

# Maharaja Ganga Singh University, Bikaner



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

### Choice Based Credit System (CBCS)

Semester I and II : 2021-22

Semester III and IV : 2022-23

Learning Outcome-based Curriculum Frame Work  
(LOCF)

For

M.A. in History

Department of History  
Maharaja Ganga Singh University, Bikaner

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### Background

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

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy,

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

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasising upon— integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering ‘Knowledge of India’; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in undergraduate programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

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

***To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the***

*curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.*

### **Programme Outcomes (PO)**

#### **Vision:-**

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

#### **Mission:-**

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

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

#### **Program Outcomes:**

<b>PO</b>	<b>Description</b>
PO-1	Capacity to explain how and why important events happen
PO-2	Develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives
PO-3	To compare, contrast, and explain differences between historical accounts
PO-4	Understanding of the historical method of study and learn a variety of sound historical research practices, formulate appropriate research questions, critically analyze appropriate primary and secondary sources
PO-5	Take into account the complexity and ambiguity of primary sources and reflect on the limitations of their sources and on silences in the historical record
PO-6	A clear understanding of evidence collected from historical sources and current historical debates
PO-7	Knowledge of the history of the India and 20th Century Modern World and Archaeology, multiple cultures and diversity
PO-8	Understand the skills that historians use in research and field work

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

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

<b>PSO</b>	<b>Description</b>
<b>PSO-1</b>	Compare the history of ancient, medieval and modern India.
<b>PSO-2</b>	Develop the right perceptions of the cultural heritage of the social groups.
<b>PSO-3</b>	Understand the regional, national and international geography.

<b>PSO-4</b>	Become thorough with the perceptions of social, political and economic histories of the world.
<b>PSO-5</b>	Develop an insight into the origins' development and disappearances of civilization.
<b>PSO-6</b>	Become critically aware of the connection between history, historian, historical evidences and history makers.
<b>PSO-7</b>	Understand the basic themes, concepts, chronology and the Scope of Indian History.
<b>PSO-8</b>	Acquaint with range of issues related to Indian History that span distinct eras.
<b>PSO-9</b>	Understand the history of countries other than India with comparative approach.
<b>PSO-10</b>	Think and argue historically and critically in writing and discussion.
<b>PSO-11</b>	Prepare for various types of Competitive Examinations.
<b>PSO-12</b>	Critically recognize the Social, Political, Economic and Cultural aspects of History.

**Post Graduate Attributes:**

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

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

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

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

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

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

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

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

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

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

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

**M.A. History Semester-I**

<b>Semester-I</b>						
<b>Sr.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>Core Courses</b>						
1	History of Europe (1789-1870 A.D.)		3	1	0	4
2	History of Europe (1870-1919 A.D.)		3	1	0	4
3	International Relations (1919-1945 A.D.)		3	1	0	4
4	Theory and Methods of History		3	1	0	4
<b>Core Foundation Course</b>						
1	Cultural Profile of India		3	1	0	4

**M.A. History Semester-II**

<b>Semester-II</b>						
<b>Sr.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>Core Courses</b>						
1	Elements of Ancient Civilizations and Institutions		3	1	0	4
2	Evolution of Indian Society and Thought		3	1	0	4
3	History of Major Revolutions (1789-1949)		3	1	0	4
4	Social, Cultural, Economic History of Rajasthan (1700 A.D. to 1950 A.D.)		3	1	0	4
<b>Core Foundation Course</b>						
1	Human and National Values					



## Learning Outcome Index

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

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





## SEMESTER-I

**Course Title:** History of Europe (1789-1870 A.D.)

**Course Code:**

**Course Objectives:** The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and those of European history and impart a critical understanding of world society, economy, polity, and culture through a historical perspective. The idea is to give them a European perspective of themes involved.

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

1. Interpret the importance and implications of periodization.
2. Explain the development of what are conventionally called modern sensibilities in politics and the arts
3. Discuss the development of important institutions and political formations

**Unit – I** Europe on the eve of French Revolution: The French Revolution of 1789 – Causes, Results and Impact.

**Unit – II** Napoleon Bonaparte – Works and Achievements; Napoleon’s Downfall.

**Unit – III** Settlement of 1814-15; Concert of Europe; The Age of Metternich (1815-48). Progress of Nationalism; Unification of Italy; Unification of Germany.

**Unit – IV** The Eastern Question – Extent of the Ottoman Empire; Main causes of the growing weakness and decline of the Ottoman Empire; Serbia’s Revolt; Greek War of Independence; The Crimean War.

**Suggested Readings:**

- |                         |  |
|-------------------------|--|
| 1. Gershoy, Leo         | : The French Revolution and Napoleon                       |
| 2. Grant & Temperley    | : Europe in the Nineteenth and Twentieth Centuries         |
| 3. Hayes, J.H.          | : A Political & Cultural History of Modern Europe (Vol. I) |
| 4. Hazen, C.D.          | : Modern European History                                  |
| 5. Lipson               | : Europe in the Nineteenth and Twentieth Centuries         |
| 6. Marriot              | : The Evolution of Modern Europe                           |
| 7. Rose, Holland        | : Life of Napoleon   |
| 8. Thomson, David       | : Europe since Napoleon                                    |
| 9. चौहान देवेन्द्र सिंह | : यूरोप का इतिहास (1815–1919 ई.)                           |
| 10. बी.एन. मेहता        | : आधुनिक यूरोप(1789–1870 ई.)                               |
| 11. दीनानाथ वर्मा       | : यूरोप का इतिहास (1789–1870 ई.)                           |

**Course Title:** History of Europe (1870-1919 A.D.)

**Course Code:**

**Course Objectives:** This course aims to provide an understanding of 20<sup>th</sup> century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first two decades of the twentieth century, to the First World War and new radical and social movements. The course discusses how this world, ridden with conflict and violence,

also witnessed growing desires for peace by through an organisation such as the League of Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

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

1. Define world history and explain the evolving polities.
2. Categorise the economies and cultures of the twentieth century world.
3. Define the making of the geopolitical order and 'North-South' distinctions.
4. Delineate the complex character of modernity and its differences.
5. Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

#### **Unit- I**

1. Europe in 1870
2. Bismarck-His Domestic and Foreign Policy. Alliance System.
3. Bismarck and Colonies.

#### **Unit – II**

1. Kaiser Willam II and his Foreign Policy. Anglo-German Relations and Russo-German Relations.
2. Diplomatic History (1890-1914) with special reference to various alliances and the Morocco Crisis.
3. Congress of Berlin and Balkan Crisis.

#### **Unit – III**

1. European Imperialism in the North Africa and the Far East.
1. Third French Republic with special reference to Church and State.
2. Foreign Policy of the Third French Republic.

#### **Unit – IV**

1. Circumstances leading to the First World War, the question of War Guilt.
2. Russian Revolutions of 1905 and 1917 and their Causes and Results.

#### **Suggested Readings:**

1. F. Lee Benns: Europe since 1870
2. Fay: Origin of the World War
3. G.P. Gooch : History of Modern Europe (also in Hindi)
4. J.H. Hayes: Contemporary Europe since 1890
5. Schapiro, J.A. : Modern and Contemporary European History (1815-1852)
6. Taylor : Bismark : The Man and the Statesmen
7. AJP Taylor : Struggle for the Mastery of Europe
8. Brandenburg : From Bismarck to the World War I
9. Robertson : Bismarck
10. Grant & Temperly : Europe in the 19<sup>th</sup> and 20<sup>th</sup> Century ( also in Hindi)
11. Mowat : A History of European Diplomacy (1815-1914)
12. Derry & Jarman : The European World ( 1870-1945)
13. David Thomson : Europe Since Napoleon
14. J.A.R. Marriet : The Eastern Question
15. Hazen : History of Europe

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

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

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

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

1. Define world history and explain the evolving polities.
2. Categorise the economies and cultures of the twentieth century world.
3. Define the making of the geopolitical order and 'North-South' distinctions.
4. Delineate the complex character of modernity and its differences.
5. Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

**Unit- I** Efforts for Peace. War Debts and Economic Depression. Collective Security and Disarmament.

**Unit- II** Rise of Fascism, Foreign Policy of Italy and the Spanish Civil War. Rise of Nazism and Foreign Policy of Germany. British Policy of Appeasement. Munich Pact. Lenin and his New Economic Policy.

**Unit- III** The Middle East 1914-45 with special reference to Kamal Ataturk and Regeneration of Turkey. Far East; Growth of Chinese Nationalism and Communism, Rise of Japan and relations with China.

**Unit- IV** Roosevelt and the New Deal. Events leading to World War-II and War time International Conferences. Birth of the U.N.O.

**Suggested Readings:**

1. Langsam : The World since 1914
2. Gathorne Hardy, : A History of International Affairs (1920-1931) (Also in Hindi)
3. Carr, E.H. : International Relations between two World Wars (Also in Hindi)
4. F.Lee Benns: Europe since 1870
5. David Thomson : World History (1914-1950)
6. S.N. Dhar: International Relations & World Politics since 1919
7. Dr. G.N. Sharma : International Relations.
8. Dr. D.N. Verma : International Relations.
9. Dr. M.L. Sharma : International Relations. (1919-1945) (Hindi)
10. D.C. Gupta : International Relations.
11. M.C. Gupta : International Relations.

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

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

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

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

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

**Unit- II** Tradition of Historical Writings – A brief survey of Arab, Greco-Roman and Chinese tradition, Ancient Indian Tradition, Medieval and Modern Historiography of India. Oxford and Cambridge Schools of History and other modern Historians.

**Unit- III** Concept of History-Approaches to history, Theological, Orientalist, Imperialist, Nationalist, Marxist, Subaltern and post-modernist. Concept of progress in history. Linear and cyclical Historical method,

**Unit- IV** Representative study of Major debates on social and economic history of India. Main sources – Primary and secondary, collection and selection of data, evidence and its transmission. Footnotes, Bibliography and Index preparation.

**Suggested Readings:**

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

16. Vikas Nautiyal : Itihas Drishti

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

**Course Code:**

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

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

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

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

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

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

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

**Suggested Readings:**

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

**Course Title : Evolution of Indian Society and Thought**

**Course Code :**

**Course Objective:** This course is about early historical developments in society and political thought taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is

to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.

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

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

**Unit – I** Formative process of Indian Society : Concepts and historico-cultural relevance of varna, ashrama, purushartha, and samskaras. Origin and development of Caste system in ancient India. Social ideas as depicted in the Smritis with special reference to Manusmriti. Upanishadic monism. Bhagvadgita.

**Unit – II** Hindu-Muslim cultural synthesis and the growth of composite culture. Growth of Imbalances and aristocratic refinement during medieval times – Nobility, Peasantry and Slavery. Sufism – main tenets and silsilahs. Bhakti Movement – genesis and development.

**Unit – III** Social Reform Movements of the 19<sup>th</sup> Century, Emergence of the Middle class and its consequences. Upliftment of the Depressed Classes. Role of Women in the Indian National Movement.

**Unit IV** Indian Renaissance – Raja Rammohan Roy, Swami Dayanand, and Vivekanand. Aurobindo. J. Krishnamurti.

**Suggested Readings:**

1. S.K. De, U.N. Ghosal et al (ed.) : The Cultural Heritage of India, Vol. II (Itihasas, Puranas, Dharma and other Shastras), Ramkrishna Mission, Calcutta, 2<sup>nd</sup> ed., 1962.
2. P.V. Kane : History of Dharmasastra, 5 Vols, Bhandarkar Oriental Research Institute, Poona, 2<sup>nd</sup> ed., 1968-77. (Hindi translation of 5 Vols. published by Uttar Pradesh Hindi Sansthan, Lucknow).
3. P.N. Prabhu : Hindu Social Organisation.
4. N.K. Dutta : Origin and Growth of Caste in India, Vols. I & II, Combined Reprint, Calcutta, 1986.
5. R.B. Pandey : Hindu Samskara (The Social and Religious Study of the Hindu Sacraments), Varanasi (Also in Hindi).
6. G.C. Pande : Bharatiya Samaj – Taltvika aur Aitihaska Vivechana (in Hindi). New Delhi, 1994
7. A.L. Srivastava : Medieval Indian Culture (Also in Hindi)
8. Yusuf Hussain : Glimpses of Medieval Indian Culture, Bombay
9. A.L. Basham (ed.) : The Cultural History of India, Oxford University Press, 2<sup>nd</sup> impression, 1998.
10. B.N.S. Yadav : Some Aspects of Society in Northern India in 12<sup>th</sup> Century A.D.
11. Irfan Habib : Agrarian System of the Mughals
12. V.P.S. Raghuvanshi : Indian Society in 18<sup>th</sup> Century
13. B.B. Misra : The Indian Middle Classes

14. L.S.S. O'Malley : Modern India and the West  
 15. V.C. Joshi (ed.) : Ram Mohan Roy and Modernisation of India.  
 9. D.S. Sharma : Renaissance of Hinduism  
 10. Satprem : Sri Aurobindo, or the Adventure of Consciousness, Sri Aurobindo Ashram Press, Pondicherry, 1968  
 11. Jayakar, Pupul : Krishnamurti; A Biography: Harper & Row, San Francisco, 1986  
 12. Williams, Christine : Jiddu Krishnamurti; World Philosopher (1895-1986): his life and thoughts, Motilal Banarsidass, Delhi, 2004  
 V.

### **Course Title: History of Major Revolutions**

#### **Course Code:**

**Course Objective:** This paper offers a historical overview of the development of nationalities and nation-states in the 19<sup>th</sup> and 20<sup>th</sup> centuries and acquaint the students with the repercussions of the revolutions. It shall also trace the patterns and outcomes of social upheaval throughout Europe and world in the first half of 19<sup>th</sup> and early 20<sup>th</sup> century. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century. Among the various case studies discussed, the paper traces the build-up to a revolution in the world. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarizes students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19<sup>th</sup> and early 20<sup>th</sup> century world.

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

1. Trace varieties of nationalisms and the processes by which new nation-states were carved out.
2. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's and world map.
3. Deliberate on the meaning of revolution, imperialism and the manifestations and expansion in the 19<sup>th</sup> and early 20<sup>th</sup> century.
4. Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
5. Contextualise major currents in the intellectual sphere and arts.

**Unit I** French Revolutions of 1789, 1830 and 1848.

**Unit II** Russian Revolutions of 1905 and 1917

**Unit III** Chinese Revolutions of 1911 and 1949.

**Unit IV** American Revolution of 1775-83

#### **Suggested Readings:**

1. G. Lefebvre : Coming of French Revolution, Princeton, 1989.
2. Leo Gershoy : The French Revolution and Napoleon, Central Book Depot, Allahabad, Indian Reprint.
3. A. Goodwin : The French Revolution.
4. James Thomson : The French Revolution, Oxford University Press, New York, 1945.
5. E.H. Carr : The Bolshevik Revolution (1917-23), 3 Vols, McMillan & Co., London, 1950-53



6. George Vernadsky : A History of Russia (Also in Hindi)
7. W.H. Walsh : Readings in Russian History, 4<sup>th</sup> ed., New York, 1963.
8. K.S. Latourette : A Short History of the Far East
9. Paul H. Clyde : The Far East (Also in Hindi)
10. Jean Chesneau, et al : China From Oplum War to 1911 Revolution  
al : China From 1911 Revolution to Liberation
11. Colin Calloway : American Revolution in Indian Country (Cambridge)
12. Robert Allison : The (Links to an external site.) American Revolution: A Very Short Introduction (Oxford)

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

**Course Code :**

**Course Objective:** This paper traces the changing political formations, economic and social structures in the Rajasthan. It also closely examines the nature of feudal societies and the ancient, medieval and modern economy of Rajasthan during the 7<sup>th</sup> to 19<sup>th</sup> centuries. The paper contextualizes the development of a crisis within the backdrop of marked changes within the ancient, medieval and modern economy, society and polity. It concludes with a detailed overview of societies that emerged in Rajasthan.

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

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

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

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

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

**Unit – IV** Arya Samaj, Bhil Reform movement. Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkanini Sabha. Nature and Structure of economy during the period of Study-Structure and Stratification of Rural and Urban Society. Trade and Trade routes; Markets and Indigenous Banking; Famines, Taxation System. Urbanization and Main urban centers.

**Suggested Readings:**

1. G.N. Sharma : Social Life in Medieval Rajasthan (1500-1800 A.D.) Agra.
2. G.N. Sharma : Rajasthan ka Sanskritik Itihas, Raj. Hindi Granth Academy , Jaipur (Relevant Portion), 1965.
3. G.N. Sharma : A Bibliography of Medieval Rajasthan (Social and Cultural) Agra, 1965.
4. Dasrath Sharma : Rajasthan Through the Ages, Vols I, Rajasthan State Archives, Bikaner, 2014
5. G.N.Sharma : Rajasthan Through the Ages, Vols II, Rajasthan State Archives, Bikaner, 2014
6. M.S.Jain : Rajasthan Through the Ages, Vols III, Rajasthan State Archives, Bikaner, 1997
7. Series of Rajasthan District Gazetteers, Published by Directorate District Gazetteers, Govt. of Rajasthan, Jaipur.
8. Census Report of Rajputana State and Ajmer-Merwara (1818-1951).
9. B.L. Bhadani : Peasants, Artisans and Entrepreneurs-Economy of Marwari in the Seventeenth Century, Jaipur.
10. G.D. Sharma : Madhyakalin Bhartiya Samajik Arthik Avam Rajnitik Sansthaiyen, Raj. Hindi Granth Academy, Jaipur, 1992.
11. Kalu Ram Sharma : Unnisvi Sadi Main Rajasthan Ka Samajik tatha Arthik Jeevan (Hindi).
12. Dilbagh Singh : The State, Landlords and the Peasants, Rajasthan in the 18<sup>th</sup> Century, Manohar, Delhi, 1990.
13. Dr. Kamla Malu : Famines in Rajasthan.
14. Dr. Pema Ram : Madhyakalin Rajasthan Main Dharmik Andolan.
15. K.S. Saxena : Political Movement and Awakening in Rajasthan.
16. Jaishankar Mishra : Pracheen Bharat Ka Samajik Itihas.
17. Om Prakash : Pracheen Bharat Ka Samajik aur Arthik Vikas.
18. G.S.L. Devra : Rajasthan Ki Prashasnik Vyavastha (Bikaner Ke Sandarbh Main)
19. G.S.L. Devera : राजस्थान इतिहास के अभिज्ञानरूप, जयपुर 2010
20. S.K. Bhanot : Rajasthan Main Panchayat Vyavastha

**Teaching Learning Process**

- Lectures
- Discussions
- Simulations
- Role Playing
- Participative Learning
- Interactive Sessions
- Seminars
- Research-based Learning/Dissertation or Project Work
- Technology-embedded Learning

## **Blended Learning**

Blended Learning is a pedagogical approach that combines face-to-face classroom methods with computer-mediated activities in the process of teaching and learning. It has been decided that blended learning be taken recourse to only if such need arises (unfortunately). To face such a situation, the teacher be kept in a ready to use mode. Hence, only 10% teaching be done through blended learning after deliberations of the departmental level.

### **Assessment and Evaluation**

- Continuous Comprehensive Evaluation at regular after achievement of each Course-level learning outcome
- Formative Assessment on the basis of activities of a learner throughout the programme instead of one-time assessment
- Oral Examinations to test presentation and communication skills
- Open Book Examination for better understanding and application of the knowledge acquired
- Group Examinations on Problem solving exercises
- Seminar Presentations
- Review of Literature
- Collaborative Assignments

### **Evaluation**

<b>Internal Assessment –</b>	Midterm Examination	10%
	Term Paper	10%
	Students Participation	5%
<b>External Assessment –</b>		75%

### **Examination Paper Pattern**

There shall be three Sections:

Section One shall comprise - ..... Questions (All Compulsory) selecting at least ..... questions from each Unit. Each question shall carry equal marks.

Section Two shall comprise - ..... Questions selecting at least ..... questions from each unit. The student shall at least attempt ... questions. Each question shall carry equal marks.

Section Three shall comprise – ..... questions.

Questions of section I, II and III are to be answered in 50, 250 and 500 words respectively. The duration of each course examination shall be 3 hours. On the basis of the marks obtained the student shall be awarded SGPA and CGPA on the basis of the formula specified in the CBCS rules.

### **Keywords**

- ❖ LOCF
- ❖ NEP-2020
- ❖ Blended Learning
- ❖ Face to face (F to F) Learning
- ❖ Programme Outcomes
- ❖ Programme Specific Outcomes
- ❖ Course-level Learning Outcomes

- ❖ Postgraduate Attributes
- ❖ Learning Outcome Index
- ❖ Formative Assessment and Evaluation
- ❖ Comprehensive and Continuous Evaluation