

**M.A. Semester: I**  
**Discipline Centric Core Course (DCC)**  
**ITHCC57001T : Introduction to Traditions of Historical Writing**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the traditions of Greco-Roman historiography with reference to historians like Herodotus and Thucydides.</li> <li>• Understand Islamic historiography through scholars like Ibn Khaldun and the role of St. Augustine.</li> <li>• Identify the key characteristics of Muslim historiography in India.</li> <li>• Grasp the key philosophical approaches to history including Hegel's idealism and Marx's historical materialism.</li> <li>• Analyze Spengler's cyclical theory and the concept of totality in history.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> Introduction to Traditions of Historical Writings Ancient Tradition of Historiography: Greco-Roman Historiography with special reference to Herodotus, Thucydides; Features of Chinese Historiography; Ancient Indian tradition of History writing (an outline).</p>		
<p><b>Unit-II:</b> Medieval Tradition: Features of Islamic Historiography; Ibn Khaldun; St. Augustine Different trends and interpretation of Medieval Indian History in 20th Century.</p>		
<p><b>Unit-III:</b> Medieval Indian Historiography Chief Characteristics of Muslim Historiography, Court Historians: Amir Khusro, Jiauddin Barni, Abul Fazal, Nijamuddin Ahmad, Bhimsen, Ishwar Das Nagar, Private Historian: Badayuni, Khafi Khan</p>		
<p><b>Unit-IV:</b> Modern Historiography: Scientific History: Ranke. Philosophies of History: Hegel's Idealistic theory, Historical Materialism of Marx,</p>		
<p><b>Unit-V:</b> engler and Cyclical Theory. Totality in History: The Annals Approach- Mare Bloch. Literary Term and Challenges to scientific History,. Foucault and Post-Modernism.</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Bajaj, Satish K. (1998). Recent Trends in India Historiography. Delhi: Anmol Publications.</li> <li>2. Bloch, Marc. (1992). Hisotrian's Craft. U.K. Manchester University Press.</li> <li>3. Gardner, Charles S. (1961). Chinese Traditional Historiography. U.S.A.: Harvard: University Press.</li> <li>4. Guha, Ranjit. (1983). Subaltern Studies. Vols. I to X (Writings on South Asian History and Society). Delhi: Oxford.</li> </ol>		

**M.A. Semester: I**  
**Discipline Centric Core Course (DCC)**  
**HOMCC57001T : History of Marwar I**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the early rulers of Mandore, the historical background of Rashtrakuts, and the geographical and political foundations of Marwar. They will also gain knowledge about the establishment and expansion of the Rathore dominions, especially under Rao Shiha and Rao Chunda.</li> <li>• Explain the political developments in Marwar from the period of Jodha to Maldev, including the resistance against Mughal rule by Rao Chandrasen. Students will also learn about Marwar under Mughal dominance (1533–1638 CE), and the roles of rulers like Mota Raja Udai Singh and Sawai Raja Sur Singh.</li> <li>• Analyze the period of Mughal supremacy from 1638 to 1678 CE through the reign of Maharaja Jaswant Singh, and understand the contributions of Maharaja Ajit Singh, Maharaja Abhay Singh, Veer Durgadas Rathore, and Maharaja Vijay Singh to Maharaja Man Singh.</li> <li>• 4. Understand the polity and administrative systems of Marwar, including state finance, the Pattedari system, land revenue systems, and the emergence of the business community and land mobility.</li> <li>• 5. Evaluate the social and economic life of medieval Marwar, with emphasis on environmental consciousness, water conservation traditions, forest and sanctuary conservation in Rajasthan, and the unique Oran tradition.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> Early Rulers of Mandore, Early History of Rashtrakut, Geographical Background of Marwar, Establishment and Expansion of the Rathore Dominions-Rao Shiha, Rao Chunda.		
<b>Unit-II:</b> Political History of Marwar from Jodha to Maldev, Mughal Resistance of Rao Chandrasen Marwar Under Mughal Itegemony (1533-1638 C.E.) Mota Raja Udaisingh or Sawai Raja Sursingh.		
<b>Unit-III:</b> Maharaja Jaswant Singh and the Mughal Paramouncy (1638-1678 C.E.), Maharaja Ajitsingh (1707-1724) Maharaja Abhay Singh (1724-1749 C.E.) Veer Durgadas Rathore Maharaja Vijay Singh to Maharaja Mansingh		
<b>Unit-IV:</b> Polity, Administration State Finance, Pattedari system and the Marwar Mobility Land Reveue system and the Rise of Impact Business community		
<b>Unit-V:</b> Social and Economic Life of Medieval Marwar Environment consciousness and water conservation Tradition in Marwar, Conservation of Forests and Sanctuaries in Rajasthan, Tradition of Oran		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. K.R. DJS-House of Marwar:</li> <li>2. L.S. Rathore - The Untold Story of Freedom Struggle in Marwar</li> <li>3. Pandit Bisheshwar Nath Reu - History of the Rashtrakutas (Rathodas)</li> <li>4. Dr. G.R. Parihar - Marwar and the Marathas (1724-1843 A.D.)</li> </ol>		

**M.A. Semester: I**  
**Discipline Centric Core Course (DCC)**  
**HMACC57001T: History of Modern Asia-Middle East & Far-East**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the key historical developments in the Middle East, including the fall of the Ottoman Empire, the Young Turk Movement, and the leadership of Mustafa Kemal Atatürk.</li> <li>Analyze the mandate system in Syria, Palestine, and Iraq and evaluate the modernization efforts in Iran under Raza Shah Pahlavi.</li> <li>Assess the modernization of Saudi Arabia under Ibn Saud and understand the rise and significance of Arab Nationalism.</li> <li>Gain insight into the transformation of modern China through major events like the opening of China, the Taiping Rebellion, Boxer Uprising, the 1911 Revolution, and the Communist Revolution led by Mao Zedong.</li> <li>Examine the modernization of Japan, including the Meiji Restoration, its industrial and military growth, and the rise of Japanese imperialism leading up to World War II.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> A Survey of the Special Features of the Middle-East, Break-up of the Ottoman Empire-The Young Turk Movement & Mustafa's Achievements		
<b>Unit-II:</b> Mandate System in Syria, Palestine & Iraq, Modernization of Iran-Raza Shah Pahalavi		
<b>Unit-III:</b> Modernization of Saudi Arabia under Ibn Saud, Significance of Arab Nationalism		
<p><b>Unit-IV:</b> Modern China</p> <ul style="list-style-type: none"> <li>Opening of China</li> <li>Taiping Rebellion</li> <li>The Boxer Uprising</li> <li>The Revolution of 1911</li> <li>Dr. Sun-Yat-Sen f. The Communist Revolution-Mao-Tse-Tung</li> </ul>		
<p><b>Unit-V:</b> Modern Japan</p> <ul style="list-style-type: none"> <li>Opening of Japan</li> <li>Meiji Restoration</li> <li>Modernization of Japan</li> <li>Rise of Japanese Imperialism up to the World War-II</li> </ul>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>Lambton &amp; Hott Cambridge History of Islam</li> <li>Shaw &amp; Shaw Decline of the Ottoman Empire</li> <li>S.N.Fisher History of the Middle-East</li> <li>Kirk Short History of the Middle-East</li> <li>George Antonius The Arab Awakening</li> <li>Halide Edib Turkey Faces West</li> <li>Bernard Lewis Emergence of Modern Turkey</li> <li>Sharali Arab Nationalism</li> <li>Don Peretz The Middle-East Today</li> <li>Sykes History of Iran</li> </ol>		

**M.A. Semester: I**  
**Discipline Specific Electives Course (DSE)**  
**SFISE57001T: Stages in the Formation of Indian Society : An Outline**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the process of the formation and development of ancient Indian society through various historical sources.</li> <li>Explain the socio-economic and cultural aspects of early human societies, including the Indus Valley and Vedic civilizations</li> <li>Analyze the structure of society during the Mauryan and Post-Mauryan periods, focusing on social order, patriarchy, and governance.</li> <li>Examine the religious and philosophical movements in ancient India, particularly Buddhism and Jainism, and their impact on society</li> <li>Assess the Gupta period and its contributions to classical Indian culture and society.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b></p> <ol style="list-style-type: none"> <li>1. Reconstructing Ancient Society with Special Reference to sources.</li> <li>2. Early Human Society: Hunting Gathering, Early Farming Society, Pastoral nomadism</li> <li>3. Indus Valley civilization Social and Economic Life of the People.</li> <li>4. Vedic Age: Origin of Aryans - Early Settlement and expansion, Early Vedic and Post Vedic Society.</li> </ol>		
<p><b>Unit-II:</b></p> <ol style="list-style-type: none"> <li>1. The Varna Social order and Patriarchy.</li> <li>2. Mauryan Society.</li> <li>3. Ashokan Edicts and their socio-political content</li> <li>4. Post Mauryan Society.</li> </ol>		
<p><b>Unit-III:</b></p> <ol style="list-style-type: none"> <li>1. Socio Religion Ferment in North India: Buddhism and Jainism.</li> <li>2. Legacy of Jainism and Buddhism.</li> <li>3. The Gupta's society in the classical age.</li> <li>4. Society in Post Gupta's Period.</li> </ol>		
<p><b>Unit-IV:</b></p> <ol style="list-style-type: none"> <li>1. Ashram and Pursharth</li> <li>2. Position of Women in Ancient India.</li> <li>3. Types of Marriage and their significance.</li> <li>4. Concept and component of Family.</li> <li>5. Sanskar-Importance and Objectives.</li> </ol>		
<p><b>Unit-V:</b></p> <ol style="list-style-type: none"> <li>1. Early Tamil Society - Region and their cultures and cult of Hero worship.</li> <li>2. Education and Educational Institutions: Takshashila, Nalanda, Vallabhi, Vikramshila.</li> <li>3. Hiuentson Accounts Fa-hien and his Accounts.</li> </ol>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. रोगिला भापर-भारत का इतिहास</li> <li>2. रोमिला थापर-अशोक एवम्गौर्य साम्राज्य का पतन</li> <li>3. एच.सी. राय चौधरी-प्राचीन भारत का राजनीतिक इतिहास</li> <li>4. आर.सी. मजूमदार श्रेण्ययुगवो.एन. भास्त्री - नन्द मौर्ययुगीन भारत</li> <li>5. गोविन्द चन्द्र पाण्डे-बौद्ध धर्म के विकास का इतिहास</li> <li>6. यदुवंशी- भौवमतएलयाशम-अद्भुत भारत</li> <li>7. वो. एम. श्रीगाली-प्राचीन भारत का इतिहास</li> <li>8. डी. एन. झा. - प्राचीन भारत का इतिहास</li> <li>9. बी.एन. लूणिया-भारतीय संस्कृति</li> </ol>		

**M.A. Semester: I**  
**Discipline Specific Electives Course (DSE)**  
**SEHSE57001T: Socio - Economic History of Medieval India (1206-1526 C.E.)**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the sources and political theories of the Delhi Sultanate, and assess the impact of the Turkish invasion on Indian society.</li> <li>• Explain the administrative structure, revenue system, and military organization of the Delhi Sultanate.</li> <li>• Analyze the distribution of land and economic resources through systems like Iqta, Madad-i-Maash, and Sayurghal among the ruling classes.</li> <li>• Evaluate the economic changes, including agricultural production, monetization, market regulations, urbanization, and Indian Ocean trade.</li> <li>• Understand the structure of society and culture, including the role of nobility, merchants, artisans, peasants, and labor.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> Overview on sources of Delhi Sultanate: India on the eve of Turkish invasion: Theory of Kingship under Balban, Alauddin Khalji, Firozahah Tughluq, Bahlol Lodi.		
<b>Unit-II:</b> Administration and Institutions: Central and provincial structure, Revenue administration, Military Organization Iqta: Distribution of resources among the ruling classes, Other Grants Madad-1-Maash and Sayurghal		
<b>Unit-III:</b> Economy: Changes in Agricultural production, Monetization; Market regulations, growth of urban centers: Trade and commerce; Indian Ocean trade.		
<b>Unit-IV:</b> Society and Culture. Origin and concepts. The ruling classes: sultan's nobility & other officers The merchants traders & peddlers, The artisans and craftsman, Peasants & Labour		
<b>Unit-V:</b> Bhakti and Sufism Movements, Change in Indian Society, Characteristic of Art and Architecture; System of Education; Growth of Literature: Persian and Hindawi.		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Ashraf, K.M. (2006). Hindustan keNivasiyon ka jeevan unkiparisthithiyam. Punamudhran. Delhi: Hindi aur MadhyamKaryanvayNidheshalay,</li> <li>2. Chandra, Satish. (2007). History of Medieval India. New Delhi: Orient Black-Swan,</li> <li>3. Chandra, Satish. (2007). Madhyakaleen Bharath, rajneetiSamaj aur Sanskriti New Delhi : Orient Longman.</li> <li>4. Gopal, Lallanji. (1965). Economic Condition in Northern India, A.D.750-1200. Delhi: Motilal Banarsidas.</li> </ol>		

**M.A. Semester: I**  
**Discipline Specific Electives Course (DSE)**  
**EHISE57001T: Economic History of India (1757-1947 C.E.)**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the nature and structure of the Indian economy in the mid-18th century, including the role of mercantilism and European economic interests, and analyze the concept and impact of the Drain of Wealth.</li> <li>• Evaluate the revenue systems such as the Permanent Settlement, Ryotwari, and Mahalwari systems, and their effects on agriculture, along with understanding the causes and responses to famines during British rule.</li> <li>• Examine the condition of Indian artisans and handicrafts, trace the development of industries (especially cotton and iron), and assess the role and economic impact of the railways.</li> <li>• Analyze trends in internal and external trade, taxation and monetary policies, price movements, national income post-1858, and demographic changes during the colonial period.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> Nature and structure of Indian economy in mid 18 Century: Mercantalism and European economic interests in India; Drain of Wealth: its mechanism, magnitude and effects.		
<b>Unit-II:</b> Revenue administration of Bengal-1765-85; Permanent Settlement objects and effects; Ryotwari and Mahalwari system; Changing pattern of crops; Famines causes and Famine Relief.		
<b>Unit-III:</b> Artisan and Handicraft; Development of Industries with special reference to Cotton and Iron; Growth of Railways and their impact.		
<b>Unit-IV:</b> Internal and External Trade; Tariff and Excise, Monetary and Credit System; Main trends in Price Movement and its impact; National Income after 1858; population growth; trends in demographic changes.		
<b>Unit-V:</b> Problems and Limitations of Indian Economy; Different approaches with special reference to Dadabhai Naroji, R.C. Dutt, Mahatma Gandhi and M.N. Roy.		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. B. M. Bhatia, Famines in India, Asia Publishing House, Delhi, 1963</li> <li>2. B. R Tomlinson, The Economy of Modern India, 1860-1970, Cambridge University Press, Vol.3, 1993</li> <li>3. Bipan Chandra, The Rise and Growth of Economic Nationalism in India, Har-Anand Publications, Delhi, 2010</li> <li>4. C.A Bayly, Rulers, Townsmen and Bazaars, OUP, Delhi, 1998</li> <li>5. D. H. Buchanan, The Development of Capitalistic Enterprises in India, Mac Millan, New York, 1934</li> <li>6. D. R. Gadgil, The Industrial Evolution of India in Recent Times, Read Books, 2007</li> <li>7. Dharma Kumar (ed.), Cambridge Economic History India, Vol II. Cambridge University Press, 1983</li> <li>8. G. Blyn, Agricultural Trends in India, University of Pennsylvania Press, 1966 A. K. Bagchi, Private Investment in India, Cambridge University Press, 1972</li> <li>9. Morris Dobb, Studies in the Development of Capitalism, London, 1947</li> </ol>		

**M.A. Semester: II**  
**Discipline Centric Core Course (DCC)**  
**REMCC57002T: Research Methodology**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning, definition, and scope of history, understand its uses, and describe the essentials of historical methods including interpretation and explanation in historical writing.</li> <li>• Identify and select appropriate research topics, formulate research problems, and effectively collect, arrange, and design research material and models.</li> <li>• Distinguish between primary and secondary sources such as archival records, archaeological and literary evidence, folklore, newspapers, autobiographies, and official documents.</li> <li>• Apply external and internal criticism to assess the authenticity and credibility of historical sources, recognize bias and detect forgery or fallacies in documents.</li> <li>• Demonstrate techniques of historical writing, maintain objectivity and subjectivity balance, and effectively use research tools such as footnotes, bibliography, indexes, and proper citation norms.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> History Meaning & Definition, Scope of History, Uses of history, Essentials of historical method Interpretations & Explanations in history writing.		
<b>Unit-II:</b> Choosing of the research subject and the problem, collection & arrangement of material, preparation of designs and models.		
<b>Unit-III:</b> Nature of historical sources Primary Sources archival & non-archival, archaeological, epigraphic, numismatic. Literature - ballads and folklore, contemporary records newspapers, confidential reports, public reports, government documents, autobiographies, official history.		
<b>Unit-IV:</b> Secondary Sources. External criticism or Authenticity; Internal criticism or credibility of historical evidences, Bias in history, Forgery of documents, Historical fallacies.		
<b>Unit-V:</b> Writing of history - Techniques, organizing the chapters, objectivity & Subjectivity in history; significance of evidences in history writing, Research tools-footnotes, bibliography, index & abbreviations, norms for quotations.		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Kadhival, S.: Historical Methods.</li> <li>2. Hookett, Home C.: The Critical Methods in Historical Research and Writings.</li> <li>3. Srivastava, S.S.: Survey of Research Techniques.</li> <li>4. Nilakanta Shastri and Rammana, A.S.: Historical Methods in Relation to Indian History.</li> <li>5. Philips, C.H.(ed.): Historians of India, Pakistan and Ceylon.</li> <li>6. Ghoshal, U.N.: The Beginning of Indian Historiography and Other Essays.</li> </ol>		

## M.A. Semester: II

### Discipline Centric Core Course (DCC)

**TTLCC57002T: Towns, Town Life and Urbanization in Medieval India (1200-1750 C.E.)  
(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<b>Course Outcome: On successful completion of the course, the students will be able to:</b> <ul style="list-style-type: none"><li>• Define urban history and identify different approaches to studying medieval urbanization in India.</li><li>• Examine the development of new urban centers during the early medieval period using textual sources.</li><li>• Differentiate between regional cities, capital cities, and religious centers during the Sultanate period.</li><li>• Identify the profiles and functions of capital and provincial centers (e.g., Lahore, Agra, Ahmedabad, Dhaka).</li><li>• Describe the profile of towns in regions like Gujarat, Rajasthan, Maharashtra, and Deccan.</li></ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> Unit – I Introduction to Urbanization in Medieval India 1. What is Urban History 2. Approaches to the study of urbanization: Medieval Phase 3. Emergence of new urban centres in Early Medieval context and passage of Medieval urbanism: Textual Reference 4. The Sultanate and its cities – the process of urbanization		
<b>Unit-II:</b> Unit – II Categorization of Cities and Towns 1. Regional cities of the Saltanate period 2. Sultanate Capital city in the Delhi riverine plan 1. Religious Centers : Ajmer, Banaras and Pandarpur		
<b>Unit-III</b> Major Towns: Profile and Characteristics 1. Capital Centers : Lahore, Multan, Agra, Shahjahanabad, Fatehpursikari 2. Provincial Centers: Dhaka, Ahmadabad, Murshidabad, Burhanpur, Aurangabad, Jaunpur, Mandu, Calpi 3. Characteristics of Mughal period cities 4. Urban culture and society		
<b>Unit-IV:</b> Middle Size & Miner Towns: Profile and Characteristics 1. Western India: Gujarat (Dabohi, Jambusar, Anjar, Bharuch, etc.), Rajasthan (Towns in Eastern & Western Rajasthan, Maharastra (Poona) 2. Urban patterns in Medieval Deccan – Golkunda, Bijapur, Bidar, Hydarabad 3. Temple town in peninsular India 4. Urbanisation in South India: Vijaynagar		
<b>Unit-V:</b> Bandar and Port Cities 1. Administration & Management of Bandars along the Western Coast. Profile of Port Cities A. Surat, Kochin, Hugli, Goa, Cambay, Calicut, Chaul, Kachchh- Mandvi, Mundra, Daman & Diu, and Bombay, Pandichery, Madras, Calcutta. B. Case study - Masulipatnam Social Composition of town C. Nobility, Bureaucracy and Political Elites D. Merchants and Intermediaries E. Artisans and their Craftsmanship		
<b>SUGGESTED BOOKS</b>		
1. Abrams, Philip and E. A. Wrigley (eds.), Towns in Societies, Essays in Economic History and Historical Sociology, London, 1978. 2. Ashraf, K.M., Life and Conditions of the People of Hindustan, Delhi, 1969. 3. Ballachet, Kenneth and John Harrison (Eds.), The City in South Asia: PreModern and Modern, London, 1980. 4. Banga, Indu, (ed.), The City in Indian History: Urban Demography, Society and Politics, Delhi, 1991. 5. Bajelkal, Madhvi, 'The state and the rural grain market in eighteenth century eastern Rajasthan', in Sanjay Subramanyam, (ed.), Merchants, Market and the State in Early Modern India, Delhi, 1990. 6. Baqir, Muhammad, Lahore, Past and Present, Lahore, 1952. 7. Blake, Stephen P, Shahjahanabad: The Sovereign City in Mughal India, Cambridge, 1991.		

**M.A. Semester: II**  
**Discipline Centric Core Course (DCC)**  
**HOCCC57002T: History of Contemporary world**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the global impact of World War II and analyze the emergence of two major power blocs, the Cold War, and the rise of the Non-Aligned Movement.</li> <li>• Evaluate the role of the United Nations (UNO) in global politics, including its achievements, failures, and ongoing challenges.</li> <li>• Assess major international political developments such as the Gulf Crisis, the Afghan War, and development constraints in Latin America and Africa.</li> <li>• Explain the transitional phases of the modern world, including the disintegration of the USSR, the formation of the European Union, and the rise of a unipolar world.</li> <li>• Analyze national liberation movements, especially in the Arab world (Egypt and Arab-Israeli conflict) and Africa (transition from apartheid to democracy).</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> The world after World War II</p> <ol style="list-style-type: none"> <li>1. Emergence of two Power blocs - Cold War (NATO war Saw and regional)</li> <li>2. Emergence of third world- Non Alignment</li> <li>3. UNO- Accomplishments Failures- Challenges</li> </ol>		
<p><b>Unit-II:</b>New Global Political scenario</p> <ol style="list-style-type: none"> <li>1. Gulf crisis</li> <li>2. Afghan war</li> <li>3. Latin America constrains for Development</li> <li>4. Africa Constraints fro Development</li> </ol>		
<p><b>Unit-III</b> The World Transition</p> <ol style="list-style-type: none"> <li>1. Disintegration of USSR</li> <li>2. Emergence of European union</li> <li>3. Uni Polar World</li> </ol>		
<p><b>Unit-IV:</b> National liberation Movements</p> <ol style="list-style-type: none"> <li>1. Arab world- Egypt ,Arab Israeli conflict</li> <li>2. Africa –from Apartheid to democracy</li> </ol>		
<p><b>Unit-V:</b> Terrorism and the contemporary world</p> <ol style="list-style-type: none"> <li>1. Meaning – Types</li> <li>2. Factors, feeding the Terrorism</li> <li>3. Terrorism as aGlobal Problem</li> <li>4. International Attempts- Remedies</li> </ol>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Valentine M.M. Moghdam - Globalization and Social Movements, Rowman &amp; Little Field Publishers</li> <li>2. Chakraborty - United Nations and the Third World Shifting Paradigms, Tata MC</li> <li>3. A.C. Roy- International Affairs since 1919 - The World Press</li> <li>4. Rajkumarsingh - Nuclear Power and Politics of South Asia- Gyan Books Publications</li> <li>5. Prakash Chander and Prem Arora-comparative Politics and international relations - Cosmos Book</li> <li>6. Kathleen-C Bailey (Ed) - Weapons of mass distraction Manohar pub- 1994</li> </ol>		

**M.A. Semester: II**  
**Discipline Specific Electives Course (DSE)**  
**HIRSE57002T: History of India Religion and Philosophy**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the sources and development of religious practices in ancient India, including the Indus Valley Civilization and Vedic traditions.</li> <li>Analyze the growth of Vaishnavism, Shaktism, and Tantricism up to the Gupta period and the evolution of Bhakti traditions in Brahmanical religions.</li> <li>Explore the foundations of Indian philosophy, including Vedic, Upanishadic philosophies, and key concepts from texts like the Bhagavad Gita.</li> <li>Examine non-Vedic philosophies such as Charvaka, Jainism (including Anekantavada and Syadvada), and Buddhism (Mahayana, Hinayana, and Nirvana).</li> <li>Understand the development of Shaivism and Vaishnavism in South India, including the contributions of the Alvars, Nayanmars, Shrivaisnavas, and Virashaivas.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> 1. Sources of Religion History of Ancient India. 2. Religion of the Indus Velly Civilization and its legacy to Hinduism 3. Vedic Deities and Rituals</p>		
<p><b>Unit-II:</b>Puranic Religions :1.Development of Vaishnavism up to Gupta Period2.Sakti worship : its rise and origin, Shaktism and Tantricism – The kapalikas, The Kalamukhas, ThaNathas and the Siddhas. 3.Origin and development of Bhakti in the Brahmanical religious traditions</p>		
<p><b>Unit-III</b>Indian Philosophy: 1.The study of Philosophy Meaning and importance 2.Reg Vedic Philosophy 3.Upanishadic Philosophy 4.Bhagavad Gita.</p>		
<p><b>Unit-IV:</b> Indian philosophy: 1.CharavakaDarshna 2.the Principles of Jainism - Anekanta and syadavadtheory of Substance in Jainism 3.Buddhist Philosophy or Hinayana Mahayana, Buddhist Doctrine of Nirvana.</p>		
<p><b>Unit-V:</b> Philosophy of Yoga, Development of Religion in South India, Growth of Shaivism, Vaishnavism in South India, The Alvars, Nayanmars, Shrivaisnavas and Virashaivas</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>Bhadarkar R.C Vaishnavism, Shaivism and minor Religion Chattopadhyay</li> <li>Evolution of Hindu Sects systems Radha Krishna Bhartiya Darshana val I &amp; II Davraj. N.K. Bhartiya Darshana.</li> <li>भण्डारकर, आर.जी., वैष्णव, शैव और अन्य धार्मिक मत</li> <li>कीथ, ए.बी., वैदिक धर्म के विकास का इतिहास</li> <li>भारद्वाज कमलेश : भारतीय संस्कृति</li> <li>पाण्डे जी.सी. : बौद्ध धर्म के विकास का इतिहास</li> <li>• जैन, एच.एल., भारतीय संस्कृति को जैन धर्म का योगदान</li> </ol>		

**M.A. Semester: II**  
**Discipline Specific Electives Course (DSE)**  
**SEHSE57002T: Socio-Economic History of Medieval India (1526-1757 A.D.)**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the administrative structure of the Mughal Empire, including the Mansabdari, Jagirdari, and Zamindari systems, and critically analyze the decline of the Mughal Empire with its theoretical implications.</li> <li>Analyze the agricultural production system in Mughal India by studying crop types, land revenue systems, methods of assessment, and the machinery of collection. Students will also understand the rural economy and the role of society in agriculture during this period.</li> <li>Examine the social structure of rural India, including roles of Zamindars, Deshmukhs, Deshpandey, and village communities. Students will understand stratifications such as Khudkast and Pahikast peasants, and the relationship between the agrarian economy and the state, along with the development of industries and artisans.</li> <li>Explore non-agrarian production in medieval India by focusing on technology in manufacturing and handicrafts, the role of shipping, and the functioning of Karkhanas (imperial and provincial workshops) including their organization and labor systems.</li> <li>Evaluate internal and external trade systems including land and sea trade routes, study the commodities exchanged, and understand the role of traders and merchants in Western India.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> 1. Mughal Administration and Institution: Central Structure, Provincial Structure, Mansabdari, Jagirdari and Zamindari System; Decline of Mughal Empire: Theoretical Implications		
<b>Unit-II:</b> Agriculture Production: Crops – Jins-I-adna and Jins-I-Kamil, Land Revenue Methods of assessment and Machinery of Collection, Economy and Society in Mughal India		
<b>Unit-III</b> Zamindars, Deshmukhs, Deshpandey, Desai, The Peasants Stratifications the Khudkast and Pahikasth the Village Community: Balutedars, Agrarian Economy and the State; Industries and artisans		
<p><b>Unit-IV:</b> Non Agrarian Production</p> <ol style="list-style-type: none"> <li>Technology – Manufactures</li> <li>Technology – Handicrafts</li> <li>Shipping in Medieval India</li> <li>Karkhanas: Imperial and Provincial 1. Organization, Categories, Administration &amp; Wages 2.Karkhanas of Princes, Nobels &amp;European Company</li> </ol>		
<p><b>Unit-V:</b> Trade and Commerce</p> <ol style="list-style-type: none"> <li>Internal Trade</li> <li>External Trade : Land and Oceanic</li> <li>Commodities and mode of Exchange</li> <li>Trader and Merchant in Western India.</li> </ol>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>Alam, M. &amp; Subramanyam, S. (ed.). (2000). The Mughal State. Delhi: OUP.</li> <li>Bhargav, Meena. (2014). The Decline of the Mughal Empire. Delhi: OUP.</li> <li>Chandra, Satish. (2008). Religion, State and Society in Medieval India. New Delhi: OUP.</li> <li>Chaudhuri, K.N. (1985). Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750. U.K. Cambridge University Press. 24</li> <li>Habib, Irfan. (1999). The Agrarian System of Mughal India 1556-1707. U.K : Oxford University Press.</li> <li>Marshall, P.J. (Ed.). (2002). The Eighteenth Century in India – Evolution or Revolution. U.K. Ford University Press.</li> <li>Mukhia, H. (1994). Perspectives on Medieval India. Delhi: Vikas Publishing House Pvt Ltd.</li> </ol>		

**M.A. Semester: III**  
**Discipline Specific Electives Course (DSE)**  
**SCESE57002T: Social, Cultural and Economic History of Modern India, 19th Century & Early 20th Century**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the structure of Indian society in the early 19th century and the impact of British colonial rule on Indian social and cultural life.</li> <li>• Analyze the early reform movements in Northern India, especially the contributions of leaders like Raja Ram Mohan Roy and the Brahma Samaj.</li> <li>• Evaluate religious and social reform movements, such as the Arya Samaj, Ram Krishna Mission, and Prarthana Samaj, and the role of leaders like Dayanand Saraswati, Swami Vivekananda, and M.G. Ranade.</li> <li>• Discuss other major reformers and movements, including Jyotiba Phule, Satya Shodhak Samaj, H.S. Alcott, Annie Besant, and Sir Saiyyid Ahmad Khan with the Aligarh Movement.</li> <li>• Examine peasant movements of the 19th and 20th centuries and understand the development of the Indian labour force and trade unionism.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> Social Life of Northern India and Early Reform Movement</p> <ul style="list-style-type: none"> <li>• Structure of the Indian Society in the early 19th Century.</li> <li>• Social and cultural awakening of 19th Century's India.</li> <li>• India during to British Colonial Aspect.</li> <li>• Ram Mohan Roy &amp; Brahma Samaj</li> </ul>		
<p><b>Unit-II:</b> DEFENCE OF FAITH</p> <ul style="list-style-type: none"> <li>• Dayanand Saraswati &amp; Arya Samaj</li> <li>• Swami Vivekanand &amp; Ram Krishna Mission</li> <li>• M.G. Ranade and Prarthana Samaj</li> </ul>		
<p><b>Unit-III</b> OTHER IMPORTANT MOVEMENTS.</p> <ul style="list-style-type: none"> <li>• Jyotibha Phule and Satya Shodhak Samaj.</li> <li>• Western Reformers: H.S. Alcott and Mrs Annie Beasant</li> <li>• Sir Saiyyid Ahemad Khan and Aligarh Movement</li> </ul>		
<p><b>Unit-IV:</b> • Peasant movement 19th Century</p> <ul style="list-style-type: none"> <li>• Peasant movements 20th Century</li> <li>• Emergence and growth of the Indian labour force and Trade unionism</li> </ul>		
<p><b>Unit-V:</b> Development Strategies</p> <ul style="list-style-type: none"> <li>• Origin of the concept of planning five year plans</li> <li>• First five year plan</li> <li>• Second five year plan</li> <li>• Vinoba Bhave and Bhoodan Movement</li> </ul>		

### **SUGGESTED BOOKS**

1. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
2. R. Jeffery, J Masseloss: From Rebellion to the Republic
3. Paul Brass: The Politics of India since Independence
4. K.G Subramanian: The Living Tradition: perspective son Modern Indian Art.
5. Dutta. K.K: Social History of Modern India
6. Desai A.R.: Social background of Indian Nationalism
7. Desai A.R.: India's Path of Development
8. Prasad, Bisheswar: Bondage and Freedom, Vol.2
9. Vallabh Bhai Patel: Correspondence, Writings and Speeches
10. D. Agrow: Moderates and Extremists in the Indian National Movement

**M.A. Semester: III**  
**Discipline Centric Core Course (DCC)**  
**HTMCC57003T : Historiography: Theory and Methods**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze the rewriting and revision of history.</li> <li>• Understand major theories such as Materialist theory, Positivism, Historicism, Rationalism, and Humanism.</li> <li>• Understand responses from 20th-century Indian national historians like K.P. Jayaswal, R.K. Mukherjee, and H.C. Raychaudhary.</li> <li>• Understand Marxist historiography through scholars like D.D. Kosambi and R.S. Sharma.</li> <li>• Learn the methods of British historians such as W.H. Moreland, H.M. Eliot, and John Dawson.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> a. Re-writing and revision of History  b. Historical sensitivity and Historiographical awareness  c. Materialist theory of History  d. Positivism</p>		
<p><b>Unit-II:</b>UNIT – II Emergence of Modern theories of History  a. Historicism, Romanticism  b. Rationalist, Idealist  c. Imperialism, Relativism, Humanism</p>		
<p><b>Unit-III</b>Humanism UNIT – III Trends During Colonial Period in India  a. Orientalist and Indologist of 18th and 19th Century, William Jones, Maxmuller  b. 20th Century Nationalist response: K.P Jayaswal – R.K. Mukherjee, H.C. Roychaudhary  c. National Historiography and its Chief Characterstics</p>		
<p><b>Unit-IV:</b> UNIT – IV Trends in post colonial Period  a. Marxist Historiography: D.D. Kosambi, R.S. Sharma  b. Subaltern Historiography: Ranjeet Guha  c. Non-Indian Trends: Cambridge, Annales</p>		
<p><b>Unit-V:</b> UNIT – V a. Methods and Approaches of British Historians: W.H. Morelend and H.M. Eliot and John Dawson  b. Historical writing of J.N. Sarkar, K.A. Nizami, Satish Chandra  c. Regional Modern Historical writings: Grand Duff, James Tod and G.H. Ojha</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Bikash Bhaltacharya - An introduction to Historiography, Dominant Publishers and Distributors Pvt Ltd, New Delhi 2011.</li> <li>2. Collingwood R.G -The Idea of History, Oxford University Press, Delhi, 1988.</li> <li>3. Krishna Nadar G, - A Text Book of Historical Method and Historiography Karuna Publications, Trivandrum 1995.</li> <li>4. Rajjayan K. – History in Theory and Method, Ratna Publications, Madurai, 1997.</li> <li>5. Shiek Ali - History its Theory and Method, Macmillan India Ltd, Madras, 1991.</li> <li>6. B.N. Sardesai - ItihasLekhan Shastra</li> <li>7. Parmeshwar Singh - ItihasDarsan</li> <li>8. Satish K. Bajaj - Recent Trends in Historiography</li> <li>9. Tirthankar Roy – Economic History of India 1857-2010</li> <li>10. Uma Chakravarti – Roy Gendering Cast : Through A Feminist Lens</li> <li>11. Tirthankar Roy – A Business History of India</li> <li>12. R.P. Dutt – Indian Today, Delhi 2001 (English and Hindi)</li> </ol>		

**M.A. Semester: III**  
**Discipline Centric Core Course (DCC)**  
**HOMCC57003T: History of Marwar II**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between the East India Company and Marwar, including treaties, the 1857 Revolt, and the role of Marwar's nobility and rulers during that period.</li> <li>• Analyze the contributions and reigns of prominent rulers like Maharaja Jaswant Singh II, Maharaja Sardar Singh, Maharaja Sumer Singh, and Maharaja Umaid Singh from 1873 to 1947.</li> <li>• Evaluate the development of education, public welfare, and overall progress in Marwar during the early 20th century, including the contributions of Maharaja Umaid Singh and Sir Pratap.</li> <li>• Examine the Prajamandal Movement, the demand for responsible government in Jodhpur, and the role of Marwar in the political integration of Rajputana, with reference to Maharaja Hanwant Singh.</li> <li>• Explore the cultural aspects of Marwar, such as its literature, paintings, religious life, and the lives of prominent leaders who contributed to the region's heritage.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> The East India Company and Marwar the treaties 1818 and its effects, Revolution of 1857 and its Impact in Marwar, The Role of Nobels of Marwar in 1857 Revolt, Maharaja Takhat Singh (1843-1873)		
<b>Unit-II:</b> Maharaja jaswant Singh-II (1873-1895), Maharaja Sardar Singh (1895- 1912), Maharaja Sumer Singh (1912-1918), Maharaja Ummaid Singh (1918-1947)		
<b>Unit-III:</b> Development of Education in Marwar, contribution of Maharaja Umaid Singh in the Development of Marwar, Public welfare work of the rulers of Marwar contribution of sir pratap in Marwar state development		
<b>Unit-IV:</b> Prajamandal Movement in Marwar, Establishment of Responsible government in State of Jodhpur, Role of Marwar in Integration of Princely State of Rajputana, Maharaja Hanuwant Singh (1947-1949) Unit		
<b>Unit-V:</b> Literature of Marwar, Painting of Marwar, Religion life of Marwar, Prominent leaders of Marwar		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. G.D. Sharma : Rajput Polity</li> <li>2. Gehlot Jagdish Singh : History of Marwar</li> <li>3. Reu Vishveshwarnath : History of Marwar (2 Part)</li> <li>4. Ojha Gauri Shankar : History of Jodhpur State</li> <li>5. Jan Lingen :Marwar Jodhpur State History and Coinage</li> <li>6. Sarkar, J.N. : Downfall of the Mughal Empire Vol. I to IV.</li> <li>7. Bannerji, A.C. : Rajput States and East India Company.</li> <li>8. Bhattacharya, Sukumar: East India Company and the States of Rajputana.</li> <li>9. Khadgawat, N.R. : Rajasthan's Role in Struggle of 1857.</li> <li>10. Rathore, L.S. : Political Movements and Constitutional Development in Princely</li> </ol>		

**M.A. Semester: III**  
**Discipline Specific Electives Course (DSE)**  
**IIASE57003T : Introduction to Indian Archaeology, Epigraphy and**  
**Numismatic**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will gain knowledge of the definition, scope, and historical development of Indian archaeology, including new approaches and scientific dating methods like radiocarbon and underwater archaeology.</li> <li>• Learners will be able to locate and describe the major archaeological sites of Rajasthan and Gujarat and understand their historical significance.</li> <li>• Students will understand the meaning and importance of paleography and epigraphy, and how inscriptions serve as vital historical sources.</li> <li>• The course will help students trace the origin and development of ancient Indian scripts, such as Brahmi and Kharoshthi, and understand early writing materials.</li> <li>• Learners will analyze important inscriptions like those of Ashoka, Samudragupta, and others to understand their historical and cultural relevance.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> a. Definition and scope of archaeology  b. history of Indian archaeology, concept of new archaeology  c. Relative dating methods, radio-carbon method of dating the past underwater archaeology  d. Main archaeological sites of Rajasthan and Gujarat</p>		
<p><b>Unit-II:</b> Unit II a. Meaning and Scope of Paleography and Epigraphy  b. Epigraphy as a source of History  c. Importance of Inscriptions in reconstruction of History  d. Origin of the art of writing in ancient India, Writing material  e. Origin and Development of Brahmi script up to Gupta period  f. Kharoshthi Scripts.</p>		
<p><b>Unit-III:</b> a. Value of Inscriptions for historical reconstruction  b. Importance of Ashok Inscriptions.  C. Historical and Cultural study of the following Inscriptions: Bairat edict of Ashok  d. Rummindei pillar Inscription of Ashok  e. Pillar inscription of Haleodoras  f. Rock Edict of Dhandeo</p>		
<p><b>Unit-IV:</b> a. Historical and Cultural Study of the following Inscriptions: Allahabad pillar Inscription of Samudragupta  b. Meharauli pillar Inscription of Chandra  c. Bauk Inscription of Mandore  d. Gwalior Inscription of Mihirbhoja.</p>		
<p><b>Unit-V:</b> a. Coins as sources of Indian History  b. Origin and evolution of the coins  c. Antiquity of the coinage in India  d. Coin techniques: making of coins, punching, die-striking, casting  e. History of Numismatic studies in India  f. Punch – Marked coins, Kushan Coins, Indo Greek Coins</p>		

### SUGGESTED BOOKS

1. Sircar, D.C. : Select Inscriptions, Bearing on Indian History and Civilization, Calcutta, 1942
2. Sircar, D.C. : Indian Epigraphy, Motilal Banarasi, Delhi, 1984
3. Dani, A.H. : Indian Palaeography, Oxford, 1963, Epigraphia Indica, New Delhi, Vol. I-X
4. Sankalia, H.D.
5. Indian Archaeology Today
6. Prehistory and Protohistory of Early India and Pakistan (Revised edn.)
7. Piggott, S. : Prehistoric India
8. Lal, B.B. : Indian Archaeology Since Independence
9. Zeuner : Dating the Past
10. Mandal, G.R. : Radiocarbon Dates and Indian Archaeology
11. Sankalia, H. D. et al : Excavations at Ahar, 1961-62
12. Archaeology in India, Government of India Publication
13. Dikshit, K.N. : Archaeological Perspectives of India Since Independence
14. Sankalia, H.D. : An Introduction to Archaeology
15. Pandey, R.B. : Ancient Indian Historical and Literary Inscriptions

**M.A. Semester: III**  
**Discipline Specific Electives Course (DSE)**  
**TMSSE57003T : The Medieval State (1200-1700 C.E.)**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze Islamic and Barani's theories of kingship and sovereignty.</li> <li>• Understand the governance of Slave rulers, Khiljis, and Tughlaqs.</li> <li>• Investigate the welfare role of the state and the administrative systems of the Vijayanagar and Bahmani kingdoms.</li> <li>• Understand Mughal theories of kingship and the evolution of the vizarat.</li> <li>• Analyze Mansabdari and Jagirdari systems and reasons for the Mughal Empire's decline.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> Delhi sultanate-nature of State.</p> <p>a. Islamic theory of sovereignty</p> <p>b. Barani's theory of kingship</p> <p>c. Theory of kingship under the sultans of Delhi</p> <p>d. Changing composition of Nobility under the Delhi sultans</p> <p>e. Concessions and special Privilege to the nobility under Firoz Shah Tughlaq, Hereditary claims</p>		
<p><b>Unit-II:</b>a. Administration of Slave rulers, Khiljis and Tughlaqs</p> <p>b. Nature of state and Khalifa's relation with sultan (Khilafat)</p> <p>c. Deccan policy of Alluddin Khilji and Mohammadbin Tuglaq</p> <p>d. North-West Frontier policy</p> <p>e. Attitude towards non-muslim</p>		
<p><b>Unit-III:</b>a. Relationship of Ulema and Sufis with the state</p> <p>b. Role of state for Benevolence and Development</p> <p>c. Vijaynagar Empire: Central administration, king, council of minister, provincial administrations and local administrations</p> <p>d. Bahamni administration: Central and Provincial</p>		
<p><b>Unit-IV:</b> Unit IV a. Mughal Theory of Kingship</p> <p>b. Nature of Mugal State, Development of Vizarat</p> <p>c. Composition of Nobility under the Mughals</p> <p>d. Religious policies of Mughal emperors.</p> <p>e. State Formation and role of Religion</p>		
<p><b>Unit-V:</b> Unit V a. Land Revenue Administration under Sher Shah and Akbar</p> <p>b. Different aspects of Mansab and Jagir system and Collapse of Mughal Empire and its various theories</p> <p>c. Mughal policies: Foreign policy, Rajput policy and Deccan policy</p> <p>d. Maratha administration under Shivaji</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Ahdul, Aziz, The Manasabdari System and the Mughal Army. Delhi. 1972.</li> <li>2. Afzal Hussain, Nobility under Akbar and Jahangir, A Study of Family Group, New Delhi. 1999.</li> <li>3. Ali. M. Athar, Mughal Nobility under Aurangzeb, Bombay. 1966, reprint. 1970.</li> <li>4. Ali. M, Athar, The Apparatus of Empire, Aligarh, 1985.</li> <li>5. Chandra, Satish, Essays in Medieval Indian Economic History, New Delhi. 1987.</li> <li>6. Chandra, Satish, Medieval India. Society.</li> <li>7. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.</li> <li>8. Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.</li> </ol>		

**M.A. Semester: III**  
**Discipline Specific Electives Course (DSE)**  
**HCDSE57003T :History of Constitutional Development in Modern India**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the foundations of constitutional development during British rule, including the role of the East India Company and key legislative acts such as the Regulation Act of 1773, Pitt's India Act of 1784, and various Charter Acts.</li> <li>• Analyze the evolution of representative governance in India through important legislations like the Government of India Act of 1858, Indian Councils Acts (1861, 1892, 1909), and reforms introduced by leaders like Mayo, Ripon, and Curzon.</li> <li>• Evaluate the efforts made toward responsive governance via the Government of India Act of 1919, Simon Commission, Nehru Report, Jinnah's Fourteen Points, and the Government of India Act of 1935.</li> <li>• Trace the path towards Indian independence, understanding proposals and plans like the August Offer (1940), Cripps Mission (1942), Cabinet Mission (1946), and the Indian Independence Act of 1947.</li> <li>• Comprehend the formation and functioning of the Constituent Assembly, the debates and decisions made, and the key features of the Indian Constitution framed in 1950, including the roles of major framers.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> Constitutional Development During Company' Rule: Brief Outline of the East India Company The Regulation Act of 1773, Pits Acts of 1784, the Charter Acts of 1793, 1813, 1833.		
<b>Unit-II:</b> Unit II Evolution of Representative Governance: Government of Indian Act of 1858, Indian Council Act of 1861, Local Self Government-Proposal of Mayo and Ripon, Educational Commission of Curzon, Indian Council Act of 1892, The Indian Council Act of 1909. U		
<b>Unit-III</b> Unit III Making Responsive Governance: The Government of India Act of 1919, Main Provisions, Simon Commission Nehru Report-Salient Features, Jinnah's Fourteen Points, The Round Table Conference, The Government of India Act of 1935, main Provisions.		
<b>Unit-IV:</b> Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945, cabinet Mission Plan of 1946, Attlee's Declaration of 1947, Mountbatten's Plan, The Indian Independence Act of 1947.		
<b>Unit-V:</b> Unit V Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution. Main features of Indian Constitution 1950, Framers of Indian Constitution.		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. A C Benetjee Indian Constitutional Documents.</li> <li>2. A Appadorai Dyarchy in Practice.</li> <li>3. A B Keith A Constitutional History of India.</li> <li>4. Bisheshwar Prasad Origins of Provincial Autonomy.</li> <li>5. C.H. Philips The evolution of India and Pakistan 1858-1947, Select Documents.</li> <li>6. GurumukhNihalSingh Landmarks in Indian Constitutional and NationalDevelopment.</li> <li>7. Nicholas Mansergh Transfer of Power 1942-47.</li> <li>8. R Coupland The Constitutional Problem in India.</li> </ol>		

**M.A. Semester: III**  
**Discipline Specific Electives Course (DSE)**  
**RTISE57003T :Religious thought in India -I**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the early religious thought in India, especially the conceptual framework of Bhakti and its major milestones.</li> <li>• Comprehend the teachings and philosophy of key religious figures such as Shankaracharya, Ramanuja, and Ramanand.</li> <li>• Analyze the evolution of Vaishnavism, Shaivism, and other Brahmanical religious trends.</li> <li>• Explain the ideology and contributions of the Chaitanya Movement and the Goswami followers.</li> <li>• Explore the Bhakti Movement in Maharashtra, including the roles of Dattatreya tradition, Ramdas, Namdev, and Tukaram.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> 1. Early Religious thought in India – The Conceptual frame of Bhakti and Major Milestones  2. The teachings and Philosophy of shankaracharya  3. Major elements in the ideology of Ramanuja Philosophy of Visistadvaita  4. Bridge across the North : Contribution of Ramanand</p>		
<p><b>Unit-II:</b> Brahmanical and other religious trends evolution of popular vaishnav sects  6. Major Shaivite school, The esoteric Shaivite, cults, Siddhas and yogis : Emergence of VeershaivismLingayats  7. The Chaitanya Movement : Ideology and teaching of Chaitanya  8. The followers Goswamis and their contribution in theology and literature</p>		
<p><b>Unit-III:</b> Bhakti movement in Maharashtra  9. Maharashtra Dharma-Concept and historical content  10.Datta'sSampraday, Mahanubhav  11.Ideology of Ramdas  12.The Varkari cult and Chief exponents-Preachings of Namdev and The Tukaram</p>		
<p><b>Unit-IV:</b> Tukaram Unit – IV 13. The developments of Sikhism : Salient features of Sikhism  14.Key concepts of Guru Nanak's Ideology  15.Sikh Gurus and their Contribution  16.Guru Arjun  17.Ideology and Significance of Satnami Sect</p>		
<p><b>Unit-V:</b> Unit – V 18. Radical Monotheistic Tradition : The Ideology of Kabir and Kabir panth : Non Confirmison attitude towards and his followings  19.Meerabai : the essentials of Ideology and Social Protest  20.The Significance of Tulsidas Ideology and his teaching  21.Impact of Bhakti on Medieval literature  22.DaduDayal and DaduPanth  23.The Pranami sect and the contribution of pran Nath</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. B.K. Goswami : The Bhakti cult in Ancient India, Delhi, Oriental Publishers, 1975. Bhattacharya : Medieval Bhakti movement in India, New Delhi, MunshiramManoharlal Publication, 1989.</li> <li>2. C.H. Westcott : Kabir and the Kabir Panth, Calcutta, 1953.</li> <li>3. C.K. Handoo : Tulsidas (Poet, Saint and Philosopher of the sixteenth Century), 1964</li> <li>4. C.V. Narayan Ayyar : Origin and Early History of Saivism, Madras, University of Madras, 1974. Charlotte Vaudeville : Myths, Saints and Legends in Medieval in India, Delhi, Oxford University Press, 1996.</li> </ol>		

5. C. Vaudeville : Kabir (Vol. I), Oxford, Clarendon Press, 1974.
6. D.C. Sen : Chaitanya and His Age, Calcutta, 1922. D.R. Bhandarkar : Vaishnavism, Shaivism and other Minor Sects, Varanasi, Indological Book House, 1965.
7. F.E. Key : Kabir and his Followers, New Delhi, Mittal Publishers, 1931.
8. FaujaSingh : Sikhism, Patiala, Punjabi University, 1969.
9. G. A Natesan : Three Great Acharyas, Madras,
10. G.A. Natesan & Co. G.S. Grewal : Guru Nanak in History, Chandigarh, Punjab University, 1969.

**M.A. Semester: III**  
**Discipline Specific Electives Course (DSE)**  
**HOISE57003T: History of India (Political & Administrative Aspects, 1858-1948)**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the major administrative changes introduced by various British Viceroys and Governors-General between 1856 and 1948.</li> <li>• Analyze internal administration and foreign policies during different phases of British rule in India, including the North-West Frontier policies and relations with Afghanistan, Bhutan, and the Persian Gulf.</li> <li>• Examine the causes and consequences of key historical events like the Second Anglo-Afghan War, Anglo-Burmese War, Delhi Durbars, and the Durand Agreement.</li> <li>• Evaluate the impact of various reforms and policies initiated by leaders such as Lord Ripon, Curzon, Minto, and others on Indian administration.</li> <li>• Gain chronological knowledge of how British administrative control evolved from 1858 to 1948 and how it influenced the independence movement.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I: Administrative Changes and Foreign Relation (1856-1872)</b></p> <ol style="list-style-type: none"> <li>1. Canning (1856-62) - Internal Administration</li> <li>2. Elgin (1862-64) - North-West Frontier policy 35</li> <li>3. Sir John Lawrence (1864-69) – Administrative Reforms, Relation with Bhuttan and Afganistan</li> <li>4. Lord Mayo (1869-72)</li> </ol>		
<p><b>Unit-II: UNIT– II Administrative Changes- II (1872-1884)</b></p> <ol style="list-style-type: none"> <li>1. Northbrook (1872-76)</li> <li>2. Lytton (1876-80) - Internal Administration Reactionary, Second Anglo-Afghan War</li> <li>3. Ripon (1880-84)</li> <li>4. Delhi Darbars - 1877 and 1903</li> </ol>		
<p><b>Unit-III UNIT– III Administrative Changes and Foreign Relation (1884-1910)</b></p> <ol style="list-style-type: none"> <li>1. Lord Duffrine(1884-1888) – Anglo Burmese War</li> <li>2. Lansdowne (1888-94) – Durand Agreement</li> <li>3. Curzon (1899-1905) – Afgan policy and North-West Frontier policy, Relation with Persian Gulf and Tibet</li> <li>4. Lord Minto - II (1905-10) – Administrative Reforms</li> </ol>		
<p><b>Unit-IV: Unit- IV Administrative Changes and Foreign Relation (1910-1931)</b></p> <ol style="list-style-type: none"> <li>1. Lord Harding (1910-16)</li> <li>2. Chelmsford (1916-21)</li> <li>3. Lord Reading (1921-26)</li> <li>4. Irwin (1926-31)</li> </ol>		
<p><b>Unit-V: Unit- V Administrative Changes and Foreign Relation (1931-1948)</b></p> <ol style="list-style-type: none"> <li>1. Willington (1931-36)</li> <li>2. Linlithgow (1936-44)</li> <li>3. Wevel (1944-47)</li> <li>4. Lord Mountbatin (1947-48)</li> </ol>		

### **SUGGESTED BOOKS**

1. Bipan Chandra-History of Modern India
2. Hira Lal Singh-Problems and Policies of British in India (1885-1898)
3. R. C. Agarwal-Constitutional development & freedom struggle
4. Sabyasachi Bhattacharya-Rethinking 1857
5. Shekhar Bandopadhyaya-Plassey to Partition
6. Sumit Sarkar-Modern India
7. Pandit Sunder Lal- British rule of India
8. R.C. Majumdar, H. C. Rai Chudhary& K.K. Dutta- An advanced History of India
9. L.P. Sharma- Bharat Ka Itihas
10. Shekhar Bandyopadhyay- Plassey Se VibhajanTak
11. Bipan Chandra- Adhunik Bharat Ka Itihas
12. BipanChadra-History of Modern India
13. Dr. R. S. Rastogi-Indo Afghan Relations
14. Hira Lal Singh-Problems and Policies of British in India (1885-1898)
15. Shekhar Bandopadhyaya-Plassey to Partition

**M.A. Semester: IV**  
**Discipline Centric Core Course (DCC)**  
**CHICC57004T: Contemporary History of India (1947-2000 C.E.)**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the integration of Indian states and the role played by leaders like Sardar Patel in unifying the nation after independence. Analyze the linguistic reorganization of states and its impact on Indian politics and administration.</li> <li>• Evaluate major foreign and domestic policies of key Indian leaders such as Nehru, Lal Bahadur Shastri, Indira Gandhi, Rajeev Gandhi, and Atal Bihari Vajpayee.</li> <li>• Gain insights into India's international relations, including interactions with USSR, neighboring countries, and participation in Non-Aligned Movement.</li> <li>• Develop a comprehensive understanding of the political, social, and economic developments in India from 1947 to 2000.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> a. Integration of Indian States Role of Sardar Patel  b. Linguistic Reorganization of the states  c. Accession of Goa, Daman, Diu, Pondichery  d. Problem and rehabilitation of displaced persons</p>		
<p><b>Unit-II:</b> UNIT - II a. Nehru's Foreign Policy: Non-Aligned Movement, Panchsheel  b. Relations with USSR and with the Neighbouring states, Indo- Pak wars  c. Chinese Aggression  d. Economics and Scientific development in Nehru Era</p>		
<p><b>Unit-III:</b> a. Lal Bahadur Shastri and Indo-Pak relations  b. Domestic policies of Indira Gandhi: Changes in Centre-State Relations  c. Foreign policy Indo-Pak wars of 1967 and 1971  d. Shimla</p>		
<p><b>Unit-IV:</b> UNIT - IV Dimensions of Indian Democracy a. Foreign policy of Rajeev Gandhi  b. Foreign policy of Atal Bihari Vajpayee  c. Movement of Jai Prakash Narayan  d. Janta Party Rule e. Mandalization of the Indian Politics</p>		
<p><b>Unit-V:</b> UNIT – V a. National Political Party's : Congress, Jansang, BJP, Communist Party, Republican Party  b. Emergence of Regional Parties – Assam Ganaparishad Shivsena  c. Challenges to Territorial Integrity – DMK, Khalistan Movement  d. Dalit Movements, Emergence of the BSP e. Naxal, Bodo, Naga</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Paul R. Brass : Politics of India since Independence, Cambridge, 1997.</li> <li>2. Paul R Brass : Language, Religion and Politics in North India, Cambridge, 1974.</li> <li>3. Frankel and Rao (eds.) : Dominance and State Power in India: Decline of a Social Order, OUP, 1989, vol. I &amp; II.</li> <li>4. Rudolph and Rudolph : In Pursuit of Lakshmi: The Political Economy of the Indian State, Orient Longman, 1987</li> <li>5. Achin Vanaik : Painful Transition: Bourgeoisie Democracy in India, Verso, London, (1997)</li> <li>6. Christophe Jaffrolet : India's Silent Revolution: Rise of Low Caste Politics in North India Permanent Black, 2005).</li> <li>7. Christophe Jaffrolet : Religion, Caste and Politics in India.</li> <li>8. Bipan Chandra et al : India Since Independence, Penguin, 1997.</li> <li>9. Vicziany &amp; Mendelsohn : The Untouchables</li> <li>10. Ramchandra Guha : India After Gandhi</li> </ol>		

**M.A. Semester: IV**  
**Discipline Centric Core Course (DCC)**  
**CHMCC57004T : Cultural Heritage of Marwar**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the definition and significance of cultural heritage, with a focus on the tourism plan of Jodhpur and the unique aspects of Marwar's desert culture.</li> <li>• Gain knowledge about the historical establishment of Jodhpur, including important places, forts, architectural styles, and famous havelis—especially in Jaisalmer.</li> <li>• Explore the temples and temple architecture of Marwar, along with traditional water structures like stepwells, lakes, and significant landmarks such as Machiya Safari Park.</li> <li>• Analyze the importance of fairs and festivals in Marwar, their historical background, and their role in human life and cultural continuity.</li> <li>• Appreciate the rich traditions of Marwar's textiles, ornaments, music, dance, art, and craft, as well as understand the concept of cultural identity and the heritage of royal and folk cuisine.</li> </ul>		
<b>SYLLABUS</b>		
<b>Unit-I:</b> Definition Culture Heritage, Tourism Plan of Jodhpur, Desert Circuit of Marwar, Unique culture of Marwar, Silent features		
<b>Unit-II:</b> Establishment of Jodhpur, Places of Jodhpur, Fort of Marwar, Fort Architecture, Samadhi, Chattri and Dewal, Havelis of Marwar with special reference to Jaisalmer.		
<b>Unit-III:</b> Temples of Marwar, Temple art and architecture, Stepwell, Jhalre, Tanke and lakes, Garden, Machiya Safari Park		
<b>Unit-IV:</b> Significance, concepts, historical background of fairs. Festival's rituals and their importance in Human life, Famous fairs of Marwar, Festivals in Marwar		
<b>Unit-V:</b> Textiles and Ornaments, Cultural identity theory: Language, Music and Dance, Art and Craft. Food Heritage, Royal and folk food Tradition		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Economic Review- Govt of Rajasthan</li> <li>2. Tourism.rajasthan.gov.in</li> <li>3. Rajasthan ki Sanskritik parampara : Dr jai singh Niraj</li> <li>4. Rajasthan ka Sanskritik Itihas : Gopinath Sharma</li> <li>5. Rajasthan ke pramukh durg: Dr Raghvendra singh manohar</li> <li>6. Rajasthan ka Itihas, sanskrati ,parampara evam virasat : Dr Hukum chandjain</li> <li>7. Mohanlal Gupta :Suryanagri Jodhpur Rajasthani Granthagar</li> </ol>		

**M.A. Semester: IV**  
**Discipline Specific Electives Course (DSE)**  
**DAISE57004T : Development of Art & Architecture in Ancient India**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Students will gain knowledge of the major developments in Indian art and architectural traditions from the ancient period.</li> <li>• Students will understand the characteristic features of Indian composite culture and its various expressions through art and architecture.</li> <li>• Students will develop skills and awareness to preserve and conserve Indian heritage, with special emphasis on historical monuments, sculptures, and temples.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> a. Characteristics of Stupas  b. Bharhut Stupa, Sanchi  c. Amrawati, NargajuncondaStups  d. Chaitya &amp; Vihars of Maurya, Shung, Satavahana&amp; Kushan Period  e. Nature, antecedents &amp; sources of Mauryan art (esp. Asokan Pillars&amp; Capital's)</p>		
<p><b>Unit-II:</b> a. Mathura: themes and main features.  b. Gandhara art: themes and main features  c. Evolution of Gupta-Temples  d. Salient features of Post Gupta-Temples</p>		
<p><b>Unit-III:</b> a. Forms of Temples Nagara, Dravida and Besara and their salient features  b. Rock cut architecture: Development of rock-cut architecture, with special Reference to Lomas Rishi, Ajanta, Ellora. Forms and techniques.  c. Ajanta mural paintings (detailed study): themes and their treatment.</p>		
<p><b>Unit-IV:</b> Development of Temple Architecture in Northern India  a. Pratihara Temples  b. Temple architecture of Khajuraho  c. Chandella Sculpture of Khajuraho  d. Parmar's Temples</p>		
<p><b>Unit-V:</b> a. The south Indian temples: Development under Pallavs.  b. Chola temples  c. Chalukya temples  d. Rashtrakut Temples</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. C. Sivaramamurti - Indian Sculpture, New Delhi, 1961</li> <li>2. A.K. Coomaraswamy - History of Indian and Indonesian Art, New York, 1965</li> <li>3. R.C. Majumdar (ed.) - The Age of Imperial Unity, (relevant chapters). -do- - The Classical Age (relevant chapters). -do- The Age of Imperial Kanauj (relevant chapters)</li> <li>4. N.P. Joshi - Mathura Sculpture, Agra, 1966. R.C., Sharma - Buddhist Art of Mathura, Delhi, 1984</li> <li>5. J.C. Harle - Gupta Sculpture. Alan Watts - The Temple of Konarak, Erotic Spirituality, New Delhi, 1971</li> <li>6. V.S. Agrawala - Indian Art, Varanasi, 1965</li> <li>7. K.V. Soundara Rajan - Indian Temple Styles, New Delhi, 1972</li> <li>8. Fergusson, J. - A History of Indian and Eastern Architecture, vol.I, New Delhi, 1972</li> <li>9. Krishna Deva - Temples of India, 2 vols., New Delhi, 1995</li> <li>10. M. Bussagli &amp; Sivaramamurti - 5000 Years of Art of India, New Delhi</li> </ol>		

**M.A. Semester: IV**  
**Discipline Specific Electives Course (DSE)**  
**DMISE57004T : Development of Art & Architecture in Medieval India**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explore the emergence of the Mughal School of Painting under Babur and Humayun, and examine the impact of both internal and external traditions.</li> <li>• Study Akbar's approach to painting, with emphasis on realism and the functioning of the royal workshop (taswirkhana), and understand the role of court painters like Mir Sayyid Ali, Khwaja Abdus Samad, Basawan, and Daswana.</li> <li>• Examine the role of princes and nobles in the patronage of painting and explore the characteristics of principal illustrated manuscripts.</li> <li>• Analyze the materials, artistic techniques, and the impact of European influence on Mughal painting.</li> <li>• Study recurring themes and styles in the artwork of the Mughal era.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> a. Origin of Mughal School of Painting under Babur &amp; Humayun : Impact of External and Internal tradition  b. Akbar's attitude towards painting Emphasis on realism organization and working of the royal atelier (taswirkhana)  c. Painting patronized by princes and Nobles  d. Principal illustrated manuscripts and their characteristic features  e. Work of Major painters of Akbar's court: Mir sayyid Ali Khwaja Abdus Samana Basawan and Daswana</p>		
<p><b>Unit-II:</b> a. Role of Jahangir in Mughal Painting  b. Development of Portraiture and Margin-Painting  c. Major Painters of the 17th Century Mughal School and their Work Mansur, BishandasBichitr, Abu'l Hasan and Kesavdas  d. Material Media and technique of Mughal Painitng, European Impact  e. Major themes of Mughal Paintings</p>		
<p><b>Unit-III:</b> Prelude to Mughal Architecture a. The gardens of Babur at Panipat, Agra, Dholpur; Mosques at Panipat, Agra, Sambhal, Humayun's Mosque at Kachhpura, Agra.  b. Formation of a 'Mughal School': the indigenous &amp; foreign influences; the chahartaq and the 'hashtbihisht' plan, the Khurasanian vault and the schema of surface decorations</p>		
<p><b>Unit-IV:</b> Foundation of Mughal School of Architecture under Akbar :  a. Mausoleums: Tomb of Humayun; Tomb of Akbar.  b. Forts: Red Fort at Agra, Fort at Lahore.  c. Architecture of Fatehpur Sikari (Religious and secular buildings)  d. Temple of Govind Deva</p>		
<p><b>Unit-V:</b> a. Architectural Development under Jahangir: Tomb of Itmaduddaula, South Gate &amp; Fifth Storey of Tomb of Akbar, Tomb of Jahangir  b. Architectural Development under Shahjahan:Taj Mahal, Red Fort at Agra, Jama Masjid at Agra;  c. Architecture of Shahjahanabad, Jama Masjid at Delhi  d. Public Utility Architecture: Sarais, Shikargahas, bazars, Dams, etc.  e. Architectural Development under Aurangzeb: Aurangzeb's reign – A Period of architectural decay?</p>		

### SUGGESTED BOOKS

1. James Fergusson History of Indian and Eastern Architecture, London, 1910
2. E.B. Havell Indian Architecture Its Psychology, Structure and History, London, 1913
3. Percy Brown Indian Architecture (Islamic Period), Bombay, 1956
4. G.H.R. Tillotson (ed.) Paradigms of Indian Architecture: Space and Time in Representation and Design, New York, Routledge, 1998
5. R Nath Calligraphic Art in Mughal Architecture, Calcutta, 1979
6. R Nath History of Mughal Architecture, vols. I & II, Delhi, 1985
7. R Nath Colour Decoration in Mughal Architecture, Bombay, 1970
8. Ahmad Nabi Khan Islamic Architecture in South Asia: Pakistan-IndiaBangladesh, Karachi, 2003
9. Monica Juneja (ed) Architecture in Medieval India: Forms, Contexts, Histories, Delhi, 2001
10. Surendra Sahai India Architecture, Islamic Period : 1192-1857, New Delhi, 2004
11. Catherine B. Asher Architecture of Mughal India, The New Cambridge History of India, 1, 4, Cambridge, 1989
12. Catherine B. Asher & Cynthia Talbot India Before Europe, Cambridge, 2006

**M.A. Semester: IV**  
**Discipline Specific Electives Course (DSE)**  
**WHMSE57004T : Women History in Modern India**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the historical status of women in the 18th and 19th centuries and the efforts made to educate and organize women in modern India.</li> <li>• Analyze women's political participation during the Nationalist Movement and assess their struggles for rights and empowerment in post-independence India.</li> <li>• Evaluate the role of women in Indian politics after independence, the social evils like dowry, and the legal reforms aimed at women's welfare.</li> <li>• Appreciate the cultural, literary, and artistic contributions of women and recognize their influence in Hindi media and films.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> • Status of Women in 18th and early 19th Century            • Efforts to educate Women in the 19th and early 20th Century            • The Emergence of Women organizations</p>		
<p><b>Unit-II:</b> • Political Participation : Nationalist Movement            • The Movement for Women's rights            • Women's status in Post-Independent India            • Women empowerment</p>		
<p><b>Unit-III:</b> • Women in Indian Politics after Independence            • Dowry as an evil            • Legal laws and Acts for the welfare of women U</p>		
<p><b>Unit-IV:</b> • Women and culture            • Women and literature            • Women and Art &amp; Music            • Contribution of Women in Hindi Media and Films</p>		
<p><b>Unit-V:</b> Women Pioneer in the resurgence of New India            • Pandita Ramabai            • Sarojini Naidu            • Kamladevi Chattopadhyay            • Rajkumari Amrit Kaur            • Aruna Asaf Ali</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. Kamla Bhasin, Understanding Gender</li> <li>2. Kumkum Sangari &amp; Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006</li> <li>3. Nivedita Menon, Gender &amp; Politics in India, New Delhi, OUP, 1999</li> <li>4. Kamla Bhasin, What is Patriarchy?</li> <li>5. Madhu Vij, et al, Women Studies in India, A Journey of 25 years, Rawat, 2014</li> <li>6. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996</li> <li>7. Geraldine Forbes- Women in Modern India</li> <li>8. Sushila Nayar, Kamla Mankekar (ed.) – Women Pioneers in India's Renaissance</li> <li>9. Radha Kumar – Stri Sangharsh ka Itihas</li> <li>10. Radhana Arya, Nivedita Menon, Jini Loknita (ed.) – Narivadi Rajniti</li> <li>11. Peter Custers – Women Role in Tebhaga movements Economic and Political Weekly, Vol. 21, No. 43 (Oct. 25, 1986)</li> </ol>		

**M.A. Semester: IV**  
**Discipline Specific Electives Course (DSE)**  
**FMISE57004T : Freedom Movement in India**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the early phase of Indian nationalism by identifying the factors behind its growth, the formation of the Indian National Congress, and the role of moderates and extremists in shaping political discourse.</li> <li>• Analyze key movements during the Gandhian era, including Hind Swaraj, the Champaran, Kheda, and Ahmedabad movements, and the significance of the Khilafat and Non-Cooperation movements, as well as the Civil Disobedience Movement.</li> <li>• Evaluate the developments in the national movement's mass phase, including the rise of communal politics, the formation and policies of the Muslim League, the Quit India Movement, and the role of Congress ministries.</li> <li>• Examine the role of revolutionary, peasant, and leftist movements, including the activities of Subhash Chandra Bose, the Indian National Army (INA), and the significance of the INA trials in the final phase of the freedom struggle.</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> The Formative Phase a. Factors responsible for the Growth of Nationalism in India b. Formation of Indian National Congress c. Moderates &amp; Extremists : Methods and Techniques of Politics d. Partition of Bengal : Swadeshi and Boycott movements e. Home Rule Movement : Mrs. Annie Besant and Balgangadhar Tilak</p>		
<p><b>Unit-II:</b>The Age of Gandhian Movement a. Gandhiji's Visions : Hind Swaraj b. Champaran, Kheda and Ahmedabad Movements c. Khilafat and Non-Cooperation d. Civil Disobedience Movement</p>		
<p><b>Unit-III:</b> National Movement- The Mass Phase - I a. Brief Introduction to the Formation of Muslim league b. Programmes and Policies of the Muslim league till Lucknow pact c. Quit India Movement d. Growth and Spread of communal politics – Demand for Pakistan e. Congress Ministries</p>		
<p><b>Unit-IV:</b> National Movement- The Mass Phase – II a. Revolutionary Movement : Bengal, Maharashtra and Punjab b. Kisan Sabha Movement c. The activities of communists and socialists : The Congress socialist party and other left parties d. Subhash Chandra Bose and Indian National army e. I.N.A Trials</p>		
<p><b>Unit-V:</b> National Movement e. National Movement and its striegies f. Independence &amp; Partition g. Nationalist movement &amp; the Princely States h. Making of the Indian Constitution i. Legacies of the National Movement</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>1. K.M. Pannikar Indian State &amp; the Government of India</li> <li>2. R.P Dutta India Today</li> <li>3. J.R.Mclane Indian Nationalism &amp; the Early Congress</li> <li>4. Judith Brown Gandhi &amp; His Rise to Power</li> <li>5. Judith Brown Civil Disobedience Movement</li> <li>6. Tarachand History of Freedom Movement in India (Vol- I to IV)</li> <li>7. R.C.Mazumdar History of Freedom Movement in India (Vol I to III)</li> <li>8. Ayodhya Singh Bharat Ka Mukti Sangram</li> <li>9. Bisheshwar Prasad Bondage &amp; Freedom (Vol-II)</li> <li>10. A.R.Desai Social Background of Indian Nationalism</li> <li>11. Bipan Chandra Rise &amp; Growth of Economic Nationalism in India</li> <li>12. Bipan Chandra India's Struggle for Freedom</li> <li>13. S.Gopal British Policy in India (1885-1905)</li> <li>14. M.Hasan Nationalism &amp; Communal Politics in India</li> <li>15. S.R.Mehrotra Emergence of Indian National Congress</li> <li>16. Anil Seal Emergence of Indian Nationalism</li> </ol>		

**M.A. Semester: IV**  
**Discipline Specific Electives Course (DSE)**  
**RTISE57004T : Religious Thought in India -II**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

Course Credits	No. of Teaching Hours Per Week	Total No. of Teaching Hours
4 Credits	4 Hours	60 Hours
<p><b>Course Outcome: On successful completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the emergence and development of Sufism in India, including the major Sufi orders such as the Chishti and Suhrawardi Silsilahs, and the influence of thinkers like Ibn-i-Arabi.</li> <li>Analyze the core philosophies and ideas of prominent Sufi saints like Shaikh Bahauddin Zakaria of Multan and Shaikh Nizamuddin Auliya, along with their societal roles and inclusive attitudes towards marginalized communities.</li> <li>Examine various millenarian and reformist movements, such as the Mahdawi movement and the Shattari Silsilah, and assess the influence of Iranian thought on Indian religious ideas.</li> <li>Evaluate the religious environment during Akbar's reign, especially the policy of Sulh-i-Kul (universal tolerance), and contributions of scholars like Abdul Haq Muhaddis Dehlavi and Dara Shikoh.</li> <li>Explore the Naqshbandi Silsilah and the teachings of Shaikh Ahmad Sirhindi, focusing on the elements of mystic thought and reformist ideas in the Indian Islamic tradition..</li> </ul>		
<b>SYLLABUS</b>		
<p><b>Unit-I:</b> State of Islamic Religious Thought C. 1200:  a. Tasawwuf (Sufism): Origin, Development and Organisation of Sufi Orders in India  b. Ibn-i-Arabi's impact on Indian Sufism.  c. Early Sufi Movements: The Chishti and Suharwardi Silsilahs</p>		
<p><b>Unit-II:</b> a. Basic elements of their thought and philosophy. Shaikh Bahauddin Zakaria of Multan. Shaikh Nizamuddin Auliya's views in Fawaidul' Fu'ad.  b. Attitude of Chishti and Suhrawardi saints towards state, society &amp; NonMuslims, slaves, women &amp; other marginalized groups</p>		
<p><b>Unit-III:</b> Millenary and Other Movements  a. The Mahdawi Movement: Shaikh Muhammad Jaunpuri and his basic Teachings  b. Influence of Irarian thought and Nurullah Shushatari  c. The Shattari silsilah in India. Saiyid Muhammad Ghaus and his Teachings</p>		
<p><b>Unit-IV:</b> a. The Religious Environment of Akbar's Court. Liberal outlook of Akbar. Policy of Sulh-ikul  b. Abdul Haq Muhaddis Dehlavi and his contribution to the ological Thought  c. Dara Shikoh and his contribution to religious thought.</p>		
<p><b>Unit-V:</b> a. The Naqshbandi Silsilah: Shaikh Ahmad Sirhindi and principal Elements of his mystic thought.  b. The Qadiris: Miyan Mir and Mulla Shah Badakhshi.  c. Inter relationship between Sufism and the Medieval Bhakti movement  d. Impact of Sufism on Indian Society</p>		
<b>SUGGESTED BOOKS</b>		
<ol style="list-style-type: none"> <li>Martin Lings - What is Sufism? University of California Press, 1975.</li> <li>Amir Hassan Dehalvi - Fawaidu'l Fuad (tr. Bruce B. Lawrence), Paulist Press, 1992.</li> <li>K.A.Nizami - Some Aspects of Religion and Politics in India during the Thirteenth Century, Oxford University Press, 1961.</li> <li>The Life and Times of Shaikh Fariduddin Ganj-iShakar. IdaraiAdabiyat, 1973.</li> <li>Life and Times of Shaikh Nizamuddin Auliya. Idara-i Adabiyat,1991.</li> <li>Life and Times of Shaikh Nasiruddin, Chiragh-i Delhi. Idara-iAdabiyatiDelli, 1991.</li> <li>Akbar and Religion. Idara-iAdabiyat-i-Delli, 1989.</li> <li>Aziz Ahmad - Studies in Islamic Culture in the Indian Environment, OUP, 1999.</li> <li>Aziz Ahmad - Intellectual History of Islam in India (Islamic Surveys Series), Edingburg, 1969.</li> <li>Annemarie Schimmel - Islam in the Indian Sub-continent, E.J. Brill/Leiden Kan, 1980.</li> </ol>		

**M.A. Semester: IV**  
**Discipline Specific Electives Course (DSE)**  
**DISSE57004 - Dissertation**  
**(20 CIA + 80 EoSE. = Max. Marks: 100)**

<b>Course Credits</b>	<b>No. of Teaching Hours Per Week</b>	<b>Total No. of Teaching Hours</b>
4 Credits	4 Hours	60 Hours
<b>Course Outcome: On successful completion of the course, the students will be able to:</b> <ul style="list-style-type: none"><li>• Understand the Indian Knowledge System in the context of History.</li><li>• Analyze History with special emphasis on Rajasthan.</li><li>• Gain in-depth knowledge of Indian History.</li><li>• Explore and compare Indian and state History.</li></ul>		
<b>SYLLABUS</b>		
<p>The students will be given topics/titles of the Dissertation. It will be mandatory for each student to submit the typed Dissertation (Minimum 100 pages and Hard Binding) in 4 copies in the office of the Department before the beginning of End Semester Examination</p> <p>Evaluation: Evaluation will be based on periodic assessment of the progress of the project and End Semester.</p>		