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MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN  
HISTORY, HELD ON THE 8TH FEBRUARY, 1987 AT 11.00 A.M.  
IN ROOM NO. 10. OF THE GYAN MANDIR, BANASTHALI VIDYAPITH.

PRESENT

1. Prof. Kalu Ram Sharma - Convener (In the chair)
2. Prof. M.S. Jain External Member
3. Dr. S.N. Tewari
4. Dr. Prakash Vyas

N.B. : An external member Dr. R.P. Vyas and an internal member Dr. Pema Ram could not attend the meeting.

the Board :

confirmed the minutes of the meeting of the Board of Studies held on 29.3.86.

Up-dated the existing panel of examiners in accordance with the Bye-law of the Vidyapith.

Considered and noted the reports of the examiners of various examinations of 1986.

Resolved to recommend the courses of Study and Curricula and Scheme of Examination for the following examinations :-

- (i) Pre-University Examination, 1988 - No change.
- (ii) I year T.D.C. Examination, 1988 :-
  - (a) Paper I - as given in Appendix 'A'
  - (b) Paper II - No change.
- (iii) II year T.D.C. Examination, 1989
  - (a) Paper I - No change.
  - (b) Paper II - No change.
- (iv) III year T.D.C. Examination, 1990
  - (a) Paper I - The syllabus has been divided into five equal units. The syllabus may come into force from the examination of 1988 and onwards. (as per Appendix-B)
  - (b) Paper II - No change.
- (v) M.A. Previous Examination, 1988 - No change.

(vi) M.A. Final Examination - No change except Paper II (c). For Paper II (c) the first two units has been redistributed (Syllabus as given in Appendix C) The Syllabus may come into force from the Exam. of 1988.

5. Resolved to recommend the Syllabus for the M.Phil. (Social-Sciences) Examination, 1988 , as given in Appendix D.
6. Considered the item No. 5 of the agenda and resolved to recommend that the existing Syllabus may not be disturbed and the following two papers be introduced at the Higher Secondary (+2) Examination under 10+2 pattern of Education :-

Paper I - History of India (Earliest to 1707 A.D.)

Paper II- History of India (1707- 1950 A.D.)

7. Resolved to recommend that at the top of each Courses of Study in History, the following note be inserted -

' At least two questions shall be asked from each unit.'  
The above note shall be applicable from the examination of 1988.

The meeting ended with a vot of thanks to the chair.

Sd -  
(Kalu Ram Sharma)  
Convener.

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M. PHIL. COURSE IN SOCIAL SCIENCES

A student will have to offer seven Courses, each having three hours of contact over a period of 24 weeks. Each Course carries 100 marks and each examination will be of 3 hours duration. The Courses of study shall be divided in three groups 'A' 'B' and 'C' as follows :-

GROUP - A.

Course -1. Research Methodology in Social Sciences.

Nature of Social Research - pure and applied research, Methodological problem in the Study of Social phenomenon. Theory building in Social Sciences and problems associated with it.

Formation of research design, definition of the problem concept formation and formulation of hypotheses Selection of units of Study. Techniques of Sampling and collection of data : Techniques of measurement- Scales, Index, Coding etc.

Sources of Secondary Information ; Library information Services.

Methods of analysis - Measures of Central tendency and dispersion. Simple; multiple and partial correlation Multiple Regression. Analysis of Variance. Association of attributes.

- Course -2. Either (a) Research Methodology in Economics.  
 or (b) " " " History.  
 or (c) " " " Sociology.  
 or (d) " " " Pol. Sc.

(b) Research Methodology in History :

Theory building in History and the problems associated with it. Quantification in History. Techniques of data collection - Primary and Secondary data - observation methods - analytical method - Content analysis. Index construction. Utilization and interpretation of Historical Sources - Archeological Sources. Method of Carbon dating.



Course -3. Pedagogic Methodology.

(Syllabus to be <sup>recommended</sup> by B.O.S. in Economics)

Course -4. Sessional and Practical Work.

(Syllabus to be <sup>recommended</sup> by B.O.S. in Economics)

GROUP - B.

Course -5. Sources of Ancient Indian History.

- (a) Vedic Literature - General Chronology, Nature and its Classification.
- (b) Buddhist and Jain Literature. Broad Classification and Chronology.
- (c) Special Study of the Arathasastra & Rajtarangani.
- (d) Accounts of Fahiyen & Huen Tsang.
- (e) Classification, Script and importance of Asoka and Gupta Inscriptions.

Course -6. Sources of Medieval Indian History.

- (a) Persian Sources (i) Official (ii) Non-official
- (b) Non-Persian Sources : Historical Kavyas ; Jain Works.
- (c) Coins and Inscriptions.
- (d) Archival Sources (Rajasthan State Archives, Bikaner.)  
(Only information about important Categories of documents expected.)
- (e) European Traveller's Accounts - a brief Survey of Bernier, Tavernier and Manucci's Accounts.

Course -7. Sources of Modern Indian History.

- (a) A brief description of Archival Records at National Archives and State Archives .
- (b) Private Papers of Governor - Generals and Secretaries of State (Minto- Morley, Curzon or Wavell).
- (c) News Papers and journals in English and Hindi Languages - a Select Study.
- (d) Correspondence and Works of Indian Leaders - Gandhi or Patel or Nehru.

Course -8. Sources of Rajasthan History.

- (a) Archaeological Sources and Inscriptions.
- (b) Archival Sources: Rajasthan State Archives, Bikaner- Hakeekct Bahiyas, Dastoor Qawnvar, Kagghi Bahis, Manekawc Khas (Kota).

- (c) Marathi and Persian sources. Khyat Literature-Nainsi, Bankidas & Dayaldas.
- (d) Diaries and Private papers of Jammalal Bajaj and Pt. Hiralal Shastri.
- (e) Surya Pd. Mishran, Shyamal das, Jawala Sahai, Ojha and Tod as historians.

Course -9. Principles and Practice of Historiography.

- (a) Fact in History - Historical explanation.  
Causation in History - objectivity in history.
- (b) Relationship of history with Science, Art and Social Sciences.
- (c) Trends in Historical thinking - Idealistic View of History.
- (d) The Positivists - August Comte; Social and economic determinism - Hegel and Marx.
- (e) Cyclical view of History - Spengler and Toynbee.

GROUP - C.

Course -10. Political Sociology.

(Syllabus to be recommended by B.O.S. Sociology)

Course -11. Sociology of Economic Development.

(Syllabus to be recommended by B.O.S. Economic Sociology)

Course -12. Issues in Economic History.

(Syllabus to be recommended by B.O.S. Economic History)

Course -13. Social Ideas and Institutions.

The Course shall have two parts. Both the parts shall have 50 marks each.

PART - I

- (a) The Concept and Scope of Social History - Durkheim, Parsons and Sorokin.
- (b) Universal Social Institutions and Organisation, nature, origin and growth - Tribe, clan and Family.

PART - II

- (a) Fundamental Social Institutions - Family, Varna Ideals of family life.
- (b) Growth of a rigid Caste- System. Changes in Social Institutions and Values.

**MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN HISTORY AND  
INDIAN CULTURE HELD ON 28<sup>th</sup> DECEMBER, 2018 AT 03.00 P.M. IN  
CONFERENCE ROOM, CENTRE FOR MATHEMATICAL SCIENCES, BANASTHALI  
VIDYAPITH.**

**PRESENT**

1.	Prof. Deepak Kumar	External Member
2.	Prof. Shashi Arora	External Member
3.	Dr. Amit Kumar	Internal Member
4.	Dr. Anna Varghese	Internal Member
5.	Dr. Gautam Chandra	Internal Member
6.	Dr. Shilpi Gupta	Internal Member
7.	Dr. Shalini Singh	Internal Member
8.	Dr. Sunita Kumari	Internal Member
9.	Prof. Preeti Sharma	Convener

Note: Dr. Swati Shastri (Internal Member) could not attend the meeting.

The meeting started with a welcome of the members, followed by introduction of the External Members, by the Convener of the Board of Studies for History & Indian Culture Prof. Preeti Sharma, Head, Department of History & Indian Culture, Banasthali Vidyapith.

1. The Board took up the minutes of its last meeting held on 22 April 2016. The Board resolved that the minutes of the same be confirmed.
2. The Board reviewed the existing panel of examiners in History, updated and recommended the same for each examination upto and inclusive of Master's Degree Examination as per the Bye-Law 15.03.02 of the Vidyapith. Updated panel has been sent to the Examination and Secrecy Section.
3. The Board considered and reviewed the existing Courses of Study, Curricula and Scheme of Examinations for various courses and resolved to recommend the following courses with suggested revisions/updation of the recommended books:

**3.1. B.A. Courses:**

i	First Semester	No Change
ii	Second Semester	No Change
iii	Third Semester	No Change
iv	Fourth Semester	No Change
v	Fifth Semester	Changes regarding Discipline Electives <sup>a</sup>
vi	Sixth Semester	Changes regarding Discipline Electives and one course content <sup>b</sup>

The Board reviewed the objectives, syllabi, learning outcomes of the B.A programme and approved the same.

- (a) The Board considered proposal for enhancing the course choice options for the Semesters Fifth and Sixth students by offering four electives. Accordingly it reviewed and **recommended** the addition of two Discipline Electives, namely (i) *Fundamentals of Indian Society and Culture* and (ii) *An Outline of the History of South India*. It also recommended shifting of the core courses - (HIST 303) *Tracing Women's History in Indian Society* and (HIST 304) *Trends in the Understanding of History* to the Discipline Electives pool to broaden the choice for the students. Further, the student can opt for at most 2 additional Open (Generic) audit/credit Electives from any discipline, across the Vidyapith, opting at most 1 per semester in Semester III and beyond with prior permission of the respective heads and time table permitting.

The syllabi of the proposed courses are detailed in **Annexure -II**.

- (b) The Board discussed the revised syllabus proposed for BA Sixth Semester Course- (HIST 304) *Trends in the Understanding of History*, considering the fact that the existing course is quite exhaustive to be covered in a single semester. It **resolved to recommend** the suggested syllabus. The recommended syllabus of the course is detailed in **Annexure -II**. The Board also **recommended** implementing the proposed revisions in syllabus of *Trends in the Understanding of History* for students of Sixth Semester from **Dec 2019-April/May, 2020**.

- (c) The Board considered the existing Foundation Course *Indian Heritage* and deliberated upon proposed changes regarding its title and contents. It resolved to recommend *Indian Cultural Heritage* as the revised title and approved relevant content. The revised course is given in **Annexure-II**.

Programme specific outcomes and the list of Disciplinary/Foundation courses of the B.A. programme is attached herewith and marked as **Annexure-I**.

The revised syllabi, learning outcomes, list of recommended books and e-resources of the B.A. programme are attached herewith and marked as **Annexure-II**.

The Board also **recommended** implementation of the changes from **Academic Session 2019-20**.

### 3.2. M.A.(History) Courses:

i	First Semester	No Change
ii	Second Semester	No Change
iii	Third Semester	Changes <sup>a, b, c</sup>
iv	Fourth Semester	Changes <sup>a, b, c, d</sup>

The Board considered and reviewed the existing Courses of Study, Curricula and Scheme of Examinations for MA(History) programme.

The Board reviewed the objectives, syllabi, learning outcomes of the M.A programme. There has been no change proposed in Semester First and Second.

The Board discussed the recent research trends in History and in the light of the deliberations held, it **resolved to recommend** inclusion of courses of the latest disciplinary developments, with an emphasis on in depth study and self learning, development of critical thinking and analytical abilities, and research orientation of the learners in Semesters Third and Fourth. For this, the choice for Semesters Third and Fourth Elective Courses has been enhanced with new **Electives**, and **Reading Electives**, respectively for each semester and provision for addition of **Open Elective** in Fourth Semester. While the elective courses are designed in a way to encourage students to explore the discipline from varied perspectives and develop comprehensive approach. The open elective option enables them to approach subjects across disciplinary boundaries.

**3.2. (a)** The recommended **Discipline Elective** courses are as follows:

- HIST 504 India since Independence
- Environmental History of India
- Cinema Studies in History
- Partition Studies
- 1857: Indian History's Turning Point
- HIST 503 Gender History
- Modern Social and Economic Thinkers
- Intersection of Art and Science through Human Civilization
- Introduction to Indian Folklore
- South Indian History and Culture (Earliest times to 1565 AD)

**3.2. (b)** The proposed **Readings Electives** are as follows:

- Food Culture and History
- History of Warfare
- Book History
- Museums in History
- Big Ideas In the History of Science  
<https://www.conted.ox.ac.uk/courses/big-ideas-in-the-history-of-science?code=O18P492HIW>
- Film Appreciation- Hindi Cinema  
<https://swayam.gov.in/courses/4956-filmappreciation-hindi-cinema>
- A Global History of Architecture  
<https://www.edx.org/course/a-global-history-of-architecture>
- Global History Lab  
<https://www.edx.org/course/a-global-history-of-architecture>
- Architecture of the Railway, Canal and Steamship Age



<https://www.conted.ox.ac.uk/courses/architecture-of-the-railway-canal-and-steamship-age?code=O18P431HCW>

- Folk and Minor Art in India  
[https://onlinecourses.nptel.ac.in/noc16\\_hs13](https://onlinecourses.nptel.ac.in/noc16_hs13)
- Cultural Heritage in Transformation  
<https://www.edx.org/course/cultural-heritage-in-transformation>

Further, the student has to opt 1 Open (Generic) credit Elective from any discipline across the Vidyapith in Semester Fourth with the prior permission of the respective heads and time table permitting.

The syllabi of the proposed courses are detailed in **Annexure-IV**.

The Board also **recommended** implementation of the changes from **Academic Session 2019-20**.

- 3.2. (c)** The Board reviewed and recommended the change of course title of *Project Writing* in MA Fourth Semester to ***Dissertation***. The guidelines for the writing of the same have also been approved by the Board and are detailed in **Annexure -IV**.

The Board also **recommended** implementing the proposed revisions in course ***Dissertation*** for students of Fourth Semester from **Dec 2019- April/May, 2020**.

**Resolved to recommend** the proposed Discipline Electives, Reading Electives, and updated recommended books and e-resources of the MA courses.

Programme specific outcomes and the list of courses of the M.A. programme is attached herewith and marked as **Annexure-III**.

The syllabus, learning outcomes, list of recommended books and e-resources of the M.A. programme is attached herewith and marked as **Annexure-IV**.

### **3.3. M. Phil (History) Courses:**

Regarding M.Phil. Courses of Study, Curricula and Scheme of Examinations, the Board discussed introduction of the two semester scheme as per revised UGC norms.

**Resolved to recommend** that the details may be drafted by a University level Committee comprising of all departments offering M.Phil. Courses.

### **3.4. Diploma in Archival Studies & Records Management.**

The Board considered and agreed to the fact that the existing five courses structure is very lengthy for a part time course. Accordingly it resolved to recommend the proposal to reduce it to a four courses programme to make it more feasible and useful to the learners.

Programme specific outcomes and the list of courses of the M.A. programme is attached herewith and marked as **Annexure - V**.

The syllabus, learning outcomes, list of recommended books and e-resources of the M.A. programme is attached herewith and marked as **Annexure - VI**.

The Board also **recommended** implementation of the changes from **Academic Session 2019-20**.

4. The Board reviewed the curriculum for the courses running in the other programmes of the Vidyapith.

<b>Master of Arts (Economics)</b>		
SSC 402	Social Science Perspectives	No Change
HIST503	Gender History	No Change
HIST504	India Since Independence	No Change
<b>Master of Arts (Pol. Sci)</b>		
SSC402	Social Science Perspectives	No Change
HIST503	Gender History	No Change
HIST504	India Since Independence	No Change
<b>Master of Arts (Psychology)</b>		
SSC402	Social Science Perspectives	No Change
HIST503	Gender History	No Change
HIST504	India Since Independence	No Change
<b>Master of Arts (Sociology)</b>		
SSC402	Social Science Perspectives	No Change
HIST503	Gender History	No Change
HIST504	India Since Independence	No Change

The syllabus, learning outcomes, list of recommended books and e-resources of the above courses is attached herewith and marked as **Annexure-IV**.

5. The Board of Studies reviewed the Examiners' Reports from BA, MA, M. Phil examinations and considered their observations.

Majority of the examiners have given satisfactory comments in all papers. The general observations of the examiners included that:

- Mostly answers were to the point and appropriate.
- Few answers were vague.
- Illegible writing.
- Few answers were very short.

Some examiners also put forth suggestions like:

- Enhancement of the students' writing skills
- Use of maps for political question may be attempted
- 10-20 objective questions may be included to assess students' understanding
- Question numbers to be correctly noted

- Use of empirical evidence and clear framing of the argument especially for MA
- Consultation of authentic and primary readings
- Innovative way of expressing answer may be through a workshop

6. The Board of Studies reviewed the semester examinations question papers and observed the following points:

The **B.A. Examination** question papers mainly emphasizes on descriptive and evaluative types. The questions have largely been descriptive, information centric, critical and analytical types.

**M.A. Examination** question papers are generally theoretical, explanatory, analytical, application oriented and descriptive type.

**M.Phil. question** papers reflect balancing approach emphasizing evaluation of the disciplinary knowledge of the students and their familiarity with and application of new research dimensions.

7. External Member Prof. Deepak Kumar suggested that a new course on ‘Science and Society’ may be introduced as an online course. He opined that since Banasthali Vidyapith has many courses which are inter disciplinary in nature and offers courses in the field of science and technology, an online course on science and society would be quite viable. This can be inclusive of the history of technology, history of electricity which can describe the influence of electricity in the domestic life of Rajasthan, the introduction of electric pumps and its effect on agriculture, the difference it made in the field of production, change in the scenario of desert, the history of wind mills, solar panels etc. This can also include topics on canals, tool making and sophisticated technological advancements.

Finally the external members congratulated the Department for the meticulous effort in proposing the various new courses and incorporating latest trends for updating the discipline.

The meeting ended with a vote of thanks to the Chair.

**ANNEXURE- II**

**NAME OF PROGRAMME: BA**

**Course Details: (To be provided in the below mentioned table)**

**SEMESTER I**

S. N.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
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1	<p><b>Course Code</b></p> <p>Course Name <b>Indian Cultural Heritage</b> (Foundation Course)</p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Comprehend the importance of Culture as a specific field of heritage studies.</li> <li>Differentiate between the 'material' and 'non-material' aspects of cultural heritage.</li> <li>Recognize heritage as a 'process' as well as a 'product' of human activities.</li> <li>Appreciate the expansion and sustenance of Indian cultural heritage.</li> </ul>	<p><del>1. Significance of Heritage.</del>  <del>2. Unity in diversity in Indian culture.</del>  <del>3. Influence of Ramayan and Bhagvad Gita on Indian culture.</del>  <del>4. Cultural Contribution of Buddhism &amp; Jainism.</del>  <del>5. Promotion of cultural synthesis in Medieval Indian thought.</del>  <del>(a) Bhakti Movement (with special reference to Nanak &amp; Kabir)</del>  <del>(b) Study of Sufism with special reference to Chishtia Cult.</del>  <del>(c) Growth of cultural harmony as reflected in Architecture and Music.</del>  <del>6. Impact of West on Indian Culture.</del>  <del>7. Nature of Social Reform Movements.</del>  <del>8. Growth and Impact of Nationalism in India.</del>  <del>9. Gandhi's views on Non-violence, Satyagraha and Untouchability.</del>  <del>10. Contribution of Indian Constitution towards the development of Secularism and Egalitarian Society.</del></p>	<ul style="list-style-type: none"> <li>Cultural Heritage: Its Constituents and Significance</li> <li>Plurality of Cultures: Unity in Diversity</li> <li>Influence of Bhagvad Gita and Ramayan on Indian culture: Formation of Self and Social Values</li> <li>Contribution of Buddhism &amp; Jainism: Ethics in Human Life</li> <li>Indigenous Knowledge System: Contributions to Education and Science</li> <li>Development of Composite Culture: Indo-Islamic Art, Bhakti and Sufism</li> <li>Interaction between Indian and Western Cultures: Education and Society</li> <li>Gandhi's views on Non-violence and Social Issues</li> <li>The Popular Culture: Food, Sports and Festivals</li> <li>The Making of Greater India: Expansion of Culture beyond Boundaries</li> <li>Constitutional Provisions for Sustenance of Cultural Values</li> <li>Conservation of Heritage: Issues and Measures</li> </ul> <p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Basham, A.L. (2004). <i>The Wonder that was India</i>. England: Picador.</li> <li>Bhattacharya, H. (Ed.). <i>Cultural Heritage of India</i> (in 5 Vol.). Calcutta: Sri Ram Krishna Mission.</li> <li>Dinkar, Ramdhari Singh (1956). <i>Sanskriti ke Char Adhyay</i>, Allahabad: Lok Bharti Prakashan.</li> <li>Kabir, Humayun (1947). <i>Our Heritage</i>. Bombay.</li> <li>Nehru, J.L. (1981). <i>The Discovery of India</i>, J.L. Nehru Memorial Fund, Oxford University Press.</li> <li>Nehru, J.L. (2001). <i>Hindustan ki kahani</i>, Sasta Sahitya Mandal Prakashan., (Hindi)</li> <li>Pandey, Susmita (1989). <i>Medieval Bhakti Movement: its History and philosophy</i>, Kusumawali Prakashan, Meerut.</li> <li>Raza, M. (1961). <i>Introducing India</i>. Aligarh: Aligarh Muslim University.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Sri Aurobindo. (1953). <i>Foundations of Indian Culture</i>. New York, NY: The Sri Aurobindo Library. Retrieved from <a href="https://archive.org/details/FoundationsOfIndianCultureAurobindo/page/n5">https://archive.org/details/FoundationsOfIndianCultureAurobindo/page/n5</a></li> <li>World Heritage Sites, Culture and Heritage, in 'Know India', An Initiative under india.gov.in, <a href="http://knowindia.gov.in/culture-and-heritage/">http://knowindia.gov.in/culture-and-heritage/</a></li> </ul>	<p>[Title and Syllabus revised]</p> <p>[Recommended Books Update and Inclusion of E-Resources]</p>
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2	<p>Course code <b>HIST 101</b></p> <p>Course Name <b>History of Early India (upto Mauryan Age)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend different types of sources of early Indian history</li> <li>• Be acquainted with trends of political developments in early India</li> <li>• Orient themselves to continuity of cultural evolution beginning from the Lithic Ages</li> <li>• Familiarise themselves with regional and Indian stylistic development of aesthetics</li> </ul>	<p><b>Recommended Readings:</b></p> <p>Basham, A. L., <i>The Wonder that was India</i> (also in Hindi), Rupa &amp; Co. 1954.</p> <p>Majumdar, R.C., <i>Ancient India</i>, Motilal Banarasidas, 1952.</p> <p>Mookerjee, R.K., <i>Chandragupta Maurya and his Times</i> (Also in Hindi), 1943.</p> <p>Singh, Upinder, <i>A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century</i>, Pearson Longman, Delhi, 2009.</p> <p>Thapar, Romila, <i>History of India</i>, Vol. I, Oxford, 1990.</p> <p>Thapar, Romila, <i>Ashoka and the Decline of Maurayas</i>, OUP, 1997.</p> <p>Tripathi, R.S., <i>History of Ancient India</i> (also in Hindi). Motilal Banarasidas, 1992.</p> <p>डा. डी.एन. और श्रीमाली, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, 1981.</p> <p>श्रीवास्तव, के. सी., प्राचीन भारत का इतिहास और संस्कृति, यूनाइटेड बुक डिपो, इलाहाबाद, 1991.</p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Basham, A.L. (2004 rptnt). <i>The Wonder that was India</i>. England: Picador. (Also in Hindi)</li> <li>2. Chakravarti, Ranveer (2014). <i>Bharatiya Itihasa ka Aadikal: Prachintam Parva se 600 tak</i>. Delhi: Orient Blackswan. (Hindi)</li> <li>3. Jha, DN, Shrimali, KM (2013) <i>Prarambhik Bharat ka Itihasa</i>, Delhi: Delhi University Hindi Medium Directorate. (Hindi)</li> <li>4. Sharma, RS. (2015). <i>History of Early India</i>, Delhi: Orient Blackswan. (Also in Hindi)</li> <li>5. Sharma, RS. (2018). <i>History of Early India</i>, Delhi: OUP (Also in Hindi)</li> <li>6. Singh, Upinder. (2009). <i>A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century</i>. Delhi: Pearson.</li> <li>7. Srivastava, KC (2010), <i>Prachin Bharat ka Itihas tatha Sanskriti</i>, Delhi: United Book Depot. (Hindi)</li> <li>8. Thapar, R. (1990). <i>History of India</i>, Vol. I. Delhi: Oxford. (Also in Hindi)</li> <li>9. Tripathi, R.S. (1992). <i>History of Ancient India</i>, Delhi: Motilal Banarasidas. (Also in Hindi)</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Thapar, Romila. (1968). <a href="https://www.jstor.org/stable/pdf/2504471.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d">Interpretations of Ancient Indian History. History and Theory</a>, Vol. 7, No. 3 (1968), pp. 318-335. Retrieved from <a href="https://www.jstor.org/stable/pdf/2504471.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d">https://www.jstor.org/stable/pdf/2504471.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d</a></li> <li>• Childe, Vere Gordon. (1944). <i>The Story of Tools</i>. London: Cobbett Publishing. Retrieved from <a href="https://www.marxists.org/archive/childe/1944/tools/childetools.htm">https://www.marxists.org/archive/childe/1944/tools/childetools.htm</a></li> <li>• Romila Thapar, Kunal Chakrabarti and Geeti Sen. (2004). <i>Interpretations of Indian History. India International Centre Quarterly</i>. Vol. 31, No. 2/3, Retrieved from <a href="https://www.jstor.org/stable/pdf/23006218.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d">https://www.jstor.org/stable/pdf/23006218.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d</a></li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>
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S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
3	<p>Course Code- HIST 103</p> <p>Course Name – History of Medieval India (1000 to 1526 AD)</p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Define the struggling phase of an era of transformation in medieval India.</li> <li>Understand the advent of Islam and role of the Sultanate in the development of new political system and policies in India.</li> <li>Identify how the disintegration of an empire leads to the rise of regional powers.</li> <li>Comprehend technical developments and socio-cultural relation of two different societies.</li> </ul>	<p><b>Recommended Readings:</b></p> <p>एस.लाल, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली, पुनर्मुद्रण, 2006</p> <p>Bhargav Meena, <i>Exploring Medieval India, Sixteenth to Eighteenth Centuries: Culture, Gender and Regional Patterns</i>, Orient Black Swan, 2010.</p> <p>Chandra, Satish, <i>History of Medieval India</i>, Orient Black Swan, New Delhi, 2007.</p> <p>Chandra, Satish, <i>Medieval India: From Sultanate to the Mughals, Part I</i>, Delhi Sultanate (1205-1526), Haranand Publishers, New Delhi, 1999.</p> <p>धरजयी, एस.ए.ए., खलजीकालीन भारत, तुगलककालीन भारत, राजकमल प्रकाशन, नई दिल्ली, 2005.</p> <p>Habib, Irfan, <i>Medieval India: The Study of civilization</i>, NBT, Delhi, 2007.</p> <p>Habib, Irfan, <i>Technology in Medieval India</i>, Delhi: Tulika Publication, 2008.</p> <p>Habibullah, A.B.M., <i>The Foundation of Muslim Rule in India</i>, Allahabad: Central Book Depot. (Also in Hindi)</p> <p>Khan, Yusuf Husain, <i>Glimpses of Medieval Indian Culture</i>, Asia Publishing House, 1957.</p> <p>Lal, K.S., <i>History of Khaljis</i>, Agra, 1970.</p> <p>Mukhia, H., <i>Perspectives on Medieval India</i>, Delhi, 1994. (Hindi)</p> <p>वर्मा, हरिश्चंद्र, मध्यकालीन भारत 750-1540 ऋ, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली, 2008.</p> <p>Pande, A.B., <i>Early Medieval India</i>, Allahabad: Central Book Depot, 1965</p> <p>चद, सतीश, मध्यकालीन भारत राजनीति, समाज और संस्कृति, ओरियेंट लॉगमेन, नई दिल्ली 2007.</p> <p>जौरी, आरखण्ड और श्रीवास्तव, कन्हैयालाल, मध्ययुगीन भारतीय समाज एवं संस्कृति, सू.पी. हिन्दी ग्रन्थ अकादमी</p> <p>Srivastava, A.L., <i>Bharat ka Itihas</i>, Agra: Shival and Company., 1965 (Also in English)</p> <p>अक्षरक, के.एम., हिन्दुस्तान के निवासियों का जीवन और उनकी परिस्थितिया लईक अहमद, मध्यकालीन भारतीय संस्कृति, ताारवा पुस्तक भवन, इलाहाबाद</p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Bhargav, M. (2010). <i>Exploring Medieval India, Sixteenth to Eighteenth Centuries: Culture, Gender and Regional Patterns</i>. Delhi: Orient Black Swan.</li> <li>Chandra, S. (1999). <i>Medieval India: From Sultanate to the Mughals, Part I</i>, Delhi Sultanate (1205-1526). New Delhi: Haranand Publishers.</li> <li>रिजवी, एस.ए.ए. (2005) <i>खलजीकालीन भारत तुगलककालीन भारत नई दिल्ली राजकमल प्रकाशन.</i></li> <li>Habib, Irfan. (2008). <i>Technology in Medieval India</i>. Delhi: Tulika Publication.</li> <li>Habib, Irfan. (2007). <i>Medieval India: The Study of Civilization</i>. Delhi: NBT.</li> <li>Habibullah, A.B.M. <i>The Foundation of Muslim Rule in India</i>. Allahabad: Central Book Depot.</li> <li>Mukhia, H. (2001). <i>Madhyakaleen Bharat :Naye Aayam</i>. Delhi: Neha Publishers.</li> <li>चद, सतीश (2007). <i>मध्यकालीन भारत राजनीति, समाज और संस्कृति नई दिल्ली ओरियेंट लॉगमेन.</i></li> </ol> <p><b>Suggested E-resources:</b></p> <ul style="list-style-type: none"> <li>Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms. Retrieved from <a href="http://www.historydiscussion.net/&gt;...&gt;Disintegration-&gt;Disintegration of Delhi Sultanate.https://archive.org">www.historydiscussion.net &gt; ... &gt; Disintegration &gt; Disintegration of Delhi Sultanate.https://archive.org</a></li> <li>The Qutb Complex: An Overview. Retrieved from <a href="https://www.sahapedia.org/the-qutb-complex-overview">https://www.sahapedia.org/the-qutb-complex-overview</a>.</li> <li>Urban Centers and Population during the Sultanate and Mughal Period. Retrieved from <a href="http://www.yourarticlelibrary.com/mughals/the-urban-development-in...the-mughal.../4348">www.yourarticlelibrary.com/mughals/the-urban-development-in...the-mughal.../4348</a></li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

**SEMESTER II**

S.N.	Course	Learning outcome	Existing	Suggested Syllabus	Remarks
4	<p>Course Code-<b>HIST 102</b></p> <p>Course Name-<b>History of India (200 BC to 1000 AD)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Visualise rise of imperial, regional and Rajput powers in ancient India</li> <li>• Assess the consolidation of foreign powers on Indian soil</li> <li>• Comprehend Indian social transformations in early Christian centuries</li> <li>• Understand overseas expansion of Indian culture</li> </ul>	<p><b>Books Recommended:</b></p> <p>Basham, A. L., <i>The Wonder that was India</i> (also in Hindi), Rupa &amp; Co. 1954.</p> <p>Devahuti, D., <i>Harsha, A Political History.</i>, 1999</p> <p>Majumdar, R.C., <i>Ancient India</i>, Motilal Banarasidas, 1952.</p> <p>Singh, Upinder, <i>A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century</i>, Pearson Longman, Delhi, 2009.</p> <p>Thapar, Romila, <i>History of India</i>, Vol. I, OUP, Delhi., 1990</p> <p>Thapar, Romila, <i>Ashoka and the Decline of Mauryas</i>, OUP, Delhi., 1997.</p> <p>डा. डी.एन. और श्रीमाली, प्राचीन भारत का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, 1981.</p> <p>श्रीवास्तव, के. सी., प्राचीन भारत का इतिहास और संस्कृति, यूनाइटेड बुक डिपो, इलाहाबाद, 1991.</p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Basham, A.L. (2004 rptmt). <i>The Wonder that was India</i>. England: Picador. (Also in Hindi)</li> <li>2. Chakravarti, Ranveer (2014). <i>Bharatiya Itihasa ka Aadikal: Prachintam Parva se 600 tak</i>. Delhi: Orient Blackswan. (Hindi)</li> <li>3. Jha, DN, Shrimali, KM (2013) <i>Pravambhik Bharat ka Itihasa</i>, Delhi: Delhi University Hindi Medium Directorate. (Hindi)</li> <li>4. Sharma, RS. (2015). <i>History of Early India</i>, Delhi: Orient Blackswan. (Also in Hindi)</li> <li>5. Sharma, RS. (2018). <i>History of Early India</i>, Delhi: OUP (Also in Hindi)</li> <li>6. Singh, Upinder. (2009). <i>A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century</i>. Delhi: Pearson.</li> <li>7. Srivastava, KC (2010), <i>Prachin Bharat ka Itihas tatha Sanskriti</i>, Delhi: United Book Depot. (Hindi)</li> <li>8. Thapar, R. (1990). <i>History of India</i>, Vol. I. Delhi: Oxford. (Also in Hindi)</li> <li>9. Tripathi, R.S. (1992). <i>History of Ancient India</i>, Delhi: Motilal Banarasidas. (Also in Hindi)</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Desai, <a href="https://www.jstor.org/stable/pdf/3517423.pdf?refreqid=search%3A16df57599d47b575a74d74c1f53d2fb1">Devangana</a>, Social Dimensions of Art in Early India, <i>Social Scientist</i>, Vol. 18, No. 3 (Mar., 1990), pp. 3-32. Retrieved from <a href="https://www.jstor.org/stable/pdf/3517423.pdf?refreqid=search%3A16df57599d47b575a74d74c1f53d2fb1">https://www.jstor.org/stable/pdf/3517423.pdf?refreqid=search%3A16df57599d47b575a74d74c1f53d2fb1</a></li> <li>• Shastri, <a href="#">Ajay Mitra</a>. (2001) Formative Phase of the Western Deccan Sātavāhanas and Ksaharātas: Achronological Review. <i>Annals of the Bhandarkar Oriental Research Institute</i>, Vol. 82, No. ¼. Pp. 57-72. Retrieved from</li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>



				<a href="https://www.jstor.org/stable/pdf/41694631.pdf?refreqid=search%3A7c2f3965ed1d0d94ca40bd2b1b1f1df3">https://www.jstor.org/stable/pdf/41694631.pdf?refreqid=search%3A7c2f3965ed1d0d94ca40bd2b1b1f1df3</a>	
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S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
5	<p>Course Code- <b>HIST 104</b></p> <p>Course Name- <b>History of Medieval Period (1526 – 1707 A.D.)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Appreciate the significance of composite culture</li> <li>Understand Mughal policies, administrative system and their military establishment</li> <li>Elaborate the growth of economic institutions and social change in medieval age.</li> <li>Define the significance of Mughal rulers as they established a new empire in India, its relation with the Central Asian empires, the commercial</li> </ul>	<p><b>Recommended Readings:</b></p> <p>Bhargav, Meena, <i>Exploring Medieval India, Sixteenth to Eighteenth Centuries: Culture, Gender and Regional Patterns</i>, Orient Black Swan; First edition (2010)</p> <p>Bhargav, Meena, <i>The Decline of the Mughal Empire</i>, 2014, OUP</p> <p>Brown, Percy, <i>Indian Architecture (Islamic Period)</i>, Taraporvals co.private ltd., Bombay, 1942.</p> <p>Chandra, Satish, <i>History of Medieval India</i>, Orient Black Swan, New Delhi, 2007</p> <p>Chandra, Satish, <i>Medieval India, Part II, Mughal Period</i>, Haranand Publishers, New Delhi, 1999 (Also in Hindi).</p> <p>Habib, Irfan, <i>Medieval India: The Study of civilization</i>, NBT, Delhi, 2007.</p> <p>Habib, Irfan, <i>Technology in Medieval India</i>, Delhi: Tulika Publication, 2008.</p> <p>श्रमनाथ, मध्यकालीन कलायें और उनका विकास, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर.</p> <p>Khan,Yusuf Husain, <i>Glimpses of Medieval Indian Culture</i>, Asia Publishing House, 1957.</p> <p>Mehta, J. L., <i>Mughal Empire, Vol. II, Medieval Indian Society and Culture</i>, Sterling Publishers, Delhi., 2009</p> <p>Mukhia, H., <i>Perspectives on Medieval India</i>, Delhi, 1994.(Also in Hindi)</p> <p>वर्मा, हरिश्चंद्र, मध्यकालीन भारत (1540-1761 ई.). हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली, 2008.</p> <p>चंद्र, सतीश, मुगलों की धार्मिक नीतियों : राजपूत समुदाय एवं दक्षिण. नई दिल्ली, 2004.</p> <p>Qureshi, I. H., <i>The Administration of the Mughal Empire</i>, Karachi, 1966.</p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Bhargav, M., (2010). <i>Exploring Medieval India, Sixteenth to Eighteenth Centuries: Culture, Gender and Regional Patterns</i>. Orient Black Swan, First edition.</li> <li>Chandra, S., (2007). <i>History of Medieval India</i>. New Delhi: Orient Black Swan.</li> <li>Chandra, S., (1999). <i>Medieval India, Part II, Mughal Period</i>. New Delhi: Haranand Publishers.</li> <li>Habib, I., (2007). <i>Medieval India: The Study of civilization</i>. Delhi: NBT.</li> <li>Richards, J.F., (2001). <i>The Mughal Empire</i>. Cambridge University Press.</li> <li>वर्मा, हरिश्चंद्र (2008). मध्यकालीन भारत (1540-1761 ई.) दिल्ली हिन्दी माध्यम कार्यान्वयन निदेशालय</li> <li>चंद्र, सतीश (2004). मुगलों की धार्मिक नीतियों : राजपूत समुदाय एवं दक्षिण. नई दिल्ली वाणी प्रकाशन</li> </ol> <p><b>Suggested E-resources:</b></p> <ul style="list-style-type: none"> <li>K. N. Chaudhuri. Some Reflections on the Town and Country in Mughal India. Retrieved from <a href="https://www.jstor.org/stable/311823">https://www.jstor.org/stable/311823</a></li> <li>The Mughal Period Boundless Art History. Retrieved from <a href="http://course.lumenlearning.com">http://course.lumenlearning.com</a></li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

		and cultural relations between India, China and Europe.	Richards, John. f, <i>The Mughal Empire</i> , Cambridge University Press, 2001 Srivastava, A.L, <i>Bharat ka Itihas, Shivlal and company, Agra, (Also in English).</i> , 1965 लईक अहमद, मध्यकालीन भारतीय संस्कृति, शारदा पुस्तक भवन, इलाहाबाद.	
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### SEMESTER III

S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
6	Course Code- <b>HIST 202</b>  Course Name- <b>Political History of Modern India (1757-1947)</b>	After the completion of the course, students will be able to: <ul style="list-style-type: none"> <li>Develop critical thinking about the political impact of British Raj</li> <li>Understand how India got independence with partition</li> <li>Evaluate the structure of British administrative system.</li> <li>Locate the nature of various peasant, tribal movement and the discourse on 1857 event.</li> </ul>	<b>Books Recommended:</b> <ol style="list-style-type: none"> <li>Chandra, Bipan et.al., <i>India's Struggle for Independence 1857-1947</i>, Penguin, Delhi, 1996.</li> <li>Desai, A.R., <i>Peasant Struggles in India</i>, Oxford, Bombay, 1979.</li> <li>Fisher Michael H., <i>The Politics of the British Annexation of India, 1757-1857</i>, Oxford, 1999.</li> <li>Grover, B. L., Yashpal, <i>Advanced Study of the History of Modern India</i>, Allied, Delhi, 2000. (also in Hindi)</li> <li>Prasad, Bimla, <i>Bondage and Freedom (1858-1947)</i>, Vol. II, Rajesh Publications, New Delhi.</li> <li>Sarkar, Sumit, <i>Modern India 1885-1947</i>, Macmillan, Delhi, Reprinted 1998.</li> <li>संबर्दस, पी. ड., ब्रिटिश कालीन भारत का इतिहास, एस. चंद एण्ड क. सिमिटेड, दिल्ली, 1974.</li> <li>जुवक, रामलखन, आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय, हिन्दी डाइरेक्टोरेट, दिल्ली, 1998</li> <li>सिंह, अयोध्या, भारत का मुक्ति संग्राम, प्रकाशन संस्थान, दिल्ली, 1992</li> </ol>	<b>Recommended Books:</b> <ol style="list-style-type: none"> <li>Chandra, B. (1996). <i>India's Struggle for Independence 1857-1947</i>. Delhi: Penguin.</li> <li>Desai, A.R. (1979). <i>Peasant Struggles in India</i>. Bombay: Oxford University Press.</li> <li>Fisher, M. H. (1999). <i>The Politics of the British Annexation of India, 1757-1857</i>. Oxford University Press.</li> <li>Grover, B. L. &amp; Yashpal. (2000). <i>Advanced Study of the History of Modern India</i>. Delhi.</li> <li>Prasad, B. <i>Bondage and Freedom (1858-1947)</i> Vol. II. New Delhi: Rajesh Publications.</li> <li>Sarkar, S. (1998). <i>Modern India 1885-1947</i>. Delhi: Macmillan.</li> </ol> <p>संबर्दस, पी. ड., ब्रिटिश कालीन भारत का इतिहास, एस. चंद एण्ड क. सिमिटेड, दिल्ली, 1974.</p> <p>जुवक, रामलखन, आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय, हिन्दी डाइरेक्टोरेट, दिल्ली, 1998</p> <p>सिंह, अयोध्या, भारत का मुक्ति संग्राम, प्रकाशन संस्थान, दिल्ली, 1992</p> <b>Suggested E- Resources:</b> <ul style="list-style-type: none"> <li>The Eighteenth Century Debate. Retrieved from <a href="http://egyankosh.ac.in/youtubevideo.jsp?src=gHbBoCveEgo&amp;title=The%20Eighteenth%20Century%20Debate-1">http://egyankosh.ac.in/youtubevideo.jsp?src=gHbBoCveEgo&amp;title=The%20Eighteenth%20Century%20Debate-1</a></li> <li>Harriet, Martineau. British Rule in India. Retrieved from <a href="https://archive.org">https://archive.org</a></li> </ul>	<b>[No Change in Syllabus]</b>  <b>[Recommended Books Updation and Inclusion of E-Resources]</b>

S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
7	<p>Course Code- <b>HIST 203</b></p> <p>Course Name- <b>Social and Economic History of Modern India (1707-1947)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Develop the critical thinking about the colonial &amp; exploitative character of British Raj.</li> <li>Locate the history of education, profession and institutionalization of knowledge.</li> <li>Evaluate the nature of socio-religious movement in modern India and write an assignment on the same.</li> <li>Understand the recent trends of historiography on science, technology, and environment.</li> </ul>	<p><b>Recommended Readings:</b></p> <p>Bandyopadhyay, Sekhar, <i>From Plassey to Partition: A History of Modern India</i>, Orient Blackswan, New Delhi, 2004. Also in Hindi.</p> <p>Bagchi, Amiya, <i>Colonialism and Indian Economy</i>, Oxford University Press, 2010</p> <p>Bayly, C. A. <i>Rulers, Townsmen and Bazaars: North Indian Society in the age of British Expansion 1770-1870</i> (Cambridge University Press, 1988).</p> <p>Bhattacharya, Sabyasachi. <i>Aadhunik Bharat ka Aarthik Itihas</i> (Delhi: Rajkamal Prakashan, 1990). <b>In Hindi.</b></p> <p>Bhattacharya, Sabyasachi, <i>British Rajya ke Vittiya Adhar</i>, MacMillian, Delhi, 1976.</p> <p>Bhatia, B. M. <i>Famines in India: A study in some aspects of the Economic History of India with special reference to Food Problem, 1860-1990</i> (Konark Publishers, 1991).</p> <p>Chandra, Bipan. <i>The Rise and Growth of Economic Nationalism in Modern India</i> (Delhi: People's Publishing House, 1966). <b>Also in Hindi.</b></p> <p>Desai, A.R. <i>Social Background of Indian Nationalism</i> (Bombay: Popular Prakashan, 1948). <b>Also in Hindi.</b></p> <p>Grover, B. L. &amp; Yashpal. <i>Adhunik Bharat Kalthihas</i> (Delhi: S. Chand). <b>In Hindi.</b></p> <p>Guha, Ranajit. <i>A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement</i> (Delhi: Orient Longman, 1982).</p> <p>Heimsath, Charles. <i>Hindu Nationalism and the Indian Social Reform Movement</i> (Princeton, 1964).</p> <p>Jones, Kenneth W. <i>Socio-religious Reform Movements in India</i> (Cambridge: Cambridge University Press, 1994).</p> <p>Kumar, Deepak. <i>Science and the Raj 1857-1905</i> (Oxford University Press, 1995). <b>Also in Hindi.</b></p> <p>Kumar, D. &amp; T. Raychaudhuri (ed.). <i>Cambridge Economic History of India, vol. II</i> (Cambridge, 1982).</p> <p>Kumar, Ravindra, <i>Adhunik Bharat ka Samajik Itihas</i>, Grantha Shilpi, Delhi, 1998</p> <p>Marshall, P. J. <i>The Eighteenth Century in Indian History</i> (Oxford University Press, 2005).</p> <p>Misra, B. B. <i>The Indian Middle Classes: Their Growth</i></p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Bagchi, A. (2010). <i>Colonialism and Indian Economy</i>. Oxford University Press.</li> <li>2. Bandyopadhyay, S. (2004). <i>From Plassey to Partition: A History of Modern India</i>. New Delhi: Orient Blackswan.</li> <li>3. Bhatia, B. M. (1991). <i>Famines in India: A study in some aspects of the Economic History of India with special reference to Food Problem, 1860-1990</i>. Konark Publishers.</li> <li>4. Bhattacharya, S. (1990). <i>Aadhunik Bharat ka Aarthik Itihas</i>. Delhi: Rajkamal Prakashan.</li> <li>5. Kumar, Deepak. (1995). <i>Science and the Raj 1857-1905</i>. Oxford University Press.</li> <li>6. Marshall, P. J. (2005). <i>The Eighteenth Century in Indian History</i>. Oxford University Press.</li> <li>7. Rao, M.S.A. (1978). <i>Social Movements in India, Vol. I and Vol. II</i>. Delhi: Manohar.</li> <li>8. Roy, Tirthankar. (2000). <i>The Economic History of India 1857-1947</i>. Oxford University Press.</li> <li>9. Shukla, R. L. (ed). (1998). <i>Aadhunik Bharat ka Itihas</i>. Delhi: Hindi Madhyam Karnvyan Nideshayalaya).</li> </ol> <p><b>Suggested E- Resources:</b></p> <ul style="list-style-type: none"> <li>• Ghosh, Suresh Chandra. The Genesis of Curzon's University Reform: 1899-1905. Retrieved from <a href="https://www.jstor.org/stable/pdf/41820809.pdf?refreqid=search%3A693c83af8aa2f3bad4dcb22fb4746b8">https://www.jstor.org/stable/pdf/41820809.pdf?refreqid=search%3A693c83af8aa2f3bad4dcb22fb4746b8</a></li> <li>• Naoroji, D. Poverty and Un-British Rule in India. Retrieved from <a href="https://archive.org/details/povertyandunbri00naorgoog/page/n6">https://archive.org/details/povertyandunbri00naorgoog/page/n6</a></li> <li>• Premchand. Godaan. Retrieved from <a href="https://www.youtube.com/watch?v=3ZwcFPLHoUc">https://www.youtube.com/watch?v=3ZwcFPLHoUc</a></li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

			<p><i>in Modern Times</i>) Oxford University Press. 1961).  Misra, Girish. <i>Aadhunik Bharat ka Aarthik Itihas</i> (Delhi, 1997) <b>in Hindi</b>.  Panigrahi, D.N. (ed.), <i>Economy, Society and Politics in Modern India</i>, Vikas Publishing House, Delhi, 1985.  Rao, M.S.A., <i>Social Movements in India</i>, Vol. I and Vol. II (Delhi, Manohar, 1978).  Ray, Rajat, K. (ed.), <i>Entrepreneurship and Industry in India, 1800-1947</i>, OUP, Delhi, 1992  Roy, Tirthankar. <i>The Economic History of India 1857-1947</i> (Oxford University Press, 2000).  Sarkar, Sushobhan, <i>On the Bengal Renaissance</i>, Papyrus, Calcutta, 1985.  Sarkar, Sumit, <i>Modern India</i>, Macmilna, 1987  Shukla, R. L. (ed). <i>Aadhunik Bharat ka Itihas</i> (Delhi: Hindi Madhyam Karnvyan Nideshayalaya) <b>in Hindi</b>, <b>1998</b></p>	
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#### SEMESTER IV

S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
8	<p>Course Code- <b>HIST 201</b></p> <p>Course Name- <b>Civilizations of the World</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Know about the early world civilizations</li> <li>Analyze the contribution of world civilizations in the field of science, art and architecture.</li> </ul>	<p><b>Recommended Readings:</b>  Davies, H.A, <i>An Outline History of the World</i>, Oxford University Press, 2007.  Durant, Will, Simon and Schuster, <i>The Story of Civilization, Our Oriental Heritage</i>, Part-I, New York, 1942.  Durant, Will, <i>The Story of Civilization, The Age of Faith</i>, Part IV, New York, 1950.  Goyal, Shriram, <i>Vishwa ki Prachin Sabhyatayem</i> (The Ancient World Civilization), Varanasi: Viswavidyalaya Prakashan, 2007.  Piotrovsky, Boris and Gregory Bongard Levin, <i>Ancient Civilization of East and West</i>, Moscow: Progress Publishers, 1988.  Simone and Schuster, <i>Outline History of the World</i>, Vol. I and II, Jaipur: Arihant Publishers.</p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Davies, H.A. (2007). <i>An Outline History of the World</i>. Oxford University Press.</li> <li>Durant, Will, Simon and Schuster. (1942). <i>The Story of Civilization, Our Oriental Heritage</i>. Part-I. New York.</li> <li>Durant, Will. (1950). <i>The Story of Civilization, The Age of Faith</i>. Part IV. New York.</li> <li>Goyal, Shriram. (2007). <i>Vishwa ki Prachin Sabhyatayem</i>. Varanasi: Viswavidyalaya Prakashan.</li> <li>Piotrovsky, B. &amp; Gregory, B.L. (1988). <i>Ancient Civilization of East and West</i>. Moscow: Progress Publishers.</li> <li>Simone &amp; Schuster. <i>Outline History of the World</i>. Vol. I and II. Jaipur: Arihant Publishers.</li> <li>Swain, J.E. (1970). <i>A History of World Civilization</i>. New Delhi: Eurasia</li> </ol>	<p>[No Change in Syllabus]</p> <p>[Recommend ed Books Updation and Inclusion of E-Resources]</p>



		<ul style="list-style-type: none"> <li>Discuss the literary and philosophical achievements of the Greeks.</li> <li>Understand rise of Judaism, Christianity, Islam and emergence of the crusades.</li> </ul>	<p>Swain, James Edger, <i>A History of World Civilization</i>, New Delhi: Eurasia Publishing House, 1970.</p> <p>Watton, Linda and Goucher, Candice, <i>World History Journeys from Past to Present</i>, London: Routledge, 2013.</p>	<p>Publishing House.</p> <p>8. Watton, Linda &amp; Goucher, C. (2013). <i>World History Journeys from Past to Present</i>. London: Routledge.</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>History of civilization. <i>HistoryWorld.net</i>. <a href="http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab25">http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab25</a></li> <li>World Civilization and World History <a href="https://courses.lumenlearning.com/suny-coursesupport/chapter/world-civilization-and-world-history">https://courses.lumenlearning.com/suny-coursesupport/chapter/world-civilization-and-world-history</a></li> <li>W.Winks, Robin. World Civilizations: A Brief History. <a href="https://www.amazon.com/World-Civilization-Robin-W-Winks/dp/0939693283">https://www.amazon.com/World-Civilization-Robin-W-Winks/dp/0939693283</a></li> </ul>	
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S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
9	<p>Course Code- HIST 204</p> <p>Course Name- Survey of the History of Rajasthan</p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize the importance of regional history in Indian History.</li> <li>Describe the political and cultural developments of Rajasthan.</li> <li>Assess the resistance and collaboration of Rajput rulers</li> </ul>	<p><b>Books Recommended:</b></p> <ol style="list-style-type: none"> <li>Sharma, Dasharath, Rajasthan through the ages, Vol. I, Bikaner: Rajasthan State Archives, 1966.</li> <li>Sharma, G. N., Social History of Medieval Rajasthan (1500-1800 A.D.), Agra :Shivlal Agarwal,1968.</li> <li>Sharma,K.G.,History and Culture of Rajasthan, Jaipur:Center For Rajasthan Studies,2014.</li> <li>Shukla, D.C., Early History of Rajasthan, Bhartiya Vidya Prakashan, Varanasi, 1978.</li> <li>नौरज, जयसिंह, राजस्थानी चित्रकला, जयपुर राजस्थान हिन्दी ग्रंथ अकादमी, 1994.</li> <li>देवडा,घनश्याम लाल, राजस्थान इतिहास के अभिज्ञान रूप, जयपुर राजस्थान हिन्दी ग्रंथ अकादमी, 2005.</li> <li>गुप्ता,के.एस एच जमनेश ओझा, राजस्थान के इतिहास का</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Sharma, Dasharath. (1966). <i>Rajasthan through the Ages</i>, Vol. I. Bikaner: Rajasthan State Archives.</li> <li>Sharma, G. N. (1968). <i>Social History of Medieval Rajasthan (1500-1800 A.D.)</i>. Agra: Shivlal Agarwal.</li> <li>Sharma, K.G. (2014). <i>History and Culture of Rajasthan</i>. Jaipur: Center For Rajasthan Studies.</li> <li>Shukla, D.C. (1978). <i>Early History of Rajasthan</i>. Varanasi: Bhartiya Vidya Prakashan.</li> <li>नौरज, जयसिंह, राजस्थानी चित्रकला, जयपुर राजस्थान हिन्दी ग्रंथ अकादमी, 1994.</li> <li>देवडा,घनश्याम लाल, राजस्थान इतिहास के अभिज्ञान रूप, जयपुर राजस्थान हिन्दी ग्रंथ अकादमी, 2005.</li> <li>गुप्ता,के.एस एच जमनेश ओझा, राजस्थान के इतिहास का सर्वेक्षण, जयपुर लिटरेरी सर्किल, 2012.</li> <li>शर्मा, गोपीनाथ, राजस्थान का इतिहास आगरा शिवलाल अग्रवाल, नवीनतम संस्करण।</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Beach, Milo Cleveland. (1975). The Context of Rajput Painting. <i>Arts</i></li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommend ed Books Updation and Inclusion of E-Resources]</p>

		<p>towards imperial powers.</p> <ul style="list-style-type: none"> <li>Analyse the emergence of socio-religious, tribal, peasant and prajamandal movements.</li> </ul>	<p>संस्कृत, जयपुर लिटरेरी सर्किल, 2012.</p> <p>शर्मा, गोपीनाथ, राजस्थान का इतिहास आगरा शिवलाल अग्रवाल, नवीनतम संस्करण</p>	<p><i>Orientalis</i>. Retrieved from <a href="https://www.jstor.org/stable/4629279?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/4629279?seq=1#metadata_info_tab_contents</a></p> <ul style="list-style-type: none"> <li>Mathur, M.M. (2008). <i>Glorious Mewar</i>, <i>Bulletin of the Deccan College Research Institute</i>. Retrieved from <a href="https://www.jstor.org/stable/42931212?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/42931212?seq=1#metadata_info_tab_contents</a></li> <li>Tiwari, Arya Ramchandra G. (1960). Some Gaps in the History of Rajasthan. <i>Proceedings Of The Indian History Congress</i>. Retrieved from <a href="https://www.jstor.org/stable/44137537?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/44137537?seq=1#metadata_info_tab_contents</a></li> </ul>	
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### SEMESTER V

S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
10	<p>Course Code- HIST 301</p> <p>Course Name- Changing Patterns of World History</p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Critically analyze/interpret primary documents / secondary sources; qualitative/ quantitative data to evaluate historical events.</li> <li>Develop communication skills through oral/written exercises, and develop analytical skills by critically interpreting historical events.</li> </ul>	<p><b>Recommended Readings:</b></p> <p>Baycroft, Timothy. <i>Nationalism in Europe 1789-1945</i> (Cambridge University Press, 1998).</p> <p>Carr, E.H. <i>International Relations between Two World Wars</i> (Palgrave Pub.) <b>Also in Hindi</b>.</p> <p>Gooch, G.P. <i>History of Modern Europe</i> (New Delhi, 1956)</p> <p>Gupta, Parthasarthi. <i>Aadhunik Paschimka Uday</i> (Delhi: Hindi Madhyam Karnvyan Nideshalaya, 1983). <b>in Hindi</b>.</p> <p>Hobsbawn, Eric. <i>Nation &amp; Nationalism</i> (Cambridge, 1970).</p> <p>Jain and Mathur. <i>An Outline of Modern World History</i> (Jaipur: Jain Publishers, 2005). <b>Also in Hindi</b>.</p> <p>Joll, James. <i>The Origins of the First World War</i> (Macmillan, 1960).</p> <p>Mathur, L.P. <i>Twentieth Century World</i> (Jaipur, 2004)</p> <p>Marx, Karl. <i>Das Capital</i>, 1843</p> <p>Keynes, J. M. <i>Theory of Employment, Interest and Money</i> (Palgrave Macmillan, 1936).</p> <p>Pant, Pushpesh &amp; S. P. Jain, <i>Antrarashtriya Sambandh: Siddhanth &amp; Vyavhar</i> (Meeru, 2006)</p> <p>Sharma, Mathua Lal. <i>Adhunik Vishwa 1917-1945</i></p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Baycroft, Timothy. (1998). <i>Nationalism in Europe 1789-1945</i>. Cambridge University Press.</li> <li>Carr, E.H. <i>International Relations between Two World Wars</i>. Palgrave.</li> <li>Gupta, Parthasarthi. (1983). <i>Aadhunik Paschim ka Uday</i>. Delhi: Hindi Madhyam Karnvyan Nideshalaya.</li> <li>Gupta, Parthasarthi. (1983). <i>Aadhunik Paschim ka Uday</i>. Delhi: Hindi Madhyam Karyanvayan Nidheshalaya.</li> <li>Hobsbawn, Eric. (1970). <i>Nation &amp; Nationalism</i>. Cambridge.</li> <li>Jain and Mathur. (2005). <i>An Outline of Modern World History</i>. Jaipur: Jain Publishers.</li> <li>Swain, J. E. (1992). <i>A History of World Civilization</i>. Delhi: Eurasia Publishing House.</li> <li>Taylor, A. J. P. (1996). <i>The Origins of the Second World War</i>, 1961.</li> <li>Todd, Allen. (1998). <i>Revolutions 1789-1917: Cambridge Perspectives in History Series</i>. UK.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>First World War.Com, <a href="https://www.firstworldwar.com/">https://www.firstworldwar.com/</a>.</li> <li>Grudin, Robert, Humanism, <a href="https://www.britannica.com/topic/humanism">https://www.britannica.com/topic/humanism</a>.</li> </ul>	<p>[No Change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

		<ul style="list-style-type: none"> <li>Analyze how local/national/international policies/practices developed in the past continue to impact their contemporary lives.</li> <li>Understand the establishment of United Nations Organization</li> </ul>	(Jaipur 1989). Swain, J. E. <i>A History of World Civilization</i> (Delhi: Eurasia Publishing House, 1992). Taylor, A. J. P. <i>The Origins of the Second World War</i> , 1961 (Simon & Schuster, 1996) Todd, Allen. <i>Revolutions 1789-1917: Cambridge Perspectives in History Series</i> (UK, 1998). xqlrk] ikFkZlkjFkh] vk/kqfud if'pe dk mn;] fgUnh ek;e dk;kZUo;u funs'kky;] fnYyh] 1983-IDlsuk] ch-ih-] vesfjdk dk bfrgkl] fnYyh fo'ofokky;] 1992-	
<b>11. DISCIPLINE ELECTIVE-I (To be opted from the list of Discipline Electives)</b>				

### SEMESTER VI

S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
12	Course Code- HIST 302 Course Name- Introduction to Historiography	After the completion of the course, students will be able to: <ul style="list-style-type: none"> <li>Develop a critical thinking with regard to the genesis and nature of the discipline.</li> <li>Understand the recent developments in gender history, new history and</li> </ul>	<b>Recommended Reading:</b> Ali, B. Sheik, <i>History: its Theory and Method</i> , Macmillan, Madras, 1978. Bajaj, Satish K., <i>History: Its Philosophy, Theory and Methodology</i> , Patiala, 1987. Carr, E.H., <i>What is History</i> , Penguin Books, 1967 (also in Hindi). Collingwood, <i>The Idea of History</i> , Oxford, 1951. Stern, Fritz, (ed.) <i>The Varieties of History</i> , New York, 1956. Sreedharan, E., <i>A Textbook of Historiography 500 BC to AD 2000</i> , Orient BlackSwan, Delhi, 2009.	<b>Recommended Books:</b> 1. Ali, B. Sheik. (1978). <i>History: its Theory and Method</i> . Madras, NY: Macmillan. 2. Bajaj, S.K. (1987). <i>History: Its Philosophy, Theory and Methodology</i> . Patiala. 3. Carr, E.H. (1967). <i>What is History</i> . NY: Penguin Books. 4. Collingwood, R.G. (1951). <i>The Idea of History</i> . Oxford. 5. Sreedharan, E. (2009). <i>A Textbook of Historiography 500 BC to AD 2000</i> . Delhi, NY: Orient BlackSwan. 6. Stern, F. (ed.). (1956). <i>The Varieties of History</i> . New York. <b>Suggested E-Resources:</b> 1. Anders, Schinkel. <i>History and Historiography in Process</i> . Retrieved from <a href="https://www.jstor.org/stable/pdf/3590742">https://www.jstor.org/stable/pdf/3590742</a> . 2. Herodotus. <i>The Battle of Thermopylae</i> (from <i>histories</i> ). Retrieved from	[No Change in Syllabus] [Recommended Books Updation and Inclusion of E-Resources]

		<p>archaeological techniques.</p> <ul style="list-style-type: none"> <li>Locate the philosophy of history in terms of cyclical, linear and great men theory.</li> <li>Read and write a paper related to the fundamental question- what is history</li> </ul>		<p><a href="https://www.youtube.com/watch?v=y_Q1T1ExaMQ">https://www.youtube.com/watch?v=y_Q1T1ExaMQ</a></p> <p>3. Ranajit Guha. <i>The Small Voice of History</i>. Retrieved from <a href="https://archive.org/details/in.ernet.dli.2015.149176">https://archive.org/details/in.ernet.dli.2015.149176</a></p>	
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**13. DISCIPLINE ELECTIVE-II (To be opted from the list of Discipline Electives)**

DISCIPLINE ELECTIVES					
S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
	<p>Course Code- HIST 303</p> <p>Course Name- Tracing Women's History in Indian Society</p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Locate the progress of civilization and subsequent changes in</li> </ul>	<p><i>Unit 1- Role in the rise of early civilizations.</i></p> <p><b>Recommended Readings:</b>            Arora, Shashi, <i>Rajasthan mein nari ki Stithi</i>, Bikaner , 1981.            Chaturvedi, Heramb, <i>Dastan Mughal Mahilao Hasiye se Savarta Samanatar Itihas</i>, Delhi: Lok Bharti Prakashan, 2014.            Forbs, Geraldine, <i>Women in Modern India</i>, Delhi:</p>	<p><i>Unit 1 - Role of women in the rise of early civilizations.</i></p> <p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Chaturvedi, Heramb. (2014). <i>Dastan Mughal Mahilao Hasiye se Savarta Samanantar Itihas</i>. Delhi: Lok Bharti Prakashan.</li> <li>Forbes, Geraldine. (2004). <i>Women in Modern India</i>. Delhi: Cambridge University Press, 2004.</li> <li>Kumar, Radha. (1993). <i>The History of Doing: An Illustration Account of Movement for Women's Rights and Feminism in India, 1800-1900</i>. Delhi:</li> </ol>	<p>[No Change in Syllabus except insertion of 'of women' in the first topic of the course]</p> <p>[Recommended Books]</p>



		<p>position of women</p> <ul style="list-style-type: none"> <li>Interpret Women's status through Buddhist and Jain texts</li> <li>Assess women's contribution towards making of medieval Indian culture</li> <li>Analyze Women's participation in national movement</li> </ul>	<p>Cambridge University Press, 2004.</p> <p>Janapathi, Varalakshmi, <i>Indian Women through the Ages</i>, New Delhi: Gyan Publishing, 2002.</p> <p>Joshi, Pushpa, <i>Gandhi on Women</i>, Ahmadabad: Navjeevan Publishing House, 1988.</p> <p>Kausar, Zeenat, <i>Women in Mughal India</i>.</p> <p>Kumar, Radha, <i>The History of Doing: An Illustration Account of Movement for Women's Rights and Feminism in India, 1800-1900</i>, Delhi: Zuban (Kali for Women), 1993.</p> <p>Lal, Ruby, <i>Domesticity and Power in early Mughals World</i>, Cambridge, 2005.</p> <p>Moosvi, Shireen, <i>People, Taxation and Trade in India</i>, Delhi: Oxford, 2006.</p> <p>Mukharjee, Soma, <i>Royal Mughal Ladies and their Contributions</i>, Delhi: Gyan Publication, 2001.</p> <p>Mullatti, Leela, <i>The Bhakti Movement and the Status of Women: A case study of Virsaivism</i>, Delhi: Abhinav Publication, 1989.</p> <p>Mishra, Rekha, <i>Women in Mughal India (1526-1748)</i>, Munshiram Manoharlal, Delhi, 1967.</p> <p>Roy, Kumkum, <i>Women in Early Indian Societies</i>, New Delhi: Manohar, 2001.</p>	<p>Zubaan (Kali for Women).</p> <p>4. Lal, Ruby. (2005). <i>Domesticity and Power in early Mughal's World</i>. Cambridge.</p> <p>5. Mishra, Rekha. (1967). <i>Women in Mughal India (1526-1748)</i>. Delhi: Munshiram Manoharlal.</p> <p>6. Mukharjee, Soma. (2001). <i>Royal Mughal Ladies and their Contributions</i>. Delhi: Gyan Publication.</p> <p>7. Mullatti, Leela. (1989). <i>The Bhakti Movement and the Status of Women: A case study of Virsaivism</i>. Delhi: Abhinav Publication.</p> <p>8. Roy, Kumkum. (2001). <i>Women in Early Indian Societies</i>. New Delhi: Manohar.</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Marie, McKeown. Women through History: Women's Experience Through the Ages. Retrieved from <a href="https://owlcation.com/humanities/Greatest-Indian-Women-From-History">https://owlcation.com/humanities/Greatest-Indian-Women-From-History</a></li> <li><a href="https://www.naaree.com/five-great-women-history-ancient-india">https://www.naaree.com/five-great-women-history-ancient-india</a></li> </ul>	<p><b>Updation and Inclusion of E-Resources</b></p>
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OR

S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
	<p><b>HIST</b></p> <p><b>Fundamentals of Indian Society and</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the evolution of Indian society and culture.</li> <li>Analyse the philosophy of Indian thought process.</li> </ul>		<p><b>Unit 1</b>  <b>Understanding Culture:</b> Plurality and Multiculturalism in Indian Society;  <b>Social Institutions:</b> Evolution of Varna, Caste and Family.</p> <p><b>Unit 2</b>  <b>Vedic Schools of Philosophy (An outline):</b> Samkhya, Yoga, Vaisheshika, Nyaya, Mimamsa, Vedanta;  <b>Shramnic Schools of Philosophy (An outline):</b> Jainism, Buddhism.</p> <p><b>Unit 3</b>  <b>Artistic Heritages:</b> Buddhist Stupa; Temple Architecture; Cave Paintings;  <b>Synthesis through Art:</b> Indo-Islamic Architecture; Performing and Visual Arts</p> <p><b>Unit 4</b>  <b>Development of Educational Institutes:</b> Nalanda; Firangi Mahal; Visva</p>	<p><b>Elective Course; [Newly Proposed]</b></p>

	<p><b>Culture</b></p>	<ul style="list-style-type: none"> <li>Explore the Indian contribution to the field of science and education.</li> </ul>		<p>Bharati;  <b>Literary Traditions:</b> Kalidas; Kabir; Premchand.</p> <p><b>Unit 5</b>  <b>Science in Pre-Colonial India:</b> Contribution of Aryabhata and Charak; Military Technology in Medieval times; Raman Effect; <b>Science in Independent India:</b> Green Revolution; ISRO, HJ Bhabha and APJ Abdul Kalam.</p> <p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Chattopadhyay, D.P. (1986). <i>Indian Philosophy</i>. New Delhi: Popular Publishing House.</li> <li>2. Gupta, S. K. and Kamalnayan. (2005) <i>Bharatiya Sanskriti ke Muladhar</i>. Jaipur: College Book House.</li> <li>3. Jayapalan, N. (2001). <i>A History of Indian Culture</i>. Delhi: Atlantic.</li> <li>4. Nehru, J. L. (2002). <i>Discovery of India</i>. Delhi: Penguin.</li> <li>5. Prabhu, P. H. (1979). <i>Hindu Social Organization</i>. Bombay: Popular Prakashan.</li> <li>6. Raza, Moonis. ed. (1961). <i>Introducing India</i>. Aligarh: Aligarh Muslim University.</li> <li>7. Sen, Amartya. (2005). <i>The Argumentative Indian</i>. New Delhi: Penguin.</li> <li>8. Qaisar, Ahsan Jan (1982). <i>The Indian Response to European Technology and Culture, 1498-1707</i>. Delhi : Oxford University Press.</li> </ol> <p>9<sup>o</sup> गुप्ता, एस के और कमलनयन 2006 ई. भारतीय संस्कृति के मूलधार. जयपुर: कोलेज बुक हाउस</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Mookerjee, R. K. 'Ancient Indian Education', <a href="https://archive.org/details/in.ernet.dli.2015.216828/page/n7">https://archive.org/details/in.ernet.dli.2015.216828/page/n7</a></li> <li>• Menon, M.G.K. 'An Extraordinary Indian', <a href="https://www.jstor.org/stable/pdf/23006442.pdf?refreqid=excelsior%3A8a9547d999a27d90bc9e3f4ee6caa972">https://www.jstor.org/stable/pdf/23006442.pdf?refreqid=excelsior%3A8a9547d999a27d90bc9e3f4ee6caa972</a></li> <li>• Shrivastava, Nripendra Kumar. 'Indo-Islamic Medical Tradition: A Move Towards Synthesis During the Delhi Sultanate Period'. <a href="https://www.jstor.org/stable/pdf/44146747.pdf">https://www.jstor.org/stable/pdf/44146747.pdf</a>.</li> </ul>	
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OR					
S.N.	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
	Course Code- <b>HIST 304</b>  Course Name- <b>Trends in the Understanding of History</b>	After the completion of the course, students will be able to: <ul style="list-style-type: none"> <li>Understand key philosophical development of 20th century.</li> <li>Develop idea about the social history.</li> <li>Develop a critical thinking with regard to the oral history and quantitative techniques.</li> <li>Discuss the various eminent historians and the new historical trends</li> </ul>	<del>Unit 1 Development in Annals School: History of Mentality, Environment. Towards Quantitative History; Cliometrics; Counterfactual History.</del> <del>Unit 2 The Audio-Video Representation: Folklore and Oral History; Cinema and Society. Literature and History: History and Novel; Book History.</del> <del>Unit 3 The Social History: Antonio Gramsci, E.P. Thompson; Sumit Sarkar. Significance of: Regional and Local History; Diaspora Studies.</del> <del>Unit 4 Incredulity toward "Metanarratives"; Postmodernism and its Ideology: Ideologues: Michel Foucault; Archaeology of Knowledge; Hayden White "Meta History"</del> <del>Unit 5 The Identity in History: Francis Fukuyama and the 'End of History'; Samuel P. Huntington and the Clash of Civilizations. Writings on Indian Nationalism: Imperialist, Nationalist and Marxist School.</del>  Recommended Readings: Braudel, Fernand, <i>The Mediterranean and the Mediterranean World in the Age of Philip II</i> , in 2	Unit 1 Annals School; Quantitative History; Environmental History Unit 2 Folklore and Oral History; Cinema and Society; Literature and History Unit 3 Regional History; Diaspora Studies; Sports history Unit 4 Postmodernism; Debates on the End of history Unit 5 Writings on Indian Nationalism: Imperialist, Nationalist and Marxist School.  <b>Recommended Books:</b> <ol style="list-style-type: none"> <li>Brudel, F. (1972). <i>The Mediterranean and the Mediterranean World in the Age of Philip II</i>, in 2 vols.</li> <li>Febvre, Lucien &amp; Martin, H.J. (1976). <i>The Coming of the Book: The Impact of Printing 1450-1800</i>. London: New Left Books.</li> <li>Foucault, Michel. (2002). <i>Archaeology of Knowledge</i>. Routledge.</li> <li>Fukuyama, F. (1992). <i>The End of History and the Last Man</i>. Free Press.</li> <li>Guha, R. (1982). <i>Subaltern Studies</i>, Vol. I. NY: Oxford University Press.</li> <li>Kumar, Sanjeev H. M. (2013). Constructing the Nation's Enemy: Hindutva, popular culture and the Muslim 'other' in Bollywood cinema. <i>Third World Quarterly</i>, 34:3.</li> <li>Prasad, M. (1998). <i>Ideology of Hindi Film: A Historical Construction</i>. Delhi: Oxford University Press.</li> <li>White, Hayden. (1973). <i>Meta History: The Historical Imagination in Nineteenth-century Europe</i>: John Hopkins University.</li> </ol> <b>Suggested E- Resources:</b> <ul style="list-style-type: none"> <li>Cliometrics or the Quantitative Projection of Social Sciences in the Past, Claude Diebolt. Retrieved from <a href="https://www.jstor.org/stable/20762195?Search=yes&amp;resultItemClick=true&amp;searchText=2">https://www.jstor.org/stable/20762195?Search=yes&amp;resultItemClick=true&amp;searchText=2</a></li> <li>Schinkel, Anders. History and Historiography in Process. Retrieved from <a href="https://www.jstor.org/stable/pdf/3590742.pdf">https://www.jstor.org/stable/pdf/3590742.pdf</a>.</li> </ul>	Revised Syllabus  Recommended Books and Inclusion of E-Resources

		<p>vols. 1972 and 1973.</p> <p>Burke, Peter, 'Strengths and Weaknesses in the History of Mentalities'. in <i>Varieties of Cultural History</i> (Cambridge: Polity Press, 1997).</p> <p>Darnton, Robert, "What is the History of the Books?" <i>Daedalus</i> (Summer) 111 (3): 65-83, 1982.</p> <p>Duby, Georges, <i>The Three Orders: Feudal Society Imagined</i>. Chicago: University of Chicago Press, 1980.</p> <p>Febvre, Lucien &amp; H-J Martin, <i>The Coming of the Book: The Impact of Printing 1450-1800</i>, London: New Left Books, 1976.</p> <p>Foucault, Michel - <i>Archaeology of Knowledge</i>, Routledge, 2002.</p> <p>Fogel, Robert, and Stanley Engerman, <i>Time on the Cross: The Economics of American Negro Slavery</i>, 2 volumes, 1974</p> <p>Fogel, Robert, <i>Railroads and American Economic Growth: Essays in Econometric History</i>, 1964.</p> <p>Fukuyama, Francis, <a href="#"><u>The End of History and the Last Man</u></a>, Free Press, 1992.</p> <p>Guha, Ramchandra, <i>Corner of a Foreign Field: The Indian History of a British Sport</i>, Picador, 2003.</p> <p>Guha, <i>Subaltern Studies</i>, Vol. 1, Oxford University Press, 1982.</p> <p>Hangloo, R.L., <i>Indian Diaspora in the Caribbean: History, Culture and Identity</i>, Delhi: Primus Book, 2012.</p> <p>Huntington, Samuel P., <i>The Clash of Civilizations and the Remaking of World Order</i>, Penguin, 1996.</p> <p>Johns, Adrian, <i>The Nature of the Book: Print and Knowledge in the Making</i> (Chicago and London: The University of Chicago Press, 1998).</p> <p>Kumar, Sanjeev H. M., <i>Constructing the Nation's Enemy: Hindutva, popular culture and the Muslim 'other' in Bollywood cinema</i>, <i>Third World Quarterly</i>, 34:3, 2013:458</p> <p>Leo Charney and Vanessa Schwartz eds., <i>Cinema and the Invention of Modern Life</i> (University of California Press, 1996)</p> <p>Naoroji, Dadabhai, <i>Poverty and Un-British Rule in India</i>, London 1901.</p> <p>Ogborn, Miles, <i>Indian Ink: Script and Print in the</i></p>	
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			<p><i>Making of the English East India Company</i>, Chicago &amp; London: University of Chicago Press, 2007.</p> <p>Prasad, M., <i>Ideology of Hindi Film: A Historical Construction</i>, Delhi, Oxford University Press 1998,</p> <p>Ritchie, Donald A. <i>The Oxford Handbook of Oral History</i>, OUP, 2013</p> <p>Rublack, Ulinka, <i>A Concise Companion to History</i>, Oxford University Press, 2011.</p> <p>Sarkar, Sumit, <i>Writing social history</i>, New York, 1997.</p> <p>Seyller, John, <i>The Inspection and Valuation of Manuscripts in the Imperial Mughal Library</i>, <i>Artibus Asiae</i>, 57 (3/4): 243-349, 1997.</p> <p>Sridharan, E. <i>A Textbook of Historiography</i>, Orient Longman, 2004.</p> <p>Thompson, E.P., <i>The Making of the English Working Class</i>, Penguin, 2013.</p> <p><i>White, Hayden, Meta history: The Historical Imagination in Nineteenth-century Europe</i>, John Hopkins University, 1973.</p>	
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**OR**

S.N	Course	Learning outcome	Existing Syllabus	Suggested Syllabus	Remarks
	<b>HIST</b> <b>An Outline of the History of South India</b>	<p>After the completion of the course, student will be able to:</p> <ul style="list-style-type: none"> <li>Familiarise themselves with contributions of South Indian dynasties to Indian History.</li> <li>Understand dynamics of socio-economic life in South India.</li> <li>Assess the</li> </ul>		<p><b>Unit 1:</b> (i) South Indian History: Archaeological and Literary Sources. (ii) The Cultural Contact between North and South India (iii) The Satavahanas: Importance in South Indian History</p> <p><b>Unit 2:</b> (i) The Sangam Age: Development of Religious and Social Institutions (ii) The Emergence of New Dynasties: Chalukya of Badami, Pallava &amp; Pandya (iii) The dominance of Chola Empire</p> <p><b>Unit 3:</b> (i) Rashtrakutas: Religion &amp; Society (ii) Chalukyas of Kalyani: Social and Religious life (iii) Administrative &amp; Military Reforms of Cholas</p> <p><b>Unit 4:</b> (i) Vijayanagar and Bahmani Empires: Origin &amp; Development (ii) Vijayanagar Administration: The Nayaka System (iii) Cultural life in Vijayanagar.</p> <p><b>Unit 5:</b> (i) An outline of Dravidian Style of Architecture (ii) Main features of Chalukyan Temple architecture (iii) Rock Cut Temple Architecture: Pallava and Rastrakuta Contributions</p>	<b>Elective Course [Newly Proposed]</b>

		<p>evolution of South Indian Art &amp; architecture.</p>		<p><b>Recommended Books:</b></p> <ul style="list-style-type: none"> <li>• Sastri, K.A.N. (2010). <i>History of South India</i>. London: Oxford University Press.</li> <li>• Karashima, Noboru. (2014). <i>A Concise History of South India: Issues and Interpretations</i>. New delhi: Oxford University Press.</li> <li>• Velutha, Kesavan. (2010) . <i>The Early Medieval in South India</i>. New Delhi: Oxford University Press.</li> <li>• Altekar, A.S. (1967). <i>Rastrakutas and their times</i>. London: Orient Book Agency.</li> <li>• Stein, Burton. (1989). <i>The New Cambridge History of India: Vijayanagara.1.2</i>.Cambridge: Cambridge University Press.</li> <li>• Subbarayalu, Y. (2011). <i>South India Under the Cholas</i>. New Delhi: Oxford University Press.</li> <li>• गोयल, एस आर (1995). <i>दक्षिण का इतिहास जोधपुर</i> : कुसुमाजली प्रकाशन</li> <li>• तिवारी, मारुतिनन्दन और कमलगिरि(1991).<i>मध्यकालीन भारतीय मूर्तिकला</i> वाराणसी विश्वविद्यालय प्रकाशन</li> <li>• वर्मा, हरिशचद्र. (2008). <i>मध्यकालीन भारत (750-1640 ई0)</i>. दिल्ली हिन्दी माध्यम कार्यान्वयन निदेशालय, .</li> <li>• यजदानी, जी. (1977). <i>दक्कन का प्राचीन इतिहास</i> दिल्ली : मेकमिलन</li> </ul> <p><b>Suggested E- Resources:</b></p> <ul style="list-style-type: none"> <li>• Maloney, Clarence.(1970). The Beginnings of Civilization in South India. <i>The Journal of Asian Studies</i>,Vol. 29, No. 3, pp. 603-616, <a href="https://www.jstor.org/stable/2943246?Search=yes&amp;resultItemClick=true&amp;searchText=history&amp;searchText">https://www.jstor.org/stable/2943246?Search=yes&amp;resultItemClick=true&amp;searchText=history&amp;searchText</a></li> <li>• Tartakov, Gary Michael. (1980). The Beginning of Dravidian Temple Architecture in Stone. <i>Artibus Asiae</i>,Vol. 42, No. 1, pp. 39-99. <a href="https://www.jstor.org/stable/3250008?Search=yes&amp;resultItemClick=true&amp;searchText=chaluksya&amp;searchText">https://www.jstor.org/stable/3250008?Search=yes&amp;resultItemClick=true&amp;searchText=chaluksya&amp;searchText</a></li> </ul>
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## ANNEXURE III

### **Name of Programme: MA HISTORY**

#### **MA Programme Educational Objectives:**

In compatibility with Banasthali Vidyapith's aim to materialize the ethos of nation-building, Indian Culture and *Panchmukhi Shiksha*, the MA History Programme develops the enlightened and human value based education along with the academic, competitive and research pursuits of the students.

Through a series of core and elective disciplinary courses, reading electives, open elective, problem-solving courses and dissertation writing, the curriculum disseminates comprehensive knowledge of the subject, self study habits, as well as awareness to use the subject knowledge for the betterment of the society.

The main objectives of the MA History programme are to:

- Introduce students to understand the statecraft, theory of kingship and the nature of state in pre-colonial, colonial and post-colonial India through a series of core, elective and reading elective courses.
- Analyze fundamental theories of historical investigations and to deal with the developments in the fields of science, sports, art, cinema and medicine.
- Understand world history through ideas like humanism, industrialization, globalization and terrorism.
- Acquaint students with recent trends in historiography like gender, sports, folklore, military history, and environment.
- Create individuals with sound historical knowledge and professional ethics, contributing towards further research and inter disciplinary and multi-disciplinary research needs.
- Realize the significance of regional history in the realm of history writing with a chance to study the political, regional, cultural and folk history of Rajasthan.
- Develop a critical analysis of both primary and secondary sources to explore research methodology and historiography for their dissertation writing.
- Raise sensitivity to ethical codes of conduct and social values and to develop gender-neutral attitudes and practices; respect for all races, nations, religions, cultures, languages and traditions.

### **MA Programme Outcomes:**

- ❑ **PO1: History Knowledge:** The Program enables learners to possess knowledge and comprehensive skills to evaluate the core ideas associated with the discipline, inclusive of methodological, theoretical and interdisciplinary approaches to understand the socio-political, economic and cultural history of India.
- ❑ **PO2: Planning Abilities:** The dissertation work will develop planning abilities including time management and resource management; and ability to implement plans and organize work to meet deadlines.
- ❑ **PO3: Problem Analysis:** This will be ensured through teaching of the basic principles of identifying a research problem, analysis of historical data develops analytical thinking, writing and research aptitude.
- ❑ **PO4: Usage of Modern Historical Methodology:** The discussion on traditions of historiography, recent researches and diverse schools of interpretations of history enhances the writing skills for further research.
- ❑ **PO5: Leadership Skills:** The courses on pioneers of change in societal, economic and political as well as cultural history will motivate the students to take up positions of leadership as well as complete tasks at hand in a time bound manner.
- ❑ **PO6: Professional Identity:** The students will be able to understand, analyze and communicate the value of their professional roles in society, as history teachers, historians, archivists, researchers, administrators, etc.
- ❑ **PO7: Ethics of History:** The discussions on ‘truth’, ‘fact’, ‘multiple truths’ as part of historical concepts encourages students to value and apply ethical principles in personal, professional and social contexts.
- ❑ **PO8: Communication:** The programme would develop skills for effective communication with community of historians' world-wide and in India; promote research, comprehend and write efficiently about the same; and engage in healthy academic debates on historical aspects.
- ❑ **PO9: The Historian and Society:** The programme opens up the deeper arena of knowledge about social formation in different regions, social stratification, and aspects of caste, class, race, gender and equality. This will enable the students to understand the dynamics of social change and take conscious decisions to intervene at necessary situations.

## Programme Scheme: M.A. HISTORY

### SEMESTER: I

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
HIST 401	British Rule: Foundation, Resistance and Response (1757-1947 AD)	5	0	0	5	HIST 401	British Rule: Foundation, Resistance and Response (1757-1947 AD)	5	0	0	5
HIST 404	Introduction to Traditions of Historical Writings	5	0	0	5	HIST 404	Introduction to Traditions of Historical Writings	5	0	0	5
HIST 405	Political and Cultural Trends in Ancient Indian History (Earliest times to 1000AD)	5	0	0	5	HIST 405	Political and Cultural Trends in Ancient Indian History (Earliest times to 1000AD)	5	0	0	5
HIST 406	Selected Issues in Medieval Indian History (1000-1526 AD)	5	0	0	5	HIST 406	Selected Issues in Medieval Indian History (1000-1526 AD)	5	0	0	5
SSC 402	Social Science Perspectives	5	0	0	5	SSC 402	Social Science Perspectives	5	0	0	5
	<b>Semester Wise Total</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>		<b>Semester Wise Total</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>

## Programme Scheme: M.A.HISTORY

### SEMESTER: II

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
HIST 402	Economy, Education and Empire (1757-1947 AD)	5	0	0	5	HIST 402	Economy, Education and Empire (1757-1947 AD)	5	0	0	5
HIST 403	Fundamentals of Historical Investigations	5	0	0	5	HIST 403	Fundamentals of Historical Investigations	5	0	0	5
HIST 407	Selected Issues in Medieval Indian History (1526-1740 AD)	5	0	0	5	HIST 407	Selected Issues in Medieval Indian History (1526-1740 AD)	5	0	0	5
HIST 408	Social and Economic Life in Ancient India (upto 1000 AD)	5	0	0	5	HIST 408	Social and Economic Life in Ancient India (upto 1000 AD)	5	0	0	5
SSC 401	Research Techniques in Social Sciences	5	0	0	5	SSC 401	Research Techniques in Social Sciences	5	0	0	5
	<b>Semester Wise Total</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>		<b>Semester Wise Total</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>

## PROGRAMME SCHEME: M.A.HISTORY

### SEMESTER: III

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
	<b>Elective-I</b>	5	0	0	5						
CS 513	Computer Applications	3	0	0	3	CS 513	Computer Applications	3	0	0	3
CS 513L	Computer Applications Lab	0	0	4	2	HIST 502	Exploring Science, Technology and Medicine in Indian History	5	0	0	5
HIST 502	Exploring Science, Technology and Medicine in Indian History	5	0	0	5	HIST 501	An Outline of the History of Rajasthan	5	0	0	5
HIST 504	India since Independence	5	0	0	5	HIST 508	Understanding History of Modern World through Ideas	5	0	0	5
HIST 508	Understanding History of Modern World through Ideas	5	0	0	5	CS 513L	Computer Applications Lab	0	0	4	2
							<b>Discipline Elective</b>	5	0	0	5
							<b>Reading Elective-I</b>	0	0	0	2
	<b>Semester Wise Total</b>	<b>23</b>	<b>0</b>	<b>4</b>	<b>25</b>		<b>Semester Wise Total</b>	<b>23</b>	<b>0</b>	<b>4</b>	<b>27</b>

## Programme Scheme: M.A.HISTORY

### SEMESTER: IV

Existing						Proposed					
Course Code	Course Name	L	T	P	C	Course Code	Course Name	L	T	P	C
	<b>Elective-II</b>	5	0	0	5	HIST 507	Survey of Folk Culture of Rajasthan	5	0	0	5
HIST 503	Gender History	5	0	0	5	HIST 506	Representative Historians of Indian Historiography	5	0	0	5
HIST P	Project Writing	0	0	10	5	SSC 501	Women Studies	5	0	0	5
HIST 506	Representative Historians of Indian Historiography	5	0	0	5		<b>Open Elective</b>	5	0	0	5
SSC501	Women Studies	5	0	0	5		<b>Reading Elective-II</b>	0	0	0	2
							Dissertation	0	0	10	5
	<b>Semester Wise Total</b>	<b>20</b>	<b>0</b>	<b>10</b>	<b>25</b>		<b>Semester Wise Total</b>	<b>20</b>	<b>0</b>	<b>10</b>	<b>27</b>



## NAME OF PROGRAMME: MASTER OF ARTS [HISTORY]

## COURSE DETAILS

S. N.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
	Course Code Course Name	LO	Syllabus (existing portion to be Deleted/Modified may be highlighted) Recommended Books	Syllabus (suggested with modified/New portions highlighted) Recommended Books	
<b>SEMESTER I</b>					
1.	<b>HIST 401</b> <b>British Rule: Foundation, Resistance and Response (1757-1947 AD)</b>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Evaluate how the British rule was established in India and the British strategy and approaches to take over India and learn the administrative transformations established by British Rule.</li> <li>Comprehend how Gandhi transformed Indian National Movement ideologically and assess the participation of masses in freedom Struggle.</li> <li>Understand how India became free; the concept of communalism and its role in the context of partition and its impact.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Bandyopadhyay, Sekhar, <i>From Plassey to Partition: A History of Modern India</i>, Orient Blackswan, New Delhi, 2004. (Also in Hindi).</li> <li>Bayly, C.A., <i>The New Cambridge History of India- II Indian Society and the making of the British Empire</i>, Cambridge University Press, UK, 1998.</li> <li>Chandra, Bipan et. al., <i>India's Struggle for Independence 1857-1947</i>, Penguin, Delhi, 1996. (Also in Hindi)</li> <li>Chandra, Bipan, <i>History of Modern India</i>, Orient Blackswan, New Delhi, 2009. (Also in Hindi)</li> <li>Desai, A.R., <i>Peasant Struggles in India</i>, Oxford, Bombay, 1979.</li> <li>Fisher Michael, H., <i>The Politics of British Annexation of India 1757-1857</i>, Oxford, 1999.</li> <li>Grover, B.L., Yashpal, <i>Advanced Study of the History of Modern India</i>, Allied, Delhi, 2000. (Also in Hindi)</li> <li>Mahajan, Sucheta, <i>Independence and Partition: The Erosion of Colonial Power in India</i>. Sage, Delhi, 2000.</li> <li>Majumdar, R.C., (ed.) <i>British Paramountcy and Indian Renaissance</i>, Bhartiya Vidya Bhawan,</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Bandyopadhyay, Sekhar. (2004). <i>From Plassey to Partition: A History of Modern India</i>. New Delhi: Orient Blackswan.</li> <li>Bayly, C.A. (1998). <i>The New Cambridge History of India- II Indian Society and the making of the British Empire</i>. UK: Cambridge University Press.</li> <li>Chandra, Bipan. (2009). <i>History of Modern India</i>. New Delhi: Orient Blackswan.</li> <li>Fisher, Michael H. (1999). <i>The Politics of British Annexation of India 1757-1857</i>. Oxford.</li> <li>Mahajan, Sucheta. (2000). <i>Independence and Partition: The Erosion of Colonial Power in India</i>. Delhi: Sage.</li> <li>Majumdar, R.C. (Ed.). (2000). <i>British Paramountcy and Indian Renaissance</i>. Bombay: Bhartiya Vidya Bhawan.</li> <li>Metcalf, Barbara D. &amp; Metcalf, Thomas R. (2001). <i>A Concise history of modern India</i>. New Delhi: Cambridge University Press.</li> <li>Sarkar, Sumit. (1998). <i>Modern India 1885- 1947</i>. Delhi: Macmillan. (Also in Hindi).</li> <li>Shukla, R.L. (1998). <i>Adhunik Bharat ka Itihas</i>. Delhi, NY: Delhi University, Hindi Directorate.</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

			<p>Bombay, 2000.</p> <ol style="list-style-type: none"> <li>10. Metcalf, Barbara D. and Thomas R. Metcalf, <i>A Concise history of modern India</i>, Cambridge University Press, New Delhi, 2001.</li> <li>11. Prasad, Bimla, <i>Bondage and Freedom 1858-1947</i>, Vol. II, Rajesh Publication, New Delhi, 1979.</li> <li>12. Sarkar, Sumit, <i>Modern India 1885- 1947</i>, Macmillan, (Reprinted) Delhi, 1998.</li> <li>13. Sen, S.N., <i>An Advance History of Modern India</i>, Macmillan Publication, Delhi, 2010.</li> <li>14. Shukla, R.L., <i>Adhunik Bharat ka Itihas</i>, Delhi University, Hindi Directorate, Delhi, 1998.(Hindi)</li> <li>15. Singh, Ayodhya, <i>Bharat ka Mukti Sangram</i>, Prakashan Sansthan, Delhi, 1992. (Hindi)</li> </ol>	<p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.jstor.org/stable/3560211?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/3560211?seq=1#metadata_info_tab_contents</a></li> <li>• <a href="https://www.youtube.com/watch?v=Y73pSh57pWE">https://www.youtube.com/watch?v=Y73pSh57pWE</a> (Ramachandra Guha Interview on Indian History, Politics, Caste, Future)</li> <li>• Lahiri, Nayanjot. (2003). Commemorating and Remembering 1857: The Revolt in Delhi and Its Afterlife. <i>World Archaeology</i>. Vol. 35, No. 1. The Social Commemoration of Warfare pp. 35-60.</li> </ul>	
2.	<p><b>HIST 404</b></p> <p><b>Introduction to Traditions of Historical Writings</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand key philosophical development since the Greco Roman times to the postmodern times.</li> <li>• Develop comparative dimension of development of historiography in Europe, China, India and Arabia.</li> <li>• Develop a critical thinking with regard to the genesis and nature of the discipline.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Bajaj, Satish K., <i>Recent Trends in India Historiography</i>, Anmol Publications, Delhi, 1998.</li> <li>2. Bloch, Marc, <i>Historian's Craft</i>, Manchester University Press, 1992.</li> <li>3. Braudel, Fernand, <i>The Mediterranean and the Mediterranean World in the Age of Philip II</i>, in 2 vols. 1972 and 1973.</li> <li>4. E. A., Sreedharan, <i>A Text book of Historiography</i>, Orient Longman, New Delhi, 2004.</li> <li>5. Gardner, Charles S., <i>Chinese Traditional Historiography</i>, Harvard, 1961.</li> <li>6. Guha, Ranjit, <i>Subaltern Studies</i>, Vols. I to X (Writings on South Asian History and Society), Oxford, Delhi, 1983.</li> <li>7. Habib, Irfan, <i>Essays in Indian Historiography: Towards Marxist Perception</i>, Delhi, 1995.</li> <li>8. iceseJev0@evê Heeb[s ë (mebHee.) Fefleneme ë mJe*He SJeb efme×eble, jepemLeeve efimboer ic'bLe DekeÀeoceer, pe'eHegj, 1991.</li> <li>9. jeOesMejCe ë Fefleneme Deewj Fefleneme uesKeve, ceO'eHe'osMe efimboer ic'bLe DekeÀeoceer,</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Bajaj, Satish K. (1998). <i>Recent Trends in India Historiography</i>. Delhi: Anmol Publications.</li> <li>2. Bloch, Marc. (1992). <i>Historian's Craft</i>. Manchester University Press.</li> <li>3. Gardner, Charles S. (1961). <i>Chinese Traditional Historiography</i>. Harvard.</li> <li>4. Guha, Ranjit. (1983). <i>Subaltern Studies</i>. Vols. I to X (Writings on South Asian History and Society). Delhi: Oxford.</li> <li>5. Habib, Irfan. (1995). <i>Essays in Indian Historiography: Towards Marxist Perception</i>. Delhi.</li> <li>6. Pandey, Govindachandra. (Ed.). (1991). <i>Itihas: Swaroop Evam Sidhanth</i>. Jaipur: Rajasthan Hindi Granth Academy.</li> <li>7. Thompson, E. J. (1992). <i>History of Historical Thinking</i>. New York.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• History, Ideology and Society. Retrieved from <a href="http://egyankosh.ac.in/bitstream/123456789/444">http://egyankosh.ac.in/bitstream/123456789/444</a></li> </ul>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>



			<p>YeesHeeuc, 2003.</p> <p>10. Rosenthal, Franz, <i>A History of Muslim Historiography</i>, Leiden, 1952.</p> <p>11. Roy, Kumkum, (ed.) <i>Women in Early Indian Societies</i>, Manohar Publishers, Delhi</p> <p>12. Thompson, E. J., <i>History of Historical Thinking</i>, New York, 1992.</p>	<p><a href="#">37/1/Unit-4.pdf</a> Thucydides. The history of the Peloponnesian war. <a href="https://archive.org/details/his00torvofpeloponthucrich/page/n7">https://archive.org/details/his00torvofpeloponthucrich/page/n7</a></p> <ul style="list-style-type: none"> <li>• Schinkel, Anders. <i>History and Historiography in Process</i>. Retrieved from <a href="https://www.jstor.org/stable/pdf/3590742.pdf">https://www.jstor.org/stable/pdf/3590742.pdf</a></li> </ul>	
3.	<p><b>HIST 405</b></p> <p><b>Political and Cultural Trends in Ancient Indian History</b></p> <p><b>(Earliest times to 1000 AD)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Be acquainted with trends of political developments in early India</li> <li>• Be oriented to continuity of cultural evolution beginning from Lithic Ages</li> <li>• Be familiar with regional and Indian stylistic development of aesthetics</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Basham, A. L., <i>The Wonder that was India</i>, New Delhi: Rupa, 1985. (also in Hindi)</li> <li>2. Jha, D.N, K.M, Shrimali, <i>Prachin Bharat ka Itihasa</i>, Hindi Madhyam Karyanvaya Nideshalaya, Delhi University, New Delhi,2000. (Hindi)</li> <li>3. Majumdar, R.C., et.al, <i>Advanced History of India</i>, Macmillan, Delhi, 1978.</li> <li>4. Raychaudhari, H. C., <i>Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta Dynasty</i>, Motilal Banarsidass, Delhi, 2005.</li> <li>5. Sharma, Ramsharan, <i>Rethinking India's Past</i>, OUP, New Delhi, 2010.</li> <li>6. Sharma, Ramsharan, <i>Prarambhik Bharat ka Parichay</i>, Orient Blackswan, New Delhi,2009. (Hindi)</li> <li>7. Sharma, Ramsharan, <i>Aspects of Political Ideas and Institutions in Ancient India</i>, Motilal Banarsidass, New Delhi,1991.</li> <li>8. Sastri, K.A.N., <i>History of South India</i>, OUP, Delhi,2002.</li> <li>9. Singh, Upinder, <i>A History of Ancient and Early Medieval India from the Stone Age to the 12th Century</i>, Pearson Longman, Delhi, 2009.</li> <li>10. Thapar, Romila, <i>Early India - From the Origins to AD 1300</i>, <b>Penguin</b>, New Delhi, 2004.</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Basham, A. L. (1985). <i>The Wonder that was India</i>. New Delhi: Rupa.</li> <li>2. Jha, D.N, Shrimali, K.M. (2000). <i>Prachin Bharat ka Itihasa</i>. New Delhi: Hindi Madhyam Karyanvaya Nideshalaya, Delhi University.</li> <li>3. Raychaudhari, H. C. (2005). <i>Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta Dynasty</i>, Delhi: Motilal Banarsidass.</li> <li>4. Sastri, K.A.N. (2002). <i>History of South India</i>. Delhi: OUP.</li> <li>5. Sharma, Ramsharan. (1991). <i>Aspects of Political Ideas and Institutions in Ancient India</i>. New Delhi: Motilal Banarsidass.</li> <li>6. Sharma, Ramsharan. (2009). <i>Prarambhik Bharat ka Parichay</i>. New Delhi: Orient Blackswan.</li> <li>7. Singh, Upinder. (2009). <i>A History of Ancient and Early Medieval India from the Stone Age to the 12th Century</i>. Delhi: Pearson Longman.</li> <li>8. Thapar, Romila. (2004). <i>Early India - From the Origins to AD 1300</i>. New Delhi: Penguin.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Childe, Vere Gordon. (1944). <i>The Story of Tools</i>. London, NY: Cobbett Publishing. Retrieved from <a href="https://www.marxists.org/archive/childe/1944/to">https://www.marxists.org/archive/childe/1944/to</a></li> </ul>	<p><b>[No change in Syllabus]</b></p> <p><b>[Recommended Books Updation and Inclusion of E-Resources]</b></p>

				<p>ols/childetools.htm.</p> <ul style="list-style-type: none"> <li>• Dhammika, Ven S. (1994). The edicts of King Asoka: an English rendering. <i>Wheel publication</i>. No. 386/387. Retrieved from <a href="https://trove.nla.gov.au/work/31973752?q&amp;versionId=38817501">https://trove.nla.gov.au/work/31973752?q&amp;versionId=38817501</a></li> <li>• McKnight, J. Michael. (1977). Kingship and Religion in India's Gupta Age: An Analysis of the Role of Vaisnavism in the Lives and Ideology of the Gupta Kings. <i>Journal of the American Academy of Religion</i>. Volume XLV, Issue 2. Pages 227. Retrieved from <a href="https://doi.org/10.1093/jaarel/XLV.2.227">https://doi.org/10.1093/jaarel/XLV.2.227</a>.</li> </ul>	
4.	<p><b>HIST 406</b></p> <p><b>Selected Issues in Medieval Indian History (1000 – 1526 AD)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Answer queries on sources of writing Delhi Sultanate's history, the circumstances that paved way for the Turkish invasion of India.</li> <li>• Describe the different theories of kingship under various Sultans, their administrative, military and revenue organizations.</li> <li>• Determine the changes in economy, society and culture during the Mughal time period.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Chandra, Satish, <i>History of Medieval India</i>, Orient Black Swan, New Delhi, 2007.</li> <li>2. Chowdhary, T., Irfan Habib (ed.). <i>The Cambridge Economic History of India</i>-Volume 1: 1200-1750, CUP, 1982.</li> <li>3. Gopal, Lallanji, <i>Economic Condition in Northern India</i>, A.D.750-1200, Motilal Banarsidas, Delhi, 1965.</li> <li>4. Habib, Irfan, <i>Medieval India: The Study of Civilization</i>, NBT, Delhi, 2007.</li> <li>5. Habib, Mohammad, <i>Politics and Society during the Early Medieval Period</i>, edited by K.A. Nizami, People's Pub. House, Delhi, 1974.</li> <li>6. Habibullah, A.B.M., <i>The Foundation of Muslim Rule in India</i>, Central Book Dept, Allahabad, 1966.</li> <li>7. Kulke, H. (ed.) <i>The State in India</i>, 1000-1700, OUP, Delhi, 1998.</li> <li>8. Kumar, Sunil, <i>Emergence of Delhi Sultanate, 1192-1286</i>, Permanent Black, Delhi, 2007</li> <li>9. Mukhia, Harbans, <i>Exploring India's Medieval Centuries: Essays In History, Society, Culture and Technology</i>, Aakar Books, Delhi, 2010</li> <li>10. Siddique, I. H., <i>Indo-Persian Historiography</i>, Primus, Delhi, 2010.</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Ashraf, K.M. (2006). <i>Hindustan ke Nivasiyom ka jeevan aur unki paristhithiyam</i>. Delhi: Hindi Madhyam Karyanvay Nidheshalay, Punamudhran.</li> <li>2. Chandra, Satish. (2007). <i>History of Medieval India</i>. New Delhi: Orient Black Swan,</li> <li>3. Chandra, Satish. (2007). <i>Madhyakaleen Bharath, rajneeti Samaj aur Sanskriti</i>. New Delhi: Orient Longman.</li> <li>4. Gopal, Lallanji. (1965). <i>Economic Condition in Northern India</i>, A.D.750-1200. Delhi: Motilal Banarsidas.</li> <li>5. Habib, Irfan. (2007). <i>Medieval India: The Study of Civilization</i>. Delhi: NBT.</li> <li>6. Kulke, H. (ed.). (1998). <i>The State in India. 1000-1700</i>. Delhi: OUP.</li> <li>7. Mukhia, Harbans. (2010). <i>Exploring India's Medieval Centuries: Essays In History, Society, Culture and Technology</i>. Delhi: Aakar Books.</li> <li>8. Tarachand. (1963). <i>Influence of Islam on Indian Culture</i>. Allahabad: Kitabmahal.</li> </ol>	<p><b>[No change in Syllabus]</b></p> <p><b>[Recommended Books Updation and Inclusion of E-Resources]</b></p>

			<p>11. Tarachand, <i>Influence of Islam on Indian Culture</i>, Kitabmahal, Allahabad,1963.</p> <p>12. v'kjQ]ds-,e-] fgUnqLrku ds fuokfl;ksa dk thou vkSj mudh iffjLFkfr;kj] fg0vuq0]vuqoknd ds-,l-yky] fnYyh: fganh ek';e dk;kZUo; fums'kky;] iqueZqnz.k] 2006.</p> <p>13. panz]lrrh'k] e';dkyhu Hkkjr] jktuhfr lekt vkSj laLd'fr] ubZ fnYyh: vksfja;V yk;xeSu] 2007.</p>	<p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Delhi Sultanate. Retrieved from <a href="https://www.britannica.com/place/Delhi-sultanate">https://www.britannica.com/place/Delhi-sultanate</a></li> <li>Jackson, Peter. (1999). <i>The Delhi Sultanate: A Political and Military History</i>. New York, NY: Cambridge University Press. Retrieved from <a href="https://muse.jhu.edu/article/15986">https://muse.jhu.edu/article/15986</a></li> </ul>	
5.	<p>SSC 402</p> <p>Social Science Perspectives (Course Coordinator : Prof. Preeti Sharma &amp; Prof. Nirmala Singh)</p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze the holistic view of encompassing different social science disciplines.</li> <li>Provide insights to interpret social events at any given point of time.</li> <li>Understand the basic ingredients of social science disciplines to contextualise social reality.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Allbrow, Martin. <i>The Global Age: State and Society Beyond Modernity</i>. Cambridge: Polity Press,1996.</li> <li>Almond, G. A. &amp; Powell, G. B. <i>Comparative Politics - A Developmental Approach</i>. Boston: Little Brown and Co1966.</li> <li>Atal, Yogesh. <i>Social Science: The Indian Scene</i>. New Delhi: Abhinav Pub,2003.</li> <li>Bunge, Mario. <i>Social Science under Debate: A Philosophical Perspective</i>. Toronto: University of Toronto Press,1999.</li> <li>Coolingwood, R.G. <i>The Idea of History</i>. New York: Oxford University Press,1946.</li> <li>Dube, S.C. <i>Social Sciences and Social Realities</i>. Shimla: IIAS,1976.</li> <li>Easton, David. <i>A System Analysis of Political Life</i>. John Wiley and Sons, Inc,1965.</li> <li>Flyvbjerg, Bent. <i>Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again</i>. Cambridge: Cambridge University Press,2003.</li> <li>Gupta, Surendra. K. <i>Emerging Social Science Concerns</i>. Concept Pub, 2004.</li> <li>Harrington, Austin. <i>Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas</i>. London and New York: Routledge,2005.</li> <li>Hutcheon, L. <i>The Politics of Postmodernism</i>. London and New York: Routledge., 1989.</li> <li>Joshi, P.C. <i>Social Science and Development: Quest</i></li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Allbrow, Martin. (1996). <i>The Global Age: State and Society Beyond Modernity</i>. Cambridge: Polity Press.</li> <li>Atal, Yogesh. (2003). <i>Social Science: The Indian Scene</i>. New Delhi: Abhinav.</li> <li>Bunge, Mario. (1999). <i>Social Science under Debate: A Philosophical Perspective</i>. Toronto: University of Toronto Press.</li> <li>Dube, S.C. (1976). <i>Social Sciences and Social Realities</i>. Shimla: IIAS.</li> <li>Harrington, Austin. (2005). <i>Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas</i>. London and New York: Routledge.</li> <li>Joshi, P.C. (1995). <i>Social Science and Development: Quest for Relevance</i>. New Delhi: Har-Anand.</li> <li>Kuhn T.S. (2012). <i>Structure of Scientific Revolution</i>. University of Chicago Press.</li> <li>Mckenzie, N. (1966). <i>A Guide to Social Sciences</i>. Weidenfeld &amp; Nicolson.</li> <li>Winch, Peter. (2008). <i>The Idea of Social Sciences</i>. London and New York: Routledge.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Bertens, Hans. (1995). <i>The Idea of Post Modern. A History</i>, Karachi University Research Forum, London, NY: Routledge. Retrieved from</li> </ul>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

			<p>for Relevance. New Delhi: Har-Anand,1995.</p> <p>13. Kuhn T.S. <i>Structure of Scientific Revolution</i>. University of Chicago Press, 2012.</p> <p>14. Mckenzie, N., <i>A Guide to Social Sciences</i>. Weidenfeld &amp; Nicolson, 1966.</p> <p>15. Mehta, V.R. <i>Foundations of Indian Political Thought</i>. Manohar Publications, 1996.</p> <p>16. Sen, Amartya. <i>The Idea of Justice</i>. Harvard University Press, 2008.</p> <p>17. Winch, Peter. <i>The Idea of Social Sciences</i>. London and New York: Routledge, 2008.</p>	<p><a href="https://archive.org/details/HansBertensTheIdeaOfThePostmodernAHistoBookZZ.org/page/n3">https://archive.org/details/HansBertensTheIdeaOfThePostmodernAHistoBookZZ.org/page/n3</a></p> <ul style="list-style-type: none"> <li>Seligman, Edwin R.A. &amp; Johnson, Alvin. 'Encyclopedia of the Social Sciences', Vol.8, Industrial Revolution- Labour Turnover, Macmillan London. Retrieved from <a href="https://archive.org/details/encyclopaediaoff030467mbp/page/n3">https://archive.org/details/encyclopaediaoff030467mbp/page/n3</a></li> </ul>	
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### SEMESTER - II

1.	<b>HIST 402</b>  <b>Economy, Education and Empire (1757 – 1947 AD)</b>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Develop an analytical approach about the consequences of colonization of Indian economy on agriculture, industry, commerce.</li> <li>Write a research paper pertaining to related aspects of syllabus.</li> <li>Develop their insight and debate on nationalist and imperial perspective of British impact on India.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Arnold, David, <i>Colonizing the Body, State Medicine and Epidemic Disease in Nineteenth-Century India</i>, University of California, 1993.</li> <li>Bagchi, Amiya. <i>Colonialism and Indian Economy</i>, Oxford University Press, 2010.</li> <li>Bhattacharya, Sabhyasachi, (trans.) <i>Adhunik Bharat Ka Arthik Itihas 1850-1947</i>, (Delhi, 1990).</li> <li>Chandra, Bipan, <i>Rise and Growth of Economic Nationalism in India</i>, Delhi, PPH, 1966)(Also in Hindi).</li> <li>Crawford, D. G., <i>A History of the Indian Medical Service, 1600-1913</i>, London, W. Thacker, 1914, (two volumes).</li> <li>Dutt, Romesh, <i>The Economic History of India</i>, Vol I &amp; II, Low Price Publication.</li> <li>Ghosh, S.C., <i>The History of Education in Modern India 1757-1998</i>, Orient Longman, 2000.</li> <li>Guha, Ranajit, <i>A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement</i> (Delhi, Orient Longman, 1982).</li> <li>J. J., Paul, <i>The Legal Profession in Colonial South India</i>, OUP, 1989.</li> <li>Kumar, Dharma &amp; Raychaudhuri, Tapan, ed.,</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Arnold, David. (1993). <i>Colonizing the Body, State Medicine and Epidemic Disease in Nineteenth-Century India</i>. University of California.</li> <li>Bagchi, Amiya. (2010). <i>Colonialism and Indian Economy</i>. Oxford University Press.</li> <li>Bhattacharya, Sabhyasachi. (trans.). (1990). <i>Adhunik Bharat Ka Arthik Itihas 1850-1947</i>. Delhi.</li> <li>Crawford, D. G. (1914). <i>A History of the Indian Medical Service, 1600-1913</i>. London: W. Thacker.</li> <li>Guha, Ranajit. (1982). <i>A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement</i>. Delhi: Orient Longman.</li> <li>Kumar, Dharma &amp; Raychaudhuri, Tapan. (Ed.). (1982). <i>Cambridge Economic History of India</i>. Vol II. Cambridge.</li> <li>Paul, J. J. (1989). <i>The Legal Profession in Colonial South India</i>. OUP.</li> <li>Viswanathan, Gauri. (1989). <i>Masks of Conquest: Literary Study and British Rule in India</i>. New York: Columbia University Press.</li> </ol> <p><b>Suggested E-Resources:</b></p>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>
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			<p><i>Cambridge Economic History of India</i>, Vol II, Cambridge, 1982.</p> <ol style="list-style-type: none"> <li>Mishra, Girish, <i>Adhunik Bharat Ka Arthik Itihas</i>, K.K. Publication.</li> <li>Raychaudhuri, Tapan, (ed) <i>Indian Economy in the 19th Century : A Symposium</i>.</li> <li>Roy, Tirthankar, <i>The Economic History of India, 1857-1947</i>, OUP, 2000.</li> <li>Shukla, R.L., ed, <i>Adhunik Bharat Ka Itihas</i>, Delhi, Hindi Directorate.</li> <li>Viswanathan, Gauri, <i>Masks of Conquest: Literary Study and British Rule in India</i>. Columbia University Press, New York 1989.</li> </ol>	<ul style="list-style-type: none"> <li>'Early European trade and commerce'. E-Pathshala, National Mission on Education Through ICT. Retrieved from <a href="https://epgp.inflibnet.ac.in/ahl.php?csrno=829">https://epgp.inflibnet.ac.in/ahl.php?csrno=829</a></li> <li>Ghosh, Suresh Chandra. (1988). 'The Genesis of Curzon's University Reform: 1899-1905'. <i>Minerva</i>. Vol.26, No.4, pp.463-492. Retrieved from <a href="https://www.jstor.org/stable/pdf/41820809.pdf?refreqid=search%3A693c83af8aa2f3bad4dcb422fb4746b8">https://www.jstor.org/stable/pdf/41820809.pdf?refreqid=search%3A693c83af8aa2f3bad4dcb422fb4746b8</a></li> <li>Naoroji, D. (1901). 'Poverty and Un-British Rule in India'. Paternoster Square, NY: Swan Sonnenschein &amp; Co. Retrieved from <a href="https://archive.org/details/povertyandunbri00naor/goog/page/n6">https://archive.org/details/povertyandunbri00naor/goog/page/n6</a></li> <li>Premchand. 'Godaan'. Retrieved from <a href="https://www.youtube.com/watch?v=3ZwcFPLHoUc">https://www.youtube.com/watch?v=3ZwcFPLHoUc</a></li> </ul>	
2.	<p><b>HIST 403</b></p> <p><b>Fundamentals of Historical Investigations</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the basic fundamentals of the discipline of history.</li> <li>Familiarise oneself with the concepts and techniques of writing history.</li> <li>Get accustomed with archaeological excavations and explorations, dating methods and 'new archaeology'.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Ali, B. Sheik, <i>History, Its Theory and Method</i>, Madras, Macmillan, Delhi, 1978.</li> <li>Bajaj, Satish K., <i>Recent trends in Historiography</i>, Anmol Publication, New Delhi, 1998.</li> <li>Black, Jesminy and Donald M. Macraill, <i>Studying History</i>, Macmillan 1997.</li> <li>Braudel, Fernand, <i>On History</i>, (trans.) Sarah Matthews, London, 1980.</li> <li>Carr, E.H., <i>What is History</i>, Penguin Books, 1967. (Also in Hindi)</li> <li>Collingwood, <i>The Idea of History</i>, Oxford, 1951.</li> <li>Gardiner, Patrick (ed.), <i>Theories of History</i>, New York, 1959.</li> <li>Hockett, H.C., <i>The Critical Method in History</i>, Macmillan, New York, 1958.</li> <li>Laduses, E. Leroy, <i>The Territory of the Historians</i>, The</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Ali, B. Sheik. (1978). <i>History, Its Theory and Method, Madras</i>. Delhi: Macmillan.</li> <li>Black, Jesminy &amp; Macraill, Donald M. (1997). <i>Studying History</i>. Macmillan.</li> <li>Braudel, Fernand. (1980). <i>On History</i>. London, NY: Sarah Matthews.</li> <li>Carr, E.H. (1967). <i>What is History?</i> Penguin Books.</li> <li>Collingwood, R.G. (1951). <i>The Idea of History</i>. Oxford.</li> <li>Gardiner, Patrick. (ed.). (1959). <i>Theories of History</i>. New York.</li> <li>Hockett, H.C. (1958). <i>The Critical Method in History</i>. New York: Macmillan.</li> <li>Laduses, E. Leroy. (1979). <i>The Territory of the Historians</i>. The Harvester Press.</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

			<p>Harvester Press, 1979.</p> <p>10. Laduses, E. Leroy, <i>Times of Feast, Times of Famine: A history of climate since the year 1,000</i>, New York, 1971.</p> <p>11. Lal, Vinay, <i>The History of History</i>, New Delhi, 2003.</p> <p>12. Stanford, Michael, <i>A Companion to the Study of History</i>, Blackwell, Oxford, 1988.</p> <p>13. Young, Robert, <i>White Mythologies: Writing History and the West</i>, Routledge, 1990.</p>	<p>9. Laduses, E. Leroy. (1971). <i>Times of Feast, Times of Famine: A history of climate since the year 1,000</i>. New York.</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Fry, Amelia. R. &amp; Hoffman, Alice. M. (1972). Oral History in Great Britain. <i>The Journal of Library History</i>. Vo.7, No.3, 1972, pp.275-285. Retrieved from <a href="https://www.jstor.org/stable/pdf/25540365.pdf?refreqid=excelsior%3A8471004a142a4c3f1029382a5f69485b">https://www.jstor.org/stable/pdf/25540365.pdf?refreqid=excelsior%3A8471004a142a4c3f1029382a5f69485b</a></li> <li>Modern Disturbances: On the Ambiguities of Archaeology. Gavin Lucas, <i>Modernism/modernity</i>, Johns Hopkins University Press, Volume 11, Number 1, January 2004, pp. 109-120. Retrieved from <a href="https://muse.jhu.edu/article/53085">https://muse.jhu.edu/article/53085</a></li> </ul>	
3.	<p><b>HIST 407</b></p> <p><b>Selected Issues in Medieval Indian History (1526 – 1740 AD)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Acquaint themselves with the medieval Indian political systems, strategies and administrative reforms under different rulers.</li> <li>Gain knowledge of cultural contributions of the Mughals.</li> <li>Enhance their analytical skills as the course includes theoretical implications regarding specific topics.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Alam, M., and Subramanyam, S. (ed.), <i>The Mughal State</i>, Delhi: OUP, 2000.</li> <li>Alam, Muzaffar, <i>Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-48</i>, New Delhi: OUP, 2013.</li> <li>Alavi, Seema, <i>The Eighteenth Century in India</i>, New Delhi: OUP, 2002.</li> <li>Arasaratnam, S., <i>Merchants, Companies and Commerce on the Coromandel Coast, 1650-1750</i>, Delhi: OUP, 1986.</li> <li>Bhargav, Meena, <i>The Decline of the Mughal Empire</i>, Delhi: OUP, 2014.</li> <li>Chandra, Satish, <i>Religion, State and Society in Medieval India</i>, New Delhi: OUP, 2008</li> <li>Chandra, Satish, <i>Medieval India: Society, the Jagirdari Crisis and the Village</i>, Macmillan, Delhi, 1981.</li> <li>Chandra, Satish, <i>Parties and Politics at the Mughal</i></li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Alam, M. &amp; Subramanyam, S. (ed.). (2000). <i>The Mughal State</i>. Delhi: OUP.</li> <li>Bhargav, Meena. (2014). <i>The Decline of the Mughal Empire</i>. Delhi: OUP.</li> <li>Chandra, Satish. (2008). <i>Religion, State and Society in Medieval India</i>. New Delhi: OUP.</li> <li>Chaudhuri, K.N. (1985). <i>Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750</i>. Cambridge University Press.</li> <li>Habib, Irfan. (1999). <i>The Agrarian System of Mughal India 1556-1707</i>. Oxford.</li> <li>Marshall, P.J. (Ed.). (2002). <i>The Eighteenth Century in India – Evolution or Revolution</i>. OUP.</li> <li>Moosvi, Shireen. (2008). <i>People, Taxation, and Trade in Mughal India</i>. New Delhi: OUP.</li> <li>Mukhia, H. (1994). <i>Perspectives on Medieval India</i>. Delhi: Vikas Publishing House Pvt Ltd.</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

			<p><i>Court. 1707-1740</i>, OUP, New Delhi, 1979.</p> <ol style="list-style-type: none"> <li>Chaudhuri, K.N., <i>Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750</i>, Cambridge University Press, 1985.</li> <li>Habib, Irfan, <i>Medieval India: The Study of civilization</i>, Delhi: NBT, 2007.</li> <li>Habib, Irfan. <i>The Agrarian System of Mughal India 1556-1707</i>, revised, 1999, Oxford.</li> <li>Marshall, P.J. (ed.) <i>The Eighteenth Century in India – Evolution or Revolution</i>, OUP, 2002. Mukhia, H., <i>Perspectives on Medieval India</i>, Vikas Publishing House Pvt Ltd, Delhi, 1994.</li> <li>Moosvi, Shireen, <i>People, Taxation, and Trade in Mughal India</i>, New Delhi: OUP, 2008.</li> </ol>	<p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Gier, Nicholas F. (2006). From Mongols to Mughals: Religious Violence in India, 9th to 18th Centuries, Presented at the Pacific North West Regional Meeting. <i>American Academy of Religion</i>. NY: Gonzaga University. Retrieved from <a href="http://www.webpages.uidaho.edu/ngier/mm.htm">http://www.webpages.uidaho.edu/ngier/mm.htm</a></li> <li>Mughal History. <a href="https://www.britannica.com/topic/Mughal-dynasty">https://www.britannica.com/topic/Mughal-dynasty</a></li> <li>Three Muslim Empires, Stephen Dale (bio). <i>Historically Speaking</i>. Vol.13, No.2, 2012. NY: John Hopkins University Press. Retrieved from <a href="https://muse.jhu.edu/article/476939">https://muse.jhu.edu/article/476939</a></li> </ul>	
4.	<p><b>HIST 408</b></p> <p><b>Social and Economic Life in Ancient India (upto 1000 AD)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Critically assess the social stratifications emerging in due course of time</li> <li>Comprehend fundamentals involved in Indian economic processes as taxation, banking, credit, land grants, etc.</li> <li>Establish linkage between political formations and process of urbanization</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Basham, A.L., <i>The Wonder that was India</i>, Rupa, New Delhi, 1954. (Also in Hindi)</li> <li>Jha, DN, KM Shrimali, <i>Prachin Bharat ka Itihasa</i>, Hindi Madhyam Karyanvaya Nideshalaya, Delhi University, New Delhi, 2000 (Hindi)</li> <li>Raychaudhari, H. C., <i>Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta Dynasty</i>, Motilal Banarsidass, Delhi, 2005.</li> <li>Sastri, K.A.N., <i>History of South India</i>, OUP, Delhi, 2002.</li> <li>Sharma, Ramsharan, <i>Rethinking India's Past</i>, OUP, New Delhi, 2010.</li> <li>Sharma, Ramsharan, <i>Prarambhik Bharat ka Parichay</i>, Orient Blackswan, New Delhi, 2009. (Hindi)</li> <li>Sharma, Ramsharan, <i>Material Culture and Social Formations in Ancient India</i>, Macmillan, Delhi, 2007.</li> <li>Sharma, Ramsharan, <i>Early Medieval Indian Society</i>, Orient Blackswan, New Delhi, 2003.</li> <li>Sharma, Ramsharan, <i>Indian Feudalism</i>, MacMillan, New Delhi, 2005.</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Basham, A.L. (1954). <i>The Wonder that was India</i>. New Delhi: Rupa.</li> <li>Jha, D.N., &amp; Shrimali, K.M. (2000). <i>Prachin Bharat ka Itihasa</i>. New Delhi: Hindi Madhyam Karyanvaya Nideshalaya, Delhi University.</li> <li>Raychaudhari, H. C. (2005). <i>Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta Dynasty</i>. Delhi: Motilal Banarsidass.</li> <li>Sastri, K.A.N. (2002). <i>History of South India</i>. Delhi: OUP.</li> <li>Sharma, Ramsharan. (2007). <i>Material Culture and Social Formations in Ancient India</i>. Delhi: Macmillan.</li> <li>Sharma, Ramsharan. (2005). <i>Indian Feudalism</i>. New Delhi: MacMillan.</li> <li>Singh, Upinder. (2009). <i>A History of Ancient and Early Medieval India (From the Stone Age to the 12<sup>th</sup> Century)</i>. New Delhi: Pearson.</li> <li>Thapar, Romila. (2003). <i>The Penguin History of Early India</i>. Penguin.</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>



			<p>10. Singh, Upinder, <i>A History of Ancient and Early Medieval India (From the Stone Age to the 12<sup>th</sup> Century)</i>, Pearson, New Delhi,2009.</p> <p>11. Thapar, Romila, <i>The Penguin History of Early India</i>, Penguin India,2003.</p>	<p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Béteille, André. (1996). 'Varna and Jati'. <i>Sociological Bulletin</i>. Vol. 45, No. 1 (MARCH 1996), pp.15-27. Retrieved from <a href="https://www.jstor.org/stable/pdf/23619694.pdf?reqid=excelsior%3Ad333b7e41bb6055424ddf00062c6fd29">https://www.jstor.org/stable/pdf/23619694.pdf?reqid=excelsior%3Ad333b7e41bb6055424ddf00062c6fd29</a></li> <li>• Chakravarty, Uma. (2003). 'A Glance at the Word Varna in the Vedic Literature'. <i>Annals of the Bhandarkar Oriental Research Institute</i>. Vol. 84 (2003), pp. 1-11. Retrieved from <a href="https://www.jstor.org/stable/pdf/41694745.pdf?reqid=excelsior%3A8aa1100beafb34685ff4350a82631677">https://www.jstor.org/stable/pdf/41694745.pdf?reqid=excelsior%3A8aa1100beafb34685ff4350a82631677</a>.</li> <li>• Sharma, R.S. (1984). 'How Feudal was Indian Feudalism?' <i>Social Scientist</i>. Vol. 12, No. 2, Marx Centenary Number 3 (Feb., 1984), pp. 16-41. Available at: <a href="https://www.jstor.org/stable/pdf/3517092.pdf?reqid=excelsior%3A4ac772faab2d59e5c388ebfb2396069">https://www.jstor.org/stable/pdf/3517092.pdf?reqid=excelsior%3A4ac772faab2d59e5c388ebfb2396069</a>.</li> </ul>	
5.	<p>SSC 401</p> <p><b>Research Techniques in Social Sciences</b>  <b>(Prof. Seema Sharma &amp; Dr. Santosh Meena)</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop aptitude for social science research.</li> <li>• Identify various sources of primary and secondary data.</li> <li>• Formulate hypothesis.</li> <li>• Identify and apply various quantitative and qualitative methods of research.</li> <li>• Summarize, analyze and interpret qualitative and quantitative data in</li> </ul>	<ol style="list-style-type: none"> <li>1. Sellitz, G., Jahoda M., Cook Stuart W., Holt Runchar &amp; Winston. <i>Research Methods in Social Relations</i>. New York,2003.</li> <li>2. Goode W.J. &amp; P.K. Hatt. <i>Methods of Social Research</i>. New York: Free Press,1983.</li> <li>3. Babbie, E.R. <i>Survey Research Methods</i>. Belmont California: Wadsworth Publishing Company,2005.</li> <li>4. Shah, Vimal P.,<i>Reporting Research</i>. Ahemedabad: Rachana Prakashan,2001.</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Babbie, E. R. (2005). <i>Survey Research Methods</i>. Belmont California: Wadsworth Publishing Company.</li> <li>2. Black, T. (2001). <i>Understanding Social Sciences Research</i>. New Delhi: Sage Publication.</li> <li>3. Goode, W. J. &amp; Hatt, P. K. (1987). <i>Methods of Social Research</i>. New York: Free Press.</li> <li>4. Kothari, C. R. (2008). <i>Research Methodology-Methods and Technique</i>. New Delhi: Wiley and</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

		<p>social science research.</p> <ul style="list-style-type: none"> <li>Write a coherent report and research paper.</li> </ul>	<ol style="list-style-type: none"> <li>Sijoberg Gideon and Nett Roger. <i>A Methodology for Social Research</i>. Jaipur: Rawat Publication,2002.</li> <li>Kothari, C.R. ,<i>Research Methodology- Methods and Techniques</i>. New Delhi: Wiley and Eastern Limited,2008.</li> <li>Rosenburg, Kenneth. <i>Statistics for Behavioural Sciences</i>. W. C. Brown Publishers,1990.</li> <li>Black, Thomas. <i>Understanding Social Sciences Research</i>. New Delhi: Sage Publication,2001.</li> <li>Mariampolski, H. <i>Quantitative Market Research- A Comprehensive Guide Sage Publication</i>. New Delhi, 2001.</li> </ol>	<p>Eastern Limited.</p> <ol style="list-style-type: none"> <li>Mariampolski, H. (2001). <i>Quantitative Market Research- A Comprehensive Guide</i>. Sage Publication. New Delhi.</li> <li>Rosenburg, K. (1990). <i>Statistics for Behavioural Sciences</i>. W. C. Brown Publishers.</li> <li>Sellitz, G., et al. (2003). <i>Research Methods in Social Relations</i>. New York.</li> <li>Shah, V. P. (2001). <i>Reporting Research</i>. Ahmadabad: Rachana Prakashan.</li> <li>Sijoberg, G. &amp; Nett, R. (2002). <i>A Methodology for Social Research</i>. Jaipur: Rawat Publication.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Fundamental of Research Methodology and Statistics. Retrieved from <a href="http://cache3.pdfdrive.com/dl.php?id=10442087&amp;h=e90bd7771c3cf9674c6672e678aea224&amp;u=cache">http://cache3.pdfdrive.com/dl.php?id=10442087&amp;h=e90bd7771c3cf9674c6672e678aea224&amp;u=cache</a></li> <li>Research Methodology a step-by-step guide for beginners. Retrieved from <a href="http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf">http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</a></li> <li>Social Research Methods: Qualitative and Quantitative Approaches. Retrieved from <a href="http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods-qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf">http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods-qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf</a></li> </ul>	
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**SEMESTER - III**

1.	<p><b>CS 513 Computer Applications</b></p> <p><b>CS 513L Computer Applications</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>Describe the usage and importance of computer and its peripheral devices.</li> <li>Learn the basic concepts Internet services.</li> <li>Describe various types of networks and OSI/ISO</li> </ul>	<p><b>Section I -</b></p> <p><b>Introduction:</b> What is Computer, Applications of computer, and Elements of computer: Hardware &amp; Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer</p> <p>Software: What is Software and Types of Software</p> <p><b>Operating System:</b> Introduction and function of Operating</p>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Sinha, P. K. (2004). <i>Computer Fundamentals: Concept, Systems and Applications</i>. BPB Publications.</li> <li>Goel, A. <i>Computer Fundamentals</i>. Pearson Education</li> <li>Jaiswal, S., (1996) <i>P.C. Software Bible</i>. Galgotia, New Delhi.</li> <li>Garg, P., Gupta, S. (2013). <i>Computer</i></li> </ol>	<p><b>[No change in Syllabus]</b></p> <p><b>[Recommended Books Updation and Inclusion of E-Resources]</b></p>
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**Lab**  
**Course**  
**Coordinator:**  
**Prof. C K Jha**

- standards.
- Prepare documents; make PowerPoint presentations and working with spreadsheets.
  - Use SPSS for data evaluation.

System

**Programming languages:** Generation of languages, Language Translators: Assembler, Compiler and Interpreter Database Management Systems: Concepts & Applications.

**Section II -**

**PC Software: Word Processing:** Creating, opening and Saving Documents, Formatting, Inserting Tables and Pictures and Mail Merge

**Spreadsheets Package:** Creating, Opening & Saving Worksheets, Use of Formulas & Functions, Charts: types, creation, editing. Sorting and Filtering of Data, What-if analysis: Scenarios & pivot table, Goal Seek.

**Presentation Packages:** Introduction to Presentation Packages, Inserting Slides, Templates, Slide views, Graphics and Animation

**Introduction to Computer Network:** What is Network, Advantages, types of Network: LAN, WAN, MAN

**Internet:** Applications, Web browsers, Servers, Internet Services-WWW, E-mail, URL, Search Engines, Concept of BI - ogging.

**Section III -**

**Analysis through Statistical Packages (SPSS):** Types of Variables, Classification and Tabulation of Data, Graphical presentation of Data: Histogram, Bar, and Pie Diagram. Import/Export of Data, Measures of Central tendency: Mean, Mode, and Median. Measure of Dispersion: Standard Deviation. Correlation analysis, Chi-Square Test.

Sr. No.	Practical
1.	Introduction to SPSS
2.	Introduction to Different Table
3.	How we represent data in SPSS (Data View and Variable View)
4.	How we import and export the file in SPSS
5.	Creation of Histogram, Bar and Pie diagram
6.	Import the file in SPSS and Perform following

*Fundamentals & Office Automation.* Shubham Publications.

5. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House.

6. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill.

**Suggested E-Resources:**

- Computer Fundamental by P.K. Sinha.  
<https://www.edutechlearners.com/computer-fundamentals-p-k-sinha-free-pdf/>
- Introduction to Computer System and sub module  
<https://mptel.ac.in/courses/106103068/>
- Introduction to SPSS  
<https://lo.unisa.edu.au/mod/book/view.php?id=646443&chapterid=106605>
- Introduction to MS Office  
<https://support.office.com/>

			<table border="1"> <tr> <td></td> <td>operation</td> </tr> <tr> <td></td> <td>( i ) Frequency Analysis for each variable and draw Histogram.</td> </tr> <tr> <td></td> <td>( ii ) Descriptive Analysis for each variable</td> </tr> <tr> <td>7.</td> <td>Perform frequency analysis Generate Pie chart showing age in X axis, Gender in Y axis Slice by name, age, gender.</td> </tr> <tr> <td>8.</td> <td>Perform the Mean Mode and Median operation using SPSS on given data set.</td> </tr> <tr> <td>9.</td> <td>Perform frequency analysis Generate Bar chart between age and education. Define, id, Name, Age, Gender, Educational Qualification, Educational course</td> </tr> <tr> <td>10.</td> <td>Find out the standard deviation using SPSS on given data set.</td> </tr> <tr> <td>11.</td> <td>Perform correlation analysis</td> </tr> <tr> <td>12.</td> <td>Perform nonparametric chi Square test.</td> </tr> </table> <p><b>Text Books:</b> T1. Sinha P. K., Computer Fundamentals: concepts, systems and application, BPB Publications</p> <p><b>Reference Book:</b> R1. Anita Goel, Computer Fundamental, Pearson. R2. Govil, Mahesh Chand, Computer Fundamental and Programming in C, Jaipur Pub.House R3. Behrouz A Forouzan, Data Communication and Networking.</p>		operation		( i ) Frequency Analysis for each variable and draw Histogram.		( ii ) Descriptive Analysis for each variable	7.	Perform frequency analysis Generate Pie chart showing age in X axis, Gender in Y axis Slice by name, age, gender.	8.	Perform the Mean Mode and Median operation using SPSS on given data set.	9.	Perform frequency analysis Generate Bar chart between age and education. Define, id, Name, Age, Gender, Educational Qualification, Educational course	10.	Find out the standard deviation using SPSS on given data set.	11.	Perform correlation analysis	12.	Perform nonparametric chi Square test.		
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10.	Find out the standard deviation using SPSS on given data set.																						
11.	Perform correlation analysis																						
12.	Perform nonparametric chi Square test.																						
2.	<p><b>HIST 502</b></p> <p><b>Exploring Science, Technology and Medicine in Indian History</b></p>	<p>After the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize science and technology as an integral part of Indian Culture.</li> <li>Analyze the development of technology and medicine during the various phases of Indian history as a response to scientific ideas in Arab thought and colonial explorations.</li> <li>Perceive the Indian Renaissance as one which coincided with the</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Adas, Michael, <i>Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance</i>, OUP, Delhi, 1992.</li> <li>Arnold, David, <i>Science, Technology and Medicine in Colonial India</i>. The New Cambridge History of India Series. OUP, Cambridge, 1999.</li> <li>Bernal, J.D., <i>The Social Function of Science</i>, Rutledge, London, 1939. (In also Hindi),</li> <li>Dasgupta, Subrata, <i>Jagadish Chandra Bose and the Indian Response to Western Science</i>. OUP, Delhi, 1999.</li> <li>Dharampal, <i>Indian Science and Technology in the</i></li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Adas, Michael. (1992). <i>Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance</i>. Delhi: OUP.</li> <li>Arnold, David. (1999). <i>Science, Technology and Medicine in Colonial India</i>. The New Cambridge History of India Series. Cambridge: OUP.</li> <li>Dasgupta, Subrata. (1999). <i>Jagadish Chandra Bose and the Indian Response to Western Science</i>. Delhi: OUP.</li> <li>Grove, R. (1994). <i>Green Imperialism</i>. Delhi: OUP.</li> <li>Headrick D.R. (1981). <i>The Tools of Empire</i>.</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>																		

		<p>Independence Struggle and the innate ability to perform creatively in sciences backed with an institutional set up.</p>	<p><i>Eighteenth Century</i>, Delhi, 1979.</p> <ol style="list-style-type: none"> <li>Grove, R., <i>Green Imperialism</i>. OUP, Delhi, 1994.</li> <li>Headrick D.R., <i>The Tools of Empire: Technology and European Imperialism in the Nineteenth Century</i>. OUP, Delhi, 1981.</li> <li>Kumar Deepak, <i>Science and the Raj</i>. OUP, Delhi, 1995.</li> <li>Kumar, Deepak, <i>Disease and Medicine in India: A Historical Overview</i>. Tulika Publication, Delhi, 2000.</li> <li>Macleod, Roy and Kumar Deepak, (eds.) <i>Technology and the Raj</i>, Sage, Delhi, 1995.</li> <li>Qaisar A.J., <i>The Indian Response to European Technology and Culture</i>, OUP, Delhi, 1982.</li> <li>Sangwan, S., <i>Science, Technology and Colonization: Indian Experience</i>, Anamika, Delhi, 1990.</li> </ol>	<p><i>Technology and European Imperialism in the Nineteenth Century</i>. Delhi: OUP.</p> <ol style="list-style-type: none"> <li>Kumar Deepak. (1995). <i>Science and the Raj</i>. Delhi: OUP.</li> <li>Kumar, Deepak. (2000). <i>Disease and Medicine in India: A Historical Overview</i>. Delhi: Tulika Publication.</li> <li>Sangwan, S. (1990). <i>Science, Technology and Colonization: Indian Experience</i>. Delhi: Anamika.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Kumar, Deepak. Science and Society in Colonial India: Exploring an Agenda. Retrieved from <a href="https://www.jstor.org/stable/3518179?Search=yes&amp;resultItemClick=true&amp;search">https://www.jstor.org/stable/3518179?Search=yes&amp;resultItemClick=true&amp;search</a></li> <li>Bag, A.K. History of Technology in India. Retrieved from <a href="https://archive.org/details/in.ernet.dli.2015.205662">https://archive.org/details/in.ernet.dli.2015.205662</a></li> </ul>	
<p>3.</p>	<p><b>HIST 501</b></p> <p><b>An Outline of the History of Rajasthan</b></p>	<p>After the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>Comprehend the evolution of Rajputana to Rajasthan and evaluate the importance of Rajputs during medieval India.</li> <li>Assess British expansion, economic-social changes and reforms in modern Rajputana.</li> <li>Analyze the popular movements and integration of Rajasthan.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Bhattacharya, Sukumar, <i>The Rajput States and the East India Company from the Close of 18<sup>th</sup> century to 1820</i>, New Delhi: Munshiram Manoharlal, 1972.</li> <li>Das, Shyamal, <i>Vir Vinod</i> , 4 Volumes, Udaipur, 1886.</li> <li>Devra, G.S.L. (ed.), <i>Some Aspects of Socio-Economic History of Rajasthan</i>, Jodhpur: Hindi Sahitya Mandir, 1980.</li> <li>Pemaram, <i>Shekhawati Kisan Aandolan ka Itihas</i>, Jasnagar, Nagour: Shree Ganesh Sewa Samiti, 1990.</li> <li><i>Rajasthan State Gazetteer, Land and People</i>, Vol. I, Jaipur: Government of Rajasthan Publ., 1995.</li> <li>Ratnawat, Shyam Singh and Sharma K.G., <i>History and Culture of Rajasthan</i>, Jaipur: Rajasthan Study Centre, 2004.</li> <li>Sharma, Dasharatha, <i>Rajasthan through the Ages</i>,</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Das, Shyamal. (1886). <i>Vir Vinod</i>. 4 Volumes. Udaipur.</li> <li>Devra, G.S.L. (ed.). (1980). <i>Some Aspects of Socio-Economic History of Rajasthan</i>. Jodhpur: Hindi Sahitya Mandir.</li> <li>Pemaram. (1990) <i>Shekhawati Kisan Aandolan ka Itihas</i>. Jasnagar, Nagour: Shree Ganesh Sewa Samiti.</li> <li>Ratnawat, Shyam Singh &amp; Sharma K.G. (2004). <i>History and Culture of Rajasthan</i>. Jaipur: Rajasthan Study Centre.</li> <li>Sharma, Dasharath. (1966). <i>Rajasthan through the Ages</i>. Bikaner: Rajasthan State Archives Vol. I.</li> <li>Sharma, G.N., &amp; Bhatnagar, V.S. (1992). <i>The Historians and Sources of the History of</i></li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

			<p>Bikaner: Rajasthan State Archives Vol. I, 1966.</p> <p>8. Sharma, G.N., and Bhatnagar, V.S., <i>The Historians and Sources of the History of Rajasthan</i>, Jaipur: Rajasthan Study Centre, 1992.</p> <p>9. Sharma, G.N., <i>Rajasthan ka Swatantrata Sangram ka Itihas</i>, Bikaner: Rajasthan State Archives, 1991.</p> <p>10. Sharma, G.N., <i>Social and Political Awakening among the Tribals of Rajasthan</i>, Jaipur: Rajasthan Study Centre, 1986.</p> <p>11. Sharma, Brij Kishore, <i>Adhunik Rajasthan ka Aarthik Itihas</i>, Jaipur: Publication Scheme.</p> <p>12. Sinha-Kapoor, Nandini, <i>State Formation in Rajasthan: Mewar during 7<sup>th</sup> to 15<sup>th</sup> century</i>, New Delhi: Manohar, 2002.</p> <p>13. Tod, James, <i>Annals and Antiquities of Rajasthan 2 Vols.</i>, New Delhi: Reprint, 1829-1832.</p> <p>14. Vyas, R.P., <i>Adhunik Rajasthan ka Virat Itihas</i>, Jaipur: Rajasthan Hindi Granth Akadami, 1995.</p>	<p><i>Rajasthan</i>. Jaipur: Rajasthan Study Centre.</p> <p>7. Sharma, G.N. (1986). <i>Social and Political Awakening among the Tribals of Rajasthan</i>. Jaipur: Rajasthan Study Centre.</p> <p>8. Sinha-Kapoor, Nandini. (2002). <i>State Formation in Rajasthan: Mewar during 7<sup>th</sup> to 15<sup>th</sup> century</i>. New Delhi: Manohar.</p> <p>9. Tod, James. (1832). <i>Annals and Antiquities of Rajasthan 2 Vols</i>. New Delhi.</p> <p>10. Vyas, R.P. (1995). <i>Adhunik Rajasthan ka Virat Itihas</i>. Jaipur: Rajasthan Hindi Granth Akadami.</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Popular Trade Routes of Rajasthan. Retrieved from <a href="http://www.gsldevra.com/publications/settlement..and./popular-trade-routes-of-rajasthan/">www.gsldevra.com/publications/settlement..and./popular-trade-routes-of-rajasthan/</a></li> <li>• Rajasthan mein Prajamandal Aandolan. Retrieved from <a href="http://ignca.nic.in/coilnet/rj070.htm">ignca.nic.in/coilnet/rj070.htm</a></li> </ul>	
4.	<p><b>HIST 508</b></p> <p><b>Understanding History of Modern World through Ideas</b></p>	<p>After the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Gain knowledge of historical writings along with new trends, the progress of historical writings and the different stages of historiography after Renaissance period.</li> <li>• Comprehend revolutions in the context of economy and production and identify the concepts of nation, nationalism and imperialism.</li> <li>• Trace the existence of class struggle and the emergence of the movement by Karl Marx, and discuss the transformation of the political system and people's</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Baycroft, Timothy, <i>Nationalism in Europe 1789-1945</i>, Cambridge University Press, 1998.</li> <li>2. Collingwood, R.G., <i>The Idea of History</i>, Hespereides Press, 2008.</li> <li>3. Fukuyama, Francis, <i>The End of History and the Last Man</i>. Free Press, 1992.</li> <li>4. Gupta, Parthasarthi, <i>Aadhunik Paschim ka Uday</i>, Delhi: Hindi Madhyam Karnvyan Nideshalaya, 1983). (Hindi)</li> <li>5. Hobsbawn, Eric, <i>The Age of capital 1848-1875</i>, Vintage Books, 1975.</li> <li>6. Hobsbawn, Eric, <i>The Age of empire 1875-1914</i>, Vintage Books, 1987.</li> <li>7. Hobsbawn, Eric, <i>The Age of Extremes 1914-1991</i>, Vintage Books, 1994.</li> <li>8. Hobsbawn, Eric, <i>The Age of Revolution 1789-1848</i></li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Baycroft, Timothy. (1998). <i>Nationalism in Europe 1789-1945</i>. Cambridge University Press.</li> <li>2. Collingwood, R.G. (2008). <i>The Idea of History</i>. Hespereides Press.</li> <li>3. Fukuyama, Francis. (1992). <i>The End of History and the Last Man</i>. Free Press.</li> <li>4. Gupta, Parthasarthi. (1983). <i>Aadhunik Paschim ka Uday</i>. Delhi: Hindi Madhyam Karnvyan Nideshalaya, Delhi University.</li> <li>5. Hobsbawn, Eric. (1987). <i>The Age of empire 1875-1914</i>. Vintage Books.</li> <li>6. Hobsbawn, Eric. (1994). <i>The Age of Extremes 1914-1991</i>. Vintage Books.</li> <li>7. Huntington, Samuel P. (1996). <i>The Clash of Civilizations and the Remaking of World Order</i>.</li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation and Inclusion of E-Resources]</p>

		participation.	,Vintage Books, 1962. 9. Huntington, Samuel P., <i>The Clash of Civilizations and the Remaking of World Order</i> , Penguin, 1996. 10. Jain and Mathur. <i>An Outline of Modern World History</i> , Jaipur: Jain Publishers, 2005. <u>Also in Hindi</u> . 11. Keynes, J. M. <i>Theory of Employment, Interest and Money</i> , Palgrave Macmillan, 1936. 12. Kumar, H.M. Sanjeev, Responding to Western Critiques of the Muslim World: Deconstructing the Cliché of Islamophobia and the Genealogies of Islamic Extremism, <i>British Journal of Middle Eastern Studies</i> , DOI: 10.1080/13530194.2015.1037247, 2015. 13. Saxena B. P. <i>America ka Itihas</i> , Delhi University, 1992. (also in Hindi) 14. Swain, J. E. <i>A History of World Civilization</i> , Delhi: Eurasia Publishing House, 1992. 15. Taylor, A. J. P. <i>The Origins of the Second World War</i> , 1961, Simon & Schuster, 1996. 16. Taylor, A. J. P. <i>The Struggle for Mastery in Europe 1848–1918</i> , Oxford History of Modern Europe, 1954). 17. Todd, Allen. <i>Revolutions 1789-1917: Cambridge Perspectives in History Series</i> , UK, 1998. 18. Verma, Dinanath. <i>Asia ka Adhunik Itihas</i> , Patna: Bahrti Bhavan Publicatins. (Hindi)	Penguin. 8. Todd, Allen. (1998). <i>Revolutions 1789-1917: Cambridge Perspectives in History Series</i> . UK. <b>Suggested E-Resources:</b> • Feuer, Lewis S. & McLellan, David T. Karl Marx, A German Philosopher. Retrieved from <a href="https://www.britannica.com/biography/Karl-Marx">https://www.britannica.com/biography/Karl-Marx</a> • Guiseppi, R. A. Not what man knows but what man feels, concerns art. All else is science. Retrieved from <a href="http://history-world.org/renaissance.htm">http://history-world.org/renaissance.htm</a> • Kumar, H.M. Sanjeev. (2015). Responding to Western Critiques of the Muslim World: Deconstructing the Cliché of Islamophobia and the Genealogies of Islamic Extremism. <i>British Journal of Middle Eastern Studies</i> . DOI: 10.1080/13530194.2015.1037247.	
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**5. DISCIPLINE ELECTIVE (To be opted from the list of Discipline Electives)**

**6. READING ELECTIVE-I (To be opted from the list of Reading Electives)**

**SEMESTER IV**

1.	<b>HIST 507</b> <b>Survey of Folk Culture of Rajasthan</b>	After completion of this course student will be able to: • Discuss Folk studies as an important source of History. • Analyze the vibrant data with a critical eye and be motivated to begin to question that data.	<b>Recommended Readings:</b> 1. Borana, Ramesh, <i>Rajasthan ke Lok Vadhya</i> , Jodhpur: Rajasthan Sangeet Natak Akadami. 2. Chundawat, Rani Lakshmi Kumari, <i>Sanaskritik Rajasthan</i> , Jaipur: Rajasthan People's Publishing House. 3. Devra, G.S.L., <i>Rajasthan ke Itihas ke Abhigyan Roop</i> ,	<b>Recommended Books:</b> 1. Borana, Ramesh. <i>Rajasthan ke Lok Vadhya</i> . Jodhpur: Rajasthan Sangeet Natak Akadami. 2. Chundawat, Rani Lakshmi Kumari. <i>Sanaskritik Rajasthan</i> . Jaipur: Rajasthan People's Publishing House. 3. Devra, G.S.L. <i>Rajasthan ke Itihas ke Abhigyan</i>	<b>[No change in Syllabus]</b> <b>[Recommended Books Updation and Inclusion of E-Resources]</b>
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		<ul style="list-style-type: none"> <li>Relate to folk life, art and traditions and thus to the importance of preservation of their surrounding culture by the example of significance of folk culture and art of Rajasthan in the history, culture and tourism of Rajasthan.</li> </ul>	<p>Jaipur: Rajasthan Hindi Granth Akadami.</p> <ol style="list-style-type: none"> <li>4. Hangloo, R.L., <i>Indian Diaspora in the Caribbean: History, Culture and Identity</i>, Delhi: Primus Book, 2012.</li> <li>5. Mathur, Kamlesh, <i>Crafts and Craftsmen</i>, Jaipur: Pointer publishers, 2004.</li> <li>6. Neeraj, Jaisingh, (ed.) <i>Rajasthan ki Sanaskritik Parampara</i>, Jaipur: Rajasthan Hindi Granth Akadami.</li> <li>7. Pemaram (ed.), <i>Rajasthan mein dharm, sampradya evam Asthayan</i>, Banasthali Vidyapith: Dept of History, 2004.</li> <li>8. Pemaram (ed.), <i>Some Aspects of Rajasthan History and Culture</i>, Banasthali Vidyapith: Dept of History, 2002.</li> <li>9. <i>Proceedings of Rajasthan History Congress</i>, Jodhpur: RHC Secretariat. (Relevant Issues)</li> <li>10. <i>Rajasthan Sujas</i>: Directorate of Rajasthan Govt. Bureau of Information (Relevant Issues)</li> <li>11. Sharma, G.N., <i>Rajasthan ka sanaskritik Itihas</i>, Jaipur: Rajasthan Hindi Granth Akadami.</li> <li>12. Sharma, Krishan Kumar, <i>Rajasthani Lok gathayen</i>, Kolkata: Bhartiya Vidya Mandir, 2010.</li> <li>13. Singh, Chandramani, <i>Performing Arts of Rajasthan-Lok Rang</i>, Jaipur: Jawahar kala Kendra, 2000.</li> </ol> <p>Vashishtha,V.K., Namita Vyas and Preeti Sharma (ed.), <i>Cultural Heritage of Rajasthan</i>, Banasthali Vidyapith: Dept of History, 2008.</p>	<p><i>Roop</i>. Jaipur: Rajasthan Hindi Granth Akadami.</p> <ol style="list-style-type: none"> <li>4. Jaisingh, Neeraj. (ed.). <i>Rajasthan ki Sanaskritik Parampara</i>. Jaipur: Rajasthan Hindi Granth Akadami.</li> <li>5. Sharma, Krishan Kumar. (2010). <i>Rajasthani Lok gathaye</i>. Kolkata: Bhartiya Vidya Mandir.</li> <li>6. Singh, Chandramani. (2000). <i>Performing Arts of Rajasthan-Lok Rang</i>. Jaipur: Jawahar kala Kendra.</li> <li>7. Vashishtha,V.K., Vyas, Namita. &amp; Sharma, Preeti. (ed.). (2008). <i>Cultural Heritage of Rajasthan</i>. Banasthali Vidyapith.</li> </ol> <p><b>Suggested E-resources:</b></p> <ul style="list-style-type: none"> <li>Rupayan Sansthan's role in Documenting Oral Tradition and Cultural Aspects of Intangible Natural Heritage of Rajasthan. Retrieved from <a href="https://www.sahapedia.org/institutional-history-of-rupayan-sansthan-jodhpur">https://www.sahapedia.org/institutional-history-of-rupayan-sansthan-jodhpur</a></li> <li>Bhartiya Lok Kala Mandal. Retrieved from <a href="http://www.udaipurplus/Lokkalamandal/index.htm">www.udaipurplus/Lokkalamandal/index.htm</a></li> </ul>	
2.	<p><b>HIST 506</b></p> <p><b>Representative Historians of Indian Historiography</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>Familiarize themselves with the major schools of historiography</li> <li>Analyze contributions of representative, pioneer Indian historians</li> <li>Mainstream regional histographical tradition for developing a compact reconstruction of Indian history</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Chakrabarty, Dipesh, <i>The Calling of History: Sir Jadunath Sarkar and His Empire of Truth</i>, Chicago: University of Chicago Press, 2015.</li> <li>2. Chandra, Bipan, <i>India's Struggle for Independence (1857-1947)</i>, Delhi: Penguin, 1989.</li> <li>3. Dutt, R.P., <i>India Today</i>, Macmillan, 1997.</li> <li>4. Guha, Ranjit, <i>A Bibliographical Sketch, Subaltem Studies VIII</i>, Delhi: Oxford, 1994.</li> <li>5. Guha, Ranjit, Et. al., <i>Subaltem History</i>, Vols I – IX,</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Chakrabarty, Dipesh. (2015). <i>The Calling of History: Sir Jadunath Sarkar and His Empire of Truth</i>. Chicago: University of Chicago Press.</li> <li>2. Guha, Ranjit. (1994). <i>A Bibliographical Sketch, Subaltem Studies VIII</i>. Delhi: Oxford.</li> <li>3. Habib, Irfan. (ed.). (1986). <i>An Atlas of the Mughal Empire: political and economic maps with detailed notes, bibliography and index</i>. Delhi: Oxford University Press.</li> </ol>	<p><b>[No change in Syllabus]</b></p> <p><b>[Recommended Books Updation and Inclusion of E-Resources]</b></p>

			<p>1982-88.</p> <ol style="list-style-type: none"> <li>6. Habib, Irfan, (ed.), <i>An Atlas of the Mughal Empire: political and economic maps with detailed notes, bibliography and index</i>, Delhi: Oxford University Press, 1986.</li> <li>7. Habib, Irfan, (ed.), <i>The agrarian system of Mughal India, 1556-1707</i>, Delhi: Oxford University Press, 1999.</li> <li>8. Kosambi, D. D., <i>An Introduction to the Study of Indian History</i>, Mumbai: Popular Prakashan, 1975.</li> <li>9. Majumdar, R.C. et. al (eds), <i>History and Culture of the Indian People</i>, Mumbai: Baharatiya Vidya Bhavan Prakashan, 1974. (Relevant of X Vols.)</li> <li>10. Philips, C.H., <i>Historians of India, Pakistan and Ceylon</i>, London, New York: Oxford University Press, 1961.</li> <li>11. Sarkar, Jadunath, <i>A Short History of Aurangzib</i>, reprint, Delhi: Orient Longman, 2009 (Calcutta: M.C. Sarkar and Sons, 1912).</li> <li>12. Sen, S.P., (ed.) <i>Historians and Historiography in Modern India</i>, Institute of Historical Studies, Calcutta, 1973.</li> <li>13. Shukla, P.K., <i>Itihash Lekhan ki Vibhin Dhrishtiya</i>, Delhi: Granth Shilpi, 2012.</li> <li>14. Sreedharan, E., <i>A text book of Historiography 500 B.C. to AD 2000</i>, Delhi: Orient Longman, 2004.</li> <li>15. Thapar, Romila, <i>Early India (from the origins to A. D. 1300)</i>, New Delhi: Penguin, 2015.</li> </ol>	<ol style="list-style-type: none"> <li>4. Habib, Irfan. (ed.). (1999). <i>The Agrarian system of Mughal India, 1556-1707</i>. Delhi: Oxford University Press.</li> <li>5. Kosambi, D. D. (1975). <i>An Introduction to the Study of Indian History</i>. Mumbai: Popular Prakashan.</li> <li>6. Majumdar, R.C. (ed.). (1974). <i>History and Culture of the Indian People</i>. Mumbai: Bharatiya Vidya Bhavan Prakashan. (Relevant of X Vols.)</li> <li>7. Philips, C.H. (1961). <i>Historians of India, Pakistan and Ceylon</i>. London: Oxford University Press.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Modern Indian Historiography. Retrieved from <a href="https://www.epw.in/journal/1972/19/letters/modern-indian-historiography.html">https://www.epw.in/journal/1972/19/letters/modern-indian-historiography.html</a></li> <li>2. Entwistle, A.W. An Introduction to Indian Historiography. Retrieved from <a href="https://rjh.ub.rug.nl/groniek/article/download/17389/14879">https://rjh.ub.rug.nl/groniek/article/download/17389/14879</a></li> <li>3. <a href="http://www.nihcr.edu.pk/Latest_English_Journal/Pic%2019-">http://www.nihcr.edu.pk/Latest_English_Journal/Pic%2019-</a></li> </ol>	
3.	<p><b>SSC 501 Women Studies [Course Coordinator Prof. Manju Singh]</b></p>	<p>After the completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain Women's Studies as an interdisciplinary subject and develop a conceptual understanding of different aspects of feminist history.</li> <li>• Understand the feminist thought and development approaches in the contribution of gender bias,</li> </ul>	<p><b>Essential Readings:</b></p> <ol style="list-style-type: none"> <li>1. Altekar, A.S. (1983). <i>The Position of Women in Hindu Civilization</i>. Delhi: Motilal Banarsidas.</li> <li>2. Chanana, Karuna. (1988). <i>Socialization, Women and Education : Exploration in Gender Identity</i>. New Delhi: Orient Longman.</li> <li>3. Chodrow, Nancy. (1978). <i>The Reproduction of Mothering</i>. Berkeley University of California Press.</li> <li>4. Desai, Neera. &amp; Krishnraj, M. (1987). <i>Women and Society in India</i>. Delhi: Ajanta Press.</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Altekar, A.S. (1983). <i>The Position of Women in Hindu Civilization</i>. Delhi. Motilal Banarsidas.</li> <li>2. Desai, Neera &amp; M. Krishnraj. (1987). <i>Women and Society in India</i>. Delhi: Ajanta Press.</li> <li>3. Dube, L. (1986). <i>Visibility and Power: Essays on Women in Society and Development</i>. New Delhi: OUP.</li> <li>4. Gandhi, N., &amp; Shah, N. (1992). <i>The Issue at Stake</i>.</li> </ol>	<p><b>[No change in Syllabus]</b> <b>[Recommended Books Updation and Inclusion of E-Resources]</b></p>

- discrimination and empowerment.
- Develop an understanding about women's socio-economic profile and their role in development process.
  - Critically analyse various institutional and legislative mechanisms for protecting women's human rights

5. Dube, Leela. (ed.). (1986). *Visibility and Power. Essays on Women in Society and Development*. New Delhi: OUP.
6. Dube, Leela. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*. Tokyo United Nations University Press.
7. Gandhi, N. & N. Shah. (1992). *The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
8. Ghadially, Rehana. (ed.). (1988). *Women in Indian Society*. New Delhi: Sage Publication.
9. Maccoby, Eleanor. & Jacklin, Carol. (1975). *The Psychology of Sex Differences*. Stanford: Stanford University Press.
10. McCormack, C. & Strathern, M. (ed.). (1980). *Nature, Culture and Gender*. Cambridge: Cambridge University Press.
11. Oakley, Ann. (1972). *Sex, Gender and Society*. New York: Harper and Row.
12. Jain, Devki. & Rajput, Pam. (2003). *Narratives from the Women's Studies Family, Recreating Knowledge (ED.)*. New Delhi: Sage Publication.
13. Tong, Rosemarie. (1989). *Feminist Thought: a Comprehensive Introduction*. London: Routledge.

**Reference Books:**

1. Anderson, Margret L. (1997). *Thinking about Women, Sociological Perspectives on Sex and Gender*. 4th ed. Boston: Allyn and Bacon.
2. Avasthi, Abha. & Srivastava, A.K. (ed.). (2001). *Modernity, Feminism and Women Empowerment*. Jaipur: Rawat Publication.
3. Desai, Neera. & Patel, Vibhuti. (1990). *Indian Women, Change and Challenge in the International Decade 1975-85*. Bombay: Popular Prakashan.
4. Kumar, Ranjana. (ed.). (1992). *Women in Decision Making*. New Delhi: Vikas Publishing House Pvt. Ltd.

*Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.

5. Ghadially, R. (1988). *Women in Indian Society*. New Delhi: Sage Publication.
6. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row.
7. Tong, R. (1989). *Feminist Thought: a Comprehensive Introduction*. London: Routledge.
8. Anderson, M.L. (1997). *Thinking about Women, Sociological Perspectives on Sex and Gender*. Boston: Allyn and Bacon.
9. Avasthi, A., & Srivastava, A.K. (2001). *Modernity, Feminism and Women Empowerment*. Jaipur: Rawat Publication.
10. Desai, N., & Patel, V. (1990). *Indian Women, Change and Challenge in the International Decade 1975-85*. Bombay: Popular Prakashan.
11. Kumar, R. (1992). *Women in Decision Making*. New Delhi: Vikas Publishing House Pvt. Ltd.
12. Apte, P. (1996). *Bharatiya Samaj Mein Nari*. Jaipur: Classic Publishing House.
13. Biswal, T. (2009). *Manav Adhikar: Gender Evam Paryavaran*. New Delhi: Viva Books Pvt. Ltd.

**Suggested E-Resources**

- Why Women Studies, Economic and Political Weekly: <https://www.epw.in/node/148856/pdf>
- Introduction to Women, Gender, Sexuality Studies, University of Amherst: [https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=wost\\_ed\\_materials](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=wost_ed_materials)
- Gender and Development, Development Bulletin

			<p>5. Mishra, Anil Dutta. (ed.). (1999). <i>Gender Perspective: Participation, Empowerment and Development</i>. New Delhi: Radha Publication.</p> <p>6. Ollenburger, Jane C. &amp; Helen A. Moore. (1992). <i>A Sociology of Women: The Intersection of Patriarchy, Capitalism and Colonization</i>. New Jersey: Prentice Hall.</p> <p>7. Roy, Kalpana. (1999). <i>Women's Oppression and Protective Law</i>. Delhi: Rajat Publications.</p> <p>8. Sahai, Shailly. (1996). <i>Social Legislation and Status of Hindu Women</i>. Jaipur: Rawat Publication.</p> <p>9. Sarkar, Lotika. &amp; Sivararamayya, V. (ed.). (1994). <i>Women and Law</i>. New Delhi: Vikas Publishing House.</p> <p>10. Srivastava, T.N. (1985). <i>Women and Law</i>. New Delhi: Intellectual Publishing House.</p> <p>11. Tapan, Neeta. (2000). <i>Need for Women Empowerment</i>. Jaipur: Rawat Publication.</p> <p>12. Jackson, S. (1998). <i>Contemporary Feminist Theories</i>. Edinburg: Edinburg University Press.</p> <p>13. Desai, Neera. &amp; Thakkar, Usha. (2004). <i>Women in Indian Society</i>. National Book Trust.</p> <p>14. Apte, Prabha. (1996). <i>Bharatiya Samaj Mein Nari</i>. Jaipur: Classic Publishing House.</p> <p>15. Biswal, Tapan. (2009). <i>Manav Adhikar, Gender Evam Paryavaran</i>. New Delhi: Viva Books Pvt. Ltd.</p>	<p><a href="https://crawford.anu.edu.au/rmap/devnet/devnet/db-64.pdf">https://crawford.anu.edu.au/rmap/devnet/devnet/db-64.pdf</a></p>	
<b>4. OPEN ELECTIVE (To be opted from any discipline across the University)</b>					
<b>5. READING ELECTIVE-II (To be opted from the list of Reading Electives)</b>					
6.	<p><i>Project Writing</i></p> <p><b>Dissertation</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>• Develop their analytical thinking</li> <li>• Enhance their writing skills</li> <li>• Refine their research aptitude</li> </ul>	<p><i>The students will have to write a project of about 50-70 pages on any topic of their area of interest (Ancient/Medieval/Modern/World History) under the supervision of faculty members. The project will be evaluated externally and the marks of the continuous assessment will be compiled by the supervisor based on the interim reports/presentation.</i></p>	<p>The students will have to write a dissertation of about 60-75 pages on any topic of their area of research interest under the supervision of a mentor.</p> <p><b>Guidelines</b> for writing the Dissertation: Size minimum 60-maximum 75 pages, double line space, in TNR 12 Font size. For Hindi type font to be used</p>	<p><b>Change in Title of the Course and updation of course specifications</b></p>

				<p>DevLys 010, size 14. Sequence of content - Title page, certificate of the supervisor, declaration by the student, content page, list/s of tables, graphs, charts, maps, illustrations, photographs and plates, acknowledgement, preface pages (to be numbered in small Roman digits, i, ii, iii... x). From chapter 1 to last pages Arabic numerals (1,2,3..75). If any, the Appendices and list of technical terms/glossary will follow the conclusion chapter and will not be numbered. Reference section/Bibliography will similarly not be numbered. Reference style - APA.</p> <p>Synopsis: 8-10 pages including the research problem, tentative chapterisation, objectives, methodology, literature review and bibliography, with TNR 12 Font, double space.</p> <p><b>Process:</b> The allocation of supervisor for guiding dissertation may preferably be done in MA III Semester itself. The synopsis presentation should be done by December end. Student would also submit hard copy of the same. The mid-term presentation/assessment is to be done by February end. Dissertation submission to be made by March end. Viva date will be added in the date sheet of final Semester examinations. The viva board will comprise of HOD + supervisor + 1 faculty member. Viva will carry 60 marks.</p> <p><b>Continuous Assessment:</b> This would comprise of Synopsis presentation/Evaluation (15 marks) and Mid-term Presentation (25 marks) The continuous assessment will also be done by the same board of examiners.</p>
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**DISCIPLINE ELECTIVES**

	<p><b>HIST 504</b></p> <p><b>India Since Independence</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend the various trends of writing history of contemporary India</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Anderson, Perry, <i>The Indian Ideology, Three Essays collective</i>, Delhi, 2012</li> <li>2. Chandra, Bipan, (Ed.) <i>India after Independence</i>, Delhi: Penguin, 2000. (Also in Hindi)</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Anderson, P. (2012). <i>The Indian Ideology, Three Essays collective</i>. Delhi.</li> <li>2. Chandra, Bipan. (Ed.). (2000). <i>India after</i></li> </ol>	<p>[No change in Syllabus]</p> <p>[Recommended Books Updation]</p>
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	<ul style="list-style-type: none"> <li>Realize the repercussions that the colonial rule had produced over the social, political and economic aspects of the country</li> <li>Develop an analytical power of their own</li> </ul>	<ol style="list-style-type: none"> <li>Chandra, Bipan, <i>Essays on Contemporary India</i>, New Delhi, 1997. (Also in Hindi)</li> <li>Chandra, Bipin, <i>Communalism in Modern India</i>, Delhi: Har Anand Publications, 2008.</li> <li>Datt, R. and K.P.M. Sundhram, <i>Indian Economy</i>, New Delhi: S.Chand and Co.</li> <li>Dutt, V.P., <i>India's Foreign Policy in a Changing World</i>, Delhi: Vikas Publishing, Noida.</li> <li>Guha, R.C., <i>India after Gandhi</i>, New Delhi: Picador, 2007. (Also in Hindi)</li> <li>Kapil, Uma, <i>Indian Economy since Independence</i>, Academic Foundation, New Delhi, 2000.</li> <li>Krishnan, S. Gopal, <i>Economic development in India</i>, New Delhi, 1989.</li> <li>Menon, V.P., <i>The Story of the Integration of the Indian States</i> (World Affairs: National and International Viewpoints), Arno Press, 1972.</li> <li>Rahman, A, P.N. Chaudhary, <i>Science and society</i>, New Delhi: CSIR, 1980.</li> <li>Rothermund, Dietmar, <i>Contemporary India</i>, Delhi: Pearson, 2013.</li> <li>Ali, Mohd. Ashraf, <i>Jawaharlal Nehru: Maker of Modern India</i>, Delhi: Rajpal Publications, 2012.</li> </ol>	<p><i>Independence</i>. Delhi: Penguin.</p> <ol style="list-style-type: none"> <li>Guha, R.C. (2007). <i>India after Gandhi</i>. New Delhi: Picador.</li> <li>Menon, V.P. (1972). <i>The Story of the Integration of the Indian States</i> (World Affairs: National and International Viewpoints). Arno Press.</li> <li>Rahman, A. &amp; Chaudhary, P.N. (1980). <i>Science and society</i>. New Delhi: CSIR.</li> <li>Rothermund, D. (2013). <i>Contemporary India</i>. Delhi: Pearson.</li> <li>Ali, Mohd. Ashraf. (2012). <i>Jawaharlal Nehru: Maker of Modern India</i>. Delhi: Rajpal Publications.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>"The Hindu: Patel vs. Gandhi?". <i>Thehindu.com</i>. Retrieved from <a href="https://www.thehindu.com/2002/04/06/stories/2002040600081000.htm">https://www.thehindu.com/2002/04/06/stories/2002040600081000.htm</a></li> <li>"The Green Revolution in India". U.S. Library of Congress (released in public domain). Library of Congress Country Studies. Retrieved from <a href="http://countrystudies.us/india/104.htm">http://countrystudies.us/india/104.htm</a></li> <li>"Economic Survey of India 2007: Policy Brief" (PDF). OECD. Retrieved from <a href="https://web.archive.org/web/20110606112149/http://www.oecd.org/dataoecd/17/52/39452196.pdf">https://web.archive.org/web/20110606112149/http://www.oecd.org/dataoecd/17/52/39452196.pdf</a></li> </ul>	<p><b>and Inclusion of E-Resources</b></p>
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<b>OR</b>				
	<p><b>HIST</b></p> <p><b>Environmental History of India</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Establish link between technological growth and environmental degradation</li> <li>Interpret Gandhian approach towards environment</li> <li>Develop acquaintance with environment related movements and assess their impact</li> </ul>	<p><b>Section I</b> Definition of Environment in a historical perspective; relationship of man and nature; Exploration and colonialism.</p> <p><b>Section II</b> Industrialization-growth of railways; Traditional Rights, forest laws and tribal protest; Gandhi and Environment.</p> <p><b>Section III</b></p>	<p><b>Elective [Newly Proposed]</b></p>

Wild life sanctuaries, Rivers and Water conservation; the flora and fauna towards extinction; Environmental Issues and movement with reference to desert areas of Rajasthan.

**Recommended Books:**

1. Arnold, D. & Guha, Ramachandra. (Ed.). (1995). *Natures, Culture Imperialism: Essays on the Environmental History of south Asia*. Delhi: Oxford University Press.
2. Baviskar, Amita. (1987). *In the Belly of the River: Tribal conflict over Development in the Narmada Valley*. Delhi: Oxford University Press.
3. Bhattacharya, Sabyasachi. (ed.). (1985). *Essays in Agrarian History: India 1860 to 1940*. Studies in History No (3) special number.
4. Gadgil, Madhav, & Guha, Ramachandra. (1992). *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
5. Rangarajan, Mahesh. (1996). *Fencing the Forest: Conservation and Ecological Change in India's Central provinces 1860-1914*. Delhi: Oxford University Press.
6. Skaria, Ajay. (1999). *Hybrid Histories: Forests, Frontiers and Wildness in Western India*. Delhi: Oxford University Press.

**Suggested E-Resources:**

- Guha, Ramachandra. (1993). Writing Environmental History in India. *Studies in History*. Vol.9, Issue 1. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/025764309300900106>
- India Environment Portal. Knowledge for Change. Retrieved from <http://www.indiaenvironmentportal.org.in/category/>

OR

**Cinema  
Studies in  
History**

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

- Traverse through the silent cinema of early studio years, the coming of sound, the auteur and new studios, the consolidation of the star system to the globalization of contemporary cinema
- Transition of Indian economy and its representation in cinema
- Explain the folkloric tradition through cinema

**Section I -**

Cinema History’’: A Viable Category of Understanding Social Identities?; Empire, Narratives of National Reconciliation and the Early Cinema; Partition: Looking through Lens.

**Section II -**

Class, Cinema, and Ethnographic Spectacle: Addressing the Concerns of People during Nehruvian-Indira Era; Popular Cinema and Vernacular Culture: Categorization of Regional Cinema; Liberal Economic Reform, Changing Idea of Nation State and Indian Cinema; Development After 1990s.

**Section III -**

The Construction of Religious Identities: Hindutva, Popular Culture and the Muslim ‘Other’; Folklore and the Developmental Aesthetic; Society and Cinema in the Age of twenty first Century: Technology Advancement, Fiction, and the Growing Imagination; From Age of Innocence to Age of Information: Transformation to Digital Technology.

**Recommended Books:**

1. Anderson, B. (1991). *Imagined Communities; Reflections on the Origin and Spread of Nationalism*. London: Verso.
2. Bhabha, H. (ed.). (1990). *Nation and Narration*. London: Routledge.
3. Chakrabarti, S. S. (1994). *National Identity in Indian Popular Cinema, 1947–1987*. Austin: TX University Press.
4. Conley, T. (2007). *Cartographic Cinema*.

**Elective  
[Newly  
Proposed]**



				<p>Minneapolis: University of Minnesota Press.</p> <p>5. Gellner, E. (2006). <i>Nations and Nationalism</i>. New York: Cornell University Press.</p> <p>6. Hansen, T. B. (1999). <i>The Saffron Wave: Democracy and Hindu Nationalism</i>. Princeton University Press.</p> <p>7. Savarkar, V. D. (ed.). (1989). <i>Hindutva: Who is a Hindu?</i> New Delhi: Bharati Sahitya Sadan.</p> <p>8. Sherman, Sharon R. &amp; Mikel, J.Koven. (ed.). (2007). <i>Folklore / Cinema: Popular Film as Vernacular Culture</i>. Logan: Utah State University Press.</p> <p>9. Wagenknecht, Edward. (2014). <i>The Movies in the Age of Innocence</i>. USA: McFarland &amp; Company.</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Nagpal, Urvashi. History of Indian Cinema. Retrieved from <a href="https://www.jagranjosh.com/general-knowledge/history-of-indian-cinema-1358845977-1">https://www.jagranjosh.com/general-knowledge/history-of-indian-cinema-1358845977-1</a></li> <li>• Paul, Sanchita. History of Indian Cinema. Retrieved from <a href="https://www.mapsofindia.com/my-india/history/history-of-indian-cinema">https://www.mapsofindia.com/my-india/history/history-of-indian-cinema</a></li> </ul>	
OR					
	<p><b>HIST</b></p> <p><b>Partition Studies</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the complex themes in discussions regarding partition</li> <li>• Locate the global and local contexts of nationalist politics</li> <li>• Develop an awareness of the human and social costs of geopolitical power struggles</li> </ul>		<p><b>SECTION - I</b></p> <p>Introduction to Colonialism, Nationalism, and the Partition Communalism: Ideologies and practices, RSS, Hindu Mah Sabha, Muslim League; Minto – Morley Reforms.</p> <p><b>SECTION - II</b></p> <p>Indian Politics – Lucknow Pact to Khilafat Movement; India during 1922-1935; Jinnah and his 14 Points; ‘Two-Nation Theory’ and Genesis of the Idea of Pakistan; Lahore Resolution.</p>	<p><b>Elective</b></p> <p><b>[Newly Proposed]</b></p>

**SECTION - III**

Negotiations for independence, Cripps Mission; Gandhi-Jinnah Negotiations; Muslim Mass Politics; Mountbatten Plan; India, Pakistan; The Legacy of Partition; Historiography of the Partition.

**Recommended Books:**

1. Brown, Judith M. (1994). *Modern India: the origins of an Asian democracy*. Oxford University Press.
2. Butalia, Urvashi. (2000). *The Other Side of Silence: Voices from the Partition of India*. Durham: Duke University Press.
3. Hasan, Mushirul. (1994). *India's Partition: Problems, Strategy and Mobilization*. Oxford University Press.
4. Jalal, Ayesha. (1994). *The Sole Spokesman: Jinnah, Muslim League and the Demand for Pakistan*. Cambridge: Cambridge University Press.
5. Menon, R. & Bhasin, K. (1998). *Borders & Boundaries: Women in India's Partition*. Rutgers University Press.
6. Mushirul, H. & Roy, Asim. (ed.). (2005). *Living Together Separately: Cultural India in History and Politics*. New Delhi: Oxford University Press.
7. Zakaria, Rafiq. (2011). *The Man Who Divided India*. Popular Prakashan Private Limited.

**Suggested E-Resources:**

- Brass, Paul. (2003). "The partition of India and retributive genocide in the Punjab, 1946–47: means, methods, and purposes". *Journal of Genocide Research*. 5#1, 71–101. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/14623520305657>
- Khalidi, Omar. (Autumn 1998). "From Torrent to Trickle: Indian Muslim Migration to Pakistan, 1947–97". *Islamic Studies*. 37 (3): 339–52. JSTOR 20837002. Retrieved from

OR

**HIST**  
**1857: Indian History's Turning Point**

- After the completion of the course, students will be able to:
- Assess the nature, perspective, and causes of the 1857 event
  - Appreciate the real dynamics of 1857
  - To understand the civilizational intricacies involved during the war

**Section I - History, Historian and Historiography:**

Introduction of 1857, a turning point in the British Empire, A historical perspective. Historiography of 1857 - Imperialist Approach, Nationalist, Marxist and Subaltern.

**Section II - Imperialism, Empire and Nation:**

British Policy and its role in 1857, Attitude of Indians, Emergence of Political organizations, Response in Folkloric traditions with nationalist and subaltern approach.

**Section III - Question of Race, Culture & Civilization:**

Racialism, Introduction of industrialization, University Education, Social Legislation, Demolition of Monuments during 1857.

**Recommended Books:**

1. Ball, C. (1859). *History of the Indian Mutiny* 2 Vols. London.
2. Dutt, R.P. (1997). *India Today*. Calcutta.
3. Marx, Karl. & Engels. (1959). *The First Indian War of Independences, 1857-59*. Moscow.
4. Majumdar, R.C. (1957). *Sepoy Mutiny and the revolt of 1857*. Calcutta.
5. Sen. S.N. (1957). *Eighteen Fifty Seven*. New Delhi.
6. Savarkar, V.D. (1970). *The Indian war of Independence*. New Delhi.
7. Stokes, Eric. (1978). *Peasant and the Raj*. Great Britain.
8. Bates, Crispin. (Ed.). (2014). *Mutiny at the Margin: New Perspectives on the Indian Uprising of 1857*. Vol. 5, Muslim, Dalit and Subaltern Narratives. New Delhi: Sage Publication.

**Elective**  
**[Newly**  
**Proposed]**

				<p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Indian Mutiny. Retrieved from <a href="https://www.britannica.com/event/Indian-Mutiny">https://www.britannica.com/event/Indian-Mutiny</a></li> <li>The Great Mutiny: India 1857. Retrieved from <a href="https://archive.org/details/TheGreatMutiny/India1857ChristopherHibbert">https://archive.org/details/TheGreatMutiny/India1857ChristopherHibbert</a></li> </ul>	
<b>OR</b>					
<b>HIST 503</b>	<b>Gender History</b>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>Conceptualise Gender, its origin, approaches and the development of Feminism through historical analysis.</li> <li>Explain women's status and position in various aspects of society such as religion, philosophy and domestic life from ancient to contemporary times.</li> <li>State how women's question is raised in modern period by the European scholars and Indian social reformers and activists.</li> </ul>	<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>Archer, Fischler and Wyke (eds), <i>Women in Ancient Societies</i>, Routledge, 1994.</li> <li>Beauvoir, Simone, <i>The Second Sex</i>, trans. <a href="#">H. M. Parshley</a>, Vintage Books, 1989.</li> <li>Burguiere et.al. <i>A History of the Family: Distant Worlds, Ancient Worlds</i>, Polity, 1996.</li> <li>Chakravarti, Uma, <i>Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India</i>, New Delhi: Tulika Books, 2006.</li> <li>Coontz and Henderson (eds), <i>Women's Work Men's Property: The Origin of Gender &amp; Class</i>, Verso, 1986.</li> <li>Ghosh, Srabashi, 'Birds in a Cage': Changes in Bengali Social Life as recorded in Autobiographies by Women', <i>EPW</i> XXI (43), Review of Women Studies (Oct 25, 1986), pp.WS 88-WS 96.</li> <li>Lerner, Gerda, <i>The Creation of Patriarchy</i>, OUP, 1986.</li> <li>Pomeroy, Sarah, <i>Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity</i>, Schocken Books, 1995.</li> <li>Rabinowitz and Richlin (eds), <i>Feminist Theory and the classics</i>, Routledge, 1993.</li> <li>Roy, Kumkum (ed.), <i>Women in early Indian Societies</i>, Delhi: Manohar Publication, 1999.</li> <li>Sangari, Kumkum and Chakravarti, Uma, <i>From Myths to Markets</i>, Delhi: Manohar Publisher, 1999.</li> <li>Sarkar, Tanika, 'Nationalist Iconography: Images of Women in 19<sup>th</sup> Century Bengali Literature', <i>EPW</i>, 22 (47), (Nov 21, 1987), pp. 2011-2015.</li> </ol>	<p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>Archer, Fischler. &amp; Wyke. (ed.). (1994). <i>Women in Ancient Societies</i>. Routledge.</li> <li>Beauvoir, Simone. (1989). <i>The Second Sex</i>. Vintage Books.</li> <li>Chakravarti, Uma. (2006). <i>Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India</i>. New Delhi: Tulika Books.</li> <li>Coontz &amp; Henderson. (ed.). (1986). <i>Women's Work Men's Property: The Origin of Gender &amp; Class</i>. Verso.</li> <li>Lerner, Gerda. (1986). <i>The Creation of Patriarchy</i>. OUP.</li> <li>Pomeroy, Sarah. (1995). <i>Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity</i>. Schocken Books.</li> <li>Roy, Kumkum. (ed.). (1999). <i>Women in early Indian Societies</i>. Delhi: Manohar Publication.</li> <li>Sangari, Kumkum. &amp; Chakravarti, Uma. (1999). <i>From Myths to Markets</i>. Delhi: Manohar Publisher.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Kumar, Radha. (1989). Contemporary Indian Feminism. <i>Feminist Review</i>. No. 33. pp.20-29. Retrieved from <a href="https://www.jstor.org/stable/1395212?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/1395212?seq=1#metadata_info_tab_contents</a></li> <li>Meyerowitz, Joanne. (2008). A History of "Gender". <i>The American Historical Review</i>. Vol. 113, No. 5 pp. 1346-1356. Retrieved from</li> </ul>	<p><b>[No change in Syllabus]</b> <b>[Recommended Books Updation and Inclusion of E-Resources]</b></p>

			<p>13. Tharakan, Sophie M. and M. Tharakan, 'Status of Women in India: A Historical Perspective', <i>Social Scientist</i>, 4 (4/5) Special Number on Women (Nov-Dec 1975), pp.115-123.</p> <p>14. Tharu, Susie, <i>Women Writing in India</i>, New York: Feminist Press, 1993.</p> <p>15. Wright, Rita (ed.), <i>Gender and Archaeology</i>, University of Pennsylvania Press, 1996.</p>	<p><a href="https://www.jstor.org/stable/30223445?seq=1#meta-data-info-tab-contents">https://www.jstor.org/stable/30223445?seq=1#meta-data-info-tab-contents</a></p>	
OR					
<p><b>HIST</b></p> <p><b>Modern Social and Economic Thinkers</b></p>		<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>• Define the theories of classical and neo classical economics</li> <li>• Comprehend the intellectual history of modern world</li> <li>• Discuss the interrelation among the society, economy and history</li> </ul>		<p><b>Section I</b> - Adam Smith, David Ricardo, August Comte, Herbert Spencer</p> <p><b>Section II</b> - Emile Durkheim, Max Weber, J M Keynes, Milton Friedman</p> <p><b>Section III</b> - G. S. Ghurye, M N Srinivas, Amartya Sen, Andre Beteille</p> <p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Comte, Auguste. (2009). <i>The Positive Philosophy of Auguste Comte</i>. 2 volumes. Cambridge University Press.</li> <li>2. Francis, Mark. (2014). <i>Herbert Spencer and the Invention of Modern Life</i>. Routledge.</li> <li>3. Ghurye, G.S. (1957). <i>Caste and class in India</i>. Popular Book Depot.</li> <li>4. Keynes, John Maynard. (2018). <i>The General Theory of Employment, Interest, and Money</i>. Palgrave Mcmillan.</li> <li>5. Ricardo, David. (1996). <i>Principles of Political Economy and Taxation</i>. Penguin.</li> <li>6. Segre, Sandro. (2016). <i>Contemporary Sociological Thinkers and Theories</i>. Routledge.</li> <li>7. Weber, Max. (2012). <i>The Protestant Ethic and the Spirit of Capitalism</i>. Routledge.</li> </ol> <p><b>Suggested E-resources:</b></p>	<p><b>Elective [Newly Proposed]</b></p>

				<ul style="list-style-type: none"> <li>• Cohen, G. A. 'Amartya Sen's Unequal World'. Retrieved from <a href="https://www.jstor.org/stable/pdf/4400230.pdf?refid=search%3Aabcdbe8e947d49b0b6eca7703d80ecda6">https://www.jstor.org/stable/pdf/4400230.pdf?refid=search%3Aabcdbe8e947d49b0b6eca7703d80ecda6</a></li> <li>• Shah, A.M. 'M.N. Srinivas, Max Weber, and Functionalism'. Retrieved from <a href="https://www.jstor.org/stable/pdf/23620708.pdf?refid=search%3A7e8213c0d9857cbf3f9b342fa6549263">https://www.jstor.org/stable/pdf/23620708.pdf?refid=search%3A7e8213c0d9857cbf3f9b342fa6549263</a></li> <li>• Smith, Adam. 'An Inquiry into the Nature and Causes of the Wealth of Nations'. Retrieved from <a href="https://archive.org/details/thewealthofnatio00smiit/uoft/page/n5">https://archive.org/details/thewealthofnatio00smiit/uoft/page/n5</a></li> </ul>	
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OR

<p><b>HIST</b></p> <p><b>Intersection of Art and Science through Human Civilization</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>• Develop the appreciation of antiquity of art, culture and science</li> <li>• Discuss about the 21<sup>st</sup> century development of aesthetics in society</li> <li>• Sharpen the scientific knowledge and skills in drawing, painting, sculpture, and visual art</li> </ul>		<p><b>Section I – Prehistoric Art:</b> Ancient Greece - Eratosthenes of Cyrene Ancient Egypt - Pyramids; Hieroglyphs Ancient Rome - Pantheon</p> <p><b>Section II – Societal Achievements:</b> Leonardo Da Vinci - Flying Machines; Aerodynamics Theories Pablo Picasso - Geometric Figures &amp; Abstract Design; 'Simplicity &amp; Complexity' style of Painting Walt Disney - 'Moving Pictures'; Cinematography</p> <p><b>Section III- 21<sup>st</sup> Century:</b> Michael Najjar - German Visual Art: Ideas of Space Art; Rob &amp; Nick Carter - The Art of Innovation: 3D Printing Technology, Ji Lee - Talk Back: The Bubble Project / Street Art</p> <p><b>Recommended Books:</b> 1. Bailey, Ellen. (2006). "Eratosthenes of Cyrene." Eratosthenes of Cyrene 1–3. Book Collection Nonfiction: High School Edition.</p>	<p><b>Elective [Newly Proposed]</b></p>
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				<p>2. <a href="#">Barnes, Jonathan.</a> (1995). <i>Life and Work. The Cambridge Companion to Aristotle.</i> Cambridge University Press.</p> <p>3. <a href="#">Barrier, J. Michael,</a> (2007). <i>The Animated Man: A Life of Walt Disney.</i> Oakland: University of California Press.</p> <p>4. Daniel, Arasse. (1997). <i>Leonardo da Vinci.</i> NY: Konecky &amp; Konecky.</p> <p>5. <a href="#">Lehner, Mark.</a> (2008). <i>The Complete Pyramids: Solving the Ancient Mysteries.</i> p. 34. Thames &amp; Hudson.</p> <p>6. Pierce, John J. (1987). <i>Foundations of Science Fiction: A Study in Imagination and Evolution.</i> Westport: Greenwood Press.</p> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>• Bill, O'Brien. (2014). The Imagine Engine at the Intersection of Science and Art. National Endowment for the Arts, in <i>Live Science</i>. Retrieved from <a href="https://www.livescience.com/42320-intersection-science-art.html">https://www.livescience.com/42320-intersection-science-art.html</a></li> <li>• Lee, Ji. Word as Image – <i>YouTube</i>. Retrieved from <a href="https://www.youtube.com/watch?v=dpEs34FsyIA">https://www.youtube.com/watch?v=dpEs34FsyIA</a></li> </ul>	
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**OR**

	<p><b>HIST</b></p> <p><b>Introduction to Indian Folklore</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend the significance of folkloric tradition</li> <li>• Undertake research on related topics</li> <li>• Explore avenues for professional opportunities as archiving, etc.</li> </ul>		<p><b>Section I - Introducing Folklore:</b> Folklore- Concept, Scope and Characteristics. Major Schools of Folklore Theories. Inter-disciplinary relation of folkloristic with other disciplines</p> <p><b>Section II – Major Forms of folklore:</b> Survey of Type of Folk literature. Folk Deities. Study of selected Folk Dance, Music and musical Instruments. Indian Folk art and crafts. Folk Harvest Festivals. Folk food. Environment and Gender Representation in folklore.</p>	<p><b>Elective [Newly Proposed]</b></p>
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**Section III- Sustenance and relevance of Folklore:**  
Preservation and conservation of folklore. Renowned Folklorists - Komal Kothari, Rustam Bharucha; Major Folk Museum - Indira Gandhi Rashtriya Manav Sangrahalaya (Bhopal), North-Eastern Institution of Folk Medicine. Folklore in - Theater and Cinema, Electronic Media, Tourism.

**Recommended Books:**

1. Badrinarayan. (2014). *Lok Sanskriti aur Itihas*, Allahabad: Lokbharti Prakashan. (In Hindi).
2. Bharucha, Rustam. (1994). *Asian Folklore Studies*. Vol. 53-54. Nanzan University Institute of Anthropology.
3. Jack, Goody. (2010). *Myth, Ritual and the Oral*, Cambridge, UK: Cambridge University Press.
4. Jawaharlal, Handoo. (1989). *Folklore, An Introduction*. Mysore: Central Institute of Indian Languages.
5. Naithani, Sadhna. (2005). *In Quest of Indian Folktales: Pandit Ram Gharib Chaube and William Crooke*. Indiana: Indiana University Press.
6. Ramanujan, A.K. (2008). *Folk Tales from India: A Selection of Oral Tales from Twenty-two Languages*. Paw Prints. (Also in Hindi).

**Suggested E-Resources:**

- Literature and Folklore, <https://indiaculture.nic.in/literature-folklore>
- Nagaraju, M. (2016). A survey of Folklore Study in India. *Imperial Journal of Interdisciplinary Research (IJIR)* Vol-2, Issue-4. Retrieved from <http://www.onlinejournal.in>
- Sharma, Preeti. (2012). "Hearing the hidden voices of feminine sexuality: Folkloric challenges to patriarchic traditions in Rajasthan". *International Journal of Interdisciplinary Cultural Studies*. 7(2):37-47.



OR

**HIST**  
**South Indian History and Culture (Earliest times to 1565 AD)**

After completion of this course student will be able to:

- Understand the contribution of south India towards making of Indian History
- Contextualize the culture formation process in south India
- Analyze dynamics of the socio-economic life of south Indian History.

**Section-I**

Sources: Archaeological and Literary Sources; Megalithic societies; Percolation of Aryan culture southwards; Sangam Age: reflection of society and culture; Achievements of Satavahan dynasty.

**Section-II**

State formation and economy under the Chalukyas, Pallavas and Pandyas; Contribution of the Chalukyas and Pallavas towards evolution of temple architecture; Emergence of temple as a centre of power in South India

**Section-III**

Nature of State and Village administration under the Cholas; Emergence of the Vijayanagar state; Society and economy during Vijayanagar empire.

**Recommended Books:**

1. Champakalakshmi, R, Trade, Ideology, and Urbanization: South India 300 BC to AD 1300, Part 1300, Oxford University Press, 1999.
2. Goyal, S.R., Dakshin Ka Itihas, Kusumaanjali Prakashan, Jodhpur, 1995.
3. Karashima, Noboru, Ancient to Medieval: South Indian Society in Transition, Oxford University Press, 2009.
4. Sastri, K.A.N., History of South India, Oxford University Press, London, 1955.
5. Stein, Burton The New Cambridge History of India: Vijayanagara, Cambridge University Press, 1989.
6. Veluthat, Kesvan, The Early Medieval in South India, Oxford University Press, 2010.
7. Yajdani, G., Dakkan ka Prachin Itihas, Macmillan, Delhi, 1997.

**Suggested E-resources:**

- Champakalakshmi, R., Urbanisation in South India: The Role of Ideology and Polity, Social

**Elective [Newly Proposed]**

				<p>Scientist, Vol. 15, No. 8/9 (Aug.-Sep., 1987), pp. 67-117.  <a href="https://www.jstor.org/stable/pdf/3520287.pdf">https://www.jstor.org/stable/pdf/3520287.pdf</a></p> <ul style="list-style-type: none"> <li>▪ Maloney, Clarence, The Beginnings of Civilization in South India, <i>The Journal of Asian Studies</i>, Vol. 29, No. 3 (May, 1970), pp. 603-616, <a href="https://www.jstor.org/stable/2943246?seq=1#metadata-info-tab-contents">https://www.jstor.org/stable/2943246?seq=1#metadata-info-tab-contents</a></li> <li>▪ Subbarayalu, Y., General President's Address: Historical Geography of Ancient And Medieval India: A Comparative Study of Nadu And Vishaya, <i>Proceedings of the Indian History Congress</i>, Vol. 73 (2012), pp. 1-17. <a href="https://www.jstor.org/stable/44156185?seq=1#metadata-info-tab-contents">https://www.jstor.org/stable/44156185?seq=1#metadata-info-tab-contents</a></li> </ul>	
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**READING ELECTIVES-**

<p><b>HIST</b> <b>Food Culture and History</b></p>	<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the eating activity of human civilization and the quest for food</li> <li>• Examine the antiquity of food and nutrition, and its cultural, economic, environmental, and sociological perspectives</li> </ul>	<p><b>Course Description</b></p> <p>Eating is an essential human activity, the civilization itself began in the quest for food, and food choice in all major religions has been an integral part of religious identity. The quest for spices and exotic foodstuffs led to the European discovery of the new world. Food history is an interdisciplinary field that examines the history of food and nutrition, and the cultural, economic, environmental, and sociological impacts of food. This subject on the table will take the students on an enthralling journey into the human relationship to food. With this innovative course, students may travel the world discovering fascinating foodlore and culture of all regions and eras.</p> <p><b>Recommended Books:</b></p> <p>1. Anderson, E. (2005). <i>Everyone Eats</i>.</p>	<p><b>Reading Elective [Newly Proposed]</b></p>
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				<p><i>Understanding Food and Culture</i>. New York: New York University Press.</p> <ol style="list-style-type: none"> <li>Lang, T., Heasman, M. (2005). <i>Food Wars: The Global Battle for Mouths, Minds and Markets</i>. London: Earthscan.</li> <li>Pinker, S. (1997). <i>How the Mind Works</i>. New York: Norton.</li> <li>Ashokan, A. (2008). <i>Contemporary Indian Cuisine</i>. London: Apple.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>Bramen, Lisa, How Food shaped Humanity, <a href="https://www.smithsonianmag.com/arts-culture/how-food-shaped-humanity-83840262/">https://www.smithsonianmag.com/arts-culture/how-food-shaped-humanity-83840262/</a></li> <li>Le B Chau, What Food tells us about culture, <a href="https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/">https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/</a></li> </ul>
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OR

		<p>After the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the natural history of warfare in the advancement of life</li> <li>Analyze the military tactics and the use of cavalry, artillery and infantry in the defense forces</li> </ul>		<p><b>Course Description</b></p> <p>Warfare has a natural history of its own, dating from the times when the male species had to resort to the principle of combat in the advancement of life. It has evolved from fighting over grasslands, natural resources, sources of oil to water resources. Warfare has had cultural determinants as well as economic and political determinants. Warfare has preceded state, diplomacy, strategy but not culture. The Aztec warrior culture included the ritualized wounding of combatants who were taken as prisoners and subsequently sacrificed to the Gods whereas the Spanish warrior culture was that of pitched battle to death, a concept inherited from Greece, Rome and crusades. Warfare and military tactics has had a long history from that of the Sumerians in ancient Mesopotamia to</p>	<p><b>Reading Elective [Newly Proposed]</b></p>
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				<p>western nuclear deterrence theory. The material basis of warfare has undergone a transformation from stone, flesh (horse), iron and fire (gunpowder); from the use of cavalry, artillery, and infantry to the divisions of army, navy and air force in the defense forces. While the memory of Hiroshima and Nagasaki still remains afresh, so is that of the chemical in Iraq, the border disputes, the Syrian War and the issue of refugees it brought up.</p> <p><b>Recommended Books:</b></p> <ol style="list-style-type: none"> <li>1. Allison, David. Ferreiro, Larrie. D. (Ed). (2018). <i>The American Revolution: A World War</i>. Washington: Smithsonian Books.</li> <li>2. Gommans. J.J.L. (2002). <i>Mughal Warfare. Indian Frontiers and Highroads to Empire 1500-1700</i>. London. Routledge.</li> <li>3. Thapar, Romila. (2015). <i>Somanatha: The Many Voices of a History</i>. New York. Verso.</li> </ol> <p><b>Suggested E-Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Satell, Greg. (2019). <i>Innovation Lessons From The History Of Warfare</i>. Retrieved from <a href="https://www.forbes.com/sites/gregsatell/2015/03/14/4-innovation-lessons-from-the-history-of-warfare/#62f57c3e73f3">https://www.forbes.com/sites/gregsatell/2015/03/14/4-innovation-lessons-from-the-history-of-warfare/#62f57c3e73f3</a></li> <li>▪ <i>The evolution of warfare IRRC No.990</i>. International Committee of the Red Cross. Retrieved from <a href="https://www.icrc.org/en/international-review/evolution-warfare">https://www.icrc.org/en/international-review/evolution-warfare</a></li> </ul>	
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**OR**

	<p><b>HIST</b> <b>Book History</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>• To discuss the tradition of knowledge and the role of book in the histories of human</li> </ul>		<p><b>Course Description</b></p> <p>The documents and books have been instrumental in carrying the tradition of knowledge and in writing the histories of human civilisation. However, the history of documents/book has been overlooked, until very recently. With the publication of “What Is</p>	<p><b>Reading Elective</b> <b>[Newly Proposed]</b></p>
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civilization

- To understand the socio-historical transformations carried by writing and print technology in the Book history

the History of Books”, by Robert Dranton in 1982 and other related writings, Book History has emerged as one of the significant trends in history of print culture and written communication. Book History explores the complex terrain of the social, cultural, and economic history of authorship, copyright, censorship, bookselling and literacy. It helps in understanding the idea that how book travel in a circular path of author- publisher- printer-bookseller – reader, and finally reader to author. The book history has shifted the attention from economic causes to the role of print in subverting the ancient regime during French Revolution in 1789. Subsequently, it helps to understand that how the missionary societies created their big business corporations with the publication of ecclesiastical books. With these developments, historians are now venturing into the mainstream of social and cultural history by exploring the role of libraries in shaping the taste of reading and the role of books, newspapers, periodicals, manuscripts and ephemera in bringing the socio-political and economic changes. Viewed this context, the Book History disregards disciplinary and professional boundaries and helps learners to understand that how socio-historical transformations were brought on by writing and print technology.

**Recommended Books & E-Resources:**

1. Darnton, Robert (1982). What Is the History of Books?. *Daedalus*, 111 (3), 65-83. <https://www.jstor.org/stable/pdf/20024803.pdf?refreadid=excelsior%3A07794a1c34682710beffccf0a8dc78f3>
2. Febvre, Lucien and Henri-Jean Martin (2010). *The Coming of the Book: The Impact of Printing, 1450-1800*. London: Verso.
3. Gupta, Abhijit and Swapan Chakravorty (Ed.), (2004). *Print Areas: Book History*. Delhi: Permanent Black.

OR

	<p><b>HIST</b></p> <p><b>Museums in History</b></p>	<p>After completion of this course student will be able to:</p> <ul style="list-style-type: none"> <li>• To understand the significance of material culture in the art of writing history</li> <li>• To explain the folkloric museums, ethnic museums, horticulture museums, anthropological museums</li> </ul>		<p style="text-align: center;"><b>Course Description</b></p> <p>Museums have acted as an important repository for sources of history. The significance of material culture in the art of writing history is remarkable and the ways in which historians use artifacts for historical knowledge are diverse. The material culture has a relationship with historical research, historical heritage and discourse. And museums are the store houses of rare and valuable objects of the past. Further, museums and curators have a close association with the branch of art history. Museums as centers of exhibit came up in Britain by 1753 and later in other parts of the world. The antiquity of museums can be traced to what started as private collections of wealthy individuals and private families which can be called as wonder rooms or cabinets of curiosity. The earliest discovery of such was made by archaeologist Leonard Woolley when he found perfectly preserved collection of Mesopotamian antiquities in Babylonian princess Ennigaldi-Nanna's museum of circa 530 B.C. Apart from discipline specific museums, institutions have museums, banks and corporations are having museums. The Government of India has initiated through its ministries, the railway museum and certified courses on museology and museography. Folkloric museums, ethnic museums, horticulture museums, anthropological museums (ethnographic museums) are different types of museums. Eco museums which focuses on the identity of a place, based on local participation developed as a concept in France in 1971 and stresses on holistic interpretation of cultural heritage.</p> <p><b>Recommended Books &amp; E-Resources:</b></p> <ol style="list-style-type: none"> <li>1. Book Depository, Retrieved from <a href="https://www.bookdepository.com/category/398/Museums-Museology">https://www.bookdepository.com/category/398/Museums-Museology</a></li> <li>2. Carbonell, Bettina Messias. (2003). <i>Museum Studies: An Anthology of Contexts</i>. New Jersey: Blackwell Publishers.</li> <li>3. Falk, John. (2009). <i>Identity and the Museum Visitor Experience</i>. United Kingdom: Left Coast</li> </ol>	<p style="text-align: center;"><b>Reading Elective</b> [Newly Proposed]</p>
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				<p>Press, Routledge Taylor and Francis Group.</p> <p>4. Katre, Dinesh. (2009). <i>Laying the foundations for Digital Preservation in Indian Museums (Experience of Jatan: Virtual Museum Builder)</i>, National Digital Preservation Programme, Retrieved from <a href="http://ignca.nic.in/PDF_data/kn_digital001_pdf_data/T1a_Laying_the_Foundations.pdf">http://ignca.nic.in/PDF_data/kn_digital001_pdf_data/T1a_Laying_the_Foundations.pdf</a></p> <p>5. National Portal of India, Retrieved from <a href="https://www.india.gov.in/spotlight/national-digital-repository-museums-india">https://www.india.gov.in/spotlight/national-digital-repository-museums-india</a></p>	
OR					
	<b>Big Ideas in the History of Science</b>			<a href="https://www.conted.ox.ac.uk/courses/big-ideas-in-the-history-of-science?code=O18P492HIW">https://www.conted.ox.ac.uk/courses/big-ideas-in-the-history-of-science?code=O18P492HIW</a>	<b>Reading Elective [Newly Proposed]</b>
OR					
	<b>Film Appreciation- Hindi Cinema</b>			<a href="https://swayam.gov.in/courses/4956-filmappreciation-hindi-cinema">https://swayam.gov.in/courses/4956-filmappreciation-hindi-cinema</a>	<b>Reading Elective [Newly Proposed]</b>
OR					
	<b>A Global History of Architecture</b>			<a href="https://www.edx.org/course/a-global-history-of-architecture">https://www.edx.org/course/a-global-history-of-architecture</a>	<b>Reading Elective [Newly Proposed]</b>
OR					
	<b>Global History Lab</b>			<a href="https://www.edx.org/learn/history">https://www.edx.org/learn/history</a>	<b>Reading Elective [Newly Proposed]</b>
OR					
	<b>Architecture of the Railway, Canal and</b>			<a href="https://www.conted.ox.ac.uk/courses/architecture-of-the-railway-canal-and-steamship-">https://www.conted.ox.ac.uk/courses/architecture-of-the-railway-canal-and-steamship-</a>	<b>Reading Elective [Newly Proposed]</b>

	Steamship Age			<a href="#">age?code=O18P431HCW</a>	
OR					
	Folk and Minor Art in India			<a href="https://onlinecourses.nptel.ac.in/noc16_hs13">https://onlinecourses.nptel.ac.in/noc16_hs13</a>	Reading Elective [Newly Proposed]
OR					
	Cultural Heritage in Transformation			<a href="https://www.edx.org/course/cultural-heritage-in-transformation">https://www.edx.org/course/cultural-heritage-in-transformation</a>	Reading Elective [Newly Proposed]



**Name of Programme:** M.Phil. History

**M.Phil. Programme Educational Objectives:**

In compatibility with Banasthali Vidyapith aim to materialize the ethos of nation-building, Indian Culture and *Panchmukhi Shiksha*, the M.Phil History Programme focuses on the enlightened and human value based education along with the academic, disciplinary and research pursuits of students. Through the application of core, interdisciplinary courses, reading electives and dissertation writing, the M.Phil. history programme intends to orient the students towards the ideas of history, research methods, historiographical trends and issues in the writing of history.

The main objectives of the M. Phil History programme are to:

- Provide exemplary education in a stimulating environment where delivery of historical knowledge is integrated with nationally and internationally recognized research to conduct and publish cutting-edge multidisciplinary research papers.
- Give the students a choice of reading electives which are diverse in nature that provides the students more focused and deeper perceptive on selected themes.
- Facilitate pursuit of knowledge that cuts across disciplinary boundaries.
- Introduce the students to debates from the different periods of Indian history to develop in an insight into the moving forces and dynamics of the discipline.
- Raise sensitivity to professional ethical codes of conduct, social values and respect for all.
- Demonstrate standards of writing field visit reports and digital literacy that would support professional needs.
- Develop gender-neutral attitudes and practices; respect for all races, nations, religions, cultures, languages and traditions.
- Nurture a temperament that would enable learners to set and work towards self-driven performance-goals, entrepreneurial ventures and overall leadership.

### **M.Phil. Programme Outcomes:**

- ❑ **PO1: History Knowledge:** This programme enables the scholars to develop knowledge about the historiographical trends, prominent debates, and issues related to the historian's craft.
- ❑ **PO2: Research Abilities:** The specialized courses enhance the research abilities and recent dynamics in historical writing.
- ❑ **PO3: Problem Analysis:** Through the focus on critical analyze of sources, term paper, dissertation writings, self-reading, seminar, the learners would be familiarized with the skill of writing.
- ❑ **PO4: Usage of Modern Historical Methodology:** The diverse themes in global historiography, history of ideas and discussion on environmental issues, cinema and its aesthetic and ontological importance introduces the students to apply modern methodology to understand the current social changes.
- ❑ **PO5: Leadership Skills:** The dissertation writing and field work develop skills of fast and accurate ways of working and instills the learners with qualities of time/resource management. The involvement in organization of seminars/ symposiums helps to nurture in them leadership skills and sharpens value of time and importance of networking.
- ❑ **PO6: Professional Identity:** The programme caters to enhance the researchers' capabilities and professional skills to enter the field of working as historians, teachers, academicians, corporate employees and bureaucrats.
- ❑ **PO7: Ethics of History:** A sound historical knowledge enables the scholars to develop and apply principles of ethics in societal and professional contexts. They will be able to recognize cultural and personal variability in values, communication and lifestyles.
- ❑ **PO8: Communication:** The scholars will be able to critically think and analyze and formulate sound historical arguments, write them in comprehensive manner and present them before the community of intellectuals, Indian and global.
- ❑ **PO9: The Historian, Society, Environment and Sustainability:** The programme enables the scholars to achieve an understanding of the past which will build the quality of responsible citizens who can provide rational solutions to social issues, sustainable development and environmental hazards.
- ❑ **PO10: Life-Long Learning:** The M. Phil programme is just the beginning of a life-long learning of the subject of history. The scholars with their knowledge about changes in different historical periods would understand the nature of transition of the discipline, society and would develop an on-going process of learning of the same.

**Proposed Structure for M.Phil. History**

**M. Phil. (History) Semester I**

<b>Course</b>	<b>Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Continuous Assessment (40)</b>	<b>End Semester Assessment (60)</b>
<b>Research Methodology</b>		Research Methodology in Social Sciences	4	0	0	4	Any 4 components of <b>10</b> marks each	Semester Examination (written)
<b>Core Paper</b>	HIST 602	Concepts in the Study of History	4	0	0	4	Any 4 components of <b>10</b> marks each	Semester Examination (written)
<b>Teaching Pedagogy</b>		Teaching, Learning and Higher Education	4	0	0	4	Minimum four (4) Teaching Practices in the class-room <b>(10X4)</b>	Semester Examination (written)
<b>Term paper</b>	HIST 606 P	Term Paper	0	0	24	12	Dissertation synopsis and Literature Review <b>(20)</b> + Seminar presentation <b>(20)</b>	On the basis of the Term Paper submitted by the student
<b>Reading Elective-I</b>		Reading Elective-I	0	0	0	2	-	Semester Examination of <b>100</b> marks (written)
<b>Total Credits</b>						<b>26</b>		

### M. Phil. (History) Semester II

Course	Code	Course Name	L	T	P	C	Continuous Assessment	End Semester Assessment
<b>Dissertation</b>	HIST 703 D	Dissertation	0	0	36	18	Internal Viva-Voce examination (40)	Assessment of the thesis by external Expert (60)
<b>Seminar</b>	HIST 603 S	Seminar	0	0	8	4	Progress Report (20) + Mid-term Presentation (20)	Seminar before the faculty members of the Department (60 Marks)
<b>Reading Elective -II</b>		Reading Elective -II	0	0	0	2	-	Semester Examination of 100 marks (written)
<b>Reading Elective -III</b>		Reading Elective -III	0	0	0	2	-	Semester Examination of 100 marks (written)
<b>Total Credits</b>						<b>26</b>		
<b>M. Phil. Total Credits</b>						<b>52</b>		

Course Code to be filled by the office	List of Reading Electives
	Textiles in Indian History
	Science and Society
	Sports in History
	Indian Diaspora
	Cliometrics and the New Economic History
	Environmental History and Global Politics in Post-Cold War Era

*Verified*



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