

# **BANASTHALI VIDYAPITH**

## **Master of Arts (History)**



### **Curriculum Structure**

First Semester Examination, December, 2019  
Second Semester Examination, April/May, 2020  
Third Semester Examination, December, 2020  
Fourth Semester Examination, April/May, 2021

**BANASTHALI VIDYAPITH**  
**P.O. BANASTHALI VIDYAPITH**  
**(Rajasthan)-304022**

July, 2019

**No. F. 9-6/81-U.3**

**Government of India  
Ministry of Education and Culture  
(Department of Education)**

New Delhi, the 25th October, 1983

**NOTIFICATION**

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

**(M. R. Kolhatkar)**

Joint Secretary of the Government of India

**NOTICE**

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

<b>Sl. No.</b>	<b>Contents</b>	<b>Page No.</b>
1	Programme Educational Objectives	4
2	Programme Outcomes	5
3	Curriculum Structure	6
4	Evaluation Scheme and Grading System	10
5	Syllabus	12

## 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.

## 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.

## Curriculum Structure

### Master of Arts (History)

#### First Year

#### Semester-I

Course Code	Course Name	L	T	P	C*
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 405	Political and Cultural Trends in Ancient Indian History (Earliest times to 1000 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
<b>Semester Total:</b>		<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>

#### Semester-II

Course Code	Course Name	L	T	P	C*
HIST 402	Economy, Education and Empire (1757 - 1947 AD)	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 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
<b>Semester Total:</b>		<b>25</b>	<b>0</b>	<b>0</b>	<b>25</b>

## Second Year

### Semester-III

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

### Semester-IV

Course Code	Course Name	L	T	P	C*
HIST 506	Representative Historians of Indian Historiography	5	0	0	5
HIST 507	Survey of Folk Culture of Rajasthan	5	0	0	5
SSC 501	Women Studies	5	0	0	5
HIST 512D	Dissertation	0	0	10	5
	Open Elective	5	0	0	5
	Reading Elective - II	0	0	0	2
<b>Semester Total:</b>		<b>20</b>	<b>0</b>	<b>10</b>	<b>27</b>

### List of Discipline Elective

Course Code	Course Name	L	T	P	C*
HIST 509	1857: Indian History's Turning Point	5	0	0	5
HIST 511	Cinema Studies in History	5	0	0	5
HIST 513	Environmental History of India	5	0	0	5
HIST 503	Gender History	5	0	0	5
HIST 504	India since Independence	5	0	0	5
HIST 516	Intersection of Art and Science through Human Civilization	5	0	0	5

HIST 517	Introduction to Indian Folklore	5	0	0	5
HIST 518	Modern Social and Economic Thinkers	5	0	0	5
HIST 520	Partition Studies	5	0	0	5
HIST 521	South Indian History and Culture (Earliest times to 1565 AD)	5	0	0	5

#### List of Reading Elective

Course Code	Course Name	L	T	P	C*
HIST 510R	Book History	0	0	0	2
HIST 514R	Food Culture and History	0	0	0	2
HIST 515R	History of Warfare	0	0	0	2
HIST 519R	Museums in History	0	0	0	2

#### List of Online Reading Elective

Course Name	L	T	P	C*
A Global History of Architecture	0	0	0	2
Architecture of the Railway, Canal and Steamship Age	0	0	0	2
Big Ideas in the History of Science	0	0	0	2
Cultural Heritage in Transformation	0	0	0	2
Film Appreciation-Hindi Cinema	0	0	0	2
Folk and Minor Art in India	0	0	0	2
Global History lab	0	0	0	2

\* **L - Lecture hrs/week; T - Tutorial hrs/week;**

**P-Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C - Credit Points of the Course**

Student can opt open (Generic) elective from any discipline of the Vidyapith with prior permission of respective heads and time table permitting.

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,  
 Five Fold Education: Aesthetic Education I, Aesthetic Education II  
 Five Fold Education: Practical Education I, Practical Education II  
 one each semester



## Five Fold Activities

<b>Fine Arts</b>	<b>Physical Education and Sports</b>
BVFF 101 Classical Dance (Bharatnatyam)	BVFF 201 Aerobics
BVFF 102 Classical Dance (Kathak)	BVFF 202 Archery
BVFF 103 Classical Dance (Manipuri)	BVFF 203 Athletics
BVFF 104 Creative Art	BVFF 204 Badminton
BVFF 105 Folk Dance	BVFF 205 Basketball
BVFF 106 Music-Instrumental (Guitar)	BVFF 206 Cricket
BVFF 107 Music-Instrumental (Orchestra)	BVFF 207 Equestrian
BVFF 108 Music-Instrumental (Sarod)	BVFF 208 Flying - Flight Radio Telephone Operator's Licence (Restricted)
BVFF 109 Music-Instrumental (Sitar)	BVFF 209 Flying - Student Pilot's Licence
BVFF 110 Music-Instrumental (Tabla)	BVFF 229 Aeromodelling
BVFF 111 Music-Instrumental (Violin)	BVFF 210 Football
BVFF 112 Music-Vocal	BVFF 211 Gymnastics
BVFF 113 Theatre	BVFF 212 Handball
	BVFF 213 Hockey
<b>Social Service and Extension Activities</b>	BVFF 214 Judo
BVFF 301 BanasthaliSewa Dal	BVFF 215 Kabaddi
BVFF 302 Extension Programs for Women Empowerment	BVFF 216 Karate – Do
BVFF 303 FM Radio	BVFF 217 Kho-Kho
BVFF 304 Informal Education	BVFF 218 Net Ball
BVFF 305 National Service Scheme	BVFF 219 Rope Mallakhamb
BVFF 306 National Cadet Corps	BVFF 220 Shooting
	BVFF 221 Soft Ball
	BVFF 222 Swimming
	BVFF 223 Table Tennis
	BVFF 224 Tennis
	BVFF 225 Throwball
	BVFF 226 Volleyball
	BVFF 227 Weight Training
	BVFF 228 Yoga

## Evaluation Scheme and Grading System

Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10			
40					60	100

In all theory, laboratory and other non classroom activities (project, dissertation, seminar, etc.), the Continuous and End-semester assessment will be of 40 and 60 marks respectively. However, for Reading Elective, only End semester exam of 100 marks will be held. Wherever desired, the detailed breakup of continuous assessment marks (40), for project, practical, dissertation, seminar, etc shall be announced by respective departments in respective student handouts.

Based on the cumulative performance in the continuous and end-semester assessments, the grade obtained by the student in each course shall be awarded. The classification of grades is as under:

Letter Grade	Grade Point	Narration
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C+	5	Average
C	4	Below Average
D	3	Marginal
E	2	Exposed
NC	0	Not Cleared

Based on the obtained grades, the Semester Grade Point Average shall be computed as under:

$$SGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of courses (with letter grading) registered in the semester,  $CC_i$  are the course credits attached to the  $i^{\text{th}}$  course with letter grading and  $GP_i$  is the letter grade point obtained in the  $i^{\text{th}}$  course. The courses which are given Non-Letter Grades are not considered in the calculation of SGPA.

The Cumulative Grade Point Average (CGPA) at the end of each semester shall be computed as under:

$$CGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of all the courses (with letter grading) that a student has taken up to the previous semester.

Student shall be required to maintain a minimum of 4.00 CGPA at the end of each semester. If a student's CGPA remains below 4.00 in two consecutive semesters, then the student will be placed under probation and the case will be referred to Academic Performance Review Committee (APRC) which will decide the course load of the student for successive semester till the student comes out of the probationary clause.

To clear a course of a degree program, a student should obtain letter grade C and above. However, D/E grade in two/one of the courses throughout the UG/PG degree program respectively shall be deemed to have cleared the respective course(s). The excess of two/one D/E course(s) in UG/PG degree program shall become the backlog course(s) and the student will be required to repeat and clear them in successive semester(s) by obtaining grade C or above.

**After successfully clearing all the courses of the degree program, the student shall be awarded division as per following table.**

Division	CGP
Distinction	7.50 and above
First Division	6.00 to 7.49
Second Division	5.00 to 5.99
Pass	4.00 to 4.99

**CGPA to % Conversion Formula: % of Marks Obtained = CGPA \* 10**

## FIRST SEMESTER

### HIST 401 British Rule: Foundation, Resistance and Response (1757 - 1947 AD)

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

- Section I** Struggle for Power: The military warfare and the establishment of British Empire; The relation with the native states: The Ring Fence policy, the policy of subordinate, the policy of subordinate isolation
- Section II** The Administrative Reforms: The Regulations; Judiciary; Civil Services; Police; The Resistance: the nature of Peasant and tribal movement; Debates on 1857; Rise of Political Organizations.
- Section III** Indian Nationalism: the Moderate and Extremist phase; Gandhi's Ideology, techniques of Struggle-Truce-Struggle and the mass movement; the Rise of Socialism; Role of Capitalist Class in Freedom Struggle; The 'construction' of communalism and the independence with partition.

#### Learning Outcomes:

##### After completion of the course, the student will be able to:

- 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.
- Comprehend how Gandhi transformed Indian National Movement ideologically and assess the participation of masses in freedom Struggle.
- Understand how India became free; the concept of communalism and its role in the context of partition and its impact.

#### Recommended Books:

1. Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan.
2. Bayly, C.A. (1998). *The New Cambridge History of India- II Indian Society and the making of the British Empire*. UK: Cambridge University Press.

3. Chandra, Bipan. (2009). *History of Modern India*. New Delhi: Orient Blackswan.
4. Mahajan, Sucheta. (2000). *Independence and Partition: The Erosion of Colonial Power in India*. Delhi: Sage.
5. Majumdar, R.C. (Ed.). (2000). *British Paramountcy and Indian Renaissance*. Bombay: Bhartiya Vidya Bhawan.
6. Metcalf, Barbara D. & Metcalf, Thomas R. (2001). *A Concise history of modern India*. New Delhi: Cambridge University Press.
7. Sarkar, Sumit. (1998). *Modern India 1885- 1947*. Delhi: Macmillan.(Also in Hindi).
8. Shukla, R.L. (1998). *Adhunik Bharat ka Itihas*. Delhi, NY: Delhi University, Hindi Directorate.

#### **Suggested E-Resources:**

- <https://www.youtube.com/watch?v=Y73pSh57pWE> (Ramachandra Guha Interview on Indian History, Politics, Caste, Future)

## **HIST 404 Introduction to Traditions of Historical Writings**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

- Section I**      **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).
- Section II**    **Medieval Tradition:** Features of Islamic Historiography; Ibn Khaldun; St. Augustine; Medieval Indian Historiography with reference to Barani, Abul Fazl.
- Section III**   **Modern Historiography:** Scientific History: Ranke. Philosophies of History: Hegel's Idealistic theory, Historical Materialism of Marx, Spengler and Cyclical Theory. Totality in History: The Annals Approach- Marc Bloch. Literary Turn and Challenges to scientific History,. Foucault and Post-Modernism.

**Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Understand key philosophical development since the Greco Roman times to the postmodern times.
- Develop comparative dimension of development of historiography in Europe, China, India and Arabia.
- Develop a critical thinking with regard to the genesis and nature of the discipline.

**Recommended Books:**

1. Bajaj, Satish K. (1998). *Recent Trends in India Historiography*. Delhi: Anmol Publications.
2. Bloch, Marc. (1992). *Historian's Craft*. U.K. Manchester University Press.
3. Gardner, Charles S. (1961). *Chinese Traditional Historiography*. U.S.A. : Harvard : University Press.
4. Guha, Ranjit. (1983). *Subaltern Studies*. Vols. I to X (Writings on South Asian History and Society). Delhi: Oxford.
5. Habib, Irfan. (1995). *Essays in Indian Historiography: Towards Marxist Perception*. Delhi: Anthem Press.
6. Pandey, Govindachandra. (Ed.). (1991). *Itihas: Swaroop Evam Sidhanth*. Jaipur: Rajasthan Hindi Granth Academy.
7. Thompson, E. J. (1992). *History of Historical Thinking*. New York :

**Suggested E-Resources:**

- History, Ideology and Society. Retrieved from <http://egyankosh.ac.in/bitstream/123456789/44437/1/Unit-4.pdf>
- Thucydides. The history of the Peloponnesian war. <https://archive.org/details/historyofpeloponhucrich/page/n7>
- Schinkel, Anders. History and Historiography in Process. Retrieved from <https://www.jstor.org/stable/pdf/3590742.pdf>

## **HIST 405 Political and Cultural Trends in Ancient Indian History (Earliest Times to 1000 AD)**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Survey of Sources – Lithic Cultures (Salient Features) – Urban Nature of Harappan Civilization – Iron Age Cultures (Outline of PGW, NBPW, Megaliths)

**Section II** Development of Polity (Nature of State and administrative Structure): Tribal Vedic – Democratic Elements in form of Republican States and local self governance – Imperial Mauryan and Guptas - Rajput Polity

**Section III** Artistic Growth: Harappan - Mauryan - Kushana - Satvahana - Classical Gupta ideal – Rajput – Pallava, Chalukya Traditions; Religious Leanings: Vedic - 6<sup>th</sup> Century BC - Ashoka's Dhamma - Patronage to Buddhism - Pauranic Revivalism under Guptas - Sangam Literature

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Be acquainted with trends of political developments in early India.
- Be oriented to continuity of cultural evolution beginning from Lithic Ages.
- Be familiar with regional and Indian stylistic development of aesthetics.

### **Recommended Books:**

1. Basham, A. L. (1985). *The Wonder that was India*. New Delhi: Rupa.
2. Jha, D.N, Shrimali, K.M. (2000). *Prachin Bharat ka Itihasa*. New Delhi: Hindi Madhyam Karyanvaya Nideshalaya, Delhi University.
3. Raychaudhari, H. C. (2005). *Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta Dynasty*, Delhi: Motilal Banarsidass.
4. Sastri, K.A.N. (2002). *History of South India*. Delhi: OUP.

5. Sharma, Ramsharan. (2009). *Prarambhik Bharat ka Parichay*. New Delhi: Orient Blackswan.
6. Singh, Upinder. (2009). *A History of Ancient and Early Medieval India from the Stone Age to the 12th Century*. Delhi: Pearson Longman.
7. Thapar, Romila. (2004). *Early India - From the Origins to AD 1300*. New Delhi: Penguin.

#### **Suggested E-Resources:**

- Dhammika, Ven S. (1994). The edicts of King Asoka: an English rendering. *Wheel publication*. No. 386/387. Retrieved from <https://trove.nla.gov.au/work/31973752?q&versionId=38817501>
- Childe, Vere Gordon. (1944). *The Story of Tools*. London, NY: Cobbett Publishing. Retrieved from <https://www.marxists.org/archive/childe/1944/tools/childetools.htm>.
- 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. *Journal of the American Academy of Religion*. Volume XLV, Issue 2. Pages 227. Retrieved from <https://doi.org/10.1093/jaarel/XLV.2.227>.

### **HIST 406 Selected Issues in Medieval Indian History (1000-1526 AD)**

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

**Section I** Overview on sources of Delhi Sultanate; India on the eve of Turkish invasion; Theory of Kingship under Balban, Alauddin Khalji, Firozshah Tughluq, Bahlol Lodi.

**Section II** Administration and Institutions: Central and provincial structure, Iqta, Revenue administration, Military Organization; Economy: Changes in Agricultural production; Monetization; Market regulations; growth of urban centers; Trade and commerce; Indian Ocean trade.

**Section III** Society and Culture: Origin and concepts of Bhakti and Sufism Movements; Change in Indian Society;



Characteristic of Art and Architecture; System of Education;  
Growth of Literature: Persian and Hindawi.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Answer queries on sources of writing Delhi Sultanate's history , the circumstances that paved way for the Turkish invasion of India.
- Describe the different theories of kingship under various Sultans, their administrative, military and revenue organizations.
- Determine the changes in economy, society and culture during the Mughal time period.

### **Recommended Books:**

1. Ashraf, K.M. (2006). *Hindustan ke Nivasiyon ka jeevan aur unki paristhithiyam*. Delhi: Hindi Madhyam Karyanvay Nidheshalay, Punamudhran.
2. Chandra, Satish. (2007). *History of Medieval India*. New Delhi: Orient Black-Swan,
3. Chandra, Satish. (2007). *Madhyakaleen Bharath, rajneeti Samaj aur Sanskriti*. New Delhi: Orient Longman.
4. Gopal, Lallanji. (1965). *Economic Condition in Northern India, A.D.750-1200*. Delhi: Motilal Banarsidas.
5. Habib, Irfan. (2007). *Medieval India: The Study of Civilization*. Delhi: NBT.
6. Kulke, H. (ed.). (1998). *The State in India. 1000-1700*. Delhi: OUP.
7. Mukhia, Harbans. (2010). *Exploring India's Medieval Centuries: Essays In History, Society, Culture and Technology*. Delhi: Aakar Books.
8. Tarachand. (1963). *Influence of Islam on Indian Culture*. Allahabad: Kitabmahal.

### **Suggested E-Resources:**

- Delhi Sultanate. Retrieved from <https://www.britannica.com/place/Delhi-sultanate>
- Jackson, Peter. (1999). *The Delhi Sultanate: A Political and Military History*. New York, NY: Cambridge University Press. Retrieved from <https://muse.jhu.edu/article/15986>

## SSC 402 Social Science Perspectives

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

### **Section I The Evolution of Social Science:**

Philosophy of Knowledge and the study of society in Pre-Modern Era. Enlightenment, Modernism and the Idea of Social Sciences. Nomothetic and Ideographic Dichotomy: The Natural and Social Science divide. The Interdisciplinary Relations.

### **Section II Perspectives to Social Phenomena:**

Historical; Normative; Classical Economy; Marxist and the Critique of Political Economy; Phenomenology. Psycho-analytical Interpretation. The 'Orient' and 'Occident' Perspective: Lucknow School, Lohian Approach, Amartya Sen (Welfare Economics and Social Justice); Peter Winch, Thomas Kuhn.

### **Section III Emerging Themes:**

Cliometrics and the Quantitative analysis of the Social Change. Science, Technology and Ecology. Post-Modernism. Developing ideas on 'Self': Self Concept, Self Esteem and Social Identity.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Analyze the holistic view of encompassing different social science disciplines.
- Provide insights to interpret social events at any given point of time.
- Understand the basic ingredients of social science disciplines to contextualise social reality.

### **Recommended Books:**

1. Allbrow, Martin. (1996). *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity Press.
2. Atal, Yogesh. (2003). *Social Science: The Indian Scene*. New Delhi: Abhinav.
3. Bunge, Mario. (1999). *Social Science under Debate: A Philosophical Perspective*. Toronto: University of Toronto Press.

4. Dube, S.C. (1976). *Social Sciences and Social Realities*. Shimla: IIAS.
5. Harrington, Austin. (2005). *Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas*. London and New York: Routledge.
6. Joshi, P.C. (1995). *Social Science and Development: Quest for Relevance*. New Delhi: Har-Anand.
7. Kuhn T.S. (2012). *Structure of Scientific Revolution*. U.S.A. : University of Chicago Press.
8. Mckenzie, N. (1966). *A Guide to The Social Sciences*. London Weidenfeld & Nicolson.
9. Winch, Peter. (2008). *The Idea of Social Sciences*. London and New York: Routledge.

#### **Suggested E-Resources:**

- Bertens, Hans. (1995). *The Idea of Post Modern. A History*, Karachi University Research Forum, London, NY: Routledge. Retrieved from <https://archive.org/details/HansBertensTheIdeaOfThePostmodernAHistoBookZZ.org/page/n3>
- Seligman, Edwin R.A. & Johnson, Alvin. 'Encyclopedia of the Social Sciences', Vol.8, Industrial Revolution- Labour Turnover, Macmillan London. Retrieved from <https://archive.org/details/encyclopaediaoft030467mbp/page/n3>

## SECOND SEMESTER

### HIST 402 Economy, Education and Empire (1757-1947AD)

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Transition to Colonialism: Mercantile Imperialism, Industrial Imperialism and Finance Imperialism; Land settlement and State: Recasting the relationship; Left-nationalist Paradigm and the Idea of Poverty; De-industrialization in India: Theoretical Implications.

**Section II** Infrastructural and Entrepreneurship development: Railways, Irrigation, Telegraph; Cotton Textile and Indigenous Entrepreneurship, and Steel industry (TISCO); The Impact of Great Depression on Indian Economy; Emergence of Colonial Cities: Urbanisation and Planning.

**Section III** Masks of conquest: institutionalisation of knowledge, English education and the establishment of Universities (1857); The Evolution of the Professional Structure: the Legal and Medicine Profession; Science, Institution and Colonialism: the Thomason College of Engineering; The Regulation and Commission: Indian Universities Act, 1904, Sadler Commission, Wardha Plan and Nai Talim.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Develop an analytical approach about the consequences of colonization of Indian economy on agriculture, industry, commerce.
- Write a research paper pertaining to related aspects of syllabus.
- Develop their insight and debate on nationalist and imperial perspective of British impact on India.

#### **Recommended Books:**

1. Arnold, David. (1993). *Colonizing the Body, State Medicine and Epidemic Disease in Nineteenth-Century India*. U.S.A. University of California Press.

2. Bagchi, Amiya. (2010). *Colonialism and Indian Economy*. U.K. : Oxford University Press.
3. Bhattacharya, Sabhyasachi. (trans.). (1990). *Adhunik Bharat Ka Arthik Itihas 1850-1947*. Delhi : Rajkamal Prakashan.
4. Crawford, D. G. (1914). *A History of the Indian Medical Service, 1600-1913*. London: W. Thacker.
5. Guha, Ranajit. (1982). *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*. Delhi: Orient Longman.
6. Kumar, Dharma & Raychaudhuri, Tapan. (Ed.). (1982). *Cambridge Economic History of India*. Vol II. U.K. Cambridge University Press.
7. Viswanathan, Gauri. (1989). *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press.

#### **Suggested E-Resources:**

- 'Early European trade and commerce'. E-Pathshala, National Mission on Education Through ICT. Retrieved from <https://epgp.inflibnet.ac.in/ahl.php?csrno=829>
- Naoroji, D. (1901). 'Poverty and Un-British Rule in India'. Paternoster Square, NY: Swan Sonnenschein & Co. Retrieved from <https://archive.org/details/povertyandunbri00naorgoog/page/n6>
- Premchand. 'Godaan'. Retrieved from <https://www.youtube.com/watch?v=3ZwcFPLHoUc>

### **HIST 403 Fundamentals of Historical Investigations**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** – Meaning and Nature of History; Establishment of historical fact and its significance; Sources - Primary and Secondary; Visual and Oral Evidences; Criticism of Sources.

**Section II** – Subjectivity and Objectivity; Causation; Periodisation in History; Quantitative techniques; The Historian's craft.

**Section III** – Archaeological Exploration and Excavation; Identification of 'Cultures' from physical finds; Dating Methods; 'New Archaeology'; Problems of historical Cartography and Place names.

**Learning Outcomes:****After completion of the course, the student will be able to:**

- Understand the basic fundamentals of the discipline of history.
- Familiarise oneself with the concepts and techniques of writing history.
- Get accustomed with archaeological excavations and explorations, dating methods and 'new archaeology'.

**Recommended Books:**

1. Ali, B. Sheik. (1978). *History, Its Theory and Method*, Madras. Delhi: Macmillan.
2. Black, Jesminy & Macraird, Donald M. (1997). *Studying History*. London UK : Macmillan Publication.
3. Braudel, Fernand. (1980). *On History*. London, NY: Sarah Matthews.
4. Carr, E.H. (1967). *What is History?* U.K. Penguin Books.
5. Collingwood, R.G. (1951). *The Idea of History*. U.K. Oxford.
6. Gardiner, Patrick. (ed.). (1959). *Theories of History*. New York: Free Press.
7. Hockett, H.C. (1958). *The Critical Method in History*. New York: Macmillan.
8. Laduses, E. Leroy. (1979). *The Territory of the Historians*. U.K. : The Harvester Press.
9. Laduses, E. Leroy. (1971). *Times of Feast, Times of Famine: A history of climate since the year 1000*. New York : Farrar Straus & Giroux.

**Suggested E-Resources:**

- Fry, Amelia. R. & Hoffman, Alice. M. (1972). Oral History in Great Britain. *The Journal of Library History*. Vo.7, No.3, 1972, pp.275-285. Retrieved from <https://www.jstor.org/stable/pdf/25540365.pdf?refreqid=excelsior%3A8471004a142a4c3f1029382a5f69485b>
- Modern Disturbances: On the Ambiguities of Archaeology, Gavin Lucas, Modernism/modernity, Johns Hopkins University Press, Volume 11, Number 1, January 2004, pp. 109-120. Retrieved from <https://muse.jhu.edu/article/53085>

## HIST 407 Selected Issues in Medieval Indian History (1526-1740 AD)

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Overview on sources of Mughal history; Foundation of Mughal Rule in India; Babar, Humayun. Rise of Sher Shah Suri; Religious and Deccan policy of Akbar and Aurangzeb.

**Section II** Mughal Administration and Institution: Central Structure, Provincial Structure, Mansabdari, Jagirdari and Zamindari System; Decline of Mughal Empire: Theoretical Implications

**Section III** Economy and Society in Mughal India: Agrarian Economy and the State; Industries and artisans; Urbanization, External and Internal trade, Trade routes and traders; Banking system; Social Stratification; Social Mobility, Features of synthesized Art and Architecture.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Acquaint themselves with the medieval Indian political systems, strategies and administrative reforms under different rulers.
- Enhance their analytical skills as the course includes theoretical implications regarding specific topics.
- Gain knowledge of cultural contributions of the Mughals.

### **Recommended Books:**

1. Alam, M. & Subramanyam, S. (ed.). (2000). *The Mughal State*. Delhi: OUP.
2. Bhargav, Meena. (2014). *The Decline of the Mughal Empire*. Delhi: OUP.
3. Chandra, Satish. (2008). *Religion, State and Society in Medieval India*. New Delhi: OUP.
4. 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.

5. Habib, Irfan. (1999). *The Agrarian System of Mughal India 1556-1707*. U.K : Oxford University Press.
6. Marshall, P.J. (Ed.). (2002). *The Eighteenth Century in India – Evolution or Revolution*. U.K. Ford University Press.
7. Mukhia, H. (1994). *Perspectives on Medieval India*. Delhi: Vikas Publishing House Pvt Ltd.
8. Moosvi, Shireen. (2008). *People, Taxation, and Trade in Mughal India*. New Delhi: OUP.

#### **Suggested E-Resources:**

- Gier, Nicholas F. (2006). From Mongols to Mughals: Religious Violence in India, 9th to 18th Centuries, Presented at the Pacific North West Regional Meeting. *American Academy of Religion*. NY: Gonzaga University. Retrieved from, <http://www.webpages.uidaho.edu/ngier/mm.htm>
- Mughal History. <https://www.britannica.com/topic/Mughal-dynasty>
- Three Muslim Empires, Stephen Dale (bio). *Historically Speaking*. Vol.13, No.2, 2012. NY: John Hopkins University Press. Retrieved from <https://muse.jhu.edu/article/476939>

### **HIST 408 Social and Economic Life in Ancient India (up to 1000 AD)**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Concept of Dharma – Varna –Jati – Ashram – Purushartha – Samskara – Institution of Family and Marriage – Evolution of Education under Vedic, Buddhist and Jaina Systems.

**Section II** Economic Thought: Varta- Land Ownership – Taxation – Guilds – Credit and Banking Systems – Slavery and Labour - Stages of Economy: Chalcolithic Village Economy – Harappan Economy – Vedic Pastoral Economy.

**Section III** Urbanization under Mahajanapadas – Mauryan Imperial Economy – Trade and Commerce during 200 BC to 300 AD – Economic Affluence under the Guptas – Land grants and



Feudalism (Outline of Debate) – South Indian Temple Economy – Rajput Society and Economy.

**Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Critically assess the social stratifications emerging in due course of time.
- Comprehend fundamentals involved in Indian economic processes as taxation, banking, credit, land grants, etc.
- Establish linkage between political formations and process of urbanization.

**Recommended Books:**

1. Basham, A.L. (1954). *The Wonder that was India*. New Delhi: Rupa.
2. Jha, D.N., & Shrimali, K.M. (2000). *Prachin Bharat ka Itihasa*. New Delhi: Hindi Madhyam Karyanvaya Nideshalaya, Delhi University.
3. Raychaudhari, H. C. (2005). *Political History of Ancient India from the Accession of Parikshit to the Extinction of the Gupta Dynasty*. Delhi: Motilal Banarsidass.
4. Sastri, K.A.N. (2002). *History of South India*. Delhi: OUP.
5. Sharma, Ramsharan. (2007). *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan.
6. Sharma, Ramsharan. (2005). *Indian Feudalism*. New Delhi: MacMillan.
7. Singh, Upinder. (2009). *A History of Ancient and Early Medieval India (From the Stone Age to the 12<sup>th</sup> Century)*. New Delhi: Pearson.
8. Thapar, Romila. (2003). *The Penguin History of Early India*. Penguin.

**Suggested E-Resources:**

- Béteille, André. (1996). 'Varna and Jati'. *Sociological Bulletin*. Vol. 45, No. 1 (MARCH 1996), pp.15-27. Retrieved from <https://www.jstor.org/stable/pdf/23619694.pdf?refreqid=excelsior%3Ad333b7e41bb6055424ddf00062c6fd29>
- Chakravarty, Uma. (2003). 'A Glance at the Word Varna in the Vedic Literature'. *Annals of the Bhandarkar Oriental Research Institute*. Vol. 84 (2003), pp. 1-11. Retrieved from

<https://www.jstor.org/stable/pdf/41694745.pdf?refreqid=excelsior%3A8aa1100beafb34685ff4350a82631677>.

## SSC 401 Research Techniques in Social Sciences

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section- A** Formulation of Research Problem; Research Design; Formation and types of hypothesis; Sampling.

**Section- B** Source of Primary and Secondary data including library and e-resources; Techniques of Quantitative & Qualitative Data Collection: interview, Schedule, Questionnaire, Observation & Oral history; Case Study & Content Analysis.

**Section- C** Classification & Tabulation; Graphic Presentation- Histogram, Bare & Pie diagram; Analysis of Quantitative data: Measures of Central tendency (Mean, Median, Mode), Standard deviation, correlation coefficient; An Overview of Hypothesis Testing (A detailed discussion of t, F, Z,  $X^2$  tests and their applications are not required); Analysis of Qualitative data: Successive Approximation and The Illustrative Method; Report writing and the writing of research papers.

### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Develop aptitude for social science research.
- Identify various sources of primary and secondary data.
- Formulate hypothesis.
- Identify and apply various quantitative and qualitative methods of research.
- Summarize, analyze and interpret qualitative and quantitative data in social science research.
- Write a coherent report and research paper.

**Recommended Books:**

1. Babbie, E. R. (2005). *Survey Research Methods*. Belmont California: Wadsworth Publishing Company.
2. Black, T. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication.
3. Goode, W. J. & Hatt, P. K. (1987). *Methods of Social Research*. New York: Free Press.
4. Kothari, C. R. (2008). *Research Methodology- Methods and Technique*. New Delhi: Wiley and Eastern Limited.
5. Mariampolski, H. (2001). *Quantitative Market Research- A Comprehensive Guide*. Sage Publication. New Delhi.
6. Rosenberg, K. (1990). *Statistics for Behavioural Sciences*. W. C. Brown Publishers.
7. Sellitz, G., et al. (2003). *Research Methods in Social Relations*. New York.
8. Shah, V. P. (2001). *Reporting Research*. Ahmadabad: Rachana Prakashan.
9. Sijoberg, G. & Nett, R. (2002). *A Methodology for Social Research*. Jaipur: Rawat Publication.

**Suggested E-Resources:**

- Fundamental of Research Methodology and Statistics. Retrieved from <http://cache3.pdfdrive.com/dl.php?id=10442087&h=e90bd7771c3cf9674c6672e678aea224&u=cache>
- Research Methodology a step-by-step guide for beginners. Retrieved from [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)
- Social Research Methods: Qualitative and Quantitative Approaches. Retrieved from <http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods-qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf>

## THIRD SEMESTER

### HIST 501 An Outline of the History of Rajasthan

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Importance of Regional History; Sources of Rajasthan History – Archaeological, Archival, Literary, Oral; Early history, Phases and Theories of State Formation in Rajputana; Resistance and Collaboration of Rajputs States with the Mughals.

**Section II** British Treaties and expansion in Rajputana (1818-1857); 1857 and Responses from the Princely States; Social Reformers Inclination towards Rajputana; Walterkrit Rajputana Hitakarini Sabha and Social legislation in Rajputana state.

**Section III** Nature of Peasants and Tribal Movements; Establishment of Prajamandals in Rajputana with Special reference to Jaipur and Mewar States; Integration: from Rajputana to Rajasthan; Trade of Opium and Salt; Trade routes and Growth of Urban Centers; Migration of Business Community.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Comprehend the evolution of Rajputana to Rajasthan and evaluate the importance of Rajputs during medieval India.
- Assess British expansion, economic-social changes and reforms in modern Rajputana.
- Analyze the popular movements and integration of Rajasthan.

#### **Recommended Books:**

1. Das, Shyamal. (1886). *Vir Vinod*. 4 Volumes. Udaipur : Stosius incl Advent- Book Division.
2. Devra, G.S.L. (ed.). (1980). *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Hindi Sahitya Mandir.
3. Pemaram. (1990) *Shekhawati Kisan Aandolan ka Itihas*. Jasnagar, Nagour: Shree Ganesh Sewa Samiti.

4. Ratnawat, Shyam Singh & Sharma K.G. (2004). *History and Culture of Rajasthan*. Jaipur: Rajasthan Study Centre.
5. Sharma, Dasharath. (1966). *Rajasthan through the Ages* vol.1, Bikaner: Rajasthan State Archives.
6. Sharma, G.N., & Bhatnagar, V.S. (1992). *The Historians and Sources of the History of Rajasthan*. Jaipur: Rajasthan Study Centre.
7. Sharma, G.N. (1986). *Social and Political Awakening among the Tribals of Rajasthan*. Jaipur: Rajasthan Study Centre.
8. Sinha-Kapoor, Nandini. (2002). *State Formation in Rajasthan: Mewar during 7<sup>th</sup> to 15<sup>th</sup> century*. New Delhi: Manohar.
9. Tod, James. (1832). *Annals and Antiquities of Rajasthan* 2 Vols. New Delhi.
10. Vyas, R.P. (1995). *Adhunik Rajasthan ka Vrhat Itihas*. Jaipur: Rajasthan Hindi Granth Akadami.

#### **Suggested E-Resources:**

- Popular Trade Routes of Rajasthan. Retrieved from [www.gsldevra.com/publications/settlement...and.../popular-trade-routes-of-rajasthan/](http://www.gsldevra.com/publications/settlement...and.../popular-trade-routes-of-rajasthan/)
- Rajasthan mein Prajamandal Aandolan. Retrieved from [ignca.nic.in/coilnet/rj070.htm](http://ignca.nic.in/coilnet/rj070.htm)

## **HIST 502 Exploring Science, Technology and Medicine in Indian History**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

### **Section I – Science and Technology – the beginnings:**

Science and Technology – (meaning, scope and importance);  
 Developments in Medicine and Surgery and Astronomy -  
 (Charaka, Sushruta, Aryabhatta, Varahmihira, Bhaskara);  
 Beginning of Agriculture and its impact on the growth of  
 science and technology.

## **Section II – Development in science and technology:**

New developments in Technology – (Persian Wheel; Gun-Powder; Textiles; Bridge Building; etc.); Developments in Medical Knowledge and interaction between Unani and Ayurveda; Concept of Rationality & Scientific ideas in Arab Thought and its reception in India.

## **Section III – Science and Colonial explorations, Indian response & development:**

East India Company and Scientific Explorations – (Surveyors, physicians, Doctors); Indian Response to New Scientific Knowledge; Science and Indian Nationalism; Planning for Development– (National Planning Committee; Bombay Plan); the contribution of CSIR and ISRO in Post-Independent India.

### **Learning Outcomes:**

#### **After completion of the course, the student will be able to:**

- Recognize science and technology as an integral part of Indian Culture.
- 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.
- Perceive the Indian Renaissance as one which coincided with the Independence Struggle and the innate ability to perform creatively in sciences backed with an institutional set up.

### **Recommended Books:**

1. Adas, Michael. (1992). *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*. Delhi: OUP.
2. Arnold, David. (1999). *Science, Technology and Medicine in Colonial India*. The New Cambridge History of India Series. Cambridge: OUP.
3. Dasgupta, Subrata. (1999). *Jagadish Chandra Bose and the Indian Response to Western Science*. Delhi: OUP.
4. Grove, R. (1994). *Green Imperialism*. Delhi: OUP.
5. Headrick, D.R. (1981). *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. Delhi: OUP.
6. Kumar, Deepak. (1995). *Science and the Raj*. Delhi: OUP.

7. Kumar, Deepak. (2000). *Disease and Medicine in India: A Historical Overview*. Delhi: Tulika Publication.
8. Sangwan, S. (1990). *Science, Technology and Colonization: Indian Experience*. Delhi: Anamika.

#### **Suggested E-Resources:**

- Kumar, Deepak. Science and Society in Colonial India: Exploring an Agenda. Retrieved from <https://www.jstor.org/stable/3518179?Search=yes&resultItemClick=true&search>
- Baig. A.K. History of Technology in India. Retrieved from <https://archive.org/details/in.ernet.dli.2015.205662>

## **HIST 508 Understanding History of Modern World through Ideas**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** The Ideas of “History”: Humanism; Cartesianism; Romanticism; Positivism.

**Section II** The Ideas in the age of “Revolution, Capital and Empire”: Nationalism; Utilitarianism; Capitalism; Imperialism; Keynesianism.

**Section III** The ideas in the age of “Extremes” and beyond: Totalitarianism; Pacifism, De-colonization and the Development of Democracy’, Orientalism ‘New’, Multiculturalism; debates on the End of History and Clash of Civilizations, Terrorism.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Gain knowledge of historical writings along with new trends, the progress of historical writings and the different stages of historiography after Renaissance period.

- Comprehend revolutions in the context of economy and production and identify the concepts of nation, nationalism and imperialism.
- 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 participation.

### **Recommended Books:**

1. Baycroft, Timothy. (1998). *Nationalism in Europe 1789-1945*. U.K: Cambridge University Press.
2. Collingwood, R.G. (2008). *The Idea of History*. Hong Kong : Hespereides Press.
3. Fukuyama, Francis. (1992). *The End of History and the Last Man*. New York : Free Press.
4. Gupta, Parthasarthi. (1983). *Aadhunik Paschim ka Uday*. Delhi: Hindi Madhyam Karnvyan Nideshalaya, Delhi University.
5. Hobsbawm, Eric. (1987). *The Age of empire 1875-1914*. New York : Vintage Books.
6. Hobsbawm, Eric. (1994). *The Age of Extremes 1914-1991*. New York : Vintage Books.
7. Huntington, Samuel P. (1996). *The Clash of Civilizations and the Remaking of World Order*. London U.K: Penguin.
8. Todd, Allen. (1998). *Revolutions 1789-1917: Cambridge Perspectives in History Series*. UK : Cambridge University Press.

### **Suggested E-Resources:**

- Feuer, Lewis S. & McLellan, David T. Karl Marx, A German Philosopher. Retrieved from <https://www.britannica.com/biography/Karl-Marx>
- Guisepe, R. A. Not what man knows but what man feels, concerns art. All else is science. Retrieved from <http://history-world.org/renaissance.htm>
- Kumar, H.M. Sanjeev. (2015). Responding to Western Critiques of the Muslim World: Deconstructing the Cliché of Islamophobia and the Genealogies of Islamic Extremism. *British Journal of Middle Eastern Studies*. DOI: 10.1080/13530194.2015.1037247.



## CS 513 Computer Applications

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**3 0 0 3**

**Section I** Introduction: What is Computer, Applications of computer, and Elements of computer: Hardware & Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer.

Software: What is Software and Types of Software.

Operating System: Introduction and function of Operating 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 Blogging.

**Section III Lab Work** 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.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Describe the usage and importance of computer and its peripheral devices.
- Learn the basic concepts Internet services.
- Describe various types of networks and OSI/ISO standards.
- Prepare documents; make PowerPoint presentations and working with spreadsheets.
- Use SPSS for data evaluation.

### **Recommended Books:**

1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*. BPB Publications.
2. Goel, A. (2010) *Computer Fundamentals*. U.K. London : Pearson Education
3. Jaiswal, S., (1996) *P.C. Software Bible*. Galgotia, New Delhi.
4. Garg, P., Gupta, S. (2013). *Computer Fundamentals & Office Automation*. New Delhi : Shubham Publications.
5. Govil, M.C. *Computer Fundamentals and Programming in C*. Jaipur Publication House.
6. Forouzan, A. B. (2017) *Data Communications & Networking* (4th ed.). New York : 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://nptel.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/>

## CS 513L Computer Applications Lab

**Max. Marks : 100**
**L T P C**
**(CA: 40 + ESA: 60)**
**0 0 4 2**

<b>Sr. No.</b>	<b>Practical</b>
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 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.

## FOURTH SEMESTER

### HIST 506 Representative Historians of Indian Historiography

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

- Section I** Historiographical Trends: Imperialist, Nationalist, Marxist, Cambridge and Subaltern.
- Section II** James Mill, D.D. Kosambi, R.C. Majumdar, Romila Thapar; Jadu Nath Sarkar, G.S. Sardesai, Irfan Habib.
- Section III** R.C.Dutt, R.P. Dutt, Bipan Chandra, Anil Seal, Ranjit Guha; Regional Historiography- James Tod, G.H. Ojha.

#### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Familiarize themselves with the major schools of historiography.
- Analyze contributions of representative, pioneer Indian historians.
- Mainstream regional historiographical tradition for developing a compact reconstruction of Indian history.

#### Recommended Books:

1. Chakrabarty, Dipesh. (2015). *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*. Chicago: University of Chicago Press.
2. Guha, Ranjit. (1994). *A Bibliographical Sketch, Subaltern Studies VIII*. Delhi: Oxford.
3. Habib, Irfan. (ed.). (1986). *An Atlas of the Mughal Empire: political and economic maps with detailed notes, bibliography and index*. Delhi: Oxford University Press.
4. Habib, Irfan. (ed.). (1999). *The Agrarian system of Mughal India, 1556-1707*. Delhi: Oxford University Press.
5. Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan.

6. Majumdar, R.C. (ed.). (1974). *History and Culture of the Indian People*. Mumbai: Bharatiya Vidya Bhavan Prakashan. (Relevant of X Vols.)
7. Philips, C.H. (1961). *Historians of India, Pakistan and Ceylon*. London: Oxford University Press.

#### **Suggested E-Resources:**

- Modern Indian Historiography. Retrieved from <https://www.epw.in/journal/1972/19/letters/modern-indian-historiography.html>
- Entwistle, A.W. An Introduction to Indian Historiography. Retrieved from <https://rjh.ub.rug.nl/groniek/article/download/17389/14879>
- [http://www.nihcr.edu.pk/Latest\\_English\\_Journal/Pjhc%2019-](http://www.nihcr.edu.pk/Latest_English_Journal/Pjhc%2019-)

### **HIST 507 Survey of Folk Culture of Rajasthan**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Folk Culture: Theories and Concept, Folk History as a tool of understanding of past; Issues related to folk arts and Artists; folk culture of Rajasthan as a source of Oral History and the Identity of Heritage of Rajasthan.

**Section II** Elements of Folk Culture: Folk beliefs, Customs, Life Mannerisms, Fair And Festivals; Folk Deities - Panch Peer as a composite gods of folks; Bhomia ji, Kuldevi as a Shakta worships of Rajputs; An outline of Folk Arts and Crafts-Important Crafts as (i) traditional occupations and (ii) identity markers of various Castes, (iii) as reflection of rural life.

**Section III** Performing Arts: Portrayal of Regional and Vibrant Culture; Visual Art: A sketch of Tradition of Folk Dramas (Khayal Theater) and Cinematic Representation of Rajasthani folklore; Folk Literature: Articulation of societal thoughts and oral expressions of folk psychology; Patrons - Sketching Folklorists (Vijaydana Detha, Rani Lakshmi Kumari

Chundavat), and Institutions (Rupayana, Borunda; Bhartiya Lok Kala Mandal, Udaipur).

### **Learning Outcomes:**

**After completion of the course, the 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.
- 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.

### **Recommended Books:**

1. Borana, Ramesh. (2015) *Rajasthan ke Lok Vadhya*. Jodhpur: Rajasthan Sangeet Natak Akadami.
2. Chundawat, Rani Lakshmi Kumari (2007). *Sanaskritik Rajasthan*. Jaipur: Rajasthan People's Publishing House.
3. Devra, G.S.L. (2010). *Rajasthan ke Itihas ke Abhigyan Roop*. Jaipur: Rajasthan Hindi Granth Akadami.
4. Jaisingh, Neeraj. (ed.). (2016). *Rajasthan ki Sanaskritik Parampara*. Jaipur: Rajasthan Hindi Granth Akadami.
5. Sharma, Krishan Kumar. (2010). *Rajasthani Lok gathaye*. Kolkata: Bhartiya Vidya Mandir.
6. Singh, Chandramani. (2000). *Performing Arts of Rajasthan-Lok Rang*. Jaipur: Jawahar kala Kendra.
7. Vashishtha, V.K., Vyas, Namita. & Sharma, Preeti. (ed.). (2008). *Cultural Heritage of Rajasthan*. Banasthali Vidyapith.

### **Suggested E-resources:**

- Rupayan Sansthan's role in Documenting Oral Tradition and Cultural Aspects of Intangible Natural Heritage of Rajasthan. Retrieved from <https://www.sahapedia.org/institutional-history-of-rupayan-sansthan-jodhpur>
- Bhartiya Lok Kala Mandal. Retrieved from [www.udaipurplus/Lokkalamandal/index.htm](http://www.udaipurplus/Lokkalamandal/index.htm)

## SSC 501 Women Studies

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Women's Studies as a discipline. Emerging Concepts- Gender, Women Empowerment, Gender Sensitization, Gender Bias & Gender Discrimination. First, Second and Third Waves of Feminism. Feminist Thought and Theories Liberal : Marxist and Radical Feminism. Developmental Approaches : Women in Development (WID), Women and Development (WAD), Gender and Development (GAD)

**Section II** Women in India: Status of Women in terms of Socio-Cultural Milieu: family structure, Caste, Class and Community. Demographic Profile, Social Profile (Education, Health, Violence Related to Women). Economic Profile (Women and Work). Political Profile of Indian Women Development Index : Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for Women's Development in India (From Welfare to Empowerment) Role of NGOS in Women's Development in India.

**Section III** International Declarations for Protection of Women: Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Institutional Mechanism for Women: National Commission for Women, State Commissions, National Human Rights Commission (Organizational Setup and Functions) Significance and Importance of Legal Provisions for Safeguarding the Rights of Women. Case Studies: Grassroot Employee: Bhanwari Devi; Women in Sport: Mary Kom, Social Activist : Sunitha Krishnan; Women in Administration: Kiran Bedi.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Explain Women's Studies as an interdisciplinary subject and develop a conceptual understanding of different aspects of feminist history.

- Understand the feminist thought and development approaches in the contribution of gender bias, 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.

### **Recommended Books:**

1. Altekar, A.S. (1983). *The Position of Women in Hindu Civilization*. Delhi: Motilal Banarsidas.
2. Desai, Neera & M. Krishnraj. (1987). *Women and Society in India*. Delhi: Ajanta Press.
3. Dube, L. (1986). *Visibility and Power: Essays on Women in Society and Development*. New Delhi: OUP.
4. Gandhi, N., & Shah, N. (1992). *The Issue at Stake, 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:**

- Introduction to Women's and Gender Studies, Platform- MIT, Link- <https://ocw.mit.edu/courses/womens-and-gender-studies/wgs-101-introduction-to-womens-and-gender-studies-fall-2014/download-course-materials/>
- Gender Studies, Platform- Open Access Journals Search Engine, Link- [http://www.oajse.com/subjects/gender\\_studies.html](http://www.oajse.com/subjects/gender_studies.html)
- Introduction to Women, Gender, Sexuality Studies, University of Amherst: [https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=most\\_ed\\_materials](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=most_ed_materials)
- Gender and Development, Development Bulletin <https://crawford.anu.edu.au/rmap/devnet/devnet/db-64.pdf>

**HIST 512D Dissertation****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****0 0 10 5**

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.

**Guidelines** 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 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.

**Synopsis:** 8-10 pages including the research problem, tentative chapterisation, objectives, methodology, literature review and bibliography, with TNR 12 Font, double space.

**Process:** 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.

**Continuous Assessment:** 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.

**Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Develop their analytical thinking.
- Enhance their writing skills.
- Refine their research aptitude.

## DISCIPLINE ELECTIVES

### HIST 509 1857: Indian History's Turning Point

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

**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 organization 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.

**Learning Outcomes:**

**After completion of the course, the student 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.

**Recommended Books:**

1. Ball, C. (1859). *History of the Indian Mutiny* 2 Vols. London U.K. : The London Printing and Publishing Company Limited.
2. Dutt, R.P. (1940). *India Today*. Calcutta Read country Book.
3. Marx, Karl. & Engels. (1959). *The First Indian War of Independences, 1857-59*. Moscow : Foreign language. Publishing House.
4. Majumdar, R.C. (1957). *Sepoy Mutiny and the revolt of 1857*. Calcutta : Firma K.L. Mukhotydyda.
5. Sen. S.N. (1957). *Eighteen Fifty Seven*. New Delhi. Publication Division.

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.

#### **Suggested E-Resources:**

- Indian Mutiny. Retrieved from <https://www.britannica.com/event/Indian-Mutiny>
- The Great Mutiny: India 1857. Retrieved from <https://archive.org/details/TheGreatMutinyIndia1857ChristopherHibbert>

### **HIST 511 Cinema Studies in History**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**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.

**Learning Outcomes:****After completion of the course, the student 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.

**Recommended Books:**

1. Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
2. Chakrabarti, S. S. (1994). *National Identity in Indian Popular Cinema, 1947–1987*. Austin: TX University Press.
3. Conley, T. (2007). *Cartographic Cinema*. Minneapolis: University of Minnesota Press.
4. Gellner, E. (2006). *Nations and Nationalism*. New York: Cornell University Press.
5. Hansen, T. B. (1999). *The Saffron Wave: Democracy and Hindu Nationalism*. Princeton University Press.
6. Savarkar, V. D. (ed.). (1989). *Hindutva: Who is a Hindu?* New Delhi: Bharati Sahitya Sadan.
7. Sherman, Sharon R. & Mikel, J.Koven. (ed.). (2007). *Folklore / Cinema: Popular Film as Vernacular Culture*. Logan: Utah State University Press.
8. Wagenknecht, Edward. (2014). *The Movies in the Age of Innocence*. USA: McFarland & Company.

**Suggested E-Resources:**

- Nagpal, Urvashi. History of Indian Cinema. Retrieved from <https://www.jagranjosh.com/general-knowledge/history-of-indian-cinema-1358845977-1>
- Paul, Sanchita. History of Indian Cinema. Retrieved from <https://www.mapsofindia.com/my-india/history/history-of-indian-cinema>

## HIST 513 Environmental History of India

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Definition of Environment in a historical perspective; relationship of man and nature; Exploration and colonialism.

**Section II** Industrialization-growth of railways; Traditional Rights, forest laws and tribal protest; Gandhi and Environment.

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

### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Establish link between technological growth and environmental degradation.
- Interpret Gandhian approach towards environment.
- Develop acquaintance with environment related movements and assess their impact.

### 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/4/thesaurus/environment-history/>

**HIST 503 Gender History****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5**

**Section I** Conceptualizing Gender and Patriarchy, Contemporary Debates on Feminism; Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies; Historiography.

**Section II** Cultural Perspectives: Prehistoric Ancient Technology, Social organization and Religious beliefs; Gendering the Early Indian Societies; Women in Indian religion – Divinities and Devotees; Women in Indian philosophy; Domesticity and Power in Medieval India; Devadasis, Courtesans and Concubines

**Section III** ‘Women’s Question’ in colonial India; Defining women through social reforms; Organizations and activism in colonial India; Birth control and public health; Post-Independence women related issues

**Learning Outcomes:****After completion of the course, the student will be able to:**

- Conceptualise Gender, its origin, approaches and the development of Feminism through historical analysis.
- Explain women’s status and position in various aspects of society such as religion, philosophy and domestic life from ancient to contemporary times.
- State how women’s question is raised in modern period by the European scholars and Indian social reformers and activists.

**Recommended Books:**

1. Archer, Fischler. & Wyke. (ed.). (1994). *Women in Ancient Societies*. Routledge.
2. Beauvoir, Simone. (1989). *The Second Sex*. New York : Vintage Books.
3. Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*. New Delhi: Tulika Books.
4. Coontz & Henderson. (ed.). (1986). *Women's Work Men's Property: The Origin of Gender & Class*. London : Verso.
5. Lerner, Gerda. (1986). *The Creation of Patriarchy*. OUP.
6. Pomeroy, Sarah. (1995). *Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity*. Schocken Books.
7. Roy, Kumkum. (ed.). (1999). *Women in early Indian Societies*. Delhi: Manohar Publication.
8. Sangari, Kumkum. & Chakravarti, Uma. (1999). *From Myths to Markets*. Delhi: Manohar Publisher.

**Suggested E-Resources:**

- Kumar, Radha. (1989). Contemporary Indian Feminism. *Feminist Review*. No. 33. pp.20-29. Retrieved from [https://www.jstor.org/stable/1395212?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/1395212?seq=1#metadata_info_tab_contents)
- Meyerowitz, Joanne. (2008). A History of "Gender". *The American Historical Review*. Vol. 113, No. 5 pp. 1346-1356. Retrieved from [https://www.jstor.org/stable/30223445?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/30223445?seq=1#metadata_info_tab_contents)

**HIST 504 India since Independence****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5**

**Section I India after Independence :** Integration of Nation; Linguistic Controversy; Rajbhasha and reorganization of states; Communalism; Kashmir Problem; Architects of Modern



India: Jawaharlala Nehru, Lal Bahadur Shastri, and Indira Gandhi; India's Foreign policy during Jawaharlal Nehru.

**Section II Party, Politics and Coalition Government :** Emergency – General Election of 1977; Janta Government; Coalition Politics and Governance; Regional Resurgence – Punjab-Assam; Dalit Movements; Mandal Commission;

**Section III Economic and Social Perspectives, Changes and Continuity :** Phases of Indian Economy; Industrialization; Five Year Plans; Green Revolution; Globalization; Information and Technological Revolution; Environmental Movement; MGNREGA

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Comprehend the various trends of writing history of contemporary India.
- Realize the repercussions that the colonial rule had produced over the social, political and economic aspects of the country.
- Develop an analytical power of their own.

### **Recommended Books:**

1. Ali, Mohd. Ashraf. (2012). *Jawaharlal Nehru: Maker of Modern India*. Delhi: Rajpal Publications.
2. Anderson, P. (2012). *The Indian Ideology, (Three Essays collective)*. Delhi : Verso Books
3. Chandra, Bipan. (Ed.). (2000). *India after Independence*. Delhi: Penguin.
4. Guha, R.C. (2007). *India after Gandhi*. New Delhi: Picador.
5. Menon, V.P. (1972). *The Story of the Integration of the Indian States* (World Affairs: National and International Viewpoints) New York.. Arno Press.
6. Rahman, A. & Chaudhary, P.N. (1980). *Science and society*. New Delhi: CSIR.
7. Rothermund, D. (2013). *Contemporary India*. Delhi: Pearson.

**Suggested E-Resources:**

- "*The Hindu: Patel vs. Gandhi?*". *Thehindu.com*. Retrieved from <https://www.thehindu.com/2002/04/06/stories/2002040600081000.htm>
- "The Green Revolution in India". U.S. Library of Congress (released in public domain). Library of Congress Country Studies. Retrieved from <http://countrystudies.us/india/104.htm>
- "Economic Survey of India 2007: Policy Brief" (PDF). OECD. Retrieved from <https://web.archive.org/web/20110606112149/http://www.oecd.org/dataoecd/17/52/39452196.pdf>

## **HIST 516 Intersection of Art and Science through Human Civilization**

**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5****Section I Prehistoric Art:**

Ancient Greece - Eratosthenes of Cyrene

Ancient Egypt - Pyramids; Hieroglyphs

Ancient Rome - Pantheon

**Section II Societal Achievements:**

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

**Section III 21<sup>st</sup> Century:**

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

**Learning Outcomes:****After completion of the course, the student will be able to:**

- Develop the appreciation of antiquity of art, culture and science.
- Discuss about the 21<sup>st</sup> century development of aesthetics in society.
- Sharpen the scientific knowledge and skills in drawing, painting, sculpture, and visual art.

**Recommended Books:**

1. Bailey, Ellen. (2006). *"Eratosthenes of Cyrene."* Eratosthenes of Cyrene 1–3. Book Collection Nonfiction: High School Edition.
2. Barnes, Jonathan. (1995). *Life and Work. The Cambridge Companion to Aristotle.* U.K. : Cambridge University Press.
3. Barrier, J. Michael. (2007). *The Animated Man: A Life of Walt Disney.* Oakland: University of California Press.
4. Daniel, Arasse. (1997). *Leonardo da Vinci.* NY: Konecky & Konecky.
5. Lehner, Mark. (2008). *The Complete Pyramids: Solving the Ancient Mysteries.* p. 34. London : Thames & Hudson.
6. Pierce, John J. (1987). *Foundations of Science Fiction: A Study in Imagination and Evolution.* Westport: Greenwood Press.

**Suggested E-Resources:**

- Bill, O'Brien. (2014). The Imagine Engine at the Intersection of Science and Art. National Endowment for the Arts, in *Live Science*. Retrieved from <https://www.livescience.com/42320-intersection-science-art.html>
- Lee, Ji. Word as Image – *YouTube*. Retrieved from <https://www.youtube.com/watch?v=dpEs34FsyIA>

**HIST 517 Introduction to Indian Folklore****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5**

**Section I Introducing Folklore:** Folklore- Concept, Scope and Characteristics. Major Schools of Folklore Theories. Inter-disciplinary relation of folkloristic with other disciplines.

**Section II Major Forms of folklore:** 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.

**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.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Comprehend the significance of folkloric tradition.
- Undertake research on related topics.
- Explore avenues for professional opportunities as archiving, etc.

### **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*. New York : Pantheon.

### **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.

## **HIST 518 Modern Social and Economic Thinkers**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**5 0 0 5**

**Section I** Adam Smith, David Ricardo, August Comte, Herbert Spencer.

**Section II** Emile Durkheim, Max Weber, J M Keynes, Milton Friedman.

**Section III** G. S. Ghurye, M N Srinivas, Amartya Sen, Andre Beteille.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Define the theories of classical and neo classical economics.
- Comprehend the intellectual history of modern world.
- Discuss the interrelation among the society, economy and history.

### **Recommended Books:**

1. Comte, Auguste. (2009). *The Positive Philosophy of Auguste Comte*. 2 volumes. Cambridge University Press.
2. Ricardo, David. (1996). *Principles of Political Economy and Taxation*. Delhi: Penguin.
3. Ghurye, G.S. (1957). *Caste and class in India*. Popular Book Depot.
4. Keynes, John Maynard. (2018). *The General Theory of Employment, Interest, and Money*. Palgrave Mcmillan.
5. Francis, Mark. (2014). *Herbert Spencer and the Invention of Modern Life*. Routledge.
6. Weber, Max. (2012). *The Protestant Ethic and the Spirit of Capitalism*. Routledge.
7. Segre, Sandro. (2016). *Contemporary Sociological Thinkers and Theories*. Routledge.

**Suggested E-resources:**

- Cohen, G. A. 'Amartya Sen's Unequal World'. Retrieved from <https://www.jstor.org/stable/pdf/4400230.pdf?refreqid=search%3Abcdbe8e947d49b0b6eca7703d80ecda6>
- Shah, A.M. 'M.N. Srinivas, Max Weber, and Functionalism'. Retrieved from <https://www.jstor.org/stable/pdf/23620708.pdf?refreqid=search%3A7e8213c0d9857cbf3f9b342fa6549263>
- Smith, Adam. 'An Inquiry into the Nature and Causes of the Wealth of Nations'. Retrieved from <https://archive.org/details/thewealthofnatio00smituoft/page/n5>

**HIST 520 Partition Studies****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5**

**SECTION - I** Introduction to Colonialism, Nationalism, and the Partition; Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League; Minto – Morley Reforms.

**SECTION - II** 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.

**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.

**Learning Outcomes:****After completion of the course, the student will be able to:**

- Identify the complex themes in discussions regarding partition.
- Locate the global and local contexts of nationalist politics.
- Develop an awareness of the human and social costs of geopolitical power struggles.

**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 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 <https://thereaderwiki.com/en/Karachi>

## HIST 521 South Indian History and Culture (Earliest times to 1565 AD)

**Max. Marks : 100****(CA: 40 + ESA: 60)****L T P C****5 0 0 5**

**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.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

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

### **Recommended Readings:**

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

### **Suggested E- Resources:**

- Champakalakshmi, R., Urbanisation in South India: The Role of Ideology and Polity, Social Scientist, Vol. 15, No. 8/9 (Aug.-Sep., 1987), pp. 67-117. <https://www.jstor.org/stable/pdf/3520287.pdf>



- Maloney, Clarence, The Beginnings of Civilization in South India, *The Journal of Asian Studies*, Vol. 29, No. 3 (May, 1970), pp. 603-616.  
**[https://www.jstor.org/stable/2943246?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2943246?seq=1#metadata_info_tab_contents)**
- Subbarayalu, Y., General President's Address: Historical Geography of Ancient And Medieval India: A Comparative Study of Nadu And Vishaya, *Proceedings of the Indian History Congress*, Vol. 73 (2012), pp. 1-17.  
**[https://www.jstor.org/stable/44156185?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/44156185?seq=1#metadata_info_tab_contents)**

## READING ELECTIVES

### HIST 510R Book History

**Max. Marks : 100**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

#### Course Description

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 the History of Books”, by Robert Darnton 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 in 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.

#### Learning Outcomes:

**After completion of the course, the student will be able to:**

- To discuss the tradition of knowledge and the role of book in the histories of human civilization.

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

### **Recommended Books:**

1. Darnton, Robert. (1982). What Is the History of Books?. *Daedalus*, 111 (3), 65-83. <https://www.jstor.org/stable/pdf/20024803.pdf?refreqid=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.

## **HIST 514R Food Culture and History**

**Max. Marks : 100**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

### **Course Description**

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 food lore and culture of all regions and eras.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Analyze the eating activity of human civilization and the quest for food.
- Examine the antiquity of food and nutrition, and its cultural, economic, environmental, and sociological perspectives.

**Recommended Books:**

1. Anderson, E. (2005). *Everyone Eats. Understanding Food and Culture*. New York: New York University Press.
2. Lang, T., Heasman, M. (2005). *Food Wars: The Global Battle for Mouths, Minds and Markets*. London: Earthscan.
3. Pinker, S. (1997). *How the Mind Works*. New York: Norton.
4. Ashokan, A. (2008). *Contemporary Indian Cuisine*. London: Apple.

**Suggested E-Resources:**

- Bramen, Lisa, How Food shaped Humanity, <https://www.smithsonianmag.com/arts-culture/how-food-shaped-humanity-83840262/>
- Le B Chau, What Food tells us about culture, <https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/>

**HIST 515R History of Warfare****Max. Marks : 100**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Course Description**

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 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.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Understand the natural history of warfare in the advancement of life.
- Analyze the military tactics and the use of cavalry, artillery and infantry in the defense forces.

### **Recommended Books:**

1. Allison, David. Ferreiro, Larrie. D. (Ed). (2018). *The American Revolution: A World War*. Washington: Smithsonian Books.
2. Gommans, J.J.L. (2002). *Mughal Warfare. Indian Frontiers and Highroads to Empire 1500-1700*. London. : Routledge.
3. Thapar, Romila. (2015). *Somanatha: The Many Voices of a History*. New York. : Verso.

### **Suggested E-Resources:**

- Satell, Greg. (2019). *Innovation Lessons From The History Of Warfare*. Retrieved from <https://www.forbes.com/sites/gregsatell/2015/03/14/4-innovation-lessons-from-the-history-of-warfare/#62f57c3e73f3>
- *The evolution of warfare IRRC No.990*. International Committee of the Red Cross. Retrieved from <https://www.icrc.org/en/international-review/evolution-warfare>

## **HIST 519R Museums in History**

**Max. Marks : 100**

L	T	P	C
0	0	0	2

### **Course Description**

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. Such earliest discovery 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, institutional museums as of banks and corporations are also coming up. The Government of India has initiated 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.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- To understand the significance of material culture in the art of writing history.
- To explain the folkloric museums, ethnic museums, horticulture museums, anthropological museums.

### **Recommended Books & E-Resources:**

1. Book Depository, Retrieved from  
<https://www.bookdepository.com/category/398/Museums-Museology>
2. Carbonell, Bettina Messias. (2003). *Museum Studies: An Anthology of Contexts*. New Jersey: Blackwell Publishers.
3. Falk, John. (2009). *Identity and the Museum Visitor Experience*. United Kingdom: Left Coast Press, Routledge Taylor and Francis Group.
4. Katre, Dinesh. (2009). *Laying the foundations for Digital Preservation in Indian Museums (Experience of Jatan: Virtual Museum Builder)*, National Digital Preservation Programme, Retrieved from  
[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)

5. National Portal of India, Retrieved from

<https://www.india.gov.in/spotlight/national-digital-repository-museums-india>

## **Online Reading Elective**

### **A Global History of Architecture**

<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>

### **Big Ideas in the History of Science**

<https://www.conted.ox.ac.uk/courses/big-ideas-in-the-history-of-science?code=O18P492HIW>

### **Cultural Heritage in Transformation**

<https://www.edx.org/course/cultural-heritage-in-transformation>

### **Film Appreciation- Hindi Cinema**

<https://swayam.gov.in/courses/4956-film-appreciation-hindi-cinema>

### **Folk and Minor Art in India**

[https://onlinecourses.nptel.ac.in/noc16\\_hs13](https://onlinecourses.nptel.ac.in/noc16_hs13)

### **Global History Lab**

<https://www.edx.org/learn/history>