers, Peasants, Dalits &amp; Tribals.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Social Integration: Education &amp; Communal Harmony.</li> <li>• His concept of trusteeship and Sarvodaya in Gandhian Philosophy, Mass Movement and Tools of Gandhi. Writing of Gandhi, Hind Swaraj. "My experiment with Truth" and selected works.</li> </ul>	30

*Book for References:*

Gandhi	-	The Story of My Experience with Truth (An Autobiography)
J. Bandhopadhyaya	-	Social and Political Thought of Gandhi
Gandhi	-	Sataygraha
Gandhi	-	Hind Swaraj
T.K. Mahadevan	-	Truth of Non-Violence

**B.A. Honours III - Semester VI**  
**SEC A**

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	VI
Subject	History				
Course Code	HIS 6604 T-S	Course Title	Archival Studies of India		

**Course Objective:**

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- The paper explains History of Archives in India.
- Traditions of Preservation of record
- Ethics and Possibilities of collection of record
- Documentation and Cataloguing
- Technique of Digital Documentation

**B.A. Honours III - Semester VI**  
**SEC A**

<b>Title of the Course:</b> Archival Studies of India	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
03	45

<b>Content of Course</b>	<b>45 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Definition and history of development (with special reference to India)</li> <li>• Types of archives and museums: Understanding the traditions of preservation in India. Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others.</li> </ul>	15
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Documentation: accessioning, indexing, cataloguing, digital documentation and de accessioning Preservation curatorial care, preventive conservation, chemical preservation and restoration</li> </ul>	15
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Museum Presentation and Exhibition</li> <li>• Museums, Archives and Society: (Education and communication Outreach activities</li> </ul>	15

*Book for References:*

O.P. Aggrawal	- Essentials of Conservation and Museology
R.D. Choudhary	- Museums of India and their maladies
सहाय शिवस्वरूप	-संग्राहलय की ओर
तिवारी उषा रानी	-पाण्डेय आरती नव संग्राहलय विज्ञान: एक परिचय

# -Internship Syllabus-

## Course Objectives:

1. To provide students with hands-on experience in historical research and documentation.
2. To develop practical skills in using libraries, archives, and museum resources.
3. To familiarize students with local historical sites and their academic and cultural significance.
4. To integrate aspects of heritage tourism and hospitality to broaden career paths.
5. To connect academic history with employment opportunities in tourism, cultural interpretation, and guiding services.

## Internship Structure:

Module	Duration	Description
Orientation & Reporting Techniques	5 Hr	Introduction to historical reporting, research ethics, and daily log writing.
Library & Archival Research	10 Hr	Guided work in local libraries and archives with documentation practices.
Museum & Heritage Site Visits	10 Hr	Field visits with focus on site history, preservation, and interpretation.
Heritage Tourism & Hospitality	10 Hr	Exposure to tourist guide training, visitor management, and cultural etiquette.
Research Project & Final Report	10 Hr	Supervised research, daily documentation, and project presentation.

## Internship Partners (suggested):

- State/District Archives and Libraries
- Local Museums (Govt./Private)
- Archaeological Survey of India (ASI) Field Offices
- Local Tourism Department/Offices
- Heritage Hotels or Cultural Tourism Centres
- Tour Guide Associations or Training Institutes

## Student Deliverables:

- Daily Journal/Logbook: Activity reports and reflections
- Mini Research/Field Project: Based on historical/tourism subject
- Tourism Report: Site documentation, tourist behaviour, and visitor services study
- Completion Certificate: Verified by supervising officer
- Final Presentation/Viva: Assessed by academic mentor

## Evaluation Criteria:

Component	Weightage
Daily Reporting & Documentation	25%
Research/Field Project Report	30%
Tourism & Hospitality Assignment	15%
Attendance & Conduct	10%
Final Viva/Presentation	20%

## Learning Outcomes:

After successful completion of the internship, students will:

- Understand the relationship between history, tourism, and hospitality.
- Conduct historical and cultural research at local sites.
- Learn to interpret heritage for visitors and prepare site-specific narratives.
- Be equipped to pursue certification as licensed tourist guides.
- Build communication, documentation, and people-management skills relevant to the tourism industry.

**Note:** *If any changes are made to the above curriculum through a government order, only that will be considered valid. This curriculum will be subject to the guidelines of the University, the Commissionerate of College Education, and the Government of Rajasthan, Jaipur.*

## B.A. Honours III - Semester VI

### VAC

Programme / Class	Certificate	Year	B.A. Hons. III	Semester	VI
Subject	History				
Course Code	HIS 6606 T-V	Course Title	Historical Roots of Indian Knowledge Systems		

### Course Objective:

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

### Course Outcome:

At the end of the course the students will be able to:

- Acquaint with the Debates on Time, Space, Nature and Character in Ancient India; Philosophical Thoughts, particularly Perception of *Dharma* and *Darshan*; Political and Economic Thoughts; Health Consciousness and Systems of Preventive Medicine & Therapies, and Indian Worldview of Knowledge, Individual and Society.
- Understand the Major Developments in Scientific Knowledge in India till 12th Century; Social Organization of Knowledge and Interlinkage between Folk and Classical Traditions; Concept of Rationality and Scientific Ideas in Indo-Islamic Thought, and Indigenous Technical Knowledge Traditions in India.
- Grasp the Introduction of Arabic Technologies and its Vital Impact on India; Interaction between Unani and Ayurveda in Medieval India, and Astronomy in the Arabic Science and its Impact on India.

**B.A. Honours III - Semester VI**  
**VAC**

Title of the Course: Historical Roots of Indian Knowledge Systems	
Number of Theory Credits	Number of lecture hours/semester
03	45

Content of Course	45 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Ancient Indian Knowledge Systems: Debates on Time, Space, Nature and Character</li> <li>• Indian Philosophical Thoughts: Perception of <i>Dharma/Dhamma</i> and <i>Darshan</i></li> <li>• Indian Political &amp; Economic Thoughts</li> <li>• Health Consciousness (Science of Life) and the Systems of Preventive Medicine &amp; Therapies: <i>Ayurveda</i>, <i>Yoga</i> and Naturopathy</li> </ul>	15
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Knowledge, Individual and Society: The Indian Worldview</li> <li>• Major Developments in Scientific Knowledge in India till 12th Century: Mathematics, Astronomy and Medical Science</li> <li>• Social Organization of Knowledge: Folk and Classical Traditions and its Interlinkage</li> <li>• Concept of Rationality and Scientific Ideas in Indo-Islamic Thought: Fathullah Shirazi and others</li> </ul>	15
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Indigenous Technical Knowledge Traditions</li> <li>• Introduction of Arabic Technologies and its Vital Impact on India: Persian Wheel, Gun Powder, Textiles, Bridge Building and Alchemy</li> <li>• Developments in Medical Knowledge and Interaction between Unani and Ayurveda in Medieval India</li> <li>• Astronomy in the Arabic Science and its Impact on India with Special Reference to Sawai Jaisingh</li> </ul>	15

*Book for References:*

**Alavi, M.A. & A. Rahman** – *Fathullah Shirazi: A Sixteenth Century Indian Scientist*, Bhartiya Sanskriti Ke Adhar (Hindi), Arbindo Ashram, Pondicherry.

**Bhagvadatt** – *Vrihad Bharat Ka Itihas* (Hindi), Pranav Prakashan, New Delhi.

**Chattopadhyaya, Debiprasad** – *History of Science and Technology in Ancient India*.

**Dharampal** – *The Beautiful Tree*, Other India Press, Delhi, 1995.

**Dinkar, Ramdhari Singh** – *Sanskriti Ke Char Adhyaya* (Hindi), Sahitya Academy, New Delhi, 1956.

**Dwivedi, Kapil Dev** – *Vedon Mein Tatva Gyan* (Hindi), Tatva Bharti Anusandhan Parishad, New Delhi, 2014.

**Gupta, Beni** – *Medical Beliefs and Superstitions*, Sundeep Prakashan, Delhi, 1979.

**Habib, Irfan** – *Medieval Technology: Exchanges between India and the Islamic World*.



## B.A. Honours IV - Semester VII

### DSCC

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VII
Subject	History				
Course Code	HIS 6701 T-C	Course Title	Historiography, Concept Methods and its tools.		

### Course Objective:

These outcomes aim to provide students with a comprehensive understanding of historiography and equip them with the skills necessary to engage in historical research and analysis.

### Course Outcome:

At the end of the course the students will able to:

- Demonstrate understanding of the evolution of historiography from ancient to modern times across different civilizations.
- Critically examine the major schools of historical thought.
- Identify and apply various tools and techniques of historical research, including primary and secondary sources, archival practices, and oral history methods.
- Develop independent historical arguments using appropriate historiographical methods and demonstrate the ability to assess the credibility and biases of sources.

**B.A. Honours IV - Semester VII****DSCC**

<b>Title of the Course:</b> Historiography, Concept Methods and Tools.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Meaning and Scop of History: Collection and selection of data, evidence and its transmission: causation and Historicism.</li> <li>• History and other Disciplines: Archaeology: Geography, Anthropology, Linguistics, Sociology, Economics, Philosophy, Politics, Natural, Sciences, Applied, Sciences and Historicism.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Traditions of Historical Writings: Greco-Roman traditions, Chinese traditions, Ancient Indian traditions.</li> <li>• Medieval Historiography Western; Arabic, Persian; and Indian Modern-Positivist; Whig; Classical Marxist; and Annals.</li> <li>• Approaches to History: Theological; Orientalist; Imperialist; Nationalist; Marxist; Recent Marxist; Subaltern; and post-Modernist</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Major Theories in History: Cyclical; Historical Materialism; Sociological; Comparative; Structural World System, Ecological and Post Modernist Critiques of History.</li> <li>• Themes in Indian History: Economic; labour and peasants, varna, jati, janjati and gender, religion culture, environment and science and technology.</li> </ul>	30

**Book for References:**

Habib Irfan	-	Interpetion of Indian Economy
Collingwood R.G.	-	Ideas of History
Wahid Mirza	-	History of Muslim Historigraphy
Sen S.P.	-	Historians and Historiography of Modern India
Pandey Govind Chandra-		Itihas Swaroop avem Siddhant
Lal Bahadur	-	Itihas ke bare me

## B.A. Honours IV - Semester VII

### DSCC

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VII
Subject	History				
Course Code	HIS 6702 T-C	Course Title	20 <sup>th</sup> Century World History		

### Course Objective:

This course aims to provide students with a comprehensive understanding of the major political, social, economic, and cultural transformations that shaped the world in the 20th century. It focuses on significant global events such as the two World Wars, the Cold War, decolonization, technological advancements, ideological movements, and the emergence of new world orders. The course encourages critical analysis of historical narratives and equips students with the ability to connect past developments to contemporary global issues.

### Course Outcome:

At the end of the course the students will be able to:

- Explain the causes and consequences of the First and Second World Wars, and their global impact.
- *Assess the ideological, political, and economic dynamics of the Cold War and its influence on global geopolitics.*
- Examine the processes and outcomes of decolonization in Asia, Africa, and the Middle East.
- Critically evaluate the rise and fall of totalitarian regimes, with a focus on fascism, Nazism, and communism.

**B.A. Honours IV - Semester VII****DSCC**

Title of the Course: 20 <sup>th</sup> Century World History	
Number of Theory Credits	Number of lecture hours/semester
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>World order up to 1919: Origins of the first world.</li> <li>War, its nature, peace, settlement and its long term consequence</li> <li>World war between the two wars.</li> <li>Working of the league of Nations and collective security crisis in capitalism. Great Depression, Liberal ideas and social moments.</li> <li>Ideology of Nazism and fascism Germany Italy and Japan</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Second World war and the new political order.</li> <li>Origins nature and results of the war.</li> <li>Nationalist movement and Decolonization.</li> <li>Communist revolution in China and its impact of world politics</li> <li>Cold war and its effects: Ideological and political basis of Cold war, facts and Treaties, tensions and rivalries.</li> <li>Nonaligned movement and the third world.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>UNO and the concept of world peace and regional tensions: Palestine, Cuba, Korea. Vietnam.</li> <li>As a progress economic and social Industry, agriculture, science, and technology, communication and information.</li> <li>Cultural revolution, civil rights, Movement, Aparthied and feminism.</li> <li>Disintegration of socialist block and end of cold war:</li> <li>Genesis and process of disintegration - its impact and society and politics</li> <li>Changes in the political order from bipolar to unipolar world system</li> <li>Socialism in decline globalisation and its economic and political impact</li> </ul>	30

**Book for References:**

Gooch	-	History of our times.
Mahajan V.D.	-	History of Modern Europe Since 1979
Khurana K.L.	-	Vishwa ka Itihas
Jain and Mathur	-	Vishwa ka Itihas

**B.A. Honours IV - Semester VII**  
**DSEC I A**

Programme / Class	Certificate	Year	B.A. Honors IV	Semester	VII
Subject	History				
Course Code	HIS 6703 E-C	Course Title	A Social, Cultural and Economic History of Ancient India		

**Course Objective:**

The course objective is to Acquaint the student about Social, Cultural and Economic History of Ancient India. This part of History is backbone of present Social and Cultural activities of the people.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

To Explain the students:

- About the Meaning of Civilization.
- Vedic Life and Thought.
- Economic Life.
- Education System.
- Religion and Philosophy of Ancient India.

**B.A. Honours IV - Semester VII**  
**DSEC I A**

<b>Title of the Course:</b> A Social, Cultural and Economic History of Ancient India	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• <b>Geographical Background and Culture of India</b> Study of India's diverse geography and its influence on early civilizations. Impact of rivers (Indus, Ganges, Brahmaputra) on settlement and cultural development.</li> <li>• <b>The Prehistoric and Protohistoric Phase</b> Exploration of the Stone Age (Paleolithic, Mesolithic, Neolithic) and early human settlements. The Indus Valley Civilization: Urbanization, trade, and cultural achievements.</li> <li>• <b>Vedic Life and Thought</b> Examination of Vedic society and the evolution of religious and philosophical thought. Social structures: Varna system and family life. Vedic contributions to philosophy, religion, and culture.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• <b>Political and Administrative Institutions</b> Development of early political systems and governance. Key empires (Maurya, Gupta) and their administrative structures. Role of kingship and statecraft in maintaining law and order.</li> <li>• <b>Hindu Social Organization</b> The structure of Hindu society: Caste system, family, and societal norms. Role of women, rituals, and the importance of dharma in daily life.</li> <li>• <b>Economic Life</b> Overview of ancient India's economy: Agriculture, trade, and craft industries. Role of currency, guilds, and markets in the economic structure.</li> <li>• <b>Educational System and Literature</b> Early education systems: Gurukulas, Buddhist monasteries, and Jain institutions. Literary works: Vedas, Upanishads, epics (Mahabharata, Ramayana), Puranas, and scientific texts.</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• <b>Religion and Philosophy</b> Study of major religious movements: Hinduism, Buddhism, Jainism. Philosophical schools: Vedanta, Sankhya, Yoga, and Lokayata.</li> <li>• <b>Fine Arts, Crafts and Architecture</b> Development of art and architecture: Temples, sculptures, and the Mauryan and Gupta art styles. Craftsmanship: Pottery, textiles, metalwork, and jewelry.</li> <li>• <b>Indian Cultural Influence Abroad</b> Spread of Indian culture and philosophy through trade, migration, and empires. Influence on Southeast Asia, Central Asia, and beyond (e.g., Buddhism in China, Southeast Asia).</li> </ul>	20

*Book for References:*

Majumdar R.C.	-	Ancient Indian History. (Hindi Version is also available)
Mahajan V.D.	-	Ancient Indian History. (Hindi Version is also available)
Chopra, Puri, Das	-	A Social, Cultural and Economic History of India
Singh Upendra	-	A History of Ancient and Early Medieval India.
Sharma R.S.	-	India's Ancient Past.
घोष. ए	-	भारत का प्राचीन इतिहास, इलाहाबाद
शर्मा के.जी.- जैन एच.सी.	-	प्राचीन भारत का इतिहास, जयपुर
गोयल एस.आर.	-	प्राचीन भारत का इतिहास, संबंधित संस्करण
शर्मा एल.पी.	-	प्राचीन भारत का इतिहास
श्रीवास्तव के.सी.	-	प्राचीन भारत का इतिहास तथा संस्कृति

## B.A. Honours IV - Semester VII

### DSEC I B

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VII
Subject	History				
Course Code	HIS 6704 E-C	Course Title	A Social, Cultural and Economic History of Medieval India		

### Course Objective:

The paper Rises Social., economic and cultural aspects of mediaeval India. This paper student will be introduced to the Saints of medieval India who had Chosen the path of Bhakti movement, who flourished Indian culture and religion in spite of foreign invasions of Turks and Mughals. It also covers condition of woman in mediaeval times, Study off Indian economy which had a lion's share in World Economy.

### Course Outcome:

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

To Explains the Students:

- Social Condition.
- Sufism and Bhakti Movements.
- Women's Condition, Judiciary and Administration of Sultanate.



**B.A. Honours IV - Semester VII**  
**DSEC I B**

<b>Title of the Course:</b> A Social, Cultural and Economic History of Medieval India	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Administration of the Sultanate Period.</li> <li>Social condition during sultanate.</li> <li>Sufism and bhakti movement in India.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Women's condition during sultanate.</li> <li>Judiciary: Legal framework under the Sultanate: Sharia law and local customs. Development of courts and their role in dispute resolution.</li> <li>Administration of Mughal Period.</li> <li>Trade and commerce during Mughal Period.</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Educational Development and Socio-Economic Development</li> <li>Development of banking system during Mughal Period.</li> <li>Development of industry during Mughal Period.</li> <li>Ruling Elite: Nobles, military leaders, and scholars.</li> <li>Three Phases of Development, Art and architecture</li> </ul>	20

*Book for References:*

- Kulke. Herman                      - The State of India 1000-1700 A.D.
- Nigam S.D.P.                        -Nobility under Sultans of Delhi
- Prasad Ishwari                      -mediaeval India (English and Hindi version)
- Roy S.C.                                -Dynastic history of northern India
- Sharma S.R.                          -The Crescent in India: A study in mediaeval history (English and Hindi version)
- Singh Dilbag                         -Structural of rural society in mediaeval India.

**B.A. Honours IV - Semester VII**  
**DSEC II A**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VII
Subject	History				
Course Code	HIS 6705 E-C	Course Title	A Social, Cultural and Economic History of Modern India		

**Course Objective:**

To Acquaint the students about the Social, Cultural and Economic History of Modern India. It Explains the administrative and Constitutional Development besides society and Religion. Present form of Education was started by Britishers that is well explained.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

To Explain the Student:

- Administrative development of Britishers.
- Economic Life.
- Literature and Science.

**B.A. Honours IV - Semester VII**  
**DSEC II A**

<b>Title of the Course:</b> A Social, Cultural and Economic History of Modern India	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>45 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Socio Religious Reform Movements: Reforms and Revival                             <ul style="list-style-type: none"> <li>a) Brahmo Samaj, Arya Samaj and Ramakrishna Mission</li> <li>b) Satyashodhak Samaj, Aligarh movement and Singh Sabha Movement.</li> <li>c) Impact of Reform Movement</li> </ul> </li> </ul>	15
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Education, Press and Transport                             <ul style="list-style-type: none"> <li>a) Introduction of Western Education and its Impact</li> <li>b) Development of Press</li> <li>c) Transport and Communications</li> </ul> </li> </ul>	15
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Impact of the British Rule on Indian Economy.                             <ul style="list-style-type: none"> <li>a) Revenue Settlements, Commercialisation of Agriculture</li> <li>b) Drain Theory</li> <li>c) Deindustrialisation and Growth of Large-Scale Industry</li> </ul> </li> <li>Nationalism and Social Groups: interfaces. a) Women b) Dalits c) Peasants and Tribals</li> </ul>	15

*Book for References:*

- |  |   |  |
|--|---|--|
| Majumdar R.C.                              | - | Modern Indian History. (Hindi Version is also available) |
| Mahajan V.D.                               | - | Modern Indian History. (Hindi Version is also available) |
| Grover B.L.                                | - | Modern Indian History. (Hindi Version is also available) |
| Puri, Das, Chopra                          | - | Social, Cultural and Economic History of India.          |
| Chandra Bipin                              | - | Modern Indian History. (Hindi Version is also available) |
| Bandyopadhyay Sekhar                       | - | From Plassey to Partition, A History of Modern India     |
| Chopra P.N., Puri B.N, Das M.N, Pradhan A. | - | A Comprehensive History of Modern India                  |

**B.A. Honours IV - Semester VII**  
**DSEC II B**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VII
Subject	History				
Course Code	HIS 6706 E-C	Course Title	The Idea of Bharat.		

**Course Objective:**

The objective of the paper is to acknowledge the student about the idea of Bharat. It will elaborate the concept of Bharatvarsh by the medium of ancient Literature and Indian knowledge tradition, art and culture. Philosophy of Indians which is the base of Humanity and the concept of Vasudhev Kutumbkam is well explained in the book. Ancient Medical science, environment is well explained in the chapters to enrich the knowledge of students.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

After successful completion of the course's student will be able to

- Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
- They can gather knowledge about the society, culture, religion and political history of ancient India.
- They will also acquire the knowledge of changing socio-cultural scenarios of India.

**B.A. Honours IV - Semester VII**  
**DSEC II B**

<b>Title of the Course:</b> The Idea of Bharat	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Concept of Bharatvarsha: Understanding of Bharatvarsha</li> <li>• Indian conception of time and space</li> <li>• Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smritis and Purana</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Indian Knowledge System, Art and Culture: Evolution and growth of language and script: Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, etc</li> <li>• Salient features of Indian art, architecture and culture, Indian educational system</li> <li>• Dharma, Darshan and Vasudhaiva Kutumbakam: The concept of Dharma, Darshan Vasudhaiva Kutumbakam, Polity and governance in Ancient India; Janpada and Gram Swarajya</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Science and technology in ancient India: An overview, Environmental conservation: Indian views and practices, The growth of Ayurveda, Yoga and Naturopathy IV. Indian numeral system and Mathematics</li> <li>• Indian Economic Traditions: Indian economic thoughts, Concept of land, forest and agriculture, Industry and trade.</li> </ul>	20

*Book for References:*

Basham A. L.	-	A Cultural History of India, Oxford University Press, 1997
Basham A. L.	-	A Wonder that was India, Rupa, New Delhi, 1994
Kosambi D.D.	-	The Culture and Civilization of Ancient India in Historical Outline, Vikas, 1976
झा डी एन	-	प्राचीन भारत
मुखर्जी आर के	-	प्राचीन भारत

**B.A. Honours IV - Semester VIII**  
**DSEC I A**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Code	HIS 6801 E-C	Course Title	Contemporary History of India from 1947-2024.		

**Course Objective:**

This course aims to critically explore the political, socio-economic, and cultural developments in India from independence in 1947 to 2010. It examines the challenges of nation-building, the evolution of democratic institutions, economic reforms, social justice movements, foreign policy, and regional issues. The course seeks to develop a nuanced understanding of how independent India shaped its identity, addressed internal and external challenges, and emerged as a modern democratic nation-state.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

After successful completion of the course's student will able to

- Explain the immediate challenges of post-independence India, including Partition, integration of princely states, and the framing of the Constitution.
- Analyze the evolution of Indian democracy through political developments, elections, and the role of leadership from Nehru to early 21st century.
- Evaluate major economic policies and reforms, including the Green Revolution, nationalization, and liberalization (1991 onwards).
- Examine the impact of social movements and identity-based politics related to caste, gender, language, and religion.
- Assess India's foreign policy, regional conflicts, and role in global affairs during the Cold War and post-Cold War period.

**B.A. Honours IV - Semester VIII**  
**DSEC I A**

<b>Title of the Course:</b> Contemporary History of India from 1947-2024.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• The Legacy of Colonialism and National Movement</li> <li>• Political legacy of Colonialism.</li> <li>• Economic and Social Legacy of Colonialism.</li> <li>• National movements: Its significance, Value and Legacy.</li> <li>• Framing of Indian Constitution - Constituent Assembly –</li> <li>• Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue-</li> <li>• Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality.</li> <li>• Political development in India since Independence.</li> <li>• Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis.</li> <li>• The Post-Colonial Indian State and the Political Economy of Development.</li> <li>• An Overview Foreign policy of India since independence.</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Indian Economy, 1947-1965: the Nehruvian Legacy</li> <li>• Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG.</li> <li>• Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview.</li> <li>• Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence.</li> <li>• Social and Cultural Changes : Exploring social reforms, the impact of globalization, and changes in Indian Society and Culture.</li> <li>• Study of the History of Indian Foreign Policy: 1947-2024.</li> </ul>	20

*Book for References:*

<b>Jawaharlal Nehru</b>	– <i>The Discovery of India</i>
<b>Bipan Chandra</b>	– <i>The Indian Freedom Struggle</i>
<b>Sabyasachi Bhattacharya</b>	– <i>Colonialism in India</i>
<b>Dr. B.R. Ambedkar</b>	– <i>The Constitution of India</i>
<b>Rajmohan Gandhi</b>	– <i>Sardar Vallabhbhai Patel: A Political Biography</i>
<b>Tapan Raychaudhuri</b>	– <i>The Economic History of India, 1857-1947</i>
<b>N. Jayaram</b>	– <i>Regional Politics in India</i>
<b>A. R. Desai</b>	– <i>The Post-Colonial State in India: The Practice of Political Power</i>
<b>Shankar Acharya</b>	– <i>India After Liberalization: A Study in Economic Reform</i>
<b>\</b>	

**B.A. Honours IV - Semester VIII**  
**DSEC I B**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Code	HIS 6802 E-C	Course Title	History of International Relations 1950-2024		

**Course Objective:**

The objective of the paper is to explain the concept of International Relations to the students besides foreign policy various issues has been well explained in the paper.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

This paper will enrich the conceptual understanding of:

- Geopolitical developments post second world war
- Origin and Rise of regional groups in global politics
- Nature and role of Indian foreign policy in world affairs



# B.A. Honours IV - Semester VIII

## DSEC I B

Title of the Course: History of International Relations 1950-2024.	
Number of Theory Credits	Number of lecture hours/semester
04	60

Content of Course	60 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• <b>Bipolarity and the Cold War:</b> Origins and ideological foundations; formation of military alliances (NATO, Warsaw Pact); major crises (e.g., Cuban Missile Crisis); proxy wars in Asia, Africa, and Latin America.</li> <li>• <b>End of the Cold War:</b> Internal developments in the USSR (Glasnost and Perestroika); role of leadership (e.g., Gorbachev, Reagan); fall of the Berlin Wall; disintegration of the Soviet Union.</li> <li>• <b>Post–Cold War World Order:</b> Emergence of unipolarity; U.S. dominance in global affairs; globalisation and its discontents; multilateralism vs. unilateralism.</li> <li>• <b>U.S. Hegemony and Global Resistance:</b> Unilateral interventions (e.g., Iraq, Afghanistan); emergence of China and Russia as counterbalances; role of Non-Aligned Movement and Global South.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• <b>The United Nations:</b> Structure and functioning; role in global security and disarmament; peacekeeping operations; debates on UN reforms.</li> <li>• <b>International Political Economy:</b> Bretton Woods institutions (IMF, World Bank); WTO and trade regimes; global financial crises and their implications.</li> <li>• <b>Regional and Global Organizations:</b> European Union, ASEAN, African Union, OIC, Arab League, SCO – roles and relevance in global governance.</li> <li>• <b>Rise of Identity Politics:</b> Ethnicity, religion, and nationalism in international relations; impact on global peace and conflict.</li> <li>• <b>Indian Foreign Policy: Continuity and Change</b> Historical foundations; Nehruvian legacy; post-1991 economic liberalisation and strategic shifts; diplomacy under different political regimes.</li> <li>• <b>India's Bilateral Relations:</b> Strategic and economic relations with the USA, China, Russia, and neighbouring countries (Pakistan, Bangladesh, Nepal, Sri Lanka, Bhutan, Myanmar).</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• <b>India's Role in Global Forums:</b> Contributions to and engagement with the UN, Non-Aligned Movement (NAM), Panchsheel, SAARC, and BRICS.</li> <li>• <b>Strategic and Geopolitical Issues in Different Regions:</b></li> <li>• <b>South Asia:</b> Regional security, cross-border terrorism, Indo-Pak and Indo-China dynamics.</li> <li>• <b>Southeast Asia and the Far East:</b> Look East / Act East policy, ASEAN engagement.</li> <li>• <b>West Asia (Middle East):</b> Energy security, diaspora, Israel-Palestine issue.</li> <li>• <b>Europe and Beyond:</b> EU relations, Russia-Ukraine conflict and its implications.</li> <li>• <b>India and Multilateral Organizations:</b> Role and perspective in the Organisation of Islamic Cooperation (OIC), Shanghai Cooperation Organisation (SCO), and the Arab League.</li> </ul>	20

*Book for References:*

Pen Ghosh	-	International Relations
Palmer and Perkins	-	International Relations
Rumki Basu	-	International Politics : Concepts, Theories and Issues
Mukund Dubey	-	India's Foreign Policy
Arun Chaturvedi and Sanjay Lodha	-	Indian Foreign Policy and the Emerging World Order,
K. Bajpai and S Mallawarapu	-	International Relations in India : Bringing theory back home
तपन बिखाल	-	अंतर्राष्ट्रीय संबंध
यू आर घई	-	अंतर्राष्ट्रीय राजनीति सिद्धांत और व्यवहार
बी एक फड़िया और कुलदीप फड़िया	-	अंतर्राष्ट्रीय संबंध
आर एस यादव पीयर्सन	-	भारत की विदेश नीति
जे एन दीक्षित	-	भारतीय विदेश नीति
वीएन खन्ना	-	भारत की विदेश नीति

**B.A. Honours IV - Semester VIII**  
**DSEC II A**

Programme / Class	Certificate	Year	B.A. Honors III	Semester	VIII
Subject	History				
Course Code	HIS 6803 E-C	Course Title	Oral History, Oral Traditions of Rajasthan Oral History and Understanding Heritage.		

**Course Objective:**

Rajasthan's oral tradition is highly rich in historical accounts which provide a detailed information of folk culture. The interviews with the people who are preserving this tradition will help the student recollect the grass root history of Rajasthan.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

This paper will enrich the conceptual understanding of:

- Professional caste musicians of Rajasthan and their global recognition,
- Role of Women; s folk songs,
- Significance of tribal culture,
- Oral epics like Phad.

## B.A. Honours IV - Semester VIII

### DSEC II A

Title of the Course: Oral History, Oral Traditions of Rajasthan and Understanding Heritage.	
Number of Theory Credits	Number of lecture hours/semester
04	60

Content of Course	60 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Introduction: Definition, Scope, and Significance</li> <li>• History and Evolution of Oral History as a Discipline</li> <li>• Differences between Oral Tradition, Oral History, and Folk Memory</li> <li>• The Past in the Present: The relevance of oral traditions in reconstructing history; memory as history.</li> <li>• Land and Memory: Narratives around land use, community ownership, and ecological memory in oral traditions.</li> <li>• Water and Heritage: Oral traditions related to water management systems (baoris, johads); sacred water bodies and their historical narratives.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Oral Epics: Analysis of regional epics such as <i>Pabuji</i>, <i>Devnarayan</i>, <i>Ramdevji</i> and <i>Tejaji</i> as historical sources.</li> <li>• Folk Gods and Goddesses: Oral traditions surrounding local deities; ritual worship, festivals, and community identity.</li> <li>• Women's Songs (Maand, Jhoola, Lullabies, etc.): Gendered voices in oral traditions; women's knowledge systems, emotions, and resistance.</li> <li>• Performance Traditions and Caste Artisans</li> <li>• Teratali: Dance, devotion, and discipline—performed by the Kamad community women; meanings and social context.</li> <li>• Puppetry (Kathputli): Storytelling through puppets; historical development, social function, and caste association (Bhat community).</li> <li>• Professional Caste Musicians: Role of Manganiyars, Langas, and other hereditary musicians; transmission of oral traditions through music.</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Defining Heritage: Meaning of antiquity, archaeological site, tangible and intangible Heritage. Written and non-written traditions</li> <li>• Evolution of Heritage Legislation and the institutional framework.</li> <li>• Conventions and Acts- national and international, Heritage related Government department, museums, regulatory bodies and conservation initiatives.</li> <li>• Writing of Project Report either on Oral Tradition or Heritage.</li> </ul>	20

#### Book for References:

- |   |  |
|---|--|
| Bharucha Rustam<br>Jain and Mathur<br>Kothari Komal<br><b>Komal Kothari</b><br>S.S. Biswas<br><br>Lahiri N, Ranikhet-<br>शर्मा गोपीनाथ<br>गहलोत सुखवीर सिंह<br><a href="https://www.tourism.rajasthan.gov.in/">https://www.tourism.rajasthan.gov.in/</a><br><a href="https://dipr.rajasthan.gov.in/pages/sm/government-order/attachments/14928/85/10/2583">https://dipr.rajasthan.gov.in/pages/sm/government-order/attachments/14928/85/10/2583</a> | - Rajasthan an Oral History: Conversation with Komal Kothari<br>- History of Rajasthan.<br>- Monograph on Langas : A Folk Musician Caste of Rajasthan.<br>- <i>Folk Music and Musical Instruments of Rajasthan</i><br>- Permanent Black, 2012, Chapters 4 & 5. , Protecting the Cultural Heritage<br>(National Legislations and International Conventions), New Delhi, INTACH, 1999.<br>Marshalling the Past: Ancient India and 1 <sup>st</sup> Modern Histories<br>- राजस्थान का इतिहास<br>- राजस्थान का इतिहास कोष |
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**B.A. Honours IV - Semester VIII**  
**DSEC II B**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Code	HIS 6804 E-C	Course Title	Thinkers of Modern India Selected Writings		

**Course Objective:**

The purpose of this paper is to study the ideas, morals and motives of major political thinkers who decided the fate of Modern India.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

This paper will enrich the conceptual understanding of:

- Nature and significance of political ideologies in freedom struggle.
- Nehruvian Idea of India.
- Revolutions and Political awakening in Independent India,
- Role of Gandhian wave of politics.

**B.A. Honours IV - Semester VIII**  
**DSEC II B**

<b>Title of the Course:</b> Thinkers of Modern India Select Writing	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>Swami Vivekananda – <i>Lectures from Colombo to Almora / Chicago Addresses</i></li> <li>Rabindra Nath Tagore: Nationalism in India</li> <li>Nehru : Discovery of India</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>Subash: Indian Struggle, 1920-1942</li> <li>Gandhi: Hind Swaraj</li> <li>Bhagat Singh – <i>Why I am an Atheist, Letter to Young Political Workers</i></li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>Ram Manohar Lohia: Wheel of History</li> <li>Jai Prakash Narain: Towards Total Revolution</li> <li>Sarvepalli Radhakrishnan – <i>The Hindu View of Life</i></li> </ul>	20

**B.A. Honours IV - Semester VIII**  
**DSEC C**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Code	HIS 6805 E-C	Course Title	History of Colonialism, Nationalism, and Culture of India.		

**Course Objective:**

This course explores the complex interplay of **colonial rule**, the **rise of Indian nationalism**, and **cultural transformations** from the 18th to the mid-20th century. It emphasizes how colonial structures influenced Indian society and culture, how Indian nationalism developed as a response, and how culture became both a site of resistance and reformation.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

- To understand the nature and impact of colonialism in India.
- To trace the development of nationalist thought and movements.
- To examine cultural responses, resistance, and adaptations during colonial rule.
- To appreciate the role of literature, media, education, and art in shaping the national consciousness.

**B.A. Honours IV - Semester VIII**  
**DSEC C**

<b>Title of the Course:</b> History of Colonialism, Nationalism, and Culture of India	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• <b>Understanding Colonialism</b> Theories of imperialism and colonialism. British conquest of India: Political and economic motivations.</li> <li>• <b>Economic and Administrative Changes under British Rule</b> Land revenue systems (Zamindari, Ryotwari, Mahalwari). Drain of wealth, commercialization of agriculture, deindustrialization.</li> <li>• <b>Social and Educational Policies</b> Role of Christian missionaries. Macaulay's Minute and the English Education Act. Social reform and the creation of a colonial "middle class."</li> <li>• <b>Resistance and Rebellion</b> Tribal and peasant revolts. The Revolt of 1857: Interpretations and consequences.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• <b>Early Nationalism</b> Formation of Indian National Congress. Moderates, Extremists, and the Swadeshi Movement.</li> <li>• <b>Gandhian Phase</b> Non-Cooperation, Civil Disobedience, and Quit India movements. Role of mass mobilization and non-violent resistance.</li> <li>• <b>Revolutionary Movements</b> Bhagat Singh and the Hindustan Socialist Republican Association (HSRA). Communist and Socialist influences.</li> <li>• <b>Subaltern and Regional Movements</b> Dalit assertion and Ambedkar's role. Tribal and peasant nationalism. Role of women in nationalist movements.</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• <b>Cultural Nationalism and Identity Formation</b> Revival of ancient Indian traditions, languages, and histories. Role of institutions like the Arya Samaj, Brahmo Samaj, and Theosophical Society.</li> <li>• <b>Art, Literature, and Print Culture</b> Nationalist literature: Bankim Chandra, Tagore, Premchand. Vernacular press and journals as political tools.</li> <li>• <b>Cinema, Theatre, and Visual Arts</b> Role of early Indian cinema in shaping national consciousness. Theatre as a form of protest and political commentary.</li> <li>• <b>Education, History Writing, and Nation-Building</b> Colonial historiography vs. nationalist interpretations. Institutions of higher learning (Visva-Bharati, Aligarh, Banaras Hindu University).</li> </ul>	20

**Book for References:**

Bipan Chandra	– <i>India's Struggle for Independence</i>
Partha Chatterjee	– <i>The Nation and Its Fragments</i>
Ranajit Guha	– <i>Dominance Without Hegemony</i>
Thomas Metcalf	– <i>Ideologies of the Raj</i>
A.R. Desai	– <i>Social Background of Indian Nationalism</i>
Gauri Viswanathan	– <i>Masks of Conquest</i>
Sumit Sarkar	– <i>Modern India (1885–1947)</i>
Sudipta Kaviraj	– <i>The Imaginary Institution of India</i>



**B.A. Honours IV - Semester VIII**  
**DSEC D**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Code	HIS 6806 E-C	Course Title	History of Rajasthan Culture.		

**Course Objective:**

To explore the historical evolution of Rajasthan from prehistoric to modern times.  
To examine the major political, social, and cultural developments through various dynasties.  
To understand the architectural, artistic, and literary traditions of Rajasthan.  
To analyze the processes of political awakening, social reform, and regional integration in modern Rajasthan.  
To appreciate the folk and classical heritage of Rajasthan's music, dance, festivals, and customs.  
To introduce students to significant personalities and movements that shaped the region's identity.

**Course Outcome:**

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- Demonstrate a comprehensive understanding of Rajasthan's ancient, medieval, and modern historical developments.
- Identify and critically assess the contributions of major dynasties and their rulers in Rajasthan's political and cultural history.
- Analyze the role of Rajasthan in India's freedom struggle and democratic movements like the Prajamandal movement.
- Evaluate the architectural styles, painting traditions, and folk arts of Rajasthan.
- Recognize and describe the linguistic diversity, literary contributions, and religious sects of Rajasthan.
- Develop research skills and a critical perspective on Rajasthan's cultural and historical heritage for academic or heritage-related careers.

**B.A. Honours IV - Semester VIII**  
**DSEC D**

<b>Title of the Course:</b> History of Rajasthan Culture	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
04	60

<b>Content of Course</b>	<b>60 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• <b>Prehistoric Rajasthan:</b> Paleolithic, Mesolithic, Chalcolithic, and Bronze Age sites.</li> <li>• <b>Ancient Rajasthan:</b> Important historical centers in the early centuries CE; society, religion, and culture in ancient Rajasthan.</li> <li>• <b>Major Dynasties and Rulers:</b> Political and cultural achievements of the Guhils, Pratiharas, Chauhans, Paramaras, Rathores, Sisodias, and Kachwahs.</li> <li>• <b>Administration and Revenue System:</b> Medieval Rajasthan's administrative structure and land revenue practices.</li> </ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• <b>Emergence of Modern Rajasthan:</b> Social awakening in the 19th and 20th centuries.</li> <li>• <b>Political Awakening:</b> Role of newspapers and political organizations in Rajasthan.</li> <li>• <b>Mass Movements:</b> Tribal and peasant movements in the 20th century.</li> <li>• <b>Prajamandal Movements:</b> Democratic movements in princely states.</li> <li>• <b>Integration of Rajasthan:</b> Political unification and formation of modern Rajasthan.</li> </ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• <b>Architectural Traditions:</b> Temples, forts, palaces, and man-made water structures.</li> <li>• <b>Visual Arts and Handicrafts:</b> Various painting styles and crafts of Rajasthan.</li> <li>• <b>Performing Arts:</b> Classical music and dance; folk music, instruments, and theater.</li> <li>• <b>Language and Literature:</b> Dialects of Rajasthani language, classical and folk literature.</li> <li>• <b>Religious and Social Life:</b> Religious sects, saints, folk deities, fairs, festivals, customs, dress, and ornaments.</li> <li>• <b>Prominent Personalities:</b> Important figures in Rajasthan's cultural, social, and political history.</li> <li>• <b>Important Historical and Tourist Sites</b> of Rajasthan.</li> </ul>	20

*Book for References:*

Dasharatha Sharma	– Early Chauhān Dynasties
G.N. Sharma	– Mewar and the Mughal Emperors
Rima Hooja	– A History of Rajasthan
Komal Kothari	– Folk Music and Musical Instruments of Rajasthan
Shyam Singh Tanwar	– Rajasthan ka Samajik Evam Rajnitik Jagran (Hindi)
Hari Shankar Sharma	– Rajasthan ka Ekikaran (Hindi)
Dr. Rajendra Singh	– Rajasthan ka Itihas: Ek Samagra Adhyayan (Hindi)
Jain and Mali	- Rajasthan ka itihas, kalaa, snskriti, sahitya, prampra evam virasat

**B.A. Honours IV - Semester VIII**  
**DSEC E**

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Code	HIS 6807 E-C	Course Title	Constitutional History of Modern India.		

**Course Objective:**

Objective of the paper is to explain making of constitution in its present form to students.

**Course Outcome:**

At the end of the course the students will able to:

*(Write 3-7 course out comes. Course out comes are statements of observable student actions that serve as evidence of know ledge, skills and values acquired in this course)*

Students will be able to understand:

- Explain the conditions and History of the present constitution. Since the establishment of British rule
- Regulating Act 1773
- Pitt's Act 1784
- Growth of legal administration
- Various Charter Acts 1813, 1833, 1853, and Council Act of 1919 has been well explained.

## B.A. Honours IV - Semester VIII

### DSEC E

Title of the Course: Constitutional History of Modern India.	
Number of Theory Credits	Number of lecture hours/semester
04	60

Content of Course	60 hours
<b>Unit I :</b> <ul style="list-style-type: none"><li>• <b>Administrative Structure and Functions:</b> How the East India Company governed India, focusing on the development of administrative institutions in Bengal.</li><li>• <b>Regulating Act of 1773 and Pitts India Act of 1784:</b> These acts are crucial as they marked early steps in the British government's involvement in regulating the Company's affairs.</li><li>• <b>Charter Acts (1793, 1813, 1833 and 1853):</b> The evolution of the Company's governance and the increasing influence of the British Crown through these Acts.</li><li>• <b>Transfer of Power 1858:</b> The Government of India Act of 1858 and the Queen's Proclamation, which transferred governance from the East India Company to the British Crown.</li><li>• <b>Indian Councils Acts:</b> The 1861, 1892, and 1909 acts gradually expanded the role of Indians in legislative bodies, though with limited power.</li></ul>	20
<b>Unit II :</b> <ul style="list-style-type: none"><li>• <b>Montagu-Chelmsford Reforms (1919) and Diarchy:</b> The introduction of "diarchy" (dual government) in provinces, where Indians shared legislative power with the British.</li><li>• <b>Act of 1935:</b> This act further expanded provincial autonomy and established a federal court, paving the way for the 1947 India Independence Act.</li><li>• <b>India Independence Act 1947:</b> This Act formally transferred power to Indian hands and led to the partition of India.</li><li>• <b>The Constituent Assembly:</b> The formation, proceedings, and key provisions of the Indian Constitution adopted by the Constituent Assembly.</li></ul>	20
<b>Unit III :</b> <ul style="list-style-type: none"><li>• <b>Key Features of Indian Constituion.</b></li><li>• <b>Indian Civil Service and Indian Police Service:</b> The administrative structures that emerged during British rule and continued to shape India's governance.</li><li>• <b>Indian Judicial System:</b> The development of a legal framework, including the Supreme Court and High Courts, and the concept of rule of law.</li><li>• <b>Local Self-Government:</b> The evolution of local governance structures and their impact on Indian society.</li></ul>	20

#### Book for References:

- B.B Mishra - Administrative History of India (1834-1947)  
B.B Mishra - Status policy and the ICS in the last 19<sup>th</sup> century  
B.B Mishra - Centre administration of east India Company (1773 - 1947)  
Prasad - Origin of provincial autonomy.  
B.N. Pandey - Introduction of English law in India.  
Coupland - The constitutional history of India.  
A.B. Keith - A constitutional Government in India.

## B.A. Honours IV - Semester VIII

Programme / Class	Certificate	Year	B.A. Hons. IV	Semester	VIII
Subject	History				
Course Title	Dissertation in Major Subject OR Academic / Research Project / Apprenticeship / Internship OR DSE.				

### Course Outcome:

At the end of the course the students will be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

- Develop in-depth knowledge of Rajasthan's cultural history
- Conduct original research using primary and secondary sources
- Analyze and interpret cultural data and evidence
- Write a clear and concise dissertation

Candidates would be required to submit three copies of type-written and duly bound dissertation not more than thirty thousand words on any subject of Rajasthan History and Culture, under the supervision of a teacher of department of the College/University duly approved by the competent authority. The student should be able to identify his topic of research, justify its viability and produce a survey of literature and comprise bibliography.

### Outline Structure of Dissertation:

- Introduction and importance of proposed
- Investigation
- Objectives of Proposed Investigation
- Review of Literature
- Research Gaps identified in the Proposed field of
- Investigation
- Major hypothesis
- Research methodology
- Content
- Chapterisation
- Bibliography

### Suggestions:

Course Overview

- Duration: 180 hours

- Objective: To conduct original research on a specific aspect of Rajasthan's cultural history.

**Week 1-2:** Research Topic Selection and Literature Review (20 hours)

- Identifying a research topic related to Rajasthan's cultural history
- Conducting a literature review on the topic
- Developing a research question and objectives

**Week 3-6:** Research Methodology and Data Collection (40 hours)

- Developing a research methodology
- Collecting primary and secondary sources (e.g., texts, images, oral histories)
- Analyzing and interpreting cultural data and evidence

**Week 7-10:** Data Analysis and Writing (60 hours)

- Analyzing and interpreting research findings
- Writing the dissertation
- Revising and editing the draft

**Week 11-12: Finalization and Submission (20 hours)**

- Finalizing the dissertation
- Preparing for submission
- Submitting the dissertation

**Week 13: Presentation and Defense (20 hours)**

- Preparing a presentation on the dissertation
- Defending the dissertation
- Receiving feedback and evaluation

**Assessment and Evaluation**

- Quality of research and analysis
- Clarity and coherence of writing
- Contribution to existing knowledge on Rajasthan's cultural history
- Presentation and defense