

Master of Arts (History)



Ordinance & Syllabus

(Effective from Academic Year 2024-2025 onwards)
Department of History and Archaeology

Faculty of Social Sciences

Pandit Deendayal Upadhyaya Shekhawati University

Sikar (Rajasthan) 332024

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Final Credit Summary

MA in History

Yr	Sem	Credits							Total
		DSC	DSE/ P/D	GEC	AEC	SEC	VAC	Seminar / Internship / Dissertation	
First	Pawas	16	4	---	---	---	2	---	22
	Vasant	16	4	---	---	---	2	---	22
Second	Pawas	8	16	---	---	---	2	---	26
	Vasant	4	8	---	---	---	---	8	20
		44	32	---	---	---	6	8	90

Proposed Distribution of Credits for PG Programme				
Courses	SEM I	SEM II	SEM III	SEM IV
Major DSC	DSC1(4) DSC2(4) DSC3(4) DSC4(4)	DSC5(4) DSC6(4) DSC7(4) DSC8(4)	DSC9(4) DSC10(4)	DSC11(4)
DSE	DSE1(4)	DSE2(4)	DSE3(4) DSE4(4) DSE5(4) DSE6(4)	DSE7(4) DSE8(4)
GEC	---	---	---	---
AEC	---	---	---	---
SEC	---	---	---	---
VAC	VAC1(2)	VAC2(2)	VAC3(2)	---
Seminar / Internship / Dissertation	---	---	---	Dissertation(8)
Total	22	22	26	20
	44		46	
90				


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Curriculum Structure									
Session 2024-2025 onwards									
Name of the Programme: M.A in History									
Year: First					Semester: I (Pawas)				
Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)			
		L	T	P		CWS	MTE	ETE	
Discipline Specific Core(DSC):									
24MHS9T 101	Principles of History	4	0	0	4	10	20	70	
24MHS9T 102	Ancient World	4	0	0	4	10	20	70	
24MHS9T 103	Medieval World	4	0	0	4	10	20	70	
24MHS9T 104	Modern World	4	0	0	4	10	20	70	
Discipline Specific Elective(DSE):									
24MHS9T 105	History of USA (1820- 1973 A.D.)	4	0	0	4	10	20	70	
OR									
24MHS9T 106	Rise of Modern China (1834-1976 A.D.)	4	0	0	4	10	20	70	
Value Added Course (VAC): * from central Pool									
		2	0	0	2	10	20	70	
Seminar/Internship/Dissertation (S/I/D):									
--	--	--	--	--	--	--	--	--	
Total					22				

Summary: I Semester		
S.N.	Particulars	Credits
1.	Discipline Specific Core(DSC):	16
2.	Discipline Specific Elective(DSE):	04
3.	Value Added Course(VAC):	02
4.	Seminar/Intership/Dissertation(S/I/D):	--
Total		22
SCW (Classwork): It would include attendance, assignments, class test/ quiz test/assignments, ppt, play, learn by fun activities, etc.		


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Curriculum Structure									
Session 2024-2025 onwards									
Name of the Programme: M.A in History									
Year: First					Semester: II (Vasant)				
Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)			
		L	T	P		CWS	MTE	ETE	
Discipline Specific Core(DSC):									
24MHS9T2 01	Archive and History	4	0	0	4	10	20	70	
24MHS9T2 02	Environmental History	4	0	0	4	10	20	70	
24MHS9T2 03	Diaspora in Colonial India	4	0	0	4	10	20	70	
24MHS9T2 04	History of Rajasthan	4	0	0	4	10	20	70	
Discipline Specific Elective(DSE):									
24MHS9T2 05	Nationalism: Theories and Historical Explanation	4	0	0	4	10	20	70	
OR									
24MHS9T2 06	Iron Age Civilization	4	0	0	4	10	20	70	
Value Added Course (VAC): * from central Pool									
		2	0	0	2	10	20	70	
Seminar/Intership/Dissertation (S/I/D):									
--	--	--	--	--	--	--	--	--	
Total					22				

Summary: II Semester		
S.N.	Particulars	Credits
1.	Discipline Specific Core(DSC):	16
2.	Discipline Specific Elective(DSE):	04
3.	Value Added Course(VAC):	02
4.	Seminar/Intership/Dissertation(S/I/D):	--
Total		22
\$CW (Class work): It would include attendance, assignments, class test/ quiz test/ assignments, ppt, play, learn by fun activities etc.		


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Semester-I

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M.A.-History Semester-I

Principles of History
24MHS9T101

Credit-4 L T P
4 0 0

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

- CO1: Students understand the history and relationship of other social sciences and science.
CO2: Students study various types of History.
CO3: Students understand the fundamentals of History.
CO4: Students study of Idea of progress in History and the importance of History in the current senerio.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.), (5x4=20), and four Long Questions(400 Words Max.), (4x10=40) covering the entire syllabus.

Unit-I

Understating of History

Meaning, Definition and Scope; Nature and Subject matter; History relation with other social science.

Unit-II

Types of History

Political, Social, Religious, Economic, Agrarian, Urban, Art and Architectural, History of Ideas, Tradition and Folklore.

Unit-III

Fundamentals of History

Problem of Periodization, Historical Facts, Analysis and Interpretation.

Unit-IV

Importance of History

Use and Misuse of History, Idea of Progress in History, Significance and truth in History.

Suggested Readings:

- Ali, B. Sheik, History: its Theory and Method, Madras, 1978.*
Appleby, Telling the Truth about History, Norton, New York 1994.
Bloch Marc. The Historians's Craft, MUP, Manchester 1954.
Burns Robert. N & Hugh Raymen-Pickeed, (edited), Philosophies of History, Oxford (2000).
Carr, E.H. What is History, Palgrave, Basingstoke. 2001.
Collingwood, R.G. The Idea of History, Oxford University Press, Madras, 1988.
Gardiner, J. What is History Today, Macmillan, London 1988.
Marwick, Authur, The Nature of History, Macmillan, London, 1989.
Michel, Foucault. The Order of Things, 1970, Tavistock Publications, London 1970.

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Roy Ladurie.: *E.L.E. The Territory of the Historian*, Harvester Press, Britain 1979.
Stanford Michael, *The Companion to the Study of History*, Blackwell, Oxford 1996.

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M.A.-History Semester-I

Ancient World
24MHS9T102

Credit-4 L T P
4 0 0

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

- CO1: Critically evaluate the development of human society and various cultures from the Stone Age to the Iron Age, a worldwide phenomenon.
- CO2: Critically discuss major cultural structures, events, and shaping the world context.
- CO3: Evaluate and analyze different sources particularly archaeological overseas.
- CO4: Critically evaluate the concept of the decline of different civilization and the concept of the relation of civilizations to each other.
- CO5: Formulate logical arguments substantiated with historical aspects.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus.

Unit-I

Stone Age

Origin of Tool Making, Palaeolithic Cultures of the World, Palaeolithic Art, Mesolithic and Neolithic Culture. Origin of Agriculture, Settled Life and Craft Specialization.

Unit-II

Bronze Age Civilizations in Mesopotamia and Egypt

The Geography and Pre-Historical Background, Origin of State Structure, Society, Economy, Religion and Contribution to World Civilization.

Unit-III

Harappan Civilization

Origin, Extent, State Structure, Town Planning, Art and Crafts, Social and Economic Conditions, Religion, Trade and Commerce, Decline and legacy.

Chinese Civilization

Beginning of Middle Kingdom, Shang Civilization, Socio-Economic Life and Religious Beliefs.

Unit-IV

Maya Civilization

Socio-Economic Life, Arts, Science and Technology. Inca Civilization

Socio-Economic Life, Arts, Science and Technology.


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Suggested Readings:

- Allchin, B&R. *The Rise of Civilization in India and Pakistan*, Cambridge University Press, Cambridge, 1988
- Beers Burton F. *World History: Patterns of Civilization*, Prentice Hall, New Jersey, 1993.
- Childe, V.G. *What Happened in History*, Penguin Books, 1964?
- Demarest, A.A. *Ancient Maya*, Stanford University Press, 2005 (6th ed.)
- Goyal, Shri Ram. *Vishviki Prachin Sabhyatayen*, Vishvavidyalaya Prakashan Varanasi, 1994.
- Jain, K.C. *Prehistory and Protohistory of India*, Agam Kalan Parkashan, New Delhi, 1979.
- Kenoyer, J.M. *Ancient Cities of the Indus Valley Civilization*, Oxford University Press, Karachi.
- Kramer, S.N. *The Sumerians*, University Press Chicago, 1963.
- Lal, B.B. *The Earliest Civilization of South Asia*, Aryan Books International, New Delhi.
- Pathak, S.M. *Vishviki Prachin Sabhyataon ka Itihas*. Bihar Hindi Granth Academy, Patna, 1986.
- Possehi, G.L. (ed.). *Harappan Civilization: A Contemporary Perspective*, American Institute of Indian Studies,
- Ray, Uday Narayain. *Vishva Sabhyata Ka Itihas*, Lok Bharti, Allahabad, 1982.
- Sankalia, H.D. *Prehistory and Protohistory of India and Pakistan*. Pune, 1974.
- Sankalia, H.D. *Stone Age Tools, Their Techniques, Names and Problems functions*, Pune.
- Sharer, Robert, J. *Daily Life in Inca Civilization*, Greenwood Press London, 2009.
- Sharer, Robert, J. *Daily Life in Maya Civilization*, Greenwood Press London, 2009.
- Shereen Ratnagar. *End of the Great Harappan Tradition*, Paperback, Manohar Publishers, 2002.
- Shereen Ratnagar. *Encounters: The Westerly Trade of the Harappa Civilization*, Hardcover, OUP, 1982.
- Shereen Ratnagar. *Understanding Harappa: Civilization in the Greater Indus Valley*, Paperback, Tulika, 2002.
- Silverman, David. R., *Ancient Egypt*, Oxford University Press, Oxford, 1997.
- Singh, Purushottam, *The Neolithic Origins*, Agam Kala Prakashan, Delhi, 1997.
- Spievoegei, Jackson, J. James, A. banks et.al. *Ancient Civilization*, McGraw Hill, New York, 2007.
- Thpalyal, K. K& Shukla, S.P. *Sindhu Sabhyata*, U.P Hindi Sansthan, Lucknow, 1976

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M.A.-History Semester-I

Medieval World
24MHS9T103

Credit-4 L T P
4 0 0

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

- CO1. Students know about feudalism, the church, and the transition from Ancient to medieval society
- CO2. Students evaluate medieval Europe feathers religious and cultural history.
- CO3. Students know about Islam in Arab and Umayyad or Abbasid Dynasty.
- CO4. Students emphasize their knowledge about the structure of the medieval state under the sultanate and Mughals.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Medieval Europe: Political Structure

Transition from Ancient to Medieval Society, Role of Church, State and Church, Church and Society.
European Feudalism
Origin, Nature, Features, Merits and Demerits, Causes of Decline.

Unit-II

Medieval Europe: Economic, Religious and Cultural History

Trade and Commerce, Technology, Renaissance, Reformation and scientific revolution.

Unit-III

Background, Emergence and Growth of Islam

Geographical Condition of Arabian Peninsula, Social and Economic Condition of Pre- Islamic Arabia. Religious and Political Condition of Pre-Islamic Arabia, Life and Teaching of Prophet Muhammad, Character and Achievements of Orthodox Caliphs.
Evolution of Islamic State under Umayyad Dynasty
Society and Economy, Administrative Institutions, Cultural Achievements and Decline.
Evolution of Islamic State under Abbasid Dynasty
Society and Economy, Administrative Institutions, Cultural Achievements and Decline.

Unit-IV

India: Political Structural Changes and Continuity and Administrative Institutions

Transition from Ancient to Medieval India, Structure of Medieval State and Nature (Sultanate and Mughal), Iqatadari, Manasabdari, Jagirdari System, Jamindari Systems.

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Suggested Readings:

- Anderson, P. Passage from Antiquity to Feudalism, New Left Books, London, 1996.*
Arnold, T.W. The Caliphate, Oxford University Press, 1999.
Bloch, Marc. H. Feudal Society, 2 Vols. Chicago University Press, Chicago, 1961.
C. Andrew Gerstle. 18th Century Japan: Culture and Society, Curzon Press, 2000.
David Curtis Wright. The History of China, Greenwood Press, 2001.
Hitti, P.K.: The Arabs a Short History, Macmillan and Company, London, 1948.
Holt, Peter Malcolm and A.K. Lambton (eds.). The Cambridge History of Islam, 2 Vols. Cambridge University Press, Cambridge, 1970.
Levy, R. Social Structure of Islam, Cambridge University Press, New York, 1969.
Lewis, Bernard. The Arabs in History, Oxford University Press, Oxford, 1973.
Lewis, Bernard, The Middle East, A Brief History of the Last 2000 Years, Touchstone, New York, 1997.
Marcia Yonemoto. Mapping Early Modern Japan: Space, Place, and Culture in the Tokugawa Period, 1603-1868, University of California Press, 2003.
Meye, G.J. The Tudors, The Complete Story of England's Most Notorious Dynasty, Paperback, Bantam; Reprint edition, 2011.
Mukhia, Harbans, The Feudalism Debate, Manohar Publishing House, Delhi 2003 (in Hindi also).
Nishiyama Matsunosuke, Gerald Groemer, Edo Culture: Daily Life and Diversions in Urban Japan, 1600-1868, University of Hawaii Press, 1997.
Peter Ackroyd, Tudors, The History of England from Henry VIII to Elizabeth

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M.A.-History Semester-I

Modern World

24MHS9T104

Credit-4 L T P

4 0 0

MaximumMark-100

ExternalExamination-70

Internal Assessment-30

Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

CO1. Students are able to understand the emergence of mercantilism and the beginning of capitalism.

CO2. Critically evaluate the popular political revolutions in the modern world and their impact on contemporary world polity.

CO3. Critically analyse the emergence of imperialism in modern world.

CO4. Explain analyse the World War first and World War second.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.), (5x4=20), and four Long Questions(400 Words Max.), (4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Mercantilism and the Beginning of Capitalism

Features of Mercantilism, Mercantilism Activities of Various Countries, Beginning of Capitalism

Non-Political Revolutions in Western Europe:

Agricultural Revolution, Scientific and Technological Revolution, Industrial Revolution.

Unit-II

Political Revolutions in Modern World

American Revolution (1775-1783).

French Revolution (1789).

Russian Revolution (1917).

Chinese Revolutions (1911-12, 1931 and 1949)

Unit-III

Development of Imperialism

Geographic Expansion in Asia and Africa and Its Theories: Economic and Non-Economic

Development of Liberalism in Britain: Background, Classical Liberalism, Beginning of Modern Liberalism, Result and Analysis

Theories of Nationalism: Italy and Germany

Unit-IV

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First World War

Origin, Nature and Impact, Peace Settlement of 1919. Totalitarian Regimes- Fascism in Italy and Nazism in Germany.

Second World War

Origin, Nature, Impact

Cold War Period

NATO, Warsaw Pact, Non-Alignment Movement.

Suggested Readings:

Anthony D. Smith. The Nation in History, Oxford, 2000.

Anthony D. Smith. Theories of nationalism, New York, 1983.

Benedict, Anderson. Imagined Communities: Reflections on the Origin and Spread of Nationalism, 2006 (Revised edition).

Brogan, Hugh. The Penguin History of the United States of America, 2001 (2nd revised ed.)

Cipola, C.M. Fontana Economic History of Europe, Vol. III, 1976.

Dobb, Maurice. Studies in the Development of Capitalism, 1974.

Faragher, John Mack. Out of Many, A History of the American People, 7th Ed., 2011.

Fay, S. B. Origins of the World War

Gellner, Ernest. Nation and Nationalism, 2nd edition, 2009.

Grant, A.J. & Temperley, Harold Europe in the 19th and 20th Centuries, 1962.

Hobsbawm, E. J. The Age of Revolution, 1789-1848, 1996.

Hobsbawm, E. J. The Age of Capital. 1848-1875, 1996.

Hobsbawm, E. J. The Age of Empire, 1875-1914. 1989.

Lichtheim, George. A Short-History of Socialism, 1976.

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M.A.-History Semester-I

History of U.S.A. (1820-1973 A.D.)
24MHS9T105

Credit-4 L T P

4 0 0

Maximum Marks-100

External Examination-70

Internal Assessment-30

Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.), (5x4=20), and four Long Questions(400 Words Max.), (4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

The new territories in the west: expansion in Texas, the war with Mexico; Moral and ideological tensions: Growth of sectionalism, causes and consequences of the Civil War, Reconstruction of the South; The new economy: growth of industrialisation and new technologies, Big Business, 1875-1900; Growth of cities.

Unit-II

Emergence as a World Power: War with Spain; causes and results; decision for economic imperialism; Overseas Expansion: The Caribbean and the Pacific, 1896-1915; World Involvement: Unnatural neutrality; the U.S.A. at World War-I; The Treaty and the League.

Unit-III

Populist and Progressive Movements: Leaders and achievements, 1890-1917; The onset of Great Depression: Causes and impact; the Hoover Program; The New Deal: New Deal Legislation; foreign policy during the New Deal period.

Unit-IV

The Second World War: Issue of neutrality; the U.S.A. at war, planning a new World order; balance of terror: Colder War: Origins; diplomacy of Cold War; containment of communism; Détente; Social Movements: Movements for Social Justice: The Feminist Movement; Temperance; Suffrage; Civil Rights.

Suggested Readings:

- Faragher, John Mack, Mari Jo Buhle, Daniel Czitrom, Susan H. Armitage *Out of Many: A History of the American People*, Prentice Hall /Longman, New York, 2009.
- Tindall, G. B. and D. E. Shi. *America: A Narrative History*, WW Norton, New York, 2009. Also available as ebook from [<http://www.wwnorton.com/college/history/america>]
- Zinn, Howard. *People's History of the United State, 1492 – Present, Revised Edition, 2005* (first published 1980).
- Blum, John M, Bruce Cotton, *The National Experience: A History of the United States*, New York: 1970.
- Current, Richard, N.T. Williams et al., *American History: A Survey, Vol. II*, Calcutta: Scientific Book Agency, 1975 (4th edition).
- Faulkner, H.U., *American Economic History*, London: Harper and Row Publishers, 1954.
- Morrison, S.E., H.S. Commager and W.E. Leuchtenburg, *The Growth of the American Republic*, New York: Oxford University Press, 1969.
- Parkes, Henry Bamford, *The United States of America*, Calcutta: Scientific Book Agency, 1967 (reprint).
- Pratt, Julius, W., *A History of United States Foreign Policy*, N.J.: Englewood Cliffs, 1957.
- Wittner, Lawrence S., *Cold War America, From Hiroshima to Watergate*, New York: Praeger Publishers, 1974.

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M.A.-History Semester-I

Rise of Modern China (1834-1967 A.D.)
24MHS9T106

Credit-4 L T P
4 0 0

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

- CO1. Students will understand the emergence of the modern Chinese economy and its related policies.
CO2. Students are able to evaluate the re-emergence of nationalism in China in the nineteenth century.
CO3. Students will understand the emergence and consolidation of communism in modern China.
CO4. Students will understand the rise of the cultural revolution in its impact on China.

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

China's National Humiliation During the 19th Century Opium wars and its consequences - Open Door policy and Scramble for Concession 1899- Reform movements in China, Taiping, Self - strengthening Movement and 1898 reform movement.

Unit-II

Re-emergence of Nationalism in China Boxer Movements and its Consequences – Revolution of 1911 – Sun Yat Sen and his three Principles - May Fourth Movement- its Nature and Significance.

Unit-III

Nationalism and Communism in China Political Crisis in the 1920's – KMT and the first United Front, Second United Front – Communist Movement, 1928-1949.

Unit-IV

Cross-Strait Relation and the Cultural Revolution Political Rivalry and tension in South China Sea – The Red Guards – The Transition of Power; Gang of Four - Role of Zhou Enlai and Deng Xiaoping – Mao Zedong and Tiananmen Square – Various views on Cultural Revolution.

Suggested Readings:

- Barnouin, Barbara and Yu Changgen, Zhou Enlai, A Political Life. Hong Kong: Chinese University of Hong Kong, 2006
Chan, A; Children of Mao, Personality Development and Political Activism in the Red Guard Generation; (1985)
Bianco, Lucien, Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971)
Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harvester Press, 1976)
Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986).
Chesneaux, Jean, et al., Peasants Revolts in China, 1840-1949 (London, Thames &Hudson, 1973)
Chesneaux, Jean, China- The People's Republic, (Harvester Press, 1979).
Fitzgerald, C.P. - The Birth of Communist China, Pelican books, 1971.
Hsu, Immanuel, C.Y. The Rise of Modern China.

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Semester-II

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M.A.-History Semester-II

Archive and History
24MHS9T201

Credit-4 L T P
4 0 0

Maximum Mark-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit- I

The archive is an institution of social memory Memory, history and experience, Narrative and history
The Colonial Archive, Describe the functions of archives

Unit- II

Explore the significance of records to individuals and organizations Analyze the changing definitions of records as information or evidence

Identify the basic concepts and theories influencing archives and records management

Unit- III

Writing and documentation Law, evidence, and the archive
Collecting, Taxonomy, Objectification

Unit- IV

Identify the specific challenges of managing electronic records Articulate the role of archivists and records managers in society

Suggested Readings:

- Ann Stoler, Along the Archival Grain, Epistemic Anxieties and Colonial Common Sense, 2009.*
Bernard Cohn, An Anthropologist among Historians and other Essays Oxford University Press, 2010
Ranjit Guha, The Small Voice of History Permanent Black, 2010
B.N. Goswami, "The Records kept by Priests at Centres of Pilgrimage as a Source of Social and Economic History". IESHR Vol. III No. 2, pp. 174-84
Carlo Ginzburg, Clues, Myths and the Historical Method, John Hopkins University Press, 1992. 1986. Jacques Le Goff, History and Memory, Columbia University Press, 1986.
Caroline Steedman, Dust, The Archive and Cultural History Manchester University Press, Jan 2002
John Seyller, "The Inspection and Valuation of Manuscripts in the Imperial Mughal Library", ArtibusAsiae, Vol. 57, No. 3/4 (1997), pp. 243-349
Michel Rolph Trouillot, Silencing the Past, Power and Production of History, Beacon Press 1995.
Natalie Zemon Davis, Fiction in the Archives, Pardon Tales and their Tellers in Sixteenth Century France, Stanford University Press, 1987.

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L.J. Bellardo and L. Carlin, Glossary for Archivists, Manuscript Curators and Records Managers (Chicago: Society of American Archivists, 1992)

John Seely Brown and Paul Duguid, The Social Life of Information (Cambridge: HBS Press, 2002)

Randall Jimerson, ed. Understanding Archives and Manuscripts (Chicago: Society of American Archivists, 2000).

James O'Toole, Understanding Archives and Manuscripts, (Chicago: Society of American Archivists, 1990).

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M.A.-History Semester-II

Environmental History
24MHS9T202

Credit-4 L T P
4 0 0

MaximumMark-100
ExternalExamination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I Ecology

What is Ecology, scope of Ecology.

Ecology science or art, its relation to other subjects. Terminology of Ecology.

Approaches to Ecology.

Unit-II Environment

What is Environment, Component of Environment, Living and Non-Living Components. Management of Conservation of Living and Non- Living Resources of Environment for Sustainable Development.

Environmental Degradation and its Impact on Present and Future Generations. The Concept of Nature in our Spiritual Traditions.

Unit-III

Environment and Ecological Consciousness in Ancient India

Indus Valley Civilization: Planned Organization, Drainage System, Watershed Management and Waste Management, Worship of different Components of Nature.

Early Vedic and Later Vedic Culture. Forest and Wild Life Management in Arthaśāstra of Kautilya.

Unit-IV

Environmental and Ecological Consciousness in Medieval and British India

Exploitation of Natural Resources for Economic Development in Early Medieval India and Delhi Sultanate.

Exploitation of Natural Resources for Sustainable Economic Development in Mughal Period; Over Exploitation and Ecological Destabilization During Later Mughal Period.

British Economic Policy and Imperialism: Ruins of Indian Small Scale Industry, over Exploitation of Natural Resources.

Suggested Readings:

Environmental Science, William P. Cunningham & Barbara Woodworth Saigo, USA, 1990

Fundamentals of Ecology, (ed.) E.P. Odum, W.B. Philadelphia Pennsylvania USA-1959

Ecology and Environment, P.D. Sharma, Rastogi Publications, Meerut, 1990

An Environmental History of India, Prakash, Ravi, Juggernaut Publications, new Delhi, 2024

Social, Cultural and Economic History of India Vol-I, II & III, Chopra, Puri & Das. Forest and Wild Life Management in ancient India, Looking through the Mauryan

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Times, Mohd. Ahsan Paryavaran Gyan Yagya Samiti, Lucknow.
Harishchandra Verma. Bharat Mein ArthikRashtravada Ka Udbhav Aur Vikas (Hindi),
Bipin Chandra Nand Maurya Yugin Bharat(Hindi), K.A. NilkanthaSastri.
Chauhan, G.C., (Chapter-8), Some Aspects of Early Indian Society, Red Lead Press, Pittsburg, U.S.A., 2012.

M.A.-History Semester-II

Diaspora in Colonial India
24MHS9T203

Credit-4 L T P
4 0 0

MaximumMark-100
ExternalExamination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

- CO1. Students evaluate diaspora its concept, origin, categories, and caste division.
- CO2. Students understand the different stages of colonial migration in a different continent.
- CO3. Critically evaluate about the migration in the 20th century in different nation.
- CO4. Students understand about the Indians policy her diaspora.

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Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Diaspora: The concept; origin; evolution and contemporary usage; Diasporic identities and their nature; categories of Indian Diaspora; People of Indian Origin and NRIs; Regional, linguistic, religious and caste divisions.

Unit-II

Different Stages of Colonial Migrations: Emigration to British Plantation colonies Fiji; Surinam; Guyana; Mauritius; Malaysia; Trinidad & South Africa; their economic position and social status.

Unit-III

Migrations in the 20 th Century: Indian Diaspora in Western Countries (USA, UK and Canada); Migration to Canada & the USA in late 19 th and 20 th centuries; Migration between 1920s to 1947; Migrations of professionals to USA, Canada, Australia and other developed nations; Migrations to Gulf Countries.

Unit-IV

Indian Diaspora, Social and Economic Position: Indian Diaspora with reference to their social status (Race and Ethnicity); Economic position vis-à-vis other ethnic communities; participation and cultural activities; India's policy towards her Diaspora.

Suggested Readings:

- Arasaratnam, Sinnappah; Indians in Malaysia and Singapore, 1970, Reprint, Bombay: Oxford University Press, 1979.*
- Aurora, Gurdip Singh, The New Frontiersmen: A Sociological Study of Indian Immigrants in the United Kingdom, Bombay: Popular, 1967.*
- Barrier, N. Gerald, and Verne A. Dusenbery, ed; The Sikh Diaspora: Migration and Experience Beyond Punjab, Columbia: Modern South Asian Books, 1989.*
- Bachu, P.K., Twice Emigrants, East African Sikh Settlers in Britain, New York: Tavistock Publications, 1985.*
- Buchinai Norman, Immigration and Adaptation and the Management of Ethnic Identity: An Examination of Fijian East Indians in British Columbia, Ph.D. thesis, Simon Fraser University, 1977.*
- Buchinai Norman and Doreen M. Indra; Continuous Journey: A Social History of South Asian in Canada: Toronto, McClelland and Stewart, 1985.*
- Desai, Rashmi, Indian Immigrants in Britain, London: Oxford University Press, 1963.*
- Gillion, K.L., Fiji Indian Migrants: A History of the End of Indenture in 1920, Melbourne: Oxford University Press, 1962.*
- Hardwick, Francis C. (ed.), From Beyond the Western Horizon: Canadians from the Sub-Continent of India, Vancouver: Tantalus Research, 1974.*
- Helweg, A.W., The Sikhs in England: The Development of a Migrant Community, 1979 (ed.), Delhi: Oxford University Press, 1986.*
- Hirabyashi, Gordon and K. Victor Ujimoto, Visible Minorities and Multiculturalism: Asians in Canada, Toronto: Butterworth, 1980.*
- Jain, Sushil K., East Indians in Canada, Windsor Canadian Bibliographic Centre, 1970.*
- Jane Singh et al. eds., South Asians in North America, Berkeley: Centre for South and Southeast Asia Studies, University of California, 1988.*
- Jensen, Joan M., Passage from India: Asian Indian Immigrants in North America, Yale University Press, 1988.*

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- Johnston, Hugh, The Voyage of Kama Gata Maru: The Sikh Challenge to Canada's Colour Bar, Delhi: Oxford University Press, 1979.*
- Lepervanche, Marie, M. De, Indians in White Australia, London: George Allen and Unwin, 1984.*
- Mangat, J.S., A History of the Asians in East Africa, Oxford: Clarendon Press, 1970.*
- McLeod, W.H., Punjabis in New Zealand, Amritsar: GNDU Press, 1986.*
- Prakash, Ravi, Diaspora in Colonial India, Sharda Prakashan, New Delhi, 2024.*
- Robinson, Vaughn, Transients, Settlers and Refugees, Oxford: Clarendon Press, 1986.*
- Sandhu, K.S., Indians in Malaya, Cambridge University Press, 1969.*

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M.A.-History Semester-II

History of Rajasthan
24MHS9T204

Credit-4 L T P
4 0 0

Maximum Marks-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

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

Learning Outcomes

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

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit – I

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

Unit – II

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

Unit – III


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

Unit – IV

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

Suggested Readings:

1. G.N. Sharma : Social Life in Medieval Rajasthan (1500-1800 A.D.) Agra.
2. G.N. Sharma : Rajasthan ka Sanskritik Itihas, Raj. Hindi Granth Academy, Jaipur (Relevant Portion), 1965.
3. G.N. Sharma : A Bibliography of Medieval Rajasthan (Social and Cultural) Agra, 1965.
4. Dasrath Sharma : Rajasthan Through the Ages, Vols I, Rajasthan State Archives, Bikaner, 2014
5. G.N.Sharma : Rajasthan Through the Ages, Vols II, Rajasthan State Archives, Bikaner, 2014


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

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M.A.-History

Semester-II

Nationalism: Theories and Historical Explanation
24MHS9T205

Credit-4 L T P
4 0 0

Maximum Mark-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

CO1. Students evaluate the concept of state and nation.

CO2. Students understand the different stages of the emergence of nation and nationalism in modern world.

CO3. Critically evaluate about the different theories of nationalism.

CO4. Students will understand the different approaches of nationalism in modern Indian

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit - I

State and Nation: definitions, types.

Civic nationalism: France and the United States

Ethnic/Romantic nationalism: Germany

Early theorists: Rousseau, Jefferson, Herder, Renan

Unit - II

The nation as a historically constructed entity: the invention of tradition and the imagining of community.

The Western nation-state and modernity: anti-clericalism, vernacularization and print-capitalism.

Critiques of and alternatives to the nation-state and nationalism: Marxism, Anarchism, Pan- Islamism and Imperialism.

Modern Western theorists: Stalin, Weber, Gellner, Hobsbawm, Anderson,

Unit - III

Non-Western nation states and the templates of Western nationalism.

Turkey and Japan as derivative nationalisms

Unit-IV

Indian nationalism as the exception to the Andersonian rule

RSS, Hindu Mahasabha

Post-colonial theorists: Chatterjee, Chakravarty, Guha and Bhabha.

Benedict Anderson Imagined Communities (London, 1991)

Homi Bhabha, Nations and Narration,

John Breuilly, 'Approaches to nationalism', in Gopal Balakrishnan (ed.) Mapping the Nation (London, 1996)

Rogers Brubaker, 'Myths and misconceptions in the study of nationalism', in John A. Hall (ed) The State of the Nation: Ernest Gellner and the theory of Nationalism (Cambridge, 1998)

Dipesh Chakravarty, Provincialising Europe (Princeton, 2000)

Partha Chatterjee the Nation and its Fragments (Princeton, 1993)

Partha Chatterjee Nationalist Thought and The Colonial World: A Derivative Discourse

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(London, 1996)

Ernest Gellner, *Nations and Nationalism* (Oxford, 1983)

Eric Hobsbawm, *Nations and Nationalism since 1780* (Cambridge, 1991)

Eric Hobsbawm and Terence Ranger, (eds.) *The Invention of Tradition* (Cambridge, 1993)

Anthony D. Smith, *The ethnic origins of nations* (Oxford, 1986)

walter, Anderson, *The Brotherhood in Saffron: The Rashtriya Swayamsevak Sangh and Hindu Revivalism*, Penguin

Eugen Weber, *Peasants into Frenchmen: The Modernization of Rural France* (1976)

Max Weber, 'The Nation' in *Max Weber Essays in Sociology* (London 1948) Ch. 3.

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M.A.-History Semester-II

Iron Age Civilization
24MHS9T206

Credit-4 L T P
4 0 0

Maximum Mark-100
External Examination-70
Internal Assessment-30
Max. Time- 3 hrs.

Learning Objectives

Learning Outcomes

Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of ten very short answer /MCQ-type questions(1x10=10), four short note-type questions(200 words Max.),(5x4=20), and four Long Questions(400 Words Max.),(4x10=40) covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.

Unit-I

Beginning of Iron Age in the World

Problems and issues.

Debate on the advent of Iron, and its implementation,
Iron based Agrarian Society.

Role of Iron technology in Ancient Civilizations.

Unit-II

Iron Age in India

The role of Iron technology in Ancient India.

Megalithic culture of India: origin, distribution, typology and material culture. Painted Grey Ware culture: distribution and material remains. Second urbanization: Iron and state formation in early India.

Unit-III

Greek Civilization

Early civilization in the Aegean

Greek city states (Athens and Sparta): political, social and economic life; Greco-Persian wars, Peloponnesian war. The Athenian Empire and Athenian Democracy. Contribution of Greek Civilization.

Unit-IV

Roman Civilization

Roman Republic and concept of Empire.

Social and economic life, Science and technology.

Role of Iron in consolidating Roman civilization, decline of Rome.

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Suggested Readings:

- Banerjee, N.R., *The Iron Age in India*, Munshi Ram Manoharlal Publishers, New Delhi, 1965.
- Camp, John M., *Ancient Greece: From Prehistoric to Hellenistic Times*, Yale University Press, 1996.
- Goyal, Shriram, *Vishvaki Prachin Sabhyatayen*, Vishwavidyalaya Prakashan, Varanasi, 1994.
- Gupta, P.L., *The Imperial Guptas: Cultural History*, Varanasi Vishwavidyalaya Prakashan, 1979.
- Jha, D.N. *Studies in Early Indian Economic History*, Anupma Publication, 1980.
- Korovkin, F., (Tr. by Bhatt, B.P.) *Prachin Vishva Itihaska Paricheya*, Peoples Publishing House, New Delhi, 1982.
- Kosambi, D.D., *An Introduction to the Study of Indian History*, Popular Prakashan Pvt. Ltd., New Delhi, 2009 (reprint)
- Majumdar, R.C., *The Vedic Age of History and Culture of the Indian People*, Bhartiya Vidya Bhawan, 1996.
- Mortimer, C., *The Fall of Rome: Can it be Explained?* Holt, Rinehart and Winston, 1963.
- Pathak, S.M., *Vishva Ki Prachin Sabhyataon ka Itihas*, Bihar Hindi Granth Academy, Patna, 1986.
- Ray, U., *Vishva Sabhyataon ka Itihas*, Lok Bharti, Allahabad, 1922.
- Runnels, Curtis and M. Priscila, *Greece Before History, An Archaeological Companion and Guide*, Stanford University Press, 2001.
- Sharma, R.S., *Indian Feudalism*, Macmillian India Ltd., New Delhi, 2005
- Sharma, R.S., *Urban Decay in India*, Munshiram Manoharlal Publishers, New Delhi, 1987.
- Sirear, D.C., *Land System and Feudalism in Ancient India*, India Centre of Advance Study in Ancient Indian History and Culture, 1966.
- Swain, James E., *A History of World Civilization*, Eurasia Publishing House, New Delhi, 1984
- Thakur, V.K., *Urbanization in Ancient India*, Abhinav Publications, New Delhi, 1981.
- Thapar, Romila, *History of India, Vol. I*, Penguin Press, 1990.
- Rhys, T.S., *Buddhism: Its History and Literature*, New York, 1989.
- Rhys, T.S., *Gupta Samrajya*, Varanasi Vishwavidyalaya Prakashan, 1979.
- Tripathi, Vibha, *The Painted Grey Ware: An Iron Age Culture of Northern India*, Concept Publishing Company, Delhi, 1976.

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