



**Maharaja Ganga Singh University, Bikaner**

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

**Choice Based Credit System (CBCS)**

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

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

**For**

**M.A. in History**

**Maharaja Ganga Singh University, Bikaner**

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## **Background**

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

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

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasising upon— integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering ‘Knowledge of India’; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in undergraduate programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations

while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

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

***To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.***

### Programme Outcomes (PO)

#### Vision:-

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

#### Mission: -

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

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

#### Program Outcomes:

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

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

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

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

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

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

### **Post Graduate Attributes:**

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

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

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

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

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

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

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

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

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

### **Structure of M.A. History Programme**

1. The duration of this study programme will be of four semesters (two years). There will be total twenty courses (five each in semester I, II, III and IV).
2. The students are required to take up all five papers (Courses) in Semester I and II.
3. In Semester III and IV, the students shall be required to take up 2 core compulsory papers, 1 core elective and 1 elective open course.
4. If a student opts for taking up case study in fourth semester, in such case he/she will not be required to appear for internal examination in that paper.

## M.A. History

## Structure of Programme

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

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

- DCC: Discipline centric compulsory course. AEC: Ability Enhancement course.
- S/NS\*=Satisfactory or Not satisfactory.
- A candidate shall be required to obtain 36% marks to pass in theory and internals separately.
- For Internal Evaluation of 30 Marks
- L=Lecture; T=Tutorial;

### Learning Outcome Index

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

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

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

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

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

## SEMESTER-I

**Course Title :Culture Profile of India**

**Course Code :** HIS 6.5AECT101

**AEC**

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

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

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

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

**Recommended Readings:**

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

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

**Course Code:** HIS 6.5DCCT102

**DCC**

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

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

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

and cultural trends.

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

**Recommended Readings:**

1. Gershoy, Leo : The French Revolution and Napoleon
2. Grant &Temperley : Europe in the Nineteenth and Twentieth Centuries
3. Hayes, J.H. : A Political & Cultural History of Modern Europe (Vol. I)
4. Hazen, C.D. : Modern European History
5. Lipson : Europe in the Nineteenth and Twentieth Centuries
6. Marriot : The Evolution of Modern Europe
7. Rose, Holland : Life of Napoleon
8. Thomson, David : Europe since Napoleon
9. F. Lee Bennis : Europe since 1870
10. Fay: Origin of the World War
11. G.P. Gooch : History of Modern Europe (also in Hindi)
12. J.H. Hayes: Contemporary Europe since 1890
13. Schapiro, J.A. : Modern and Contemporary European History (1815-1852)
14. Taylor : Bismark : The Man and the Statesmen
15. AJP Taylor : Struggle for the Mastery of Europe
16. Brandenburg : From Bismarck to the World War I
17. Robertson : Bismarck
18. Grant &Temperly : Europe in the 19<sup>th</sup> and 20<sup>th</sup> Century ( also in Hindi)

19. Mowat : A History of European Diplomacy (1815-1914)

20. Derry & Jarman : The European World ( 1870-1945)

21. David Thomson : Europe Since Napoleon

22. J.A.R. Marriot : The Eastern Question

23. Hazen : History of Europe

24. M.L. Sharma : European History (1870-1919)(Hindi)

25. चौहान देवेन्द्र सिंह : यूरोप का इतिहास (1815—1919 ई.)

26. मेहता बी.एन. : आधुनिक यूरोप(1789—1870 ई.)

27. वर्मा दीनानाथ: यूरोप का इतिहास (1789—1870 ई.)

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

**Course Code:** HIS 6.5DCCT103

### **DCC**

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

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

1. Define world history and explain the evolving polities.
2. Categories the economies and cultures of the twentieth century world.

3. Define the making of the geopolitical order and 'North-South' distinctions.
4. Delineate the complex character of modernity and its differences.
5. Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

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

### **Recommended Readings:**

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

9. Dr. M.L. Sharma : International Relations. (1919-1945) (Hindi)
10. D.C. Gupta : International Relations.
11. M.C. Gupta : International Relations.

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

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

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

**Course Level Learning Outcomes:**

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

1. Have a good grasp on the sources, methods and approaches to the study of politics with an overview of the literature on the subject.
2. Acquainted with the nature, magnitude and significance of political struggles in British India.

**Unit – I**      Significance of contemporary History. Partition – Riots, Rehabilitation and Experiences of Displaced persons. Democratic experiments in India/electro Politics and the Changing Party System.

- Unit – II** Reorganization of States in 1956/Linguistic and regional strains. Peasant movements. Indian politics and society in 1980's and 1990's. The political voice of caste – The Mandal Commission.
- Unit – III** women and Politics – The Hindu wadi Bill, Nationalization of banks and the end Privy Purse, Status of women in India Report; Left wing politics, Right wing nationalist politics – Jan Sangh.
- Unit – IV** An appraisal of five years plans. Industrialization – policies, progress and problems. Liberalization of Indian economy post 1990. Globalization and its impact on India.
- Unit – V** Growth of civic society/Threats to Indian democracy. An assessment of India's foreign policy – non – alignment, Panchsheel, SAARC. Progress in Science and technology. Revolution in Information Technology. Cultural Trends: Institutions and Ideas, Literature, Media, Arts.

**Recommended Readings:**

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

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

**Course Code:** HIS 6.5DCCT105

**Core Course**

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

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

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

**Unit- I** Nature and scope of History. Use and misuse of History. Relation between facts and interpretation. Problem of objectivity and Bias. History is a science or Art. History and other disciplines.

**Unit-II :** Tradition of Historical Writings - A brief survey of Arab, Greco-Roman and Chinese tradition, Ancient Indian Tradition, Medieval and Modern Historiography of India.

**Unit-III :** Concept of History-Approaches to history, Theological, Orientalist, Imperialist, Nationalist, Marxist, Sub-altern and post-modernist. Concept of progress in history.

**Unit-IV :** Historical Materialism -Theory of world system, Linear and cyclical, Historical method, Oxford and Cambridge Schools of History and other modern Historians. Representative study of Major debates on social and economic history of India.

**Unit-V :** Research in History - Subject of Proposed Research. Main sources - Primary and secondary, collection and selection of data, evidence and its transmission. Footnotes, Bibliography and Index preparation.

1. C.H. Phillip (ed.) : Historians of India, Pakistan and Cylon.
2. Patrick L. Gardiner (ed.) : Theories of History, New York, 1959.
3. E.H. Carr. : What is History, Penguin, 1965(Also available in Hindi)
4. S.P. Sen : Historians and Historiography in Modern India.
5. W.H. Walsh : An Introduction to Philosophy of History, London, 1967
6. G.I. Renier : History, Its Purpose and Methods, Boston, 1950
7. G.P. Gooch : History and Historians in the Nineteenth Century
8. Peter Hardy : Historians of Medieval India, London, 1960
9. M. Hasan : Historians of Medieval India, Meerut, 1978
10. Harbans Mukhia : Historian and Historiography During the Reign of Akbar, Delhi, 1976
11. G.C. Pandey : Ethias : Swaroop AvamSidhant, Jaipur, 1973 (Hindi)
12. Budh Prakash : Ethias Darshan, 1968 (Hindi)
13. J. Choubey : Ethias Darshan, Varanasi, 1999 (Hindi)
14. B. Khurana : ItihasLekhan, DharnaiyeAvamSidhhant (Hindi)
15. Pancholi and Mali : The Fundamentals of Research Methodology
16. Vikas Nautiyal : Ethias Drishti

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

### M.A. History Semester-II

#### Course Title : Human and National Values

**Course Code :** HIS 6.5AECT201  
AEC

#### Course Objectives:

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

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

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

### **Unit-I**

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

### **Unit-II**

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

**Unit-III**

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

**Unit-IV**

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

**Unit-V**

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

### Recommended Readings:

1. Hand Book of NCC : Major R C Mishra & Sanjay Kumar Mishra
2. National Security: K. Subramanyam
3. ASEAN Security: Air Comdr. Jasjit Singh
4. Indian Political System, Dr .Pukhraj Jain &Dr. Kuldeep Fadiya
5. हैण्डबुक ऑफ एनसीसी, मेजर आर. सी. मिश्र एवं संजय कुमार मिश्र
6. अन्तर्राष्ट्रीय राजनीति: वी. एल. फाड़िया
7. भारतीय राजव्यवस्था, डॉ. पुखराज जैन, डॉ. कुलदीप फड़िया
8. राष्ट्रीय प्रतिरक्षा: डॉ. हरवीर शर्मा, जय प्रकाशनाथ कंपनी, मेरठ
9. राष्ट्रीय सुरक्षा: डॉ. लल्लन सिंह, प्रकाश बुक डिपो, बरेली
10. राष्ट्रीय सुरक्षा: डॉ. नरेन्द्र सिंह, प्रकाश बुक डिपो, बरेली
11. राष्ट्रीय सुरक्षा: डॉ. पाण्डेय व पाण्डेय, प्रकाश बुक डिपो, बरेली
12. राष्ट्रीय रक्षा व सुरक्षा: डॉ. एस. के. मिश्र, माडर्न पब्लिशर्स, जालंधर
13. NCERT, Education in Values, New Delhi, 1992.
14. M.G.Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi,2000

**Course Title: Elements of Ancient Civilizations and Institutions**

**Course Code:** HIS 6.5DCCT202

**DCC**

**Course Objectives:** This paper offers a historical survey of human evolution. It details the features of material culture of early humankind by tracing

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

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

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

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

**Unit II** Greece: Political ideas, Institutions, Law and Legal Institutions, Literature, Art and Science.

**Unit III** Rome: Political ideas, Institutions, Law and Legal Institutions, Literature, Art and Science.

**Unit IV** India: Indus Civilization, Vedic Culture and Epic Culture.

**Unit V** China: Polity, Society, religion and Culture, Art and Architecture.

**Recommended Readings:**

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

**Course Title : Evolution of Indian Society and Thought****Course Code :** HIS 6.5DCCT203**DCC**

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

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

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

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

**Recommended Readings:**

1. S.K. De, U.N. : The Cultural Heritage of India, Vol. II (Itihasas, Ghosal et al (ed.) : Puranas, Dharma and other Shastras), Ramkrishna Mission, Calcutta, 2<sup>nd</sup> ed., 1962.
2. P.V. Kane : History of Dharmasastra, 5 Vols, Bhandarkar

Oriental Research Institute, Poona, 2<sup>nd</sup> ed., 1968-77.  
(Hindi translation of 5 Vols. published by Uttar Pradesh Hindi Sansthan, Lucknow).

3. P.N. Prabhu : Hindu Social Organisation.
4. N.K. Dutta : Origin and Growth of Caste in India, Vols. I & II, Combined Reprint, Calcutta, 1986.
5. R.B. Pandey : Hindu Samskara (The Social and Religious Study of the Hindu Sacraments), Varanasi (Also in Hindi).
6. G.C. Pande : Bharatiya Samaj – Taltvika aur AitihasikaVivechana (in Hindi). New Delhi, 1994
7. A.L. Srivastava : Medieval Indian Culture (Also in Hindi)
8. Yusuf Hussain : Glimpses of Medieval Indian Culture, Bombay
9. A.L. Basham (ed.) : The Cultural History of India, Oxford University Press, 2<sup>nd</sup> impression, 1998.
10. B.N.S. Yadav : Some Aspects of Society in Northern India in 12<sup>th</sup> Century A.D.
11. Irfan Habib : Agrarian System of the Mughals
12. V.P.S. : Indian Society in 18<sup>th</sup> Century  
Raghuvanshi
13. B.B. Misra : The Indian Middle Classes
14. L.S.S. O'Malley : Modern India and the West
15. V.C. Joshi (ed.) : Ram Mohan Roy and Modernisation of India.
9. D.S. Sharma : Renaissance of Hinduism
10. Satprem : Sri Aurobindo, or the Adventure of Conciousness, Sri Aurobindo Ashram Press, Pondicherry, 1968

11. Jayakar, Pupul : Krishnamurti; A Biography: Harper & Row, San Francisco, 1986
12. Williams, Christine : Jiddu Krishnamurti; World Philosopher (1895-1986):  
V. his life and thoughts, Motilal Banarsidass, Delhi, 2004

## Course Title: Thinkers in Indian History

**Course Code:** HIS 6.5DCCT204

### DCC

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

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

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

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

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

- Unit III**      Guru Nanak Dev, Tulsidas, Kabir, Raja Ram Mohan Rai, Dayanand Saraswati, Vivekanand, Bal Gangadhar Tilak,
- Unit IV**      Jyoti Ba Phule, M. K. Gandhi, M.N. Roy, Arvind Ghosh, J.L. Nahru, Subhash Chandra Bose
- Unit V**      Bhagat Singh, Dr. B.R. Ambedkar, Vinoba Bhave, Deendayal Upadhyaya, Jai Prakash Narayan,

**Recommended Readings:**

1. रजनीष कुमार शुक्ल : भारतीय ज्ञान परम्परा और विचारक
2. ए.पी. अवस्थी : भारतीय राजनीतिक विचारक
3. ओमप्रकाश गाबा : भारतीय राजनीतिक विचारक
4. बी.एम. शर्मा, रामकृष्ण दत्त शर्मा, सविता शर्मा : भारतीय राजनीतिक विचारक
5. एस.एल. दोषी : भारतीय राजनीतिक विचारक
6. राजवीर शर्मा : भारतीय विचारक
7. John Peter Vallabadoss : Indian Thinkers
8. Vishnoo Bhagwan : Indian Political Thinkers
9. N. Jayapalan : Indian Political Thinkers
10. Himanshu Roy : Indian Political Thinkers

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

**Course Code : HIS 6.5DCCT205**

**DCC**

**Course Objectives:** This paper traces the changing political formations, economic and social structures in the Rajasthan. It also closely examines the nature of feudal societies and the ancient, medieval and modern economy of Rajasthan during the

7<sup>th</sup> to 19<sup>th</sup> centuries. The paper contextualizes the development of a crisis within the backdrop of marked changes within the ancient, medieval and modern economy, society and polity. It concludes with a detailed overview of societies that emerged in Rajasthan.

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

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

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

**Unit – II** Village society-structure and Stratification; Impact of Feudalism on Society, Nature of Land Grants, Forced Labour, Social Discrimination and untouchability; Panchayats; Fairs and Festivals and their contribution to society.

**Unit – III** Temple grants. socio-Religious Movements with reference to Sufism, Bishnois (Jambhoji), Dadupanth, Ramsnehis, Jasnathi, Nath Cult, Western Cultural and Educational Impact; Social Work of Christian Missionaries

**Unit – IV** Arya Samaj, Bhil Reform movement. Caste Reform Sabhas with special reference to Walerkrit Rajputana Hitkanini Sabha. Proclamations and Legislations for reforms: Modernization.

**Unit – V** Nature and Structure of economy during the period of Study-Structure and Stratification of Rural and Urban Society. Agricultural and Non Agricultural production. Artisan classes, Trade and Trade routes; Markets and Indigenous Banking; Famines, Taxation System. Urbanization and Main urban centers. Growth of Railways and its Impact

**Recommended Readings:**

1. G.N. Sharma : Social Life in Medieval Rajashtan (1500-1800 A.D.) Agra.
2. G.N. Sharma : Rajasthan ka Sanskritik Itihas, Raj. Hindi Granth Academy, Jaipur (Relevant Portion), 1965.
3. G.N. Sharma : A Bibliography of Medieval Rajasthan (Social and Cultural) Agra, 1965.
4. DasrathSharma : Rajasthan Through the Ages, Vols I, Rajasthan State Archives, Bikaner, 2014
5. G.N.Sharma : Rajasthan Through the Ages, Vols II, Rajasthan State Archives, Bikaner, 2014
6. M.S.Jain : Rajasthan Through the Ages, Vols III, Rajasthan State Archives, Bikaner, 1997
7. Series of Rajasthan Discript Gazetteers, Published by Directorate District Gazetteers, Govt. of Rajasthan, Jaipur.
8. Census Report of Rajputana State and Ajmer-Merwara (1818-1951).
9. B.L. Bhadani : Peasants, Artisans and Entrepreneurs-Economy of Marwari in the SenventeenthCentuary, Jaipur.
10. G.D. Sharma : Madhyakalin Bhartiya Samajik Arthik AvamRajnitikSansthaiyen, Raj. Hindi Granth Academy, Jaipur,1992.

11. Kalu Ram Sharma: Unnisvi Sadi Main Rajashthan Ka Samajiktatha Arthik Jeevan (Hindi).
12. Dilbagh Singh : The State, Landlords and the Peasants, Rajasthan in the 18<sup>th</sup> Century, Manohar, Delhi, 1990.
13. Dr. Kamla Malu : Famines in Rajashthan.
14. Dr. Pema Ram: Madhyakalin Rajasthan Main Dharmik Andolan.
15. K.S. Saxena : Political Movement and Awakening in Rajasthan.
16. Jaishankar Mishra : Pracheen Bharat Ka Samajik Itihas.
17. Om Prakash: Pracheen Bharat Ka Samajik aur Arthik Vikas.
18. G.S.L. Devra : Rajasthan Ki Prashasnik Vyavastha (Bikaner Ke Sandarbh Main)
19. G.S.L. Devera : राजस्थान इतिहास के अभिज्ञान रूप, जयपुर 2010
20. S.K. Bhanot : Rajasthan Main Panchayat Vyavastha