MADHAV UNIVERSITY, SIROHI

CENTRE FOR DISTANCE AND ONLINE EDUCATION

PROGRAMME PROJECT REPORT

MASTER OF ARTS (HISTORY)

2026-27

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1. PROGRAMME MISSION AND OBJECTIVES

Madhav University (MU), Sirohi, Rajasthan, was established under Act No. 07 of 2014 of the Rajasthan State Legislature. The University is recognized by the University Grants Commission (UGC) and has been accredited with an 'A' Grade by the National Assessment and Accreditation Council (NAAC), reflecting its commitment to academic quality, institutional development and continuous improvement.

Madhav University has developed a multidisciplinary academic environment offering Certificate, Diploma, Undergraduate, Postgraduate and Doctoral programmes across diverse disciplines, including Commerce & Management, Arts & Sciences, Engineering & Technology, Pharmacy, Agriculture, Education, Law, Allied Health Sciences and other professional and emerging areas. The University also provides modern academic infrastructure, including laboratories, smart classrooms, innovation facilities and library resources to support teaching, learning, research and skill development.

The University emphasizes outcome-based education, experiential learning, project-based instruction, digital and blended learning, skill-integrated curricula, interdisciplinary learning, research and innovation. These institutional approaches provide a strong foundation for extending quality higher education through the Open and Distance Learning (ODL) mode.

The proposed M.A. History programme through ODL is designed to provide advanced and systematic knowledge of historical developments, civilizations, political and social transformations, culture, heritage, historiography and major regional, national and global historical processes.

The programme will develop learners' ability to critically examine historical events, interpret historical sources, understand continuity and change and analyse historical developments within their social, political, economic and cultural contexts.

1.1 Rationale for Introducing M.A. History through ODL

History provides an essential foundation for understanding the evolution of societies, institutions, cultures, political systems and human civilization. In an increasingly interconnected world, knowledge of history contributes to cultural understanding, critical thinking, social awareness and responsible citizenship.

The ODL mode provides flexible opportunities for graduates, teachers, working professionals, candidates preparing for competitive examinations, learners interested in heritage and culture and individuals seeking higher academic qualifications.

1.2 Programme Mission

"To provide accessible, flexible and quality postgraduate education in History through the Open and Distance Learning mode, enabling learners to develop advanced historical knowledge, critical thinking, source-based analysis, research aptitude and an informed understanding of social, political, economic and cultural developments."

1.3 Programme Vision

"To develop critically informed, historically aware and research-oriented graduates capable of interpreting the past, understanding contemporary society through historical perspectives and contributing effectively to education, research, cultural preservation and society."

1.4 Programme Objectives

The M.A. History programme aims to develop advanced understanding of major historical periods, civilizations, political and social transformations and cultural developments. It will develop the ability to critically examine historical evidence, interpret primary and secondary sources and understand different approaches to historical writing and historiography.

The programme will promote research aptitude, analytical thinking and academic writing and enable learners to examine historical developments from regional, national and global perspectives. It will prepare learners for teaching, research, competitive examinations, heritage and cultural activities, public administration, employment and further academic pursuits.

2. RELEVANCE OF THE PROGRAMME WITH MADHAV UNIVERSITY'S MISSION AND GOALS

The M.A. History programme supports the University's commitment to quality education, research, cultural awareness and holistic development. It promotes critical inquiry, research orientation, interdisciplinary understanding and appreciation of India's historical and cultural heritage.

Through ODL, the programme will provide postgraduate education to learners from diverse geographical and professional backgrounds and support learners who require flexible study opportunities.

3. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The programme will cater primarily to graduates interested in advanced study of History. It will be particularly relevant for teachers, working professionals, candidates preparing for competitive examinations, learners interested in research and heritage and individuals seeking career advancement or higher education.

The SLMs will recognize the diverse backgrounds of ODL learners and provide structured explanations, timelines, maps, historical sources, illustrations, case studies, self-assessment activities and research-oriented assignments.

4. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

History is highly suitable for ODL delivery because its study relies substantially on reading, interpretation, critical analysis and examination of historical sources. SLMs can effectively provide historical narratives, timelines, maps, source materials, illustrations, historiographical perspectives and analytical exercises.

Learners will develop historical reasoning, source interpretation, critical thinking, academic writing and research skills. Digital resources can further provide access to historical archives, museums, libraries,

maps and other educational resources. Assignments and research-based activities will encourage independent investigation and interpretation of historical evidence.

5. INSTRUCTIONAL DESIGN

5.1 Curriculum Design

The curriculum of the M.A. (History) programme is designed by subject experts and academicians in the field of History, keeping in view the academic requirements, developments in historical scholarship, emerging perspectives in historiography, cultural and social transformations, and the research competencies required by learners. The curriculum incorporates relevant and current areas of History such as ancient, medieval and modern Indian history, world history, historiography, economic and social history, political history, cultural history, environmental history, regional history, and other emerging areas of historical studies.

The curriculum is structured to facilitate effective learning through the Open and Distance Learning (ODL) mode and is aligned with the prescribed academic and regulatory requirements. Appropriate emphasis is given to learner-centric approaches, development of critical and analytical thinking, historical reasoning, interpretation of primary and secondary sources, research aptitude, academic writing, communication skills, interdisciplinary understanding, and the application of historical knowledge to understand contemporary social, cultural, political, and economic issues.

The curriculum incorporates historical sources, case studies, timelines, maps, archival materials, documentary evidence, assignments, analytical activities, and other learner-oriented components to enable learners to connect historical concepts and events with broader social and contemporary contexts. Due emphasis is also given to cultural heritage, preservation and conservation of historical resources, diversity, social and cultural change, gender perspectives, environmental concerns, nationalism, globalization, digital humanities, and emerging approaches to historical research and interpretation.

The curriculum is rigorously reviewed and duly approved through the prescribed statutory academic processes of the University, including the Board of Studies, Centre for Internal Quality Assurance (CIQA), and University Academic Council. The review and approval process ensures academic quality, relevance, coherence, research orientation, interdisciplinary understanding, and alignment with the objectives of the M.A. (History) programme and the evolving requirements of higher education, historical scholarship, research, cultural heritage, and contemporary society.

5.2 Programme Structure and Detailed Syllabus

Name of programme	**Master of Arts (History)**
Programme Outcome	**PO1: Advanced Historical Knowledge** Demonstrate in-depth understanding of ancient, medieval, and modern history at regional, national, and global levels. **PO2: Critical Thinking and Analysis** Apply critical and analytical skills to interpret historical

	events, sources, and historiographical debates. **PO3: Research Competence** Develop the ability to conduct historical research using primary and secondary sources. **PO4: Historiographical Understanding** Analyze different schools of historical thought and approaches to history writing. **PO5: Communication Skills** Present historical arguments effectively through academic writing and oral communication. **PO6: Cultural and Social Awareness** Understand cultural, social, political, and economic developments across time and regions.
Programme Specific Outcome	**PSO1: Historical Interpretation** Critically interpret historical events, sources, and processes across different periods. **PSO2: Research Methodology Application** Apply historical research methods, including source criticism and documentation techniques. **PSO3: Historiographical Analysis** Evaluate various historiographical approaches such as colonial, nationalist, Marxist, and subaltern perspectives. **PSO4: Academic Writing and Documentation** Produce well-structured research papers, dissertations, and historical reports. **PSO5: Socio-Political and Cultural Analysis** Analyze socio-political, economic, and cultural transformations in historical contexts.

Teaching and Examination Scheme for Master of Arts (History) (2026-27)
(Applicable for both Regular Mode & Distance Mode Education)

Year – I | Semester – I **Semester: AUTUMN/PAVAS**

S.No	Course Code	Course Title	Hours/Week				Credits	Weightage		
			L	T	P	S		ITE	ETE	Total
1	DMHT9101T	Indian National Movement	4	0	0	0	4	30	70	100
2	DMHT9102T	History of Medieval Rajasthan (12^{th} to 18^{th} Century)	4	0	0	0	4	30	70	100
3	DMHT9103T	Concept, Methods, Tool, and Professional Approach	4	0	0	0	4	30	70	100
4	DMHT9104T	Research Methodology - I	4	0	0	0	4	30	70	100
5	DGEC9102T	Computer Application and DTP	4	0	0	0	4	30	70	100
		Grand Total					**20**			**500**

Year – I | Semester – II **Semester: SPRING/BASANT**

S.No	Course Code	Course Title	Hours/Week				Credits	Weightage		
			L	T	P	S		ITE	ETE	Total
1	DMHT9201T	Contemporary world (From mid-19^{th} Centaury to 1945	4	0	0	0	4	30	70	100
2	DMHT9202T	Historical Tourism in Rajasthan	4	0	0	0	4	30	70	100
3	DMHT9203T	Historiography approach and Traditions	4	0	0	0	4	30	70	100
4	DMHT9204T	Research Ethics and Publication -II	4	0	0	0	4	30	70	100
5	DGEC9201T	Democracy and Development-	4	0	0	0	4	30	70	100
		Grand Total					**20**			**500**

Teaching and Examination Scheme for Master of Arts (History) (2026-27)
(Applicable for both Regular Mode & Distance Mode Education)

Year – II | Semester – III **Semester: AUTUMN/PAVAS**

S.No	Course Code	Course Title	Hours/Week				Credits	Weightage		
			L	T	P	S		ITE	ETE	Total
1	DMHT9301T	Women in Indian History	4	0	0	0	4	30	70	100
2	DMHT9302T	History of Marwar and Mewar	4	0	0	0	4	30	70	100
3	DMHT9303T	Sources of Ancient Medieval and Modern History of India	4	0	0	0	4	30	70	100
4	DMHT9304T	Political History of Ancient, Medieval, and Modern India	4	0	0	0	4	30	70	100
5	DGEC9302T	Photography and Videography	4	0	0	0	4	30	70	100
6	DMHT9405P	Project-1	4	0	0	0	4			100
		Grand Total					**24**			600

Year – II | Semester – IV **Semester: SPRING/BASANT**

S.No	Course Code	Course Title	Hours/Week				Credits	Weightage		
			L	T	P	S		ITE	ETE	Total
1	DMHT9401T	Social Cultural and religious history of Ancient, Medieval, and Modern India	4	0	0	0	4	30	70	100
2	DMHT9402T	Economic history of Ancient, Medieval, and Modern India	4	0	0	0	4	30	100	100
3	DMHT9403T	History of Contemporary India and Maritime History of India	4	0	0	0	4	30	70	100
4	DMHT9404T	State in Ancient Medieval, and Modern India	4	0	0	0	4	30	70	100
5	DGEC9402T	Digital Journalism	4	0	0	0	4	30	70	100

6	DMHT9406P	Project-2	4	0	0	0	4			100
		Grand Total					**24**			600

SYLLABUS

(SEMESTER-I)

Program: Master of Arts (History)

Course Name: Indian National Movement	Course Code: DMHT9101T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide a comprehensive understanding of the historical evolution of the Indian National Movement from the late 19th century to independence.
2. To analyze the socio-political, economic, and cultural factors that shaped nationalist ideologies and movements in India.
3. To examine the roles of key leaders, organizations, and mass movements in the freedom struggle.
4. To study the impact of colonial policies, reform movements, and revolutionary activities on the nationalist struggle.
5. To develop analytical skills for interpreting historical sources and evaluating the legacy of the Indian National Movement.

Course Content:

BLOCK – I: Early Nationalism (1857–1905)
Unit 1: The Revolt of 1857 and its Legacy
Causes of the revolt: political, economic, social, and military factors.
Nature and course of the revolt; regional variations.
Impact on British policies and administration.
Emergence of early nationalist consciousness.
Unit 2: Social, Religious, and Economic Reform Movements
Role of social and religious reformers: Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar,

Swami Dayanand Saraswati.
Economic critique of colonial policies; drain theory (Dadabhai Naoroji).
Growth of vernacular press and public opinion.
Early associations and proto-nationalist organizations.
Unit 3: Formation of Indian National Congress (1885)
Founding, objectives, and early leadership.
Early debates: moderates vs extremists.
Key sessions, resolutions, and programs.
Emergence of regional political associations.
BLOCK – II: Rise of Mass Nationalism (1905–1919)
Unit 1: Partition of Bengal and Swadeshi Movement
Political and administrative background of the partition.
Nature and impact of the Swadeshi and boycott movements.
Role of student activism, press, and revolutionary organizations.
Legacy of early mass mobilization.
Unit 2: Revolutionary Nationalism and Extremist Leaders
Contributions of Aurobindo Ghosh, Lala Lajpat Rai, Bipin Chandra Pal.
Revolutionary organizations: Anushilan Samiti, Jugantar.
Role of youth, secret societies, and armed resistance.
Government repression and response to revolutionary activities.
Unit 3: Home Rule Movement and World War I
Annie Besant and Bal Gangadhar Tilak's Home Rule Leagues.
Objectives, strategies, and achievements.
Impact of World War I on Indian politics and economy.
Montagu-Chelmsford reforms and limitations.
BLOCK – III: Gandhian Era and Mass Movements (1919–1947)
Unit 1: Non-Cooperation Movement (1920–1922)
Jallianwala Bagh massacre and its impact.

Mahatma Gandhi's leadership and philosophy of nonviolence and Satyagraha.
Strategies, achievements, and withdrawal of the movement.
Role of Congress, peasants, and students.
Unit 2: Civil Disobedience Movement (1930–1934)
Salt March and nationwide civil disobedience.
Role of women, peasants, and labor in the movement.
Government response and political negotiations.
Expansion of mass political participation and Congress mobilization.
Unit 3: Quit India Movement (1942) and Provincial Politics
Causes and outbreak of Quit India Movement.
Mass uprisings, suppression, and leadership imprisonment.
Role of provincial elections, regional movements, and participation of minorities.
Contribution of peasants, workers, and students.
BLOCK – IV: Constitutional Developments and Political Negotiations
Unit 1: Montagu-Chelmsford Reforms and Government of India Acts
1919 Act: dyarchy, legislative councils, and administrative changes.
1935 Act: provincial autonomy, federal structure, and limitations.
Impact on nationalist politics and mass mobilization.
Responses from Congress, Muslim League, and other parties.
Unit 2: Indian National Congress and Muslim League Dynamics
Congress policies, objectives, and negotiations with British.
Muslim League: emergence, objectives, and demand for Pakistan.
Hindu-Muslim communal politics and its implications.
Cripps Mission, Gandhi-Irwin Pact, and 1942–1945 negotiations.
Unit 3: Interim Government and Path to Independence
Formation and role of interim government (1946).
Partition of India: causes, communal tensions, and process.
Transfer of power, independence, and challenges of nation-building.
Contributions of key leaders: Nehru, Patel, Sardar Vallabhbhai, Jinnah.

BLOCK – V: Social, Economic, and Cultural Dimensions of the National Movement
Unit 1: Peasant Movements and Labor Movements
Peasant uprisings: Indigo Revolt, Deccan Riots, Tebhaga movement.
Role of peasantry in anti-colonial struggle.
Labor movements, strikes, and trade union activism.
Interaction between social movements and nationalist politics.
Unit 2: Role of Women and Reform Movements
Participation of women: Sarojini Naidu, Kasturba Gandhi, Aruna Asaf Ali.
Social reforms for women's education, widow remarriage, and abolition of social evils.
Women in nationalist mobilization and leadership roles.
Impact on gender and society in modern India.
Unit 3: Cultural Nationalism and Intellectual Movements
Role of press, literature, and arts in shaping nationalist consciousness.
Bengal Renaissance and cultural awakening in other regions.
Literary nationalism: Bankim Chandra, Tagore, and nationalist poetry.
Education, language debates, and cultural assertion during colonial rule.

Course Outcomes:

1. Students will understand the chronology, phases, and ideological foundations of the Indian National Movement.
2. Students will critically evaluate the roles of political organizations, leaders, and reform movements in shaping nationalist consciousness.
3. Students will analyze the social, economic, and cultural dimensions of the freedom struggle.
4. Students will develop skills in historical interpretation, source analysis, and research on modern Indian history.
5. Students will be able to contextualize the Indian freedom struggle within global anti-colonial movements and decolonization processes.

References:

1. Bipan Chandra et al. (2017). *India's Struggle for Independence*. Penguin Books.
2. Sumit Sarkar. (2014). *Modern India: 1885–1947*. Macmillan.
3. Bipin Chandra. (2000). *History of Modern India*. Orient BlackSwan.
4. Judith M. Brown. (1994). *Modern India: The Origins of an Asian Democracy*. Oxford University Press.
5. Tara Chand. (1980). *History of the Freedom Movement in India*. Kitab Mahal.
6. A.R. Desai. (1979). *Social Background of Indian Nationalism*. Popular Prakashan.
7. Sekhar Bandyopadhyay. (2010). *From Plassey to Partition and After: A History of Modern India*. Orient BlackSwan.

Program: Master of Arts (History)

Course Name: History of Medieval Rajasthan (12th to 18th Century)	Course Code: DMHT9102T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

- To provide a comprehensive understanding of the political, social, and economic history of Rajasthan from the 12th to the 18th century.
- To examine the formation and evolution of Rajput states and their interactions with neighboring kingdoms and empires.
- To study the cultural, religious, and architectural developments during the medieval period in Rajasthan.
- To analyze the impact of regional and imperial politics on society, economy, and administration.
- To develop critical thinking and historical research skills through the study of primary and secondary sources related to medieval Rajasthan.

Course Content:

BLOCK I: Political History of Medieval Rajasthan
Unit 1: Early Rajput Polities and State Formation
Emergence of Rajput clans in Rajasthan; Chauhans, Sisodias, Rathores, Kachwahas.
Political organization, chieftaincies, and feudal structures.

Conflicts and alliances among Rajput states.
Sources: inscriptions, genealogies, and chronicles.
Unit 2: Rajput-Mughal Relations
Mughal expansion and Rajput resistance; alliances and treaties.
Role of diplomacy, marriage alliances, and military cooperation.
Case studies: Akbar-Rajput relations; Mewar resistance.
Impact on political stability and administrative structures.
Unit 3: Regional Conflicts and External Relations
Invasions by Delhi Sultanate and other northern powers.
Rajput involvement in regional wars and defense strategies.
Political integration and fragmentation; rise of smaller principalities.
Role of forts and strategic locations in defense and administration.
BLOCK II: Socio-Economic Structures
Unit 1: Agrarian Economy and Land Systems
Feudal landholding patterns: jagir, zamindari, and hereditary estates.
Revenue administration and taxation; agrarian relations.
Impact of irrigation, agriculture, and trade on local economy.
Unit 2: Trade, Commerce, and Urban Centers
Internal and external trade networks; trade with Gujarat, Malwa, and Mewar.
Rise of market towns and mercantile communities.
Guilds, crafts, and artisan production.
Unit 3: Society and Social Structures
Caste, clan, and community hierarchies.
Role of women, religious communities, and marginalized groups.
Social mobility and occupational stratification.
BLOCK III: Culture and Religion
Unit 1: Literature and Language
Rajasthani and Braj Bhasha literature: epics, chronicles, and devotional poetry.

Courtly literature and patronage of poets and scholars.
Influence of Sanskrit, Persian, and regional languages on literary production.
Unit 2: Religion and Religious Institutions
Hinduism: temples, rituals, and sectarian movements.
Bhakti movement and saints in Rajasthan.
Jainism and its influence on society, economy, and art.
Sufism and Muslim religious institutions.
Unit 3: Art, Architecture, and Material Culture
Forts, palaces, and urban planning: Chittorgarh, Amber, Jaisalmer.
Temple architecture, frescoes, and miniature painting.
Patronage of arts by rulers and elites.
Craft traditions: textiles, metalwork, and sculpture.
BLOCK IV: Administration and Governance
Unit 1: Political Administration and Governance
Organization of the Rajput state: king, nobles, ministers, and military.
Judicial and administrative practices; law and order.
Role of councils and local chieftains in governance.
Unit 2: Military Organization and Strategy
Rajput military structure, cavalry, and infantry.
Fortifications, siege tactics, and warfare technology.
Contribution of mercenaries and allied contingents.
Unit 3: Interaction with Mughal Administration
Mughal influence on Rajput administration and governance.
Revenue settlements, land grants, and autonomy of princely states.
Adaptation of Mughal practices in courtly life and governance.
BLOCK V: Transition and Legacy
Unit 1: Decline of Rajput States and Regional Changes
Internal conflicts, succession disputes, and fragmentation.

Impact of Maratha expansion and British influence.
Changes in political and economic structures.
Unit 2: Social and Cultural Transformations
Evolution of social norms and practices under changing political conditions.
Transformation of cultural and artistic expressions.
Role of literature and oral traditions in preserving historical memory.
Unit 3: Historical Significance and Modern Perspectives
Contribution of medieval Rajasthan to Indian history.
Lessons from Rajput polity, culture, and administration.
Contemporary historiography and debates on medieval Rajasthan.

Course Outcomes:

- Students will demonstrate in-depth knowledge of the political history of Rajasthan during the medieval period.
- Students will analyze socio-economic structures, including agrarian relations, trade, and craft production.
- Students will evaluate the cultural and religious developments, including literature, art, and architecture.
- Students will critically examine the interactions between Rajput states, Mughal rulers, and other regional powers.
- Students will conduct historical research, interpret primary sources, and present coherent historical arguments.

References:

Singh, R. B. (2017). *History of Medieval Rajasthan: Political and Social Perspectives*. Jaipur: Rajasthan University Press.

Tod, J. (1920). *Annals and Antiquities of Rajasthan* (Vol. 1-2). London: Smith, Elder & Co.

Sharma, G. N. (2015). *Medieval Rajasthan: Society, Culture, and Polity*. New Delhi: Rawat Publications.

Singh, D. P. (2010). *Rajput Polities and Mughal Relations*. Jaipur: Rawat Publications.

Mehta, R. (2008). *Art, Architecture, and Society in Medieval Rajasthan*. Jaipur: Centre for Rajasthan Studies.

Jain, K. C. (2007). *Trade, Economy, and Urbanization in Medieval Rajasthan*. Jaipur: Rawat Publications.

Program: Master of Arts (History)

Course Name: Concept, Methods, Tool, and Professional Approach	Course Code: DMHT9103T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to the fundamental concepts and scope of historical study as an academic discipline.
2. To familiarize students with research methodologies and approaches used in historical inquiry.
3. To provide knowledge of various tools, sources, and techniques for collecting, analyzing, and interpreting historical data.
4. To develop skills for professional historical writing, documentation, and ethical research practices.
5. To prepare students to undertake independent historical research and present their findings in a scholarly manner.

Course Content:

BLOCK – I: Concept and Scope of History
Unit 1: Understanding History
Definition, nature, and scope of history.
History as a social science and humanities discipline.
Relation of history with archaeology, anthropology, sociology, and political science.

Importance of history in understanding contemporary society and culture.
Unit 2: Historical Concepts
Time, chronology, and periodization in historical study.
Causation, change, continuity, and comparison in history.
Concepts of civilization, culture, society, and state.
Debates on objectivity, subjectivity, and relativism in history.
Unit 3: Approaches to History
Political, economic, social, cultural, and intellectual approaches.
Marxist, Annales School, Subaltern Studies, and postcolonial approaches.
Comparative and global history perspectives.
Debates on nationalist, communal, and regional interpretations.
BLOCK – II: Methods of Historical Research
Unit 1: Research Methodology in History
Meaning, objectives, and significance of historical research.
Types of research: descriptive, analytical, exploratory, and comparative.
Formulation of research problems, hypothesis, and research questions.
Designing a research framework and project planning.
Unit 2: Collection of Historical Data

Primary sources: archives, manuscripts, inscriptions, coins, oral histories, photographs.
Secondary sources: books, journals, articles, and previous research studies.
Methods of data collection: fieldwork, archival research, digital sources.
Evaluating authenticity, reliability, and bias in sources.
Unit 3: Analytical and Interpretative Methods
Chronological, thematic, and comparative analysis.
Quantitative methods in history: statistics, charts, and demographic data.
Qualitative analysis: content, discourse, and textual interpretation.
Critical analysis of historical arguments and interpretations.
BLOCK – III: Tools and Techniques in Historical Research
Unit 1: Archival and Library Techniques
Identifying, accessing, and using archives and special collections.
Cataloging and indexing of historical documents.
Digital archives, online databases, and open-access resources.
Techniques for note-taking, annotation, and summarization.
Unit 2: Historical Writing and Documentation
Structure and organization of research papers, essays, and theses.
Referencing, citation styles (MLA, Chicago, APA), and footnotes.

Avoiding plagiarism and maintaining academic integrity.
Presentation techniques: tables, charts, timelines, and maps.
Unit 3: Quantitative and Digital Tools
Statistical methods for historical data analysis.
Use of spreadsheets, graphs, and data visualization tools.
GIS (Geographic Information Systems) and mapping historical phenomena.
Digital humanities: software tools for historical research and text analysis.
BLOCK – IV: Professional Approach in Historical Studies
Unit 1: Ethics and Responsibility in Historical Research
Ethical considerations: consent, confidentiality, and sensitivity.
Professional conduct in research and publication.
Dealing with controversial and sensitive historical topics.
Responsibility towards communities, sources, and stakeholders.
Unit 2: Academic and Public History
Writing for scholarly audiences vs popular audiences.
History in museums, heritage sites, and public exhibitions.
Role of historians in policy, education, and media.
Dissemination of historical knowledge: journals, blogs, seminars, conferences.

Unit 3: Critical Thinking and Professional Skills
Developing analytical, interpretative, and argumentative skills.
Peer review, research collaboration, and academic networking.
Time management and project planning in historical research.
Preparing research proposals, presentations, and reports.
BLOCK – V: Applications and Contemporary Issues in Historical Research
Unit 1: Contemporary Trends in Historical Studies
Global and comparative history, transnational approaches.
Memory studies, oral history, and indigenous narratives.
Postcolonial, feminist, and subaltern historiography.
Digital history and emerging interdisciplinary methods.
Unit 2: Case Studies and Research Projects
Designing case studies for historical analysis.
Integrating qualitative and quantitative evidence.
Writing thematic, chronological, and analytical reports.
Peer evaluation and feedback methods.
Unit 3: Challenges and Future Directions
Challenges in accessing sources and archives.

Managing data, reproducibility, and research validity.
Addressing historical biases and revisionist perspectives.
Prospects for professional historians in academia, policy, and public history.

Course Outcomes:

1. Students will understand key concepts, principles, and frameworks of historical research.
2. Students will apply appropriate historical methods for the collection and analysis of data.
3. Students will critically assess primary and secondary sources and utilize research tools effectively.
4. Students will demonstrate professional skills in historical writing, citation, and presentation.
5. Students will conduct independent research projects using systematic, ethical, and methodological approaches.

References:

1. Tosh, J. (2015). *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History* (6th Edition). Routledge.
2. Carr, E.H. (1961). *What is History?* Penguin.
3. Evans, R. J. (2000). *In Defence of History*. W.W. Norton & Company.
4. Munslow, A. (2013). *The Future of History*. Palgrave Macmillan.
5. Raj, K.N. (2012). *Historiography: Theory, Method, and Practice*. Pearson.
6. Subaltern Studies Collective. (1982–2005). *Subaltern Studies Series*. Oxford University Press.
7. Burke, P. (2001). *New Perspectives on Historical Writing*. Polity Press.

Program: Master of Arts (History)

Course Name: Research Methodology - I	Course Code: DMHT9104T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to the fundamentals of historical research, methods, and techniques.
2. To develop skills in identifying research problems, reviewing literature, and formulating hypotheses in historical studies.
3. To familiarize students with primary and secondary sources, archival research, and critical evaluation of historical evidence.
4. To equip students with techniques for qualitative and quantitative analysis of historical data.
5. To enhance students' abilities to prepare research proposals, projects, and academic writing in history.

Course Content:

BLOCK I: Introduction to Historical Research
Unit 1: Nature and Scope of Historical Research
Definition, objectives, and importance of historical research.
Distinction between history and other social sciences.

Approaches to history: political, economic, social, cultural, and intellectual history.
Role of history in understanding contemporary society and policy-making.
Unit 2: Types of Historical Research
Exploratory, descriptive, analytical, and applied historical research.
Comparative and interdisciplinary research approaches.
Historical research in national and regional contexts.
Case studies illustrating different research approaches in history.
Unit 3: Formulating Research Problems and Hypotheses
Identification and selection of research topics.
Framing research questions and objectives.
Hypothesis formulation: null and alternative hypotheses.
Operational definitions, scope, and limitations of research problems.
BLOCK II: Sources and Evidence in History
Unit 1: Primary Sources
Types: inscriptions, manuscripts, archival records, letters, official documents, coins, and material culture.
Techniques of locating and accessing primary sources.
Authentication, reliability, and interpretation of primary evidence.

Unit 2: Secondary Sources
Books, journal articles, essays, and historical monographs.
Critical review and historiographical analysis of secondary literature.
Evaluating bias, perspective, and methodological approaches in historical writing.
Unit 3: Oral History and Field Research
Conducting interviews and collecting oral traditions.
Methods for preserving and documenting oral sources.
Ethical considerations and reliability of oral evidence.
Integration of oral history with written records.
BLOCK III: Research Methods and Techniques
Unit 1: Quantitative Methods in Historical Research
Use of statistics, tables, charts, and graphs in historical analysis.
Census data, economic records, and demographic studies.
Application of quantitative techniques in social and economic history.
Unit 2: Qualitative Methods
Content analysis of texts and documents.
Thematic and narrative analysis.
Comparative and contextual interpretation of historical phenomena.

Case studies in cultural, political, and social history research.
Unit 3: Archival and Library Research
Identifying relevant archives and libraries.
Cataloging and indexing sources.
Handling manuscripts, rare books, and fragile documents.
Digital archives and online databases in historical research.
BLOCK IV: Data Analysis, Interpretation, and Documentation
Unit 1: Critical Evaluation of Historical Evidence
Cross-checking sources and corroboration of evidence.
Identifying inconsistencies and contradictions.
Triangulation of data from multiple sources.
Unit 2: Writing Historical Research Reports
Structuring a research report: introduction, literature review, methodology, results, discussion, and conclusion.
Citation and referencing styles: APA, Chicago, MLA, and Turabian.
Avoiding plagiarism and maintaining academic integrity.
Unit 3: Presentation and Dissemination of Research
Preparing presentations, posters, and visual aids for academic conferences.

Oral defense of research findings.
Publishing in journals and contributing to edited volumes.
BLOCK V: Advanced Topics in Historical Research
Unit 1: Historiography and Schools of Historical Thought
Concept of historiography: development, trends, and debates.
Nationalist, Marxist, Subaltern, Annales, and Postmodernist approaches.
Application of historiographical methods to Indian and regional history.
Unit 2: Ethical Considerations in Historical Research
Intellectual honesty, confidentiality, and sensitivity in research.
Issues of cultural heritage, indigenous knowledge, and marginalized communities.
Ethics in fieldwork and publication.
Unit 3: Research Project Planning and Management
Designing a feasible research plan and timeline.
Resource identification: libraries, archives, digital tools, and funding opportunities.
Monitoring progress, evaluation, and reporting.

Course Outcomes

1. After completing the course, students will be able to:
2. Demonstrate understanding of historical research methodology and approaches.

3. Critically evaluate primary and secondary sources for reliability and relevance.
4. Formulate research questions, hypotheses, and structured research designs.
5. Apply appropriate research methods, including archival, field, and quantitative techniques.
6. Prepare well-structured research reports, proposals, and academic writing in history.

References:

1. Kothari, C. R. (2022). *Research Methodology: Methods and Techniques* (4th ed.). New Age International.
2. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). Sage Publications.
3. Mahajan, V. (2017). *Methods and Techniques of Historical Research*. Jaipur: Rawat Publications.
4. Bhattacharya, S. (2015). *Historical Research: Principles, Methods, and Practice*. Delhi: Pearson India.
5. Tosh, J. (2015). *The Pursuit of History: Aims, Methods, and New Directions in the Study of History* (6th ed.). Routledge.
6. Reddy, P. (2020). *Historiography and Historical Research in India*. Hyderabad: Orient BlackSwan.

Program: Master of Arts (History)

Course Name: Computer Application and DTP	Course Code: DGEC9102T
Semester: 1	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To familiarize students with computer fundamentals, operating systems, and essential software for academic work.
2. To develop proficiency in word processing, spreadsheet, and presentation software for historical research and documentation.
3. To equip students with desktop publishing (DTP) skills for preparing manuscripts, journals, and research publications.
4. To enhance digital literacy, including database management, internet research, and multimedia applications.
5. To prepare students to use technology effectively in academic, archival, and professional contexts.

Course Content:

BLOCK I: Fundamentals of Computer and Operating Systems
Unit 1: Introduction to Computers
Definition, types, and components of computers: hardware and software.
Input/output devices, storage devices, and memory.

Understanding digital information: binary system, data representation, and file types.
Overview of computer applications in academic and historical research.
Unit 2: Operating Systems and File Management
Basics of operating systems: Windows, Linux, and macOS overview.
File and folder management: creating, organizing, and searching files.
Installing and managing software applications.
Security basics: passwords, antivirus, backup, and data protection.
Unit 3: Computer Networks and Internet Applications
Introduction to networking: LAN, WAN, and Wi-Fi.
Internet services: email, web browsing, cloud storage, and digital libraries.
Online research techniques for historical sources.
Digital communication tools for academic collaboration.
BLOCK II: Word Processing and Document Management
Unit 1: Advanced Word Processing
Creating, formatting, and editing documents in MS Word or LibreOffice Writer.
Styles, templates, headers, footers, and page numbering.
Tables, charts, images, and text formatting for academic writing.
Unit 2: Reference and Citation Management

Inserting footnotes, endnotes, and bibliographies.
Using referencing tools: Zotero, Mendeley, and EndNote.
Citation styles: APA, Chicago, MLA, and Turabian.
Unit 3: Preparing Academic Documents
Writing research papers, dissertations, and thesis using word processing tools.
Proofreading, track changes, and collaborative editing.
Creating indexes, tables of contents, and cross-references.
Document conversion to PDF and digital submission practices.
BLOCK III: Spreadsheet and Data Analysis Tools
Unit 1: Introduction to Spreadsheets
MS Excel or LibreOffice Calc overview.
Data entry, formatting, and basic calculations.
Cell referencing, ranges, and worksheet organization.
Unit 2: Data Analysis and Visualization
Formulas, functions, and logical operations.
Creating charts, graphs, and pivot tables for historical data.
Statistical analysis: mean, median, mode, variance, and correlation.
Case studies of historical data representation and analysis.

Unit 3: Advanced Spreadsheet Applications
Conditional formatting and data validation.
Using Excel for survey and archival data management.
Importing and exporting data from other software.
Automating tasks using macros.
BLOCK IV: Desktop Publishing (DTP) and Multimedia Tools
Unit 1: Introduction to DTP
Basics of DTP and its applications in publishing historical research.
Overview of DTP software: Adobe InDesign, Scribus, and CorelDRAW.
Principles of typography, layout, and design.
Unit 2: Designing Academic Publications
Preparing newsletters, brochures, and journals.
Integrating text, images, tables, and charts.
Master pages, styles, and templates for consistent design.
Unit 3: Multimedia and Digital Presentations
Creating slideshows and visual presentations using MS PowerPoint or LibreOffice Impress.
Incorporating audio, video, and animations.
Best practices for academic presentations and conferences.

BLOCK V: Digital Tools for Historical Research
Unit 1: Online Research and Databases
Digital libraries and archives (e.g., JSTOR, Project Gutenberg, National Archives).
Using search engines, keywords, and Boolean operators effectively.
Evaluating credibility and reliability of online sources.
Unit 2: Data Management and Preservation
Organizing research data and creating digital catalogs.
Cloud storage, backups, and file versioning.
Digitization of manuscripts and archival documents.
Unit 3: Integration of Computer Applications in Historical Research
Combining word processing, spreadsheets, DTP, and multimedia for research projects.
Preparing comprehensive research reports and presentations.
Ethical considerations in digital research and publication.

Course Outcomes

1. After completing the course, students will be able to:
2. Demonstrate proficiency in using computers and operating systems for academic purposes.

3. Apply word processing, spreadsheet, and presentation tools in research and teaching activities.
4. Design and publish documents, newsletters, and research reports using DTP software.
5. Conduct online research, manage digital data, and use bibliographic tools effectively.
6. Integrate computer applications with historical research and documentation practices.

References:

1. Leon, A., & Leon, M. (2019). *Fundamentals of Computers* (8th ed.). Vikas Publishing.
2. Sinha, P. K., & Sinha, P. (2018). *Computer Fundamentals* (6th ed.). BPB Publications.
3. Tejwani, A. (2017). *Desktop Publishing with InDesign* (2nd ed.). BPB Publications.
4. Norton, P. (2020). *Introduction to Computers* (7th ed.). McGraw-Hill Education.
5. Zotero Team. (2021). *Zotero: Reference Management Software Guide*.
6. Microsoft Corporation. (2022). *Microsoft Office Suite User Guide*.

SYLLABUS

(SEMESTER II)

Program: Master of Arts (History)

Course Name: Contemporary world (From mid-19th Century to 1945	Course Code: DMHT9201T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide a comprehensive understanding of major political, economic, social, and cultural developments worldwide from the mid-19th century to 1945.
2. To examine the causes, course, and consequences of key international conflicts, including the World Wars.
3. To analyze the emergence and impact of nationalism, imperialism, and global movements during this period.
4. To develop skills in historical analysis, comparative perspectives, and interpretation of primary and secondary sources.
5. To understand the interconnections between global events and regional transformations leading to modern world order.

Course Content:

BLOCK – I: Industrialization, Imperialism, and Global Transformations (Mid-19th Century to 1914)
Unit 1: Industrial Revolution and Socio-Economic Changes
Second Industrial Revolution: key innovations in steel, electricity, transport, and communication.
Urbanization, labor movements, and class formation.

Spread of industrialization to Europe, USA, and Japan.
Economic theories and impact on global trade and colonial economies.
Unit 2: Imperialism and Colonial Expansion
New imperialism: motives, forms, and regions affected.
Scramble for Africa, expansion in Asia, and European overseas empires.
Impact of imperialism on colonized societies: economic, political, and cultural.
Anti-colonial movements and resistance strategies.
Unit 3: Political Ideologies and Reforms
Liberalism, socialism, Marxism, anarchism, and nationalism.
Revolutions and reform movements in Europe: 1848 Revolutions, unification of Italy and Germany.
Constitutional reforms in Britain, France, and other European states.
Role of emerging political parties, labor unions, and suffrage movements.
BLOCK – II: World Wars and Global Conflicts (1914–1918 and Interwar Period)
Unit 1: World War I: Causes, Course, and Consequences
Short-term and long-term causes: alliances, nationalism, militarism, imperialism.
Major fronts, battles, and war strategies.
Home fronts, war economies, and role of women.

Treaty of Versailles, League of Nations, and redrawing of borders.
Unit 2: Interwar Political and Economic Developments
Economic crises: Great Depression, hyperinflation, and global recession.
Rise of totalitarian regimes: Fascism in Italy, Nazism in Germany, Stalinism in USSR.
League of Nations and efforts for collective security.
International treaties and diplomacy: Locarno Treaties, Washington Naval Conference.
Unit 3: Social and Cultural Developments
Intellectual movements: modernism, existentialism, psychoanalysis.
Literature, art, cinema, and architecture in the early 20th century.
Changes in social structures: women's suffrage, labor rights, education.
Technological advancements: aviation, radio, mass media, and communication networks.
BLOCK – III: Nationalism and Independence Movements (19th Century–1945)
Unit 1: European Nationalism and Nation-States
Formation of nation-states in Europe: Germany, Italy, and Balkans.
Nationalist movements in Austria-Hungary, Ottoman Empire, and Russia.
Liberal-nationalist debates and ethnic conflicts.
Role of intellectuals, press, and political organizations.
Unit 2: Anti-Colonial Movements in Asia and Africa

Indian National Movement (1857–1945): early nationalism, Gandhian era.
Egypt, Sudan, and North African anti-colonial movements.
Southeast Asia: nationalist struggles in Indonesia, Vietnam, and the Philippines.
Pan-Africanism and African diaspora activism.
Unit 3: Ideologies and Global Political Movements
Communism, socialism, and anarchist movements worldwide.
Labour movements and trade unions in Europe and the Americas.
Feminist movements, suffrage campaigns, and women's organizations.
Emergence of international organizations and global governance efforts.
BLOCK – IV: Economic Transformations and Global Crises
Unit 1: Economic Globalization and Trade
Expansion of international trade, finance, and multinational corporations.
Gold standard, economic interdependence, and colonial economies.
Industrial growth in Europe, North America, and Japan.
Migration, labor markets, and urbanization impacts.
Unit 2: The Great Depression and Economic Policies
Causes and global impact of the Great Depression (1929–1939).
Responses: New Deal (USA), state intervention, and Keynesian policies.

Effects on Europe, Asia, and Latin America.
Role of banks, stock markets, and industrial policy reforms.
Unit 3: Technological, Scientific, and Cultural Developments
Inventions: automobile, telecommunication, cinema, radio.
Scientific breakthroughs: quantum theory, relativity, medicine, aviation.
Cultural modernism: literature, visual arts, theater, music.
Social changes: education, literacy, labor reforms, and migration patterns.
BLOCK – V: Towards World War II and End of Colonial Empires (1930–1945)
Unit 1: Rise of Totalitarian Regimes and Fascism
Hitler's Germany: ideology, policies, and expansionism.
Mussolini's Italy: fascist state and foreign policy.
Stalinist USSR: industrialization, collectivization, and political repression.
Japan's militarism and expansion in Asia.
Unit 2: Prelude and Outbreak of World War II
Causes of World War II: Treaty of Versailles, appeasement, aggression.
Major theatres, alliances, and strategies.
Holocaust, genocide, and civilian impact.
Role of international diplomacy and League of Nations failure.

Unit 3: Global Consequences and Post-War Reconstruction
End of World War II, destruction, and human cost.
United Nations: formation, aims, and structure.
Beginning of decolonization: India, Southeast Asia, Africa.
Global economic and political restructuring, Bretton Woods's institutions.

Course Outcomes

1. Students will be able to explain major political, economic, and social transformations globally from the mid-19th century to 1945.
2. Students will critically analyze causes and effects of international conflicts, revolutions, and socio-political movements.
3. Students will demonstrate understanding of the rise of nationalism, imperialism, and ideological conflicts.
4. Students will develop skills in using historical sources, maps, and data for research and interpretation.
5. Students will contextualize contemporary global issues within historical developments and trends.

References:

1. Hobsbawm, E. (1994). *Age of Empire 1875–1914*. Vintage.
2. Hobsbawm, E. (1995). *Age of Extremes: The Short Twentieth Century, 1914–1991*. Vintage.
3. Mazower, M. (1998). *Dark Continent: Europe's Twentieth Century*. Penguin.
4. Judt, T. (2005). *Postwar: A History of Europe Since 1945*. Penguin.
5. Keylor, W. R. (2014). *The Twentieth-Century World and Beyond*. Oxford University Press.
6. Brecke, P. (2011). *Modern World History: 1850–2000*. Routledge.

Program: Master of Arts (History)

Course Name: Historical Tourism in Rajasthan	Course Code: DMHT9202T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to the rich historical and cultural heritage of Rajasthan and its significance in tourism.
2. To examine major historical sites, monuments, and architectural styles in Rajasthan.
3. To explore the socio-economic and cultural impact of tourism on local communities.
4. To develop skills in heritage management, historical interpretation, and documentation of tourist sites.
5. To prepare students for professional careers in historical research, heritage tourism, and cultural resource management.

Course Content:

BLOCK – I: Introduction to Historical Tourism
Unit 1: Concept and Scope of Historical Tourism
Definition and types of tourism: cultural, historical, heritage, eco-tourism.
Significance of historical tourism for local and national development.
Global and Indian perspectives of historical tourism.
Role of historical tourism in education, economy, and cultural preservation.

Unit 2: Tourism in India with Focus on Rajasthan
Overview of tourism in India: policies, planning, and institutions.
Rajasthan as a historical and cultural hub: geography, culture, and historical context.
Tourist circuits and major attractions in Rajasthan.
Contribution of Rajasthan tourism to state economy and employment.
Unit 3: Heritage and Cultural Resources
Definition and types of heritage: tangible and intangible.
Cultural resources: monuments, forts, palaces, temples, and festivals.
Preservation and conservation of heritage sites.
Role of UNESCO World Heritage Sites in Rajasthan: Jaipur, Jaisalmer, and Chittorgarh.
BLOCK – II: Historical Monuments and Architectural Heritage
Unit 1: Forts of Rajasthan
Major forts: Mehrangarh (Jodhpur), Kumbhalgarh, Chittorgarh, Amber Fort.
Architectural styles, construction techniques, and historical significance.
Forts as symbols of political power and cultural identity.
Conservation challenges and tourism management.
Unit 2: Palaces and Royal Residences
Notable palaces: City Palace (Jaipur), Umaid Bhawan (Jodhpur), City Palace (Udaipur).

Mughal, Rajput, and European architectural influences.
Role of palaces in tourism: heritage hotels, museums, and cultural events.
Interpretation of royal lifestyle, court culture, and art.
Unit 3: Temples, Stepwells, and Sacred Sites
Prominent temples: Dilwara Temples (Mount Abu), Eklingji, Karni Mata Temple.
Stepwells (Baoris) and water architecture in desert regions.
Religious festivals and pilgrimages as tourist attractions.
Heritage management of sacred sites and community participation.
BLOCK – III: Socio-Cultural Dimensions of Tourism
Unit 1: Local Communities and Cultural Tourism
Interaction of tourists with local communities.
Impact of tourism on traditional lifestyles, crafts, and occupations.
Folk arts, music, dance, and storytelling as tourist attractions.
Role of cultural festivals (Pushkar Fair, Desert Festival) in heritage tourism.
Unit 2: Economic Impact of Tourism
Contribution of tourism to state revenue, employment, and rural development.
Sustainable tourism practices: eco-tourism, community-based tourism.
Challenges: commercialization, overcrowding, and resource management.

Strategies for maximizing socio-economic benefits while preserving heritage.
Unit 3: Cultural Representation and Tourism
Representation of Rajasthan in literature, media, and cinema.
Tourist perception vs local cultural authenticity.
Cultural commodification and ethical considerations.
Role of storytelling, interpretation centers, and guided tours in enhancing tourist experience.
BLOCK – IV: Tourism Planning, Management, and Policies
Unit 1: Tourism Planning and Development
Principles of tourism planning: site selection, infrastructure, and services.
Tourist circuits, routes, and integrated heritage plans.
Role of public and private sectors in tourism development.
Case studies of successful tourism planning in Rajasthan.
Unit 2: Heritage Management and Conservation
Heritage conservation principles and practices.
Preservation of forts, palaces, temples, and monuments.
Role of Archaeological Survey of India (ASI) and Rajasthan State Archaeology Department.
Balancing tourism development with heritage conservation.
Unit 3: Policies, Legislation, and Promotion

National Tourism Policy and Rajasthan Tourism Policy.
Laws governing heritage protection, environmental management, and cultural property.
Promotion strategies: marketing, festivals, travel media, and digital platforms.
Role of local governance, NGOs, and community organizations.
BLOCK – V: Contemporary Issues and Research in Historical Tourism
Unit 1: Tourism Challenges and Sustainability
Environmental impact, pollution, and resource depletion.
Over-tourism, crowd management, and visitor behavior.
Strategies for sustainable and responsible tourism.
Best practices and international guidelines.
Unit 2: Technology and Tourism
Role of digital media, mobile apps, and virtual tours in tourism.
GIS mapping, heritage databases, and online booking systems.
E-tourism and promotion of lesser-known heritage sites.
Use of social media for cultural interpretation and marketing.
Unit 3: Research, Documentation, and Future Directions
Research methods in historical tourism: field surveys, archival study, ethnography.
Documentation techniques: photography, mapping, oral histories.

Trends in heritage tourism: experiential tourism, cultural trails, and eco-tourism integration.
Preparing project reports, dissertations, and policy recommendations.

Course Outcomes

1. Students will gain in-depth knowledge of Rajasthan's historical, cultural, and architectural heritage.
2. Students will be able to analyze the historical significance of monuments, forts, palaces, and temples.
3. Students will evaluate the socio-economic and cultural impact of tourism on Rajasthan's heritage sites.
4. Students will demonstrate skills in heritage documentation, interpretation, and site management.
5. Students will conduct research projects and present findings related to historical tourism and heritage conservation.

References:

1. Sharma, K. L. (2010). *Tourism and Cultural Heritage of Rajasthan*. Jaipur: Pointer Publishers.
2. Singh, R. P. (2015). *Heritage Tourism in India: Perspectives and Practices*. New Delhi: Oxford University Press.
3. Jain, A. (2012). *Historical Monuments and Tourism Management in Rajasthan*. Jaipur: Rawat Publications.
4. Agarwal, S. (2014). *Sustainable Tourism Development in Rajasthan*. Jaipur: ABD Publishers.
5. Archaeological Survey of India. *Reports on Monuments and Heritage Sites in Rajasthan*.
6. Rajasthan Tourism Development Corporation (RTDC). *Tourism Reports and Statistics*.
7. Sharma, P. (2018). *Cultural Heritage and Tourism in India: Issues and Challenges*. New Delhi: Sage Publications.

Program: Master of Arts (History)

Course Name: Historiography approach and Traditions	Course Code: DMHT9203T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to the concepts, methods, and significance of historiography in historical research.
2. To examine the evolution of historical writing and its theoretical foundations.
3. To familiarize students with various historiographical approaches, schools, and debates.
4. To develop critical analytical skills for interpreting historical narratives and sources.
5. To enable students to apply historiographical perspectives in research and scholarly writing.

Course Content:

BLOCK I: Introduction to Historiography
Unit 1: Concept, Nature, and Scope of Historiography
Definition and meaning of historiography; distinction between history and historiography.
Importance of historiography in understanding historical knowledge.
Nature of historical evidence; critical appraisal of sources.

Classification of historical sources: manuscripts, inscriptions, archival documents, coins, oral traditions.
Role of cross-disciplinary approaches in historiography (archaeology, anthropology, literature).
Unit 2: Evolution of Historical Writing
Early historical traditions: Greek and Roman historiography (Herodotus, Thucydides, Livy).
Medieval historiography: European chronicles, Islamic historical writing, Indian regional chronicles.
Modern historiography: Renaissance humanism, Enlightenment historiography, positivist and scientific history.
Development of professional history and historical journals; impact of nationalism and colonialism on historiography.
Unit 3: Philosophy and Theory of History
Philosophy of history: cyclical, linear, and dialectical views; concept of progress.
Role of interpretation, narrative construction, and subjectivity in writing history.
Debates between empiricism and relativism; history as a science vs. art.
Relationship between historiography and ideology; influence of political, cultural, and social factors.
BLOCK II: Schools and Approaches to Historiography
Unit 1: Traditional and Positivist Approaches
Rankean emphasis on archival research and primary sources.

Political, diplomatic, and military history focus; narrative and chronological approaches.
Critiques: neglect of social and economic aspects, elite-centered history.
Case studies: Ranke, Fustel de Coulanges, Victorian historians.
Unit 2: Marxist and Economic Approaches
Marxist historiography: historical materialism, modes of production, and class struggle.
Economic interpretations of history: economic determinism and social structures.
Indian context: D.D. Kosambi, Irfan Habib; colonial economy and peasant studies.
Critiques and limitations of economic determinism.
Unit 3: Annales School and Social History
Emergence of the Annales School: Fernand Braudel, Marc Bloch; focus on longue durée.
Themes: mentalités, everyday life, geographic and social structures.
Quantitative methods: historical demography, cliometrics.
Comparative history: integration of cultural, economic, and environmental factors.
BLOCK III: Contemporary Historiographical Approaches
Unit 1: Postmodern and Postcolonial Historiography
Postmodern critique of objectivity and grand narratives.
Subaltern studies and history from below: Ranajit Guha, Partha Chatterjee.
Decolonizing historiography: recovering marginalized voices, challenging Eurocentrism.

Application to contemporary global history and colonial/postcolonial studies.
Unit 2: Feminist and Gender Approaches
Feminist historiography: recovery of women's histories, analysis of patriarchy.
Gender as a critical analytical category in historical studies.
Intersection of gender, class, caste, and ethnicity in historical narratives.
Case studies from Indian and global history; women in colonial and postcolonial contexts.
Unit 3: Cultural and Intellectual History
Focus on ideas, beliefs, religion, philosophy, and mental frameworks.
Microhistory: studying localities, individuals, and everyday life.
Role of literature, art, and education as historical sources.
Interdisciplinary methods: sociology, anthropology, cultural studies.
BLOCK IV: Methodological Issues in Historiography
Unit 1: Historical Methods and Research Design
Formulating research questions, hypotheses, and objectives.
Critical evaluation and corroboration of primary and secondary sources.
Comparative and cross-cultural analysis; quantitative vs qualitative methods.
Designing research for historical inquiry and publication standards.
Unit 2: Historiography of Indian History

Colonial historiography: British perspectives and administrative records.
Nationalist historiography: Indian intellectual responses and critiques.
Marxist and Subaltern historiography in India; regional and local histories.
Debates on periodization, source selection, and historical methodology.
Unit 3: Ethical and Practical Issues in Historical Research
Ethical considerations: use of oral histories, sensitive sources, and archival permissions.
Plagiarism, misrepresentation, and data integrity in historical research.
Challenges of interpretation: avoiding bias and anachronism.
Scholarly rigor and peer review in historical publications.
BLOCK V: Application and Contemporary Relevance
Unit 1: Writing Histories and Critiques
Structuring historiographical essays and monographs.
Comparative historiography: applying global perspectives to Indian history.
Writing literature reviews and historiographical critiques.
Case studies of historiographical debates.
Unit 2: Digital History and New Technologies
Digital archives, online databases, and e-resources.
Use of GIS, data visualization, and computational tools.

Digital preservation of manuscripts, photographs, and oral histories.
Crowdsourcing and citizen history projects.
Unit 3: Integrating Historiography in Research and Teaching
Applying historiographical knowledge to dissertations and research projects.
Pedagogical methods for teaching history with historiographical perspectives.
Interdisciplinary applications: political science, sociology, anthropology.
Encouraging critical thinking and research-based learning in higher education.

Course Outcomes:

1. After completing this course, students will be able to:
2. Demonstrate understanding of major historiographical theories and traditions.
3. Critically evaluate historical writings and interpretations across time periods.
4. Identify methodological approaches used by historians in different contexts.
5. Apply historiographical knowledge to analyze primary and secondary sources.
6. Produce research-based historical writing grounded in appropriate historiographical perspectives.

References:

1. Carr, E. H. (1961). *What is History?* London: Macmillan.
2. Tosh, J. (2015). *The Pursuit of History: Aims, Methods and New Directions in the Study of History* (6th ed.). Routledge.
3. Evans, R. J. (2000). *In Defence of History*. London: Granta.

4. Kumar, S. (2016). *The Present in Indian History: A Critical Introduction to Historiography*. Delhi: Orient Blackswan.

5. Guha, R., & Spivak, G. C. (Eds.). (1988). *Selected Subaltern Studies*. Oxford University Press.

6. Burke, P. (2005). *History and Social Theory* (2nd ed.). Polity Press.

7. Iggers, G. G., & Snyder, J. (2006). *Introduction to Historical Methods*. Routledge.

8. Evans, R. J., & Rueschemeyer, D. (Eds.). (2014). *Historical Sociology and Historical Knowledge*. Routledge.

Program: Master of Arts (History)

Course Name: Research Ethics and Publication – II	Course Code: DMHT9204T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to the principles of ethical research in historical studies.
2. To examine issues related to integrity, plagiarism, and authorship in academic publishing.
3. To familiarize students with ethical guidelines for data collection, analysis, and dissemination.
4. To develop skills for responsible conduct in historical research and scholarly writing.
5. To prepare students to critically evaluate research practices, publication standards, and ethical dilemmas.

Course Content:

BLOCK I: Foundations of Research Ethics
Unit 1: Concept and Importance of Research Ethics
Definition and scope of research ethics in social sciences and history.
Importance of ethical standards for credibility and scholarly integrity.
Historical development of ethical guidelines; role of institutional review boards (IRBs).

Ethics and accountability in historiography: responsibilities of the historian.
Unit 2: Principles of Ethical Research
Core principles: honesty, objectivity, transparency, and confidentiality.
Respect for sources, informants, and archival material.
Avoiding bias, distortion, and misrepresentation in historical analysis.
Cultural sensitivity and ethical engagement with communities.
Unit 3: Research Misconduct
Types of misconduct: plagiarism, fabrication, falsification, and duplicate publication.
Case studies in historical research misconduct.
Consequences for academic integrity and scholarly reputation.
Institutional and legal frameworks addressing research misconduct.
BLOCK II: Plagiarism and Academic Integrity
Unit 1: Understanding Plagiarism
Definition and forms of plagiarism: direct, mosaic, self-plagiarism, and accidental.
Examples from historical scholarship and academic writing.
Distinguishing between legitimate paraphrasing and unethical copying.
Unit 2: Tools and Techniques to Avoid Plagiarism
Citation standards (APA, MLA, Chicago) for history research.

Use of plagiarism detection software (Turnitin, Grammarly, iThenticate).
Proper paraphrasing, summarizing, and quotation practices.
Unit 3: Maintaining Academic Integrity
Ethical referencing and acknowledgment of sources.
Collaborative research ethics and co-authorship responsibilities.
Managing conflicts of interest in research and publication.
BLOCK III: Data Ethics in Historical Research
Unit 1: Ethical Collection of Data
Primary sources: archives, manuscripts, oral histories, and interviews.
Informed consent, anonymity, and privacy protection.
Handling sensitive and culturally significant material.
Unit 2: Ethical Analysis and Interpretation
Avoiding selective representation or misinterpretation of historical data.
Transparency in methodology and analytical frameworks.
Verification and cross-checking of sources.
Unit 3: Data Storage, Security, and Sharing
Best practices for storing historical data digitally and physically.
Data sharing, open access, and restrictions on sensitive information.

Ethical use of online databases and digital archives.
BLOCK IV: Publication Ethics
Unit 1: Principles of Ethical Publication
Authorship criteria: contribution, accountability, and recognition.
Peer review process: responsibilities of authors, reviewers, and editors.
Avoiding duplicate or redundant publication.
Unit 2: Copyrights, Licensing, and Intellectual Property
Understanding copyright laws in academic publishing.
Creative Commons and licensing for historical works.
Protection of digital content, images, and archival reproductions.
Unit 3: Open Access, Predatory Journals, and Academic Misconduct
Advantages and challenges of open access publishing.
Identifying predatory journals and publishers.
Ethical considerations for publishing in interdisciplinary and international contexts.
BLOCK V: Contemporary Issues and Case Studies in Research Ethics
Unit 1: Ethical Dilemmas in Historical Research
Case studies involving controversial historical narratives.

Balancing scholarly freedom and ethical responsibility.
Handling sensitive or politically charged topics.
Unit 2: Responsible Conduct in Collaborative Research
Multi-author research and institutional collaborations.
Negotiating contributions, responsibilities, and acknowledgments.
Conflict resolution and ethical negotiation in historical research projects.
Unit 3: Integrating Ethics in Teaching and Professional Practice
Teaching research ethics to students and emerging scholars.
Role of professional associations and ethical codes in history.
Promoting ethical awareness in academic conferences, seminars, and publications.

Course Outcomes:

1. After completing this course, students will be able to:
2. Understand the importance of ethics in historical research and publication.
3. Identify and prevent unethical practices such as plagiarism, data falsification, and misrepresentation.
4. Apply ethical principles to research design, data collection, and analysis.
5. Navigate issues related to authorship, copyright, and peer review.
6. Produce responsible, high-quality research publications and scholarly work.

References:

1. Resnik, D. B. (2018). *The Ethics of Research with Human Subjects: Protecting People, Advancing Science, Promoting Trust*. Springer.

2. Shamoo, A. E., & Resnik, D. B. (2015). *Responsible Conduct of Research* (3rd ed.). Oxford University Press.

3. Singh, K. (2017). *Research Ethics in Social Sciences and Humanities*. Sage Publications.

4. Kumar, S. (2016). *Publication Ethics and Plagiarism in Historical Research*. Orient Blackswan.

5. National Academy of Sciences (NAS). (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research* (3rd ed.). National Academies Press.

6. Subramaniam, V. (2018). *Ethics and Integrity in Historical Research*. Routledge.

Program: Master of Arts (History)

Course Name: Democracy and Development – I	Course Code: DGEC9201T
Semester: 2	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide an in-depth understanding of the concepts of democracy and development in historical and contemporary contexts.
2. To analyze the evolution of democratic institutions and practices in India and globally.
3. To examine the interrelationship between political, economic, and social development.
4. To explore challenges to democracy and strategies for promoting inclusive development.
5. To develop research skills for studying democracy, governance, and development issues.

Course Content:

BLOCK – I: Conceptual Foundations of Democracy and Development
Unit 1: Democracy – Concept and Evolution
Meaning, types, and characteristics of democracy.
Historical evolution of democracy: Ancient, Medieval, and Modern periods.
Liberal, participatory, and deliberative models of democracy.
Democracy and human rights; rule of law, civil liberties, and constitutionalism.
Unit 2: Development – Concept, Theories, and Indicators

Meaning and dimensions of development: economic, social, political, and cultural.
Classical and contemporary development theories: modernization, dependency, world-systems, and human development.
Measurement indicators: GDP, HDI, GDI, literacy, health, and income inequality.
Sustainable development and inclusive growth perspectives.
Unit 3: Democracy and Development – Interconnections
Linkages between democracy and development.
Political participation, governance, and development outcomes.
Role of accountability, transparency, and public policy in development.
Case studies of democratic successes and challenges in development.
BLOCK – II: Historical Perspectives on Democracy
Unit 1: Democracy in the West
Evolution of democratic ideas in Greece and Rome.
Medieval and Renaissance developments: Magna Carta, English Civil War, Enlightenment thought.
French and American Revolutions and constitutionalism.
Expansion of suffrage, civil liberties, and representative institutions.
Unit 2: Democracy in the Colonial and Post-Colonial Contexts
Democratic movements under colonial rule: India, Africa, and Southeast Asia.

Role of nationalist movements in establishing democratic governance.
Constitutional experiments and challenges in post-colonial states.
Case studies: India, Ghana, and Indonesia.
Unit 3: Challenges to Democracy in the 20th Century
Totalitarianism, fascism, and authoritarian regimes.
Military coups, weak institutions, and political instability.
Socio-economic inequalities and democratic deficits.
Lessons from global experiences for strengthening democracy.
BLOCK – III: Development in Historical Perspective
Unit 1: Economic Development
Agricultural, industrial, and service sector transformations.
Colonial economies and development constraints.
Industrialization, trade, and globalization in historical context.
Economic planning and policy frameworks in post-independence states.
Unit 2: Social and Cultural Development
Education, literacy, health, and social welfare initiatives.
Gender, caste, and ethnic dimensions in development.
Role of social movements in promoting equity and social justice.

Cultural development and preservation of heritage in modernization.
Unit 3: Political Development
Evolution of political institutions: legislature, judiciary, and executive.
Decentralization, local governance, and participation.
Role of political parties, civil society, and media in development.
Democracy and state capacity in policy implementation.
BLOCK – IV: Democracy, Governance, and Development in India
Unit 1: Indian Constitutional Framework and Democracy
Indian Constitution: Preamble, Fundamental Rights, and Directive Principles.
Structure of government: Parliament, President, Judiciary, and States.
Electoral system, political representation, and party politics.
Federalism, decentralization, and Panchayati Raj institutions.
Unit 2: Development Planning and Policy in India
Five-Year Plans: objectives, strategies, and outcomes.
Sectoral development: agriculture, industry, infrastructure, and education.
Poverty alleviation programs and social welfare schemes.
Role of government, NGOs, and international agencies.
Unit 3: Governance and Accountability

Good governance principles: transparency, accountability, and efficiency.
Right to Information, anti-corruption measures, and citizen participation.
Public policy evaluation and institutional reforms.
Challenges: bureaucratic inertia, political corruption, and social inequalities.
BLOCK – V: Contemporary Issues and Research in Democracy and Development
Unit 1: Contemporary Challenges
Populism, polarization, and democratic backsliding.
Globalization, economic liberalization, and inequality.
Environmental sustainability and development trade-offs.
Social movements, activism, and digital democracy.
Unit 2: International Perspectives
Comparative studies of democratic governance: USA, UK, Brazil, South Africa.
Role of international organizations: UN, IMF, World Bank in development.
Global human rights frameworks and development standards.
Case studies of democratic transitions and development outcomes.
Unit 3: Research Methodologies and Policy Analysis
Research methods in history, political science, and development studies.
Quantitative and qualitative methods: surveys, interviews, archival research.

Data analysis, policy evaluation, and report writing.
Preparation of research projects, dissertations, and presentation of findings.

Course Outcomes:

1. Students will be able to explain core concepts of democracy, development, and governance.
2. Students will critically analyze historical and contemporary experiences of democratic governance.
3. Students will evaluate the role of institutions, policies, and social movements in development.
4. Students will demonstrate the ability to conduct research on democracy, development, and related socio-political issues.
5. Students will produce analytical reports, papers, and presentations linking democracy and development in historical and contemporary perspectives.

References:

1. Almond, G., & Powell, B. (2015). *Comparative Politics Today*. Pearson.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Subramanian, N. (2012). *Democracy and Development in India*. Sage Publications.
4. Dahl, R. A. (1998). *On Democracy*. Yale University Press.
5. Putnam, R. (2001). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton University Press.
6. Bardhan, P. (2006). *Development and Democracy in India*. Oxford University Press.
7. Mohanty, M. (2013). *Democracy and Development in the Contemporary World*. Routledge.

SYLLABUS

(SEMESTER III)

Program: Master of Arts (History)

Course Name: Women in Indian History	Course Code: DMHT9301T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to the role and status of women in different periods of Indian history.
2. To examine social, economic, political, and cultural factors influencing women's lives.
3. To study the contributions of women in shaping Indian society, culture, and politics.
4. To analyze feminist perspectives and historiographical debates on women's history.
5. To develop critical understanding of continuity and change in women's roles across time, including comparative global perspectives.

Course Content:

BLOCK I: Women in Ancient India
Unit 1: Status and Role of Women in Early India
Women in Vedic society: education, participation in religious rituals, and roles in yajnas and assemblies.
Socio-economic position: property rights, inheritance, and dowry practices.
Patriarchy and matrilineal influences; examples from Rigveda and Atharvaveda.

Early legal codes and social norms: Manusmriti, Yajnavalkya Smriti; debates on women's autonomy.
Unit 2: Women in Mauryan and Post-Mauryan Periods
Role of women in administration, trade, and military contributions (e.g., references to Chandragupta's and Ashoka's era).
Women in Buddhist and Jain traditions: nunneries, spiritual leadership, and religious freedoms.
Representation in art, sculpture, literature (Sangam literature) and inscriptions.
Case study: Women rulers and patrons in regional kingdoms.
Unit 3: Women in Classical and Early Medieval India
Gupta and post-Gupta period: education, social mobility, property ownership, and marriage customs.
Women saints, poets, and scholars in Bhakti and early medieval literary movements.
Status of widows, child marriage, and societal norms.
Regional variations: South India vs. North India practices; role of caste and class.
BLOCK II: Women in Medieval India
Unit 1: Women in the Sultanate Period
Political and social status of women under Delhi Sultanate: royal vs. common women.
Influence of religion: Shariah, Purdah, and Hindu-Muslim intersections.
Case studies: Razia Sultana, women in regional courts, women's participation in administration.

Patronage of arts and architecture by women rulers.
Unit 2: Women in Mughal India
Women in royal courts: Nur Jahan, Jahanara Begum, Mumtaz Mahal.
Harem politics: power, influence, and limitations.
Women's education, cultural patronage, and artistic contributions.
Rural women's lives: economic roles, domestic labor, and social hierarchies.
Unit 3: Social, Economic, and Cultural Dimensions
Women in peasantry, craft, and trade sectors; regional variations.
Education, literary contributions, and religious engagement.
Gender norms, social mobility, and reform movements initiated by local communities.
Case study: Impact of Bhakti and Sufi movements on women's agency.
BLOCK III: Women in Colonial India
Unit 1: Impact of British Colonialism
Introduction of Western education and literacy programs for women.
Legal reforms affecting women: Widow Remarriage Act, Age of Consent Act, and other legislations.
Missionary education, debates on cultural interference, and women's literacy.
Social reformers' influence: Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Pandita Ramabai.

Unit 2: Women in the Freedom Movement
Women's roles in nationalist organizations: Congress, revolutionary groups, and grassroots activism.
Prominent figures: Sarojini Naidu, Annie Besant, Kasturba Gandhi, Aruna Asaf Ali.
Gendered experiences of imprisonment, civil disobedience, and leadership.
Regional case studies of women-led protests and movements.
Unit 3: Social Reform and Gender Debate
Feminist perspectives in 19th and early 20th centuries; debates on social issues like purdah, widowhood, and child marriage.
Growth of women's associations and clubs for legal and social reforms.
Case study: Women journalists and authors advocating social change.
Intersections of caste, class, and religion in reform movements.
BLOCK IV: Women in Modern India (Post-1947)
Unit 1: Legal and Constitutional Rights
Constitutional guarantees: equality, non-discrimination, and affirmative action.
Reforms in personal laws, property rights, and inheritance.
Women in judiciary, administration, and legislative bodies; landmark judgments.
Case study: Women in the Indian Parliament and state assemblies.
Unit 2: Women in Education, Economy, and Workforce

Trends in female literacy, higher education, and professional participation.
Participation in agriculture, industry, service, and informal sectors.
Policies and programs for women's empowerment: reservation, skill development, microfinance.
Case study: Women entrepreneurs and leaders in rural development.
Unit 3: Women in Politics, Media, and Society
Political representation and leadership; challenges and achievements.
Women in media, literature, cinema, and digital platforms.
Contemporary debates: gender-based violence, sexual harassment, and policy interventions.
Case study: Impact of campaigns like Beti Bachao Beti Padhao and #MeToo movement.
BLOCK V: Feminist Historiography and Research Methods
Unit 1: Feminist Approaches to Indian History
Evolution of women's history in India: early scholars to contemporary feminist historians.
Gender as a category of analysis; intersectionality with caste, class, and religion.
Debates on sources, interpretation, and representation.
Unit 2: Research Methods in Women's History
Primary sources: archival documents, inscriptions, letters, memoirs.
Secondary sources: historiographical works, feminist critiques, journal articles.
Oral histories, fieldwork, and ethical considerations.

Use of quantitative and qualitative methods for historical research.
Unit 3: Contemporary Issues and Case Studies
Comparative study of women's status across regions, religions, and communities.
Case studies: notable women leaders, reformers, and grassroots activists.
Integration of women's history into teaching, curriculum development, and public history projects.
Future directions in women's historiography and research.

Course Outcomes

1. After completing this course, students will be able to:
2. Demonstrate knowledge of women's experiences in ancient, medieval, and modern India.
3. Critically evaluate historical sources, debates, and interpretations regarding women.
4. Analyze the impact of social, economic, and political structures on women's lives.
5. Apply feminist, intersectional, and gendered perspectives to historical research.
6. Produce well-researched academic writing and presentations on women in Indian history.

References:

1. Forbes, G. (1996). *Women in Modern India*. Cambridge University Press.
2. Basu, A. (2008). *Women's Struggle: From Colonial to Contemporary India*. Manohar Publishers.
3. Chakravarti, U. (1993). *Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State*. Economic and Political Weekly.

4. Rajeswari Sunder Rajan, K. (1993). *Real and Imagined Women: Gender, Culture and Postcolonialism*. Routledge.

5. Tharu, S., & Lalita, K. (Eds.). (1991). *Women Writing in India: 600 B.C. to the Present*. Oxford University Press.

6. Omvedt, G. (1990). *Women and Rural Development: Perspectives from India*. Sage Publications.

7. Sen, S. (2000). *Women and Labour in Late Colonial India*. Oxford University Press.

Program: Master of Arts (History)

Course Name: History of Marwar and Mewar	Course Code: DMHT9302T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide an in-depth understanding of the historical evolution of Marwar and Mewar from early periods to the modern era.
2. To examine political, social, economic, and cultural developments in these regions.
3. To analyze the role of rulers, dynasties, and local institutions in shaping regional history.
4. To explore the impact of external invasions, alliances, and colonial policies on Marwar and Mewar.
5. To develop research skills for historical analysis, documentation, and critical interpretation of regional histories.

Course Content:

BLOCK – I: Early History and Foundation of Marwar and Mewar
Unit 1: Geographical and Historical Background
Geography of Marwar and Mewar; strategic significance in Rajasthan.
Early settlements, tribal societies, and pre-Rajput communities.
Sources of historical knowledge: inscriptions, chronicles, bardic accounts, and oral traditions.
Unit 2: Emergence of Rajput Principalities

Origins and migration of Rajput clans.
Establishment of ruling dynasties: Rathores of Marwar, Sisodias of Mewar.
Political organization and feudal structures.
Role of warfare and alliances in consolidating power.
Unit 3: Early Socio-Cultural Developments
Society, caste, and gender relations.
Religious practices, temples, and rituals.
Patronage of arts, literature, and local crafts.
Interaction with neighboring kingdoms and cultural exchanges.
BLOCK – II: Medieval Political and Military History
Unit 1: Marwar under Rathore Rule
Key rulers: Rao Jodha, Rao Maldeo, and their administration.
Marwar's military strategies and defense mechanisms.
Relations with Mewar, Delhi Sultanate, and Mughal Empire.
Revenue systems, land grants, and administration.
Unit 2: Mewar under Sisodia Dynasty
Prominent rulers: Rana Kumbha, Rana Sanga, Rana Pratap.
Political consolidation, fort construction, and diplomacy.

Resistance against Mughal expansion and alliances with neighboring states.
Military organization, guerrilla warfare, and defensive strategies.
Unit 3: Socio-Economic and Cultural Developments in Medieval Period
Agrarian economy, trade routes, and crafts.
Cultural patronage: literature, music, painting, and architecture.
Bhakti movement and religious reforms.
Social hierarchies and community life.
BLOCK – III: Marwar and Mewar under Mughal Influence
Unit 1: Mughal-Marwar Relations
Incorporation of Marwar into Mughal Empire.
Administrative arrangements and obligations.
Key figures: Rao Maldeo, Jaswant Singh, and their diplomacy.
Socio-political impact of Mughal suzerainty on Marwar.
Unit 2: Mewar-Mughal Relations
Akbar-Rana Pratap conflict and treaty settlements.
Administrative and military negotiations with Mughals.
Cultural exchange and influence of Mughal court traditions.
Preservation of Mewar's autonomy and identity.

Unit 3: Economic and Cultural Dimensions under Mughal Influence
Trade networks, taxation, and agrarian policies.
Architectural developments: forts, palaces, and temples.
Patronage of arts, literature, and manuscript traditions.
Interaction between Rajput and Mughal cultural traditions.
BLOCK – IV: Colonial Era and Transition
Unit 1: Marwar under British Suzerainty
Treaty arrangements and British political interventions.
Administration, law, and revenue reforms.
Socio-economic changes: land settlements, trade, and urbanization.
Role of local elites and princely diplomacy.
Unit 2: Mewar under British Rule
Administrative reforms and integration into Rajputana Agency.
Impact on local governance, revenue systems, and judiciary.
Changes in socio-economic structures and caste dynamics.
Resistance movements and local revolts.
Unit 3: Cultural and Social Developments in Colonial Period
Modern education, print culture, and social reform movements.

Patronage of literature, painting, and performing arts.
Caste, gender, and community responses to colonial policies.
Emergence of modern regional identity and historiography.
BLOCK – V: Post-Independence Developments and Research
Unit 1: Marwar and Mewar in Independent India
Integration of princely states into Indian Union.
Land reforms, economic development, and industrialization.
Tourism and preservation of historical monuments.
Continuity and change in social and political structures.
Unit 2: Heritage, Tourism, and Cultural Conservation
Role of heritage conservation and tourism in regional development.
Preservation of forts, palaces, and temples.
Festivals, fairs, and promotion of local culture.
Role of government, NGOs, and communities in heritage management.
Unit 3: Research Methods and Contemporary Issues
Historical research methods: archival research, epigraphy, oral history.
Documentation of monuments, manuscripts, and folk traditions.
Writing regional history within national narratives.

Emerging issues: digital archiving, sustainable tourism, and local identity studies.

Course Outcomes

1. Students will gain comprehensive knowledge of the historical and political developments in Marwar and Mewar.
2. Students will critically analyze the administrative, social, and economic structures of these regions.
3. Students will evaluate the role of culture, religion, and art in the historical identity of Marwar and Mewar.
4. Students will demonstrate skills in historical research, archival study, and heritage documentation.
5. Students will produce research papers and projects highlighting regional history within broader Indian historical narratives.

References:

1. Sharma, K. L. (2010). *Rajasthan: History and Culture of Marwar and Mewar*. Jaipur: Pointer Publishers.
2. Singh, R. K. (2012). *Rajputana: Political and Cultural History*. Jaipur: Rawat Publications.
3. Tod, J. (1920). *Annals and Antiquities of Rajasthan*. New Delhi: Asian Educational Services.
4. Gupta, R. (2015). *Forts, Palaces and Culture of Rajasthan*. Jaipur: ABD Publishers.
5. Singh, M. (2018). *Marwar and Mewar: Historical Perspectives*. New Delhi: Sage Publications.
6. Rajasthan State Archives. *Records of Marwar and Mewar*.
7. Archaeological Survey of India. *Reports on Monuments and Heritage Sites in Rajasthan*.

Program: Master of Arts (History)

Course Name: Sources of Ancient, Medieval, and Modern History of India	Course Code: DMHT9303T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To introduce students to various primary and secondary sources of Indian history.
2. To examine the methods of interpreting historical evidence from different periods.
3. To develop skills in critically analyzing inscriptions, manuscripts, and archival materials.
4. To familiarize students with historiographical debates on sources and their reliability.
5. To equip students to effectively use historical sources in research, teaching, and publication.

Course Content:

BLOCK I: Sources of Ancient Indian History
Unit 1: Literary Sources
Vedic texts: Rigveda, Atharvaveda, Brahmanas, Upanishads – historical interpretation.
Epics: Mahabharata and Ramayana; Puranas and their historiographical value.
Early Buddhist and Jain texts; accounts of foreign travelers like Megasthenes.
Critical issues in interpreting literary texts: myths, legends, and historical kernels.

Unit 2: Epigraphic and Numismatic Sources
Inscriptions: Ashokan edicts, rock and pillar inscriptions, temple inscriptions.
Palaeography: scripts of different periods and their relevance.
Coins: types, metallic composition, rulers, and economy; political history through numismatics.
Methodology: reading, dating, and interpreting inscriptions and coins.
Unit 3: Archaeological and Material Sources
Excavated sites: Indus Valley Civilization, Mauryan and post-Mauryan urban centers.
Monuments, sculptures, and architectural evidence.
Tools, pottery, and material culture as historical evidence.
Challenges in archaeological interpretation and reconstructing historical narratives.
BLOCK II: Sources of Medieval Indian History
Unit 1: Literary and Documentary Sources
Persian, Arabic, and regional chronicles: Ziauddin Barani, Abu'l Fazl, and Firishta.
Bhakti and Sufi literature as historical evidence.
Regional languages and vernacular chronicles.
Issues of bias, patronage, and authorial perspective.
Unit 2: Epigraphic and Numismatic Evidence
Sultanate and Mughal period inscriptions: religious, administrative, and commemorative.

Coins and medals: iconography, rulers' titles, and economy.
Temple inscriptions and grants as sources of political, social, and economic history.
Methods to authenticate and date medieval sources.
Unit 3: Archaeological and Material Culture
Forts, palaces, mosques, temples, and urban centers.
Art, sculpture, manuscripts, and decorative arts.
Everyday objects: pottery, jewelry, and textile evidence.
Interpreting material culture in social and economic context.
BLOCK III: Sources of Modern Indian History
Unit 1: Official Records and Administrative Sources
Gazetteers, government reports, colonial records, and parliamentary proceedings.
Census reports, statistical data, and district manuals.
Legal and administrative documents: laws, ordinances, and treaties.
Methodology: critical analysis of colonial documentation and official bias.
Unit 2: Literary and Journalistic Sources
Memoirs, letters, diaries of political leaders, reformers, and colonial officials.
Newspapers, journals, and periodicals: nationalist vs. colonial perspectives.
Biographies, novels, and literary writings as historical sources.

Evaluating reliability, propaganda, and authorial intent.
Unit 3: Oral Histories and Visual Sources
Oral traditions: folk songs, legends, and community narratives.
Visual materials: photographs, paintings, cartoons, and propaganda.
Audio-visual records and films.
Methods to preserve, interpret, and corroborate oral and visual evidence.
BLOCK IV: Methods and Techniques of Historical Research
Unit 1: Historiographical Approaches to Sources
Positivist, Marxist, subaltern, feminist, and postcolonial perspectives.
Debates on objectivity, authenticity, and interpretation of sources.
Comparative analysis of sources across periods.
Unit 2: Critical Methods of Source Analysis
External and internal criticism; textual criticism of manuscripts.
Cross-checking multiple sources for reliability.
Dating, provenance, and contextualization techniques.
Unit 3: Archival and Field Research
Use of archives, libraries, and digital repositories.
Oral history interviews: methodology, ethics, and transcription.

Fieldwork techniques: site visits, surveys, and documentation.
BLOCK V: Application and Integration of Sources
Unit 1: Writing History Using Sources
Structuring historical narratives using multiple sources.
Integrating archaeological, epigraphic, literary, and oral evidence.
Case studies: reconstructing specific events, regions, or social phenomena.
Unit 2: Digital Sources and New Technologies
Digital archives, databases, GIS mapping, and online repositories.
Use of computational tools for text analysis and data visualization.
Digital preservation of manuscripts, photographs, and oral records.
Unit 3: Contemporary Debates and Case Studies
Revisionist history and reinterpretation of sources.
Challenges in regional vs. national historiography.
Comparative studies of source utilization across periods and regions.

Course Outcomes:

1. After completing this course, students will be able to:
2. Identify and categorize the major sources of Indian history across ancient, medieval, and modern periods.

3. Critically evaluate the authenticity, reliability, and biases of historical sources.
4. Apply methodologies for interpreting textual, archaeological, and oral sources.
5. Analyze historiographical debates and perspectives on source material.
6. Integrate multiple types of sources into coherent historical research and writing.

References:

1. Majumdar, R.C., & Srivastava, A.N. (2009). *Historiography in Modern India*. Bombay: Bharatiya Vidya Bhavan.
2. Thapar, R. (2013). *Early India: From the Origins to AD 1300*. University of California Press.
3. Basham, A.L. (2010). *The Wonder That Was India*. Delhi: Rupa Publications.
4. Sharma, R.S. (2005). *India's Ancient Past*. Oxford University Press.
5. Chandra, S. (2010). *Medieval India: From Sultanate to the Mughals*. Har-Anand Publications.
6. Guha, R. (1998). *Subaltern Studies: Writings on South Asian History and Society*. Oxford University Press.
7. Tripathi, R.P. (2007). *Sources of Modern Indian History*. New Delhi: National Book Trust.

Program: Master of Arts (History)

Course Name: Political History of Ancient, Medieval, and Modern India	Course Code: DMHT9304T
Semester: 3	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide a comprehensive understanding of the political developments in India from ancient to modern times.
2. To examine the evolution of state structures, governance systems, and political institutions.
3. To analyze the impact of rulers, dynasties, and colonial powers on Indian polity.
4. To explore the socio-political and cultural factors shaping governance across historical periods.
5. To develop research skills in political history, historiography, and analytical interpretation.

Course Content:

BLOCK – I: Political History of Ancient India
Unit 1: Early Polities and State Formation
Indus Valley Civilization: urban governance, trade, and socio-political organization.
Vedic period: tribal assemblies (sabha, samiti), kingship, and political authority.
Emergence of Mahajanapadas and their administrative structures.

Formation of republican states (Gana-Sanghas) and monarchical systems.
Unit 2: Mauryan and Post-Mauryan Polities
Mauryan Empire: Chandragupta Maurya, Ashoka; centralization, administration, and law.
Arthashastra and Kautilya's political thought.
Post-Mauryan kingdoms: Shunga, Satavahana, Kushan, and Gupta empires; regional administration and diplomacy.
Unit 3: Political Institutions and Governance
Kingship, bureaucracy, and provincial administration.
Revenue systems, taxation, and economic control.
Military organization, warfare strategies, and diplomacy.
Role of religion, philosophy, and law in governance.
BLOCK – II: Political History of Medieval India
Unit 1: Early Medieval Polities (6th–13th Century CE)
Regional kingdoms: Chalukyas, Palas, Rashtrakutas, and Pratiharas.
Administration, revenue systems, and military organization.
Diplomatic relations and conflict management.
Role of religion and culture in legitimizing political authority.
Unit 2: Sultanate Period (1206–1526 CE)

Establishment and expansion of Delhi Sultanate.
Political organization: central authority, provincial governance, and military.
Socio-political challenges: revolts, succession, and consolidation.
Interaction with regional kingdoms and foreign powers.
Unit 3: Mughal Empire and Regional Powers
Akbar, Jahangir, Shah Jahan, and Aurangzeb: administration and policies.
Mansabdari and jagirdari systems; revenue administration under Todar Mal.
Relations with Rajput, Deccan, and Bengal kingdoms.
Decline of Mughal authority and emergence of regional powers: Marathas, Sikhs, and Mysore.
BLOCK – III: Political History of Modern India (1757–1857)
Unit 1: British East India Company and Political Expansion
Establishment and consolidation of Company rule.
Major battles: Plassey, Buxar; annexation policies.
Administrative structures, revenue systems, and judicial policies.
Subsidiary alliances and princely state diplomacy.
Unit 2: Social and Political Movements
Early reform movements: Brahmo Samaj, Arya Samaj, and social awakening.
Revolt of 1857: causes, course, and consequences.

Regional resistance movements and leadership.
British political strategies and suppression methods.
Unit 3: Transition to Crown Rule and Political Reorganization
Government of India Act 1858 and administrative changes.
Reorganization of provinces, revenue systems, and civil services.
Socio-political impact of colonial policies.
Emergence of Indian intelligentsia and early political organizations.
BLOCK – IV: Political History of Modern India (1858–1947)
Unit 1: Freedom Movement and Nationalism
Early nationalist organizations: Indian National Congress, All India Muslim League.
Moderate and extremist phases of nationalism; key leaders.
Role of peasant, tribal, and regional movements in freedom struggle.
Unit 2: Revolutionary Movements and Mass Politics
Revolutionary activities: Bengal, Punjab, and Maharashtra movements.
Gandhian era: Non-Cooperation, Civil Disobedience, and Quit India movements.
Role of women, marginalized communities, and press in freedom struggle.
Unit 3: Constitutional Developments and Partition
Government of India Acts (1909, 1919, 1935): political reforms and federalism.

Round Table Conferences and provincial autonomy.
Path to independence, Partition of India, and political integration.
BLOCK – V: Post-Independence Political Developments
Unit 1: Constitution and Democratic Institutions
Framing of Indian Constitution: Constituent Assembly debates.
Fundamental Rights, Directive Principles, and institutional structures.
Parliament, Judiciary, and Executive: evolution and functions.
Unit 2: Political Challenges and Governance
Integration of princely states and regional conflicts.
Linguistic reorganization and state formation.
Political parties, coalition governments, and electoral trends.
Social justice, affirmative policies, and decentralization.
Unit 3: Research Methods and Contemporary Analysis
Historical research techniques: archival research, primary sources, oral history.
Political historiography: interpretation and debates.
Writing historical narratives and analytical research papers.
Contemporary applications: comparative political history and policy insights

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Course Outcomes

1. Students will acquire detailed knowledge of political structures and governance in Ancient, Medieval, and Modern India.
2. Students will critically analyze dynastic politics, empire-building strategies, and administrative frameworks.
3. Students will evaluate the influence of internal and external factors on Indian political developments.
4. Students will demonstrate skills in historical research, archival study, and critical interpretation of political events.
5. Students will produce analytical essays, research papers, and presentations connecting historical politics to contemporary perspectives.

References:

1. Basham, A. L. (2004). *The Wonder That Was India*. London: Picador.
2. Majumdar, R. C., & Srivastava, A. N. (2012). *History of Medieval India*. Delhi: Bharatiya Vidya Bhavan.
3. Gordon, S. (2011). *The Marathas 1600–1818*. Cambridge University Press.
4. Metcalf, T. R., & Metcalf, B. D. (2012). *A Concise History of Modern India*. Cambridge University Press.
5. Sarkar, S. (1983). *Modern India 1885–1947*. Macmillan.
6. Majumdar, A. K. (2010). *History of Ancient India*. New Delhi: Motilal Banarsidass.
7. Grover, B. L., & Grover, S. (2008). *A New Look at Modern Indian History*. New Delhi: S. Chand & Company.
8. Sharma, S. R. (2015). *Political History of India*. Jaipur: Rawat Publications.

Program: Master of Arts (History)

Course Name: Democracy and Development – II	Course Code: DMHT9301S
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 3:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To examine the evolution of democracy and development in India and comparative global contexts.
2. To explore the relationship between democratic institutions, governance, and socio-economic development.
3. To analyze challenges to democratic consolidation, political participation, and social equity.
4. To develop students' critical understanding of policy frameworks, development indicators, and social change.
5. To enable students to conduct research on political, social, and economic dimensions of democracy and development.

Course Content:

BLOCK I: Theoretical Foundations of Democracy and Development
Unit 1: Concepts and Definitions
Detailed understanding of democracy: liberal, participatory, deliberative, and representative forms.

Concept of development: GDP growth, Human Development Index (HDI), multidimensional poverty index, and gender development index.
Interrelationship between democracy and development: modernization theory, neo-institutionalism, Amartya Sen's capability approach.
Case examples: Correlation between democratic governance and social development indicators in India, Scandinavian countries, and East Asia.
Unit 2: Historical Evolution of Democratic Thought
Classical liberalism: Locke, Montesquieu, and Rousseau's contribution to constitutionalism.
Republicanism and civic humanism: citizen participation, civic virtue, and public good.
Postcolonial perspectives: challenges of democracy in newly independent states; Indian constitutional design as a synthesis of global and indigenous ideas.
Key examples: Indian Constituent Assembly debates and role of social reformers in democratization.
Unit 3: Development Theories and Approaches
Economic growth vs. human development paradigms: Rostow, Sen, and Sustainable Development Goals (SDGs).
Social justice frameworks: Rawls' theory of justice, inclusive growth, and equity-focused policies.
Role of democracy in promoting equitable development: citizen participation, accountability mechanisms, decentralization.
Comparative examples: Brazil's Bolsa Família, Kerala model of development, and Nordic welfare states.

BLOCK II: Democracy in Practice: India and Comparative Perspectives
Unit 1: Indian Democratic Institutions
Constitution of India: Preamble, Fundamental Rights, Duties, Directive Principles of State Policy (DPSPs).
Parliament, Judiciary, Executive: structure, separation of powers, judicial review, and checks and balances.
Electoral systems: first-past-the-post, proportional representation in local bodies, state legislatures.
Panchayati Raj and urban local governance: 73rd and 74th Constitutional Amendments; citizen participation at grassroots.
Unit 2: Comparative Democracies
Case studies: United States, United Kingdom, Germany, Japan, and South Africa.
Differences in electoral systems, bicameral legislatures, judicial powers, and federal arrangements.
Lessons for India: challenges of coalition politics, federal flexibility, and minority representation.
Unit 3: Civil Society and Political Participation
Role of NGOs, trade unions, advocacy groups, and social movements in shaping policy.
Citizen engagement: voting behavior, civic education, digital platforms for participation.
Challenges in marginalized communities' participation: gender, caste, religious minorities, and persons with disabilities.

BLOCK III: Development and Socio-Economic Change
Unit 1: Economic Development and Policy
Planning and development in India: evolution from Five-Year Plans to NITI Aayog strategies.
Agriculture: Green Revolution, modern farming techniques, food security programs.
Industry and services: MSMEs, IT sector, Make in India initiative.
Poverty alleviation: MNREGA, PM-Kisan, and microfinance for rural development.
Unit 2: Social Development
Education: Right to Education Act, literacy programs, and digital education initiatives.
Health: National Health Mission, vaccination drives, and public health policies.
Gender and minority development: Beti Bachao Beti Padhao, minority scholarships, and affirmative action policies.
Social inclusion: policies for SC/ST, persons with disabilities, and other marginalized groups.
Unit 3: Political Economy of Development
Governance and corruption: anti-corruption measures, RTI, and citizen charters.
Policy-making and regulatory frameworks: fiscal policy, social welfare schemes, and economic reforms.
Role of international organizations: UNDP, World Bank, IMF, and OECD in policy guidance.
Case examples: Economic reforms of 1991, GST implementation, and labor law reforms.

BLOCK IV: Challenges to Democracy and Development
Unit 1: Political Challenges
Electoral malpractice, populism, and political instability.
Federalism, coalition politics, and regional party dynamics.
Civil liberties and freedom of expression: role of judiciary, press, and civil society in protecting democratic norms.
Unit 2: Social Challenges
Inequality: caste, class, and gender dimensions.
Communalism, identity politics, and social unrest: impact on policy and governance.
Urbanization and migration: pressure on infrastructure, social services, and employment opportunities.
Unit 3: Economic Challenges
Poverty, unemployment, and underdevelopment: structural constraints and policy responses.
Resource allocation: energy, water, and land disputes; sustainable development challenges.
Globalization: impact on domestic industries, informal sector, and economic inequality.
BLOCK V: Research, Policy, and Contemporary Perspectives
Unit 1: Research Methods in Democracy and Development
Qualitative research: interviews, focus groups, and ethnographic studies.
Quantitative research: surveys, statistical analysis, econometric tools, and GIS mapping.

Ethics in research: confidentiality, informed consent, and responsible reporting.
Unit 2: Policy Analysis and Evaluation
Evaluating programs: performance metrics, indicators, and impact assessment.
Role of think tanks and research institutions in policy formulation.
Comparative policy studies: learning from global best practices and contextual adaptation.
Unit 3: Contemporary Issues and Case Studies
Women's empowerment: policies, participation, and leadership roles.
Child rights: education, health, and protection schemes.
Digital governance: e-governance, transparency, and citizen engagement platforms.
Case studies: Right to Education, MGNREGA, Swachh Bharat, Ayushman Bharat, and National Rural Health Mission.

Course Outcomes

1. After completing this course, students will be able to:
2. Demonstrate understanding of democratic institutions, governance structures, and development processes.
3. Critically analyze the interconnections between political participation, social policy, and economic growth.
4. Evaluate challenges to democracy, including inequality, corruption, and social exclusion.
5. Apply theoretical and empirical tools to assess development outcomes in India and comparative contexts.

6. Produce research-based analyses and policy-oriented recommendations grounded in historical and contemporary evidence.

References:

1. Dahl, R. A. (1989). *Democracy and Its Critics*. Yale University Press.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Narain, I. (2015). *Democracy and Development in India: Institutions, Policies, and Challenges*. Routledge India.
4. Kohli, A. (2006). *Politics of Economic Growth in India 1980–2005*. Oxford University Press.
5. Barber, B. R. (1998). *Strong Democracy: Participatory Politics for a New Age*. University of California Press.
6. Jahan, R. (2000). *The Elusive Agenda: Democracy and Development in South Asia*. Brookings Institution Press.
7. Pal, M. (2014). *Governance and Development in India: Contemporary Issues*. Sage Publications.

SYLLABUS

(SEMESTER IV)

Program: Master of Arts (History)

Course Name: : Social, Cultural, and Religious History of Ancient, Medieval, and Modern India	Course Code: **D**MHT9401T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide a detailed understanding of the social, cultural, and religious developments in India from ancient to modern times.
2. To examine the interplay between religion, society, and culture in shaping Indian civilization.
3. To explore the evolution of social institutions, cultural expressions, and religious traditions.
4. To develop critical skills for analyzing historical sources and interpreting socio-cultural transformations.
5. To enable students to conduct research and scholarly writing on Indian social, cultural, and religious history.

Course Content:

BLOCK I: Social and Cultural History of Ancient India
Unit 1: Social Structures and Institutions
Varna and caste system: origin, evolution, function, and textual sources (Vedas, Dharmashastras).

Family, kinship, and marriage practices: joint family, gotra, matrilineal and patrilineal traditions.
Tribal and rural societies: administration, tribal governance, integration with urban settlements.
Slavery, servitude, and social hierarchies.
Unit 2: Cultural Expressions in Ancient India
Art and architecture: Harappan civilization, Stupas (Sanchi, Bharhut), temple architecture evolution (Gupta, post-Gupta).
Literature: Rigveda, Atharvaveda, Mahabharata, Ramayana, Puranas, Sanskrit dramas (Kalidasa, Bhasa).
Music, dance, performing arts, and oral traditions: Natya Shastra, folk performances, instruments, and rituals.
Unit 3: Religious Developments
Vedic religion: rituals, yajnas, Upanishadic philosophy, and concept of dharma.
Rise of Jainism and Buddhism: ethical codes, social reforms, spread in India and abroad.
Early Bhakti and devotional movements: Alvars, Nayanars, influence on social cohesion.
Pilgrimage, ritual practices, and religious education.
BLOCK II: Social, Cultural, and Religious History of Medieval India
Unit 1: Social Structures and Life
Feudalism: jagirdari system, land tenure, and agrarian hierarchies.
Role of women: marriage patterns, seclusion, and property rights.

Urbanization: growth of towns, trade guilds, artisan communities.
Caste and occupational diversification, slavery, and servitude.
Unit 2: Cultural Developments
Art and architecture: Sultanate mosques, Mughal forts, regional styles (Vijayanagar, Rajput).
Literature and language: Persian, Arabic, Sanskrit, and regional vernaculars (Tamil, Kannada, Hindi).
Music and performing arts: Qawwali, classical music, folk traditions, miniature paintings.
Education and centers of learning: madrasas, pathshalas, gurukuls.
Unit 3: Religious Movements and Interaction
Spread of Islam: Sufism, Chishti and Suhrawardi orders, integration with society.
Bhakti and Sant movements: Kabir, Tulsidas, Meera Bai, Chaitanya Mahaprabhu, Ramananda.
Syncretism and conflicts: religious tolerance, communal tensions, interfaith dialogue.
Temples, shrines, and pilgrimage centers: cultural and economic significance.
BLOCK III: Social and Cultural History of Early Modern India (16th–18th Century)
Unit 1: Social Organization
Caste, class, and mobility under Mughal administration.
Rural economy: agrarian relations, land taxation, zamindari system, village governance.
Women and family: purdah, widowhood, polygamy, inheritance practices.

Slavery, bonded labor, and migration patterns.
Unit 2: Cultural Flourishing
Mughal art and architecture: Taj Mahal, Fatehpur Sikri, Mughal miniatures, gardens.
Literature: Persian chronicles (Baburnama, Akbarnama), vernacular epics, historiography.
Music, dance, and performance: court patronage of classical and folk forms.
Patronage and synthesis of Indo-Persian culture.
Unit 3: Religious Trends and Reforms
Religious syncretism: Bhakti, Sufi, Sikh movements and integration.
Reformist and devotional leaders: Guru Nanak, Sant traditions, Ramananda.
Local cults, village deities, and interaction with imperial policies.
Role of religious institutions in education and social welfare.
BLOCK IV: Social and Cultural History of Modern India (19th–20th Century)
Unit 1: Social Reform and Transformation
Impact of colonialism: economy, society, legal system, education.
Reform movements: Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Swami Vivekananda, Dayananda Saraswati.
Women's rights: education, widow remarriage, abolition of Sati, social legislation.
Emergence of social consciousness and debate on caste and class.

Unit 2: Cultural Renaissance
Bengal Renaissance and regional cultural revivals: literature, theatre, journalism.
Art, literature, and print culture: novels, newspapers, poetry, drama.
Nationalism and cultural identity: role of literature, festivals, and folk revival.
Unit 3: Religion and Nationalism
Religious reform movements: Brahmo Samaj, Arya Samaj, Aligarh Movement.
Religious pluralism, secularism, and communal tensions.
Role of religion in freedom struggle: Gandhi, Tagore, Nehru, grassroots movements.
Temples, mosques, and churches in social and political life.
BLOCK V: Contemporary Perspectives and Research Methods
Unit 1: Social and Cultural Trends Post-Independence
Continuity and change in caste, class, gender relations.
Urbanization, migration, globalization, and modern social movements.
Cultural policies, heritage preservation, and contemporary art, cinema, and literature.
Unit 2: Religion, Society, and Secularism
Contemporary religious movements, interfaith dialogue, and minority rights.
Secular governance, legal frameworks, and social justice initiatives.
Role of media, digital culture, and public history in shaping society.

Unit 3: Research Methods and Case Studies
Archival research, oral histories, and fieldwork methods.
Critical evaluation of sources: inscriptions, manuscripts, colonial records, newspapers.
Case studies: rural social change, urban development, reform movements, caste dynamics.
Interdisciplinary approaches: sociology, anthropology, political science.

Course Outcomes

1. After completing this course, students will be able to:
2. Demonstrate knowledge of social, cultural, and religious structures across ancient, medieval, and modern India.
3. Analyze the role of religion and culture in shaping Indian society.
4. Critically evaluate historical sources and narratives relating to social and cultural history.
5. Examine continuity and change in social customs, rituals, and cultural practices over time.
6. Apply historical perspectives to research and produce scholarly analyses on socio-cultural topics.

References:

1. Majumdar, R. C., & Pusalker, A. D. (1960). *The History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
2. Thapar, R. (2002). *Early India: From the Origins to AD 1300*. University of California Press.
3. Chandra, S., et al. (2019). *Medieval India: Society, Culture, and Religion*. Har-Anand Publications.

4. Bayly, S. (2001). *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*. Cambridge University Press.

5. Metcalf, T. R., & Metcalf, B. D. (2012). *A Concise History of Modern India*. Cambridge University Press.

6. Sharma, R. S. (2005). *India's Ancient Past*. Oxford University Press.

7. Guha, R. (2010). *India After Gandhi: The History of the World's Largest Democracy*. HarperCollins.

Program: Master of Arts (History)

Course Name: Economic History of Ancient, Medieval, and Modern India	Course Code: **D**MHT9402T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide a comprehensive understanding of the economic systems and structures in India across ancient, medieval, and modern periods.
2. To analyze the evolution of trade, commerce, agriculture, and industry in different historical contexts.
3. To examine the impact of rulers, dynasties, and colonial powers on economic development.
4. To explore socio-economic institutions, taxation, land tenure, and labor systems in historical perspective.
5. To develop research skills for critical analysis and interpretation of economic history using primary and secondary sources.

Course Content:

BLOCK – I: Economic History of Ancient India
Unit 1: Agrarian Economy and Land Systems
Agriculture in Indus Valley Civilization: advanced irrigation, ploughing techniques, granaries, crop rotation, and trade surplus.
Landholding patterns in Vedic and Mahajanapada periods; pastoralism vs settled agriculture;

taxation and tribute systems.
Mauryan agrarian economy: land revenue assessment, state control mechanisms, and peasant obligations.
Case study: Ashokan inscriptions on economic and agrarian policies.
Unit 2: Trade, Commerce, and Urban Economy
Internal trade: barter systems, coinage, and regional marketplaces.
Maritime trade: Arabian Sea, Persian Gulf, and Southeast Asia trade links.
Urban centers: taxation, markets, guilds, artisanal production; role of ports in economic growth.
Case study: Economic organization of cities like Harappa, Pataliputra, and Ujjain.
Unit 3: Industry and Technology
Crafts and manufacturing: metallurgy, terracotta, pottery, textile weaving.
Technological innovations and water management systems: wells, tanks, and canals.
Labor organization: bonded labor, artisanship, and guild regulations.
Analytical insight: Comparison of craft specialization across different regions.
BLOCK – II: Economic History of Medieval India (6th–16th Century CE)
Unit 1: Agrarian Economy and Land Revenue Systems
Early medieval agrarian structures: village communities, land grants, and peasantry obligations.
Feudal arrangements: rajamandala system, role of local chiefs, land revenue collection.
Irrigation, crop patterns, and taxation: impact on peasant productivity and food security.

Case study: Chola and Vijayanagara agrarian policies.
Unit 2: Trade, Commerce, and Urbanization
Local and regional trade networks; fairs, marketplaces, and craft towns.
Maritime trade: Indian Ocean commerce, ports of Gujarat, Malabar, and Bengal.
Role of urban centers in fostering economic diversification; guild structures and merchant associations.
Analytical insight: Trade influence on social mobility and urban growth.
Unit 3: Industry, Crafts, and Technological Development
Cottage industries and specialization in textiles, metallurgy, and handicrafts.
State patronage: royal workshops, artisan communities, and taxation policies.
Technological innovations: water wheels, looms, and metallurgy.
Case study: Economic significance of the Chintz industry in Gujarat.
BLOCK – III: Economic History under Mughal and Regional Powers (16th–18th Century)
Unit 1: Mughal Agrarian Economy
Land revenue systems: zabt, jagir, mansabdari arrangements, and revenue measurement techniques.
Crop patterns: cereal, cash crops, and irrigation methods.
Administration and peasant conditions; role of zamindars and revenue officers.
Analytical insight: Comparative study of Mughal agrarian productivity across regions.

Unit 2: Trade, Commerce, and Monetary Systems
Internal trade: market structures, caravans, fairs, and trade hubs.
External trade: European trading companies, ports, and maritime commerce.
Currency, banking, indigenous credit systems, and monetary circulation.
Case study: Bengal's role in global trade under Mughal rule.
Unit 3: Industrial Production and Artisan Economy
Textile industry: weaving centers, local and export markets.
Craft industries: metallurgy, pottery, and handicrafts with regional specialization.
Labor organization, guild regulations, and technological innovations.
Analytical insight: Mughal economic policies and urban artisan prosperity.
BLOCK – IV: Economic History under Colonial India (1757–1947)
Unit 1: Agrarian Economy under British Rule
Land revenue systems: Permanent Settlement, Ryotwari, Mahalwari.
Impact on peasantry, rural society, and land productivity.
Famines, commercialization of crops, and agrarian distress.
Case study: Bengal Famine of 1770 and its economic implications.
Unit 2: Trade, Commerce, and Industrial Economy
Colonial trade policies: deindustrialization and dependence on British imports.

Emergence of cash crops and plantation economy.
Infrastructure development: railways, ports, canals, and their economic effects.
Analytical insight: Regional disparities in colonial economic policies.
Unit 3: Industrialization and Economic Nationalism
Growth of modern industries: textiles, jute, iron, and coal.
Indigenous entrepreneurship: Swadeshi movement and industrial revival.
Urbanization, labor systems, and socio-economic consequences of industrialization.
Case study: Bombay textile industry and nationalist economic policies.
BLOCK – V: Post-Independence Economic Developments
Unit 1: Agrarian and Rural Development
Land reforms, Green Revolution, and modernization of agriculture.
Cooperatives, irrigation projects, rural credit systems, and agricultural subsidies.
Socio-economic impact on marginalized communities and rural employment.
Analytical insight: Evaluation of agricultural policies and rural transformation.
Unit 2: Industrial and Trade Policy
Industrial policy resolutions: planning, mixed economy, and import substitution.
Growth of public and private sectors; small-scale industries and entrepreneurship.
Regional disparities, sectoral growth, and economic liberalization.

Case study: Industrial development in Gujarat and Maharashtra.
Unit 3: Research Methods and Contemporary Economic Analysis
Historical economic research: archival sources, quantitative methods, and statistical data.
Writing analytical papers, policy evaluation, and case studies.
Application of historical insights to contemporary economic and developmental issues.
Analytical insight: Comparing historical economic challenges with modern policy solutions.

Course Outcomes

1. Students will gain detailed knowledge of economic patterns, trade networks, and production systems in India's history.
2. Students will critically analyze the influence of political authority, social institutions, and external contacts on economic development.
3. Students will evaluate continuity and change in agrarian, industrial, and commercial practices across periods.
4. Students will demonstrate skills in historical economic research, archival analysis, and interpretation of quantitative and qualitative data.
5. Students will produce research papers, essays, and presentations on economic history with appropriate analytical rigor.

References:

1. Habib, I. (2011). *Economic History of Medieval India*. Tulika Publishers.
2. Bandyopadhyay, S. (2010). *From Plassey to Partition: A History of Modern India*. Orient Blackswan.
3. Raychaudhuri, T., & Habib, I. (1982). *The Cambridge Economic History of India, Vol. I–III*. Cambridge University Press.
4. Ghosh, A. (2015). *Indian Economy in Historical Perspective*. Academic Foundation.

5. Sharma, R. S. (2005). *India's Ancient Past: Economic and Social History*. Oxford University Press.
6. Chaudhuri, K. N. (1978). *Trade and Civilization in the Indian Ocean*. Cambridge University Press.
7. Thorner, D., & Thorner, A. (1970). *Land and Labour in India*. Asia Publishing House.

Program: Master of Arts (History)

Course Name: History of Contemporary India and Maritime History of India	Course Code: DMHT9403T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives:

1. To provide a comprehensive understanding of India's contemporary history from the 18th century to the post-independence period.
2. To explore India's maritime history, trade networks, and seafaring traditions.
3. To examine socio-political, economic, and cultural transformations in modern India.
4. To develop analytical skills in interpreting primary and secondary sources related to contemporary and maritime history.
5. To enable students to conduct research and critically evaluate historical developments in both terrestrial and maritime contexts.

Course Content:

BLOCK I: India in the 18th Century
Unit 1: Political and Administrative Developments
Decline of the Mughal Empire: Causes, regional fragmentation, and administration under weak emperors.
Rise of Marathas, Sikhs, Mysore, and other princely states: military strategies, alliances, and

governance structures.
European trading companies: East India Company's expansion, diplomacy, wars, and revenue collection; comparison with French and Dutch enterprises.
Administrative experiments and challenges: jagirdari, zamindari, and early revenue systems.
Unit 2: Economic and Social Conditions
Agrarian structures: land tenure, taxation, and rural economy under regional powers.
Trade and commerce: inland and maritime trade routes, local markets, and guilds.
Urban centers: growth of towns like Delhi, Agra, and Surat; role of artisans and merchants.
Social hierarchy and caste: status of women, marginalized communities, and emerging occupational groups.
Unit 3: Cultural Developments
Literature: Persian, Sanskrit, and vernacular contributions; early newspapers and pamphlets.
Arts and architecture: late Mughal painting, miniature art, and regional architecture.
Religious movements: Bhakti and Sufi traditions, interfaith dialogue, and spiritual literature.
Early print culture: introduction of printing presses and dissemination of knowledge.
BLOCK II: Colonial Expansion and Resistance (19th Century)
Unit 1: British Consolidation
Expansion after Plassey (1757) and Anglo-Mysore and Maratha wars.
Administration: British legal and revenue systems; introduction of civil services.

Education: Western education policy, missionary schools, and the emergence of new intelligentsia.
Princely states: Subsidiary alliances, Doctrine of Lapse, and indirect rule mechanisms.
Unit 2: Socio-Economic Changes
Colonial economy: deindustrialization, cash crops, and famines.
Infrastructure: Railways, telegraphs, roads, and ports; impact on trade and social mobility.
Urbanization and migration: growth of port cities and labor migration patterns.
Social consequences: changing land relations, peasant unrest, and early labor movements.
Unit 3: Reform Movements and Early Nationalism
Social reformers: Raja Ram Mohan Roy, Dayananda Saraswati, Ishwar Chandra Vidyasagar.
Role of education, press, and associations in political consciousness.
Regional and pan-Indian nationalist movements; formation of Indian National Congress.
Early revolts and regional resistance: Sepoy Mutiny (1857) and localized uprisings.
BLOCK III: Contemporary India (20th Century)
Unit 1: Freedom Struggle and Mass Movements
Revolutionary movements: Anushilan Samiti, HSRA, and regional uprisings.
Gandhian strategies: Non-Cooperation, Civil Disobedience, Quit India Movement; mass mobilization techniques.
Regional and marginalized participation: Dalits, tribal communities, and women in freedom

struggle.
Ideological debates: socialism, Swaraj, and communal unity.
Unit 2: Partition and Independence
Political negotiations and Indian Independence Act 1947.
Partition: causes, implementation, population displacement, communal violence.
Rehabilitation and refugee resettlement programs.
Integration of princely states: accession, diplomacy, and challenges to unity.
Unit 3: Post-Independence Developments
Nation-building: Constitution, planning, and institutional reforms.
Economic policies: land reforms, Five-Year Plans, industrialization, and Green Revolution.
Social reforms: education, health, caste-based reservations, and women empowerment.
Foreign policy: non-alignment, regional diplomacy, and global integration.
BLOCK IV: Maritime History of India
Unit 1: Ancient Maritime Traditions
Harappan trade: ports, maritime routes, and commerce with Mesopotamia.
Mauryan, Satavahana, Gupta maritime trade: goods exchanged, merchant communities.
Navigation techniques: ship types, monsoon patterns, and seafaring knowledge.
Cultural exchange: spread of religion, language, and technology through maritime networks.

Unit 2: Medieval Maritime Networks
Chola naval expeditions and Southeast Asian trade; naval organization.
Arab, Persian, and Chinese traders: trade commodities, settlements, and diplomatic relations.
Indian ports: Calicut, Surat, Masulipatnam, and their role in regional commerce.
Cultural exchanges via maritime routes: art, religion, and technology dissemination.
Unit 3: Colonial and Modern Maritime History
European domination: Portuguese, Dutch, French, British naval and commercial strategies.
Development of major ports, shipping companies, and naval infrastructure.
Maritime policies: trade monopolies, navigation acts, and mercantile regulations.
Modern Indian merchant marine: post-independence trade, fisheries, and strategic naval development.
BLOCK V: Research Methods and Contemporary Perspectives
Unit 1: Research Methodologies
Archival research: government records, letters, maps, and logs.
Oral histories, travelogues, and maritime narratives.
Comparative approaches: integrating continental and maritime history.
Ethical considerations: consent, representation, and interpretation.
Unit 2: Case Studies in Contemporary India

Industrialization and urbanization: major cities and industrial hubs.
Agricultural modernization: Green Revolution, irrigation projects, and rural development.
Socio-economic reforms: poverty alleviation, education, health, and women empowerment.
Policy evaluation: success and limitations of post-independence development programs.
Unit 3: Maritime Heritage and Policy
Coastal communities, fisheries, and port town development.
Maritime security, naval strategy, and Indian Ocean geopolitics.
Heritage conservation: museums, documentation, and public engagement.
Policy integration: maritime trade and tourism as part of national development.

Course Outcomes

1. After completing this course, students will be able to:
2. Demonstrate knowledge of key political, economic, and social developments in India from the 18th century to the present.
3. Analyze India's maritime history, including trade, navigation, and cultural exchange.
4. Critically evaluate historical sources, including archival records, manuscripts, and travel accounts.
5. Apply historical perspectives to contemporary issues related to economic, social, and maritime development.
6. Produce research-based historical writing integrating both continental and maritime perspectives.

References:

1. Majumdar, R.C., & Pusalker, A.D. (1960). *The History and Culture of the Indian People*. Bharatiya Vidya Bhavan.
2. Metcalf, T.R., & Metcalf, B.D. (2012). *A Concise History of Modern India*. Cambridge University Press.
3. Thapar, R. (2002). *Early India: From the Origins to AD 1300*. University of California Press.
4. Chandra, B. (2009). *India's Struggle for Independence*. Penguin Books India.
5. Subrahmanyam, S. (1990). *The Portuguese Empire in Asia, 1500–1700*. Longman.
6. Chaudhuri, K.N. (1985). *Trade and Civilization in the Indian Ocean*. Cambridge University Press.
7. Das, S.K. (2013). *Maritime History of India: Trade, Navigation, and Empire*. Routledge India.

Program: Master of Arts (History)

Course Name: State in Ancient Medieval, and Modern India	Course Code: DMHT9404T
Semester: 4	Core / Elective: Core
Teaching Scheme in Hrs (L:T:P): 4:0:0	Credits: 4
Type of course: Lecture+ Assignments	Total Contact Hours: 12
Continuous Internal Evaluation: 30 Marks	ESE: 70 Marks

Course Objectives

1. To understand the evolution of the concept and structure of the State in Indian history.
2. To analyze political institutions, administrative systems, and theories of governance from ancient to modern periods.
3. To examine continuity and change in state formation and state power across historical periods.
4. To critically evaluate historiographical debates on the nature of the Indian State.
5. To develop analytical skills for interpreting primary and secondary historical sources related to state systems.

Course Content:

BLOCK I: Theoretical Perspectives and Early State Formation
Unit 1: Theories of State in Historical Perspective
• Concept of State: Definitions and Characteristics
• Western and Indian theories of State
• Marxist, Weberian, and Subaltern perspectives

• Sources for studying ancient Indian polity
Unit 2: State Formation in Early India
• From tribal polities to Mahajanapadas
• Gana-Sanghas and monarchies
• Role of kinship, clan, and territory
• Emergence of taxation and bureaucracy
Unit 3: Mauryan State
• Nature of Mauryan polity
• Kautilya's Arthashastra and theory of kingship
• Ashokan Dhamma and statecraft
• Administration, army, and revenue system
BLOCK II: State in Early Medieval India
Unit 4: Post-Mauryan Polities
• Satavahanas, Kushanas, Guptas
• Feudalism debate in Indian historiography
• Land grants and decentralization
Unit 5: Regional Kingdoms (600–1200 CE)
• Cholas and administrative system
• Rajput polity and clan-based states

• Temple as socio-political institution
Unit 6: Nature of Early Medieval State
• Segmentary state debate (Burton Stein)
• Integrative vs. decentralized models
• Military organization and revenue structure
BLOCK III: State under the Delhi Sultanate and the Mughals
Unit 7: State under the Delhi Sultanate
• Nature of Turkish conquest
• Theory of kingship
• Iqta system and revenue administration
• Role of ulema and nobility
Unit 8: Mughal State Structure
• Central administration
• Mansabdari and Jagirdari systems
• Revenue reforms under Akbar (Todar Mal's system)
Unit 9: Debates on the Mughal State
• Centralized vs. patrimonial-bureaucratic state
• Crisis of the Mughal Empire
• Regionalization of power in the 18th century

BLOCK IV: State under Colonial Rule
Unit 10: Early Colonial State (1757–1858)
• East India Company's expansion
• Dual Government in Bengal
• Revenue settlements: Permanent, Ryotwari, Mahalwari
• Judicial and administrative reforms
Unit 11: Colonial State (1858–1947)
• Crown rule and centralized administration
• Indian Civil Services
• Police, army, and law codes
• Role of census and surveys
Unit 12: Nationalism and the Colonial State
• Indian response to colonial authority
• Moderates, Extremists, and Revolutionary critique
• Gandhian concept of Swaraj
• Constitutional developments (1909–1935)
BLOCK V: Post-Colonial Indian State
Unit 13: Making of the Indian Constitution
• Constituent Assembly debates

• Federalism and parliamentary democracy
• Fundamental Rights and Directive Principles
Unit 14: Nature of the Post-Colonial State
• Planned development and welfare state
• Centre-State relations
• Emergency and democratic challenges
Unit 15: Contemporary Debates on the Indian State
• Liberalization and globalization
• Identity politics and state
• Decentralization: Panchayati Raj
• State and civil society

Course Outcomes

After completing this course, learners will be able to:

1. Explain major theories and models of state formation in Indian history.
2. Analyze administrative, legal, and military institutions of ancient, medieval, and modern Indian states.
3. Critically assess historiographical debates regarding centralized vs. decentralized state structures.
4. Compare different political systems across historical periods.
5. Interpret historical texts such as Arthashastra, inscriptions, farmans, and colonial records in understanding state functioning.
6. Evaluate the transformation from pre-colonial polities to colonial and post-colonial state structures.

References:

1. Kautilya, *Arthashastra*
2. Ashokan Inscriptions
3. Abul Fazl, *Ain-i-Akbari*
4. Government of India Act (1935)
5. Constituent Assembly Debate
6. R.S. Sharma – *Aspects of Political Ideas and Institutions in Ancient India*
7. Romila Thapar – *From Lineage to State*

5.3 Faculty and Support Staff

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions exclusively for ODL mode.

List of Faculty associated with MA (History) program is as follows:

S. No	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1	Dr. Laxman Prasad	Associate Professor	Full-Time	PhD	History
2	Dr. Sanjay Parihar	Assistant Professor	Full-Time	PhD	History

5.4 Delivery Mechanism

The Madhav University (MU) ODL Programmes follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching learning process. ODL of MU academic delivery system comprises:

Print Material: The printed material of the programme supplied to the students will be unit wise for every course.

Counselling Sessions: There will be 12 counselling/ contact classes in face-to-face mode of one hours each for a course of 4 credits. The counselling sessions / face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

5.5 Learner Support Centre and Learner Support Services

Madhav University does not establish or operate any Learner Support Centre (LSC) outside the permissible territorial jurisdiction of the University. The University establishes and maintains a Learner Support Centre at its campus to provide academic and administrative support services to learners enrolled in Open and Distance Learning (ODL) programmes.

The Learner Support Centre is headed by a Coordinator who is not below the rank of Assistant Professor. The University provides adequate academic and non-academic manpower for the Learner Support Centre in accordance with the number of learners enrolled and the applicable provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments. The availability of qualified counsellors, supervisors, academic support personnel and other required staff is ensured as per the nature and requirements of the programmes offered.

At present, Madhav University has one Learner Support Centre located at the University campus. The University does not promote, establish or operate any franchisee, outsourced, Information Centre, Facilitation Centre, Nodal Centre, Knowledge Partner or similar arrangement for providing ODL academic or learner support services outside the framework permitted under the UGC regulations.

The University provides learner support services through a structured single-window mechanism at the Learner Support Centre and through the University's designated digital platforms. The details relating to the Learner Support Centre, including its address, Coordinator, contact details, working hours, counselling schedule and available facilities, are maintained and made available to learners through the University's official website and other prescribed information channels.

6. Procedure for Admissions, Curriculum, Transaction and Evaluation

6.1 Admission Process

Learners seeking admission to programmes offered through the Centre for Distance and Online Education (CDOE), Madhav University, shall apply through the University's designated admission portal: https://cdoemu.in

Admission to the M.A. (History) programme shall be granted to eligible candidates after verification of their eligibility and requisite documents, in accordance with the admission criteria prescribed by the University and the applicable provisions of the UGC and other regulatory authorities, as applicable. The University shall follow the reservation policy as prescribed by the Government of India, the Government of Rajasthan, and other applicable statutory and regulatory provisions.

The admission process shall be transparent, merit-based wherever applicable, and conducted in accordance with the approved admission policy of the University. The University shall verify the eligibility and supporting documents submitted by the applicant before confirming admission. In case any candidate is found to have furnished incorrect, incomplete, misleading, or false information, or is subsequently found ineligible for the programme, the University shall take appropriate action, including cancellation of admission, in accordance with the applicable rules and regulations.

Detailed information regarding eligibility, admission procedure, fee structure, documents required, academic calendar, learner support services, and other relevant conditions shall be provided in the Programme Prospectus and on the official website of CDOE, Madhav University.

6.2 Maximum Duration

The MA (History) programme is of two years duration. In accordance with the applicable provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations and other applicable norms prescribed by the UGC, the maximum permissible period for completion of the MA (History) programme shall be four years from the date of initial admission, or such period as may be prescribed under the prevailing UGC regulations.

The learner may complete the programme within the maximum permissible period by fulfilling all the prescribed academic requirements, including completion of the required courses/credits, examinations, assignments, project/dissertation or other programme requirements, as applicable.

A learner who does not complete the programme within the prescribed maximum duration shall be governed by the applicable provisions of the University regarding re-admission, credit transfer, credit validity and completion of pending courses, subject to the prevailing UGC regulations.

6.3 Minimum Eligibility Criteria for Admission

The minimum eligibility for admission to the M.A. (History) programme is successful completion of a Bachelor's degree of a minimum duration of three years from a recognized University/Institution, preferably with History as one of the subjects, subject to the programme-specific eligibility criteria prescribed by Madhav University and the applicable provisions of the UGC and other statutory/regulatory bodies, wherever applicable.

Candidates shall fulfil the prescribed minimum academic eligibility requirements before seeking admission to the M.A. (History) programme. Candidates holding degrees obtained through recognized modes of education shall be considered subject to the applicable UGC and regulatory provisions.

At the time of admission, candidates shall submit the prescribed documents and proof of educational qualification, identity and other required information through the University's designated admission portal. The University shall verify the submitted documents and eligibility before confirming admission.

If a candidate fails to provide the required proof of eligibility within the prescribed time, or if the documents submitted are found to be invalid, false, incomplete or inconsistent with the eligibility requirements, the University shall take appropriate action in accordance with its admission rules and applicable regulations, including cancellation of admission wherever warranted.

Candidates are required to carefully read the Programme Prospectus, admission guidelines, eligibility requirements, fee structure and other instructions before submitting the admission application.

6.4 Programme Fee Academic Session beginning July 2026

Name of the Program	Degree	Duration	Year	Program Fee/Year	Exam	Fee/Year Total (in Rs.)
Master of Arts (Economics)	PG	2 Years	1	12,500	3000	15,500
			2	12,500	3000	15,500
					Total	**31,000**

6.5 Academic Calendar

S. No.	Event	Batch	Last Date
1	Admission	January	March (as per UGC-DEB guidelines)

		July	September (as per UGC-DEB guidelines)
2	Assignment Submission	January	By 31st March and 31st May
		July	By 30th September and 30th November
3	Distribution of SLM	January	15th February
		July	15th September
4	Project Report Submission (Applicable during Final semester)	January	30th April
		July	30th October
5	Admit Card Generation	January	20th May
		July	20th November
6	Term End Examination	January	15th June & onward
		July	15th December & onward
7	Result Declaration of End Term Examination	January	By end of August
		July	By end of February

6.6 Credit System

Madhav University, through its Centre for Distance and Online Education (CDOE), follows the credit system for its ODL programmes in accordance with the applicable UGC norms and the approved programme structure.

One credit represents 30 hours of learner study effort, comprising all prescribed learning activities, including self-learning, reading, assignments, academic counselling, practical/other learning activities, where applicable, and preparation for assessment.

Accordingly, an 8-credit course represents approximately 240 hours of learner study effort, a 6-credit course represents approximately 180 hours, a 4-credit course represents approximately 120 hours, and a 2-credit course represents approximately 60 hours of learner study effort.

The credit value assigned to each course is specified in the approved curriculum and programme structure. The total credits required for completion of the programme are as prescribed in the approved programme curriculum and in accordance with the applicable UGC and regulatory requirements.

The credit system enables learners to understand the academic workload and learning effort associated with each course. Successful completion of the programme requires the learner to fulfil the prescribed academic and assessment requirements, including continuous/formative

assessment and summative assessment through the Term-End Examination, as applicable to the programme.

6.7 Assignments and Evaluation

6.7.1 Assignments

ODL learners undertake a substantial part of their learning through self-learning using the prescribed Self-Learning Materials (SLMs) and other academic resources. Assignments form an integral component of the continuous/formative assessment process and are designed to assess the learner's understanding, application, analytical ability and achievement of the intended learning outcomes.

Assignments are compulsory for the courses for which they are prescribed in the approved programme structure. Depending upon the nature of the course, an assignment may include descriptive questions, short-answer questions, numerical problems, case studies, application-based questions, practical-oriented tasks, projects or other appropriate assessment activities.

Assignment question papers are made available to learners through the designated CDOE portal and/or other prescribed modes within the notified schedule. Learners submit their responses through the prescribed online and/or offline mechanism within the stipulated time.

Assignments are evaluated by duly appointed and qualified faculty members/evaluators in accordance with the approved evaluation scheme and prescribed guidelines. The marks/grades obtained in assignments are maintained as part of the learner's academic record.

6.7.2 Evaluation System

The evaluation system of the programme consists of:

A. Continuous/Formative Assessment – 30% Weightage

The continuous/formative assessment carries a weightage of 30%. It includes assignments and other approved continuous assessment components, as specified in the programme structure and evaluation scheme.

At least one graded assignment is prescribed for each course, wherever applicable. The assignments are evaluated by qualified and duly appointed evaluators. The evaluation process is designed to assess the learner's progress towards achievement of the prescribed course learning outcomes.

B. Term-End Examination – 70% Weightage

The Term-End Examination carries a weightage of 70% and is conducted in accordance with the examination scheme, academic calendar and applicable UGC-DEB requirements.

The University conducts Term-End Examinations at the prescribed intervals, ordinarily twice in an academic year (probably June and December), subject to the applicable academic calendar and examination schedule.

A learner is eligible to appear in the Term-End Examination after fulfilling the prescribed requirements, including registration for the course and submission of the assignment(s), wherever such submission is prescribed.

Learners are required to submit the examination form through the designated CDOE portal or through any other prescribed mode within the notified schedule and pay the applicable examination fee, wherever prescribed.

If a learner is unable to appear in a particular Term-End Examination, the learner may appear in a subsequent examination opportunity within the maximum permissible duration of the programme, subject to the applicable University rules and UGC-DEB regulations.

The University provides appropriate opportunities to learners to complete the pending assessment requirements within the maximum duration prescribed for the programme. The validity of registration, re-registration, credit retention, and any provision for improvement or completion of pending courses shall be governed by the applicable UGC regulations and the academic regulations of Madhav University prevailing at the relevant time.

The minimum passing requirement for each course shall be as prescribed in the approved programme regulations and evaluation scheme. For the MA programme, the minimum passing requirement is 40% marks, subject to fulfilment of the prescribed requirements in the continuous/formative and summative assessment components, wherever applicable.

The University ensures that the evaluation and examination process is transparent, fair, learner-centric and aligned with the intended learning outcomes of the programme.

7. LABORATORY SUPPORT AND LIBRARY RESOURCES

Madhav University provides adequate library, digital learning and laboratory support facilities for learners enrolled in its ODL programmes. The University ensures that learners have access to the academic resources required for effective learning and achievement of the prescribed programme and course learning outcomes.

7.1 Library Resources

The University Library provides access to a comprehensive collection of print and digital learning resources relevant to the programmes offered through the Centre for Distance and Online Education (CDOE).

The library resources include prescribed textbooks, reference books, Self-Learning Materials (SLMs), academic journals, research publications, project reports/dissertations, e-books, e-journals and other relevant digital learning resources.

The library collection covers areas including Commerce, Management, Information Technology, Computer Applications and other allied disciplines relevant to the programmes offered by the University.

ODL learners are provided access to appropriate library and digital resources through the University's library and designated digital platforms. The University continuously reviews and strengthens its library resources based on programme requirements, learner needs, curriculum revisions and emerging academic requirements.

The University also provides access to online learning resources and other digital academic resources, wherever applicable, to supplement the prescribed Self-Learning Materials.

7.2 Laboratory and ICT Support

Where a programme/course requires practical or laboratory-based learning, the University provides access to the required laboratories and practical facilities in accordance with the nature and requirements of the programme.

The University has appropriately equipped computer laboratories, ICT-enabled classrooms, audio-visual facilities, lecture-capturing facilities, Wi-Fi connectivity and other digital infrastructure required to support ODL learners.

The laboratory and ICT facilities are made available to learners in accordance with the prescribed academic schedule and programme requirements. The University ensures that the facilities required for practical learning, wherever applicable, are maintained and periodically upgraded.

The University also provides appropriate digital support for access to Self-Learning Materials, academic announcements, assignments, learner support services, examination-related information and other academic resources through the designated CDOE portal and digital platforms.

8. COST ESTIMATE OF THE PROGRAMME AND PROVISIONS

Madhav University makes the necessary financial and infrastructural provisions for the effective implementation and delivery of its ODL programmes through the Centre for Distance and Online Education (CDOE).

The University provides the required financial resources for Self-Learning Material (SLM) development and distribution, learner support services, academic and non-academic manpower, library and digital resources, ICT infrastructure, examination and evaluation, administrative support, quality assurance and other activities associated with the effective delivery of ODL programmes.

The University has made the necessary initial provisions for infrastructure, manpower, development and printing of Self-Learning Materials, digital learning resources and other academic and administrative requirements.

The proposed broad internal budget allocation for the ODL programmes is as follows:

a) Development and distribution of Self-Learning Materials: 20%

b) Postal and learner-support-related expenses: 10%

c) Academic, administrative and other operational expenses: 60%

d) Future development, infrastructure strengthening and quality enhancement: 10%

The above allocation represents the University's internal financial planning and may be reviewed periodically on the basis of enrolment, programme requirements, learner-support requirements and actual expenditure.

The University maintains appropriate financial records and ensures that the funds generated through ODL programmes are utilized for the effective delivery, maintenance and continuous improvement of ODL programmes and learner support services in accordance with the applicable UGC-DEB requirements and the financial regulations of the University.

9. QUALITY ASSURANCE

Madhav University has established the Centre for Internal Quality Assurance (CIQA) as a dedicated mechanism for ensuring and continuously improving the quality of its programmes offered through Open and Distance Learning (ODL) mode.

The CIQA functions in accordance with the applicable provisions of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and subsequent amendments, and the guidelines prescribed by the University Grants Commission and the Distance Education Bureau (DEB).

The CIQA monitors the quality of academic, administrative and learner-support processes associated with ODL programmes and facilitates continuous quality improvement across the system.

9.1 Objectives of CIQA

The primary objective of the Centre for Internal Quality Assurance is to develop and implement a comprehensive, dynamic and sustainable internal quality assurance system to ensure that the programmes offered through ODL mode meet the quality standards prescribed by the University Grants Commission and are continuously improved.

The CIQA aims to:

a. ensure quality in academic, administrative and learner-support services provided to ODL learners;
b. establish and maintain appropriate quality benchmarks for ODL programmes;
c. undertake periodic self-evaluation and reflective exercises for continuous quality improvement;
d. monitor the implementation of approved Programme Project Reports (PPRs);

e. ensure that the design, development and delivery of ODL programmes are aligned with the prescribed learning outcomes;
f. facilitate equivalence of academic standards between ODL programmes and corresponding programmes offered through the conventional mode, wherever applicable;
g. obtain and analyse feedback from learners, teachers, academic counsellors, staff, employers and other relevant stakeholders;
h. identify areas requiring improvement and recommend appropriate corrective and preventive measures;
i. promote learner-centric academic and support systems;
j. ensure compliance with applicable UGC-DEB regulations, guidelines and quality assurance requirements;
k. facilitate periodic academic, administrative and quality audits;
l. promote good practices and innovations in ODL teaching-learning and learner support;
m. maintain reliable data and records relating to quality assurance and programme implementation; and
n. promote continuous improvement in the quality of ODL programmes and services.

9.2 Functions of CIQA

The Centre for Internal Quality Assurance performs the following functions:

1. Quality Monitoring: To monitor the quality of academic, administrative and learner-support services provided to ODL learners.
2. Programme Project Reports: To ensure that the Programme Project Report (PPR) of each ODL programme is prepared in accordance with the norms and guidelines prescribed by the UGC and, wherever applicable, by the concerned statutory/regulatory authority.
3. Implementation of PPR: To monitor the implementation of approved PPRs and recommend corrective measures wherever deviations are identified.
4. Academic Planning and Review: To facilitate systematic academic planning, periodic review and continuous improvement of ODL programmes.
5. Learning Material Quality: To monitor the quality, adequacy and timely availability of Self-Learning Materials and other learning resources in accordance with the applicable UGC-DEB guidelines.
6. Learner Support: To monitor the effectiveness of learner support services, counselling, assignment support, grievance redressal and other learner-centric services.
7. Feedback Mechanism: To establish mechanisms for obtaining, analysing and utilizing feedback from learners, teachers, academic counsellors, staff and other stakeholders for quality improvement.
8. Quality Audits: To facilitate internal quality audits and periodic reviews of ODL academic and administrative processes.
9. Quality Enhancement: To identify areas requiring quality enhancement and recommend appropriate measures to the competent authorities of the University.
10. Capacity Building: To organize workshops, seminars, orientation programmes and other capacity-building activities relating to quality assurance in ODL.

11. Best Practices: To identify, document, develop and disseminate good practices and innovative approaches contributing to quality enhancement in ODL.
12. Data and Documentation: To collect, maintain, analyse and disseminate accurate and reliable information relating to the quality and performance of ODL programmes.
13. Annual Planning and Reporting: To prepare and maintain annual quality assurance plans and reports and review their implementation periodically.
14. Stakeholder Engagement: To facilitate interaction with relevant stakeholders and incorporate their suggestions, wherever appropriate, into the quality improvement process.
15. Programme Review: To provide inputs for periodic review and restructuring of programmes to maintain academic relevance and alignment with learner, professional and societal requirements.
16. Research and Continuous Improvement: To facilitate system-based research and evidence-based initiatives for improving the learner-centric environment and overall quality of the ODL system.
17. Regulatory Compliance: To coordinate with the competent authorities of the University for ensuring compliance with applicable UGC-DEB regulations, guidelines, notifications and reporting requirements.
18. Accreditation and Quality Initiatives: To coordinate, wherever applicable, with the designated accreditation and quality-assurance bodies for assessment and accreditation-related activities.
19. Annual CIQA Report: To prepare the Annual Report of the CIQA covering the quality assurance activities, outcomes, identified gaps, corrective measures and quality enhancement initiatives undertaken during the academic session.
20. Submission of Reports: To submit the Annual Report of the CIQA to the competent statutory authorities of the University and to the UGC/DEB in the prescribed format and within the prescribed timeline, wherever required.

The CIQA maintains appropriate records and documentary evidence of its quality assurance activities, reviews and recommendations. The recommendations of the CIQA are placed before the appropriate statutory authorities of the University for consideration and necessary action.