



# **MAHARSHI DYANAND SARASWATI UNIVERSITY, AJMER**

## **CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Option for  
Under Graduate Course)**

## **Syllabus of History**

### **B.A. Pass Course**

**Semester I to VI Semester**

**2023-24 onwards**

According to University Letter No. 3674-75 Dated 13.02.24, 21.02.24 and Date. 23.02.24 with written instructions of Minutes, Syllabus was prepared.

# M.D.S. University, Ajmer

## Semester Wise Scheme of Papers

### B.A. History

Year	Semester	DSCC , DSEC, SEC ,VAC	Course Code	Course Nomenclature	Theory/ Tutorials	Credit	No. of Hrs. per week	Total no. of Teaching Hrs.	Assessment + Internal marks	Total marks 100
I <sup>st</sup> Year Certificate	I <sup>st</sup> Semester	DSCC I	HIS 5101T-C	History of Indian Culture, Heritage and Economic Organisation	T	6	6	90	70+30	100
	II <sup>nd</sup> Semester	DSCC I	HIS 5102T-C	History of India Prehistoric Period To 1200 A.D.	T	6	6	90	70+30	100
II <sup>nd</sup> Year Diploma	III <sup>rd</sup> Semester	DSCC II	HIS 5201T-C	Political, Social, Cultural and Economic History of Medieval India.	T	6	6	90	70+30	100
		SEC	HIS 5202T-S	Museum and Museology	T	2	2	30	70+30	100
	IV <sup>th</sup> Semester	DSCC II	HIS 5301T-C	History of Rajasthan.	T	6	6	90	70+30	100
		SEC	HIS 5302T-S	Tourism and Hospitality	T	2	2	30	70+30	100
III <sup>rd</sup> Year Degree	V <sup>th</sup> Semester	DSEC I A	HIS 5401E-C	History of Modern India.	T	6	6	90	70+30	100
		DSEC I B	HIS 5402E-C	History of Military Science	T	6	6	90	70+30	100
		DSEC I C	HIS 5403E-C	History of Modern Rajasthan.	T	6	6	90	70+30	100
		SEC	HIS 5404T-S	World Cultural Heritage Sites of India	T	2	2	30	70+30	100
	VI <sup>th</sup> Semester	DSEC II A	HIS 5501E-C	World History	T	6	6	90	70+30	100
		DSEC II B	HIS 5502E-C	Cultural History of Rajasthan	T	6	6	90	70+30	100
		DSEC II C	HIS 5503E-C	History of Philosophical and Economic Ideas	T	6	6	90	70+30	100
		SEC	HIS 5504T-S	Oral History, Oral Traditions of Rajasthan and Understanding Heritage.	T	2	2	30	70+30	100

#### Pedagogy :

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio–  
Visual aids  
Films Documentaries  
Visit to historical site

## Scheme of Examination:

Scheme of examination for end of semester examination applicable to all undergraduate courses (Pass course as well as Honours course).

The question paper of semester Exam for the Discipline Specific Score Courses (DSC), Discipline specific elective (DSE), Ability Enhancement Course (AEC), Value Added Course (VAC) and Skill Enhancement Course (SEC) will be of 70 marks and it will be divided in two parts i.e. Part A and Part-B. Part-A will consist of 10 compulsory questions. There will be at least three questions from each unit and answer to each question shall be limited up to 50 words. Each question will carry two marks. Total 20 Marks.

Part-B will consist of 10 questions. At least three questions from each unit be set and student will have to answer five questions, selecting at least one question from each unit. The answer to each question shall be limited to 400 words. Each question carries 10 Marks. Total 50 Marks.

Ability Enhancement Course

Semester I : Hindi, English, Rajasthani (choose any one) 2 Credits

Semester II : Hindi Communication Skill, English Communication Skill, Rajasthani Communication Skill. (choose any one) 2 Credits

### Assessment:

Weight age for assessments (in percentage)

Formative Assessment				
	Internal Assessment	Theory Part Semester End Examination		
Internal Project	10	Question to be asked.	Word Limit.	Marks.
Assignments/ Historical Sites Visit	10	Part A – 10 Q	50	20
Viva Voice	10	Part B – 5 Q (3Q from each unit with choice)	400	50
<b>Total</b>	30	<b>Total</b>		70
<b>Grand Total</b>		100		

**Note: Student have to pass external theory paper and internal continuous assessment separately.**

## B.A. Semester I DSCC I

Programme / Class	Certificate	Year	B.A. I	Semester	I
Subject	History				
Course Code	HIS 5101T	Course Title	History of Indian Culture, Heritage and Economic Organisation.		

### Course Objective:

The objective of this paper is enlightening the student about the culture of India's History which will deals on the various facets of our system which we are following today. India is a multi-religious, multi-lingual country in this conditions that is necessary that the students should know their rich past of their country. Economy is the backbone of the Nation the student will able to understand the development of economic system set up in its fullest measures in Ancient India. They will also understand the development and various phases of economic policies various rules, processes and trading activities etc.

### Course Outcome:

At the end of the course the students will able to:

- Concept of various Principles of life is well discussed to know the present system.
- Social Life of Vedic people is still continuing in the society it will enrich knowledge of student.
- Weightage has been giving to live moral and ideal life in Ramayana and Mahabharat.
- Ethos of high values of society has been well explained.
- Provide insight extensive survey of Ancient Cultural Heritage of India.
- The student will able to understand to development of economic system and set up in its fullest measures in Ancient India.
- Trade routes has been well explained which is the mode of bringing new innovations and ideas in the Nation.
- Trade and Commerce decide the fate of nation well explained in the chapters.
- Concept of Taxation, Revenue and Feudal economy has been explained.

## B.A. Semester I

### DSCC I

<b>Title of the Course:</b> History of Indian Culture, Heritage and Economic Organisation.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"><li>• Silent Features of Indian Culture.</li><li>• Vedic Religion, Jainism, Buddhism.</li><li>• Aashram System, Sanskar, Purhsarth.</li><li>• Epic Period.</li><li>• Cultural Importance of Purana.</li><li>• Development of science and technology during Gupta's Period.</li><li>• Silent features of Indus and Maurya Art.</li></ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"><li>• Mathura and Gandhar school of sculpture.</li><li>• Nagar, Dravida, Besar style of Temple architecture.</li><li>• Bhakti Movement: Saguna Traditon: Tulsidas, Chaitainya, Nirguna Tradition: Kabir, Dadu</li><li>• Sufism</li><li>• Mughal Architecture.</li><li>• Rajput Painting.</li></ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"><li>• Introduction of Ancient Indian Economic Organisation, Agriculture.</li><li>• Vedic Age, Mauryan Age and Gupta Period.</li><li>• Industries from earliest time to Gupta Period, Trade Routes During 6<sup>th</sup> Century BC, Mauruyan Period, Saka, Satavahanas Period and Gupta Period.</li><li>• Guild Organisation, Mode of Transport.</li><li>• Ownership of Land: Individual, ownership of king, collective ownership.</li><li>• Revenue Policy, Taxation Policy, Feudal Economy.</li></ul>	30

#### Book for References:

Basham A.L.	-	Cultural History of India.
Majumdar R.C.	-	The History and Culture of India.
Singh Upendra	-	A History of Ancient and early medieval India.
Roy Tirthankar	-	Economic History of India.
Maity S.K.	-	Economic Life in Northern India in the Gupta Period.
गुप्त शिवकुमार , नारायण कमल	-	भारतीय संस्कृति के मूल आधार
शर्मा के जी, जैन एच सी	-	प्राचीन भारत का इतिहास
दिनकर रामधारी सिंह	-	भारतीय संस्कृति के चार अध्याय
मिश्रा श्याम मनोहर	-	प्राचीन भारत में आर्थिक जीवन
पुरी, दास, चौपड़ा	-	प्राचीन भारत का सामाजिक, सांस्कृतिक व आर्थिक इतिहास
ओमप्रकास	-	प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास

## B.A. Semester II DSCC I

Programme / Class	Certificate	Year	B.A. I	Semester	II
Subject	History				
Course Code	HIS 5102T-C	Course Title	History of India Prehistoric Period – 1200 AD		

### Course Objective:

The paper is designed to provide extensive survey of early Indian History to the students and familiarize them with the tools of studying Ancient Indian. It helps in understanding the discipline of History to the students about Indian culture and major landmark of the Ancient Indian History. The History of Guptas and their Economy and Revenue system. The system of administration of Pallavas and Chalukyas is the base of contemporary administration. The course introduces this scenario from different regions of India with specific focus on dynasties like Rashtrakutas, Pratiharas, Palas, Chandellas and Cholas. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the polity of the time as well as how the polity was detrimental of social life in region specific manner, which was also the phenomena across the subcontinent.

### Course Outcome:

At the end of the course the students will be able to:

- It's described the Prehistoric phase of Indian History.
- Concept of Palaeolithic, Mesolithic, Neolithic History is well explained.
- Indus Civilization and its main features of planning has been discussed which is useful in present time.
- Culture of Vedic Literature has been well discussed.
- Concept of Mauryan Administration has been discussed which helps in understanding the present system of administration.
- Inscription of Ashoka has been discussed which will elaborate the factual history of India in fact chronological order of History Writing.
- Ashoka's Dhamma was the first evidence where secular concept was adopted it will help the people that how to live with harmony.
- Various schools of sculpture of Ancient India will enhance the development of Art to the students.
- Explain the emergence of state system in North India, development of the Imperial state structure and state formation in South India in the early period.
- To understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.
- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

**B.A. Semester II****DSCC I**

<b>Title of the Course: History of India: Prehistoric Period to 1200 A.D.</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

<b>Content of Course</b>	<b>90 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Indian sub-continental, Geographical, Landscape and Environment.</li> <li>• Sources of Ancient Indian History.</li> <li>• Palaeolithic culture sequence distribution tools typology.</li> <li>• Mesolithic, culture, new development in technology, concept of Neolithic culture, the type funerary practice.</li> <li>• Harappan civilization- origin, extend, town planning, economic organizations, art and architecture.</li> <li>• Culture reflected in Vedic literature, Polity religion and economy.</li> <li>• Iron Age culture, Megalithic north and deccan, rise of territorial state.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• New religious movements in north India- Jainism, Buddhism.</li> <li>• Mauryan Empire State-administration, economy Ashoka's Dhamma, its nature and propagation.</li> <li>• Post Mauryan Period- Sungas, Western Kshatrap, Satvahanas and Kushanas.</li> <li>• Trade and coinage-Culture as Reflected in Sangam literature.</li> <li>• History of Guptas: Srigupta to Skandgupta, Administration, Agrarian and Revenue systems, Economy and Society, Literature</li> <li>• Post Gupta period, state of Pallavas, Chalukyas, and Vardhan Dynasties.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Polity and Economy 750-1000 AD.</li> <li>• North India: History of Gurjara Pratihara's, Pal, Sen Dynasty.</li> <li>• Rastrakutas</li> <li>• Cholas and their contemporary's relation with South East Asia and Sri Lanka.</li> <li>• Foreign Policy of Cholas.</li> <li>• Invasions of Arabs. Gazanavis and Ghoris, Prithviraj Chauhan.</li> </ul>	30

**Book for References:**

Majumdar R.C. -	Ancient Indian History. (Hindi Version is also available)
Mahajan V.D.	- Ancient Indian History. (Hindi Version is also available)
Basham A.L.	- The Wonder that was India.
Dutt R.C.	- Ancient India (200 BC - 800AD)
Singh Upendra -	A History of Ancient and Early Medieval India.
Sharma R.S.	- India's Ancient Past.
Singh Upendra	- A History of Ancient and Early Medieval India: From the Stone Age to the 12 <sup>th</sup> Century.
घोष. ए	- भारत का प्राचीन इतिहास, इलाहाबाद
शर्मा के.जी.- जैन एच.सी.	- प्राचीन भारत का इतिहास, जयपुर
गोयल एस.आर.	- प्राचीन भारत का इतिहास, संबंधित संस्करण
शर्मा एल.पी.	- प्राचीन भारत का इतिहास
श्रीवास्तव के.सी.	- प्राचीन भारत का इतिहास तथा संस्कृति
झा डी.एन. और एन.के. श्रीमाली-	प्राचीन भारत का इतिहास
महाजन वी.डी.	- प्राचीन भारत का इतिहास
शर्मा रामशरण	- भारत का प्राचीन इतिहास
चौबे सौरभ	- प्राचीन भारत

**BA Semester III  
DSCC II**

Programme / Class	Certificate	Year	B.A. II	Semester	III
<b>Subject</b>	<b>History</b>				
Course Code	HIS 5201T-C	Course Title	Political, Social, Cultural and Economic History of Medieval India.		

**Course Objective:**

History of Medieval India is known as the advent of advent of Sultanat attack in India. It is also known as the era of conflict between two cultures and social stability and interaction between cultures process of urbanization and foundation of new administration system like Iqta begin in this period. Besides Muslim social structure composition of Muslim Society and role of Sultans in Socio economic development is well recognised. It's also known for the transplantation of an Exotic System of Education besides Archaeological Monuments; Religious Reform Movements also took place with the advent of Mughals new chapter of socio-political environment began. Religious policy of Akbar besides Paintings of Jahangir and Architecture of Shahjahan made mutual impact on the society of India.

**Course Outcome:**

At the end of the course the students will able to:

- Students to get acquainted with the basic principles of Islam besides the era of conflict between two cultures. It highlights the social condition of The Medieval India Period.
- It's also known as period of Social Stability and interaction between two cultures.
- Silent features of the state and society of Medieval India is discussed besides Muslim Social Structure.
- Contribution of the Sultan in Socio-Economic development is well discussed.
- Bhakti Movement and other Religious Reforms Sufism is elaborated.
- Mughals, their administration. Architecture, fine arts and Mughal Gardens are well discussed.



**BA Semester III**  
**DSCC II**

<b>Title of the Course:</b> Political, Social, Cultural and Economic History of Medieval India.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Introduction: Sources, State and Society.</li> <li>• Pre-Muslim Indian Society.</li> <li>• The Delhi Sultanate (1206-1526 AD)</li> <li>• Role of Sultan in Socio Economic Developments.</li> <li>• Administrative and Economic Reforms of Qutubuddin Aibak, Iltutmish, Balban and Alauddin Khilji.</li> <li>• Public works of Firoz Shah Tughlaq.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Architecture Monuments of the Sultans.</li> <li>• The Mughal Empire (1526-1707 AD)</li> <li>• Religious Reform Movements: Bhakti Movement and Sufism.</li> <li>• Administrative and Economic institutions, Architecture and Industries, Trade and Commerce.</li> <li>• Land Revenue reforms of Sher Shah Suri and Mughals.</li> <li>• Mughal Administrative System.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Silent Features of Mughal Paintings.</li> <li>• Development of Art and Architecture.</li> <li>• Climax and Crisis of The Mughal Empire: The Marathas and The Deccan.</li> <li>• The Maratha, Vijayanagar Empire and Other Indian States and Society in the 18th Century.</li> <li>• Society-Structure and Growth</li> <li>• Economic Life-Patterns and Prospects</li> </ul>	30

*Book for References:*

Mehta J.L.	-	Advanced Study in the History of Medieval India Volume III.
Sarkar J.N.	-	Mughal Administration.
Puri, Das, Chopra	-	The Political, Social, Cultural and Economic History of Medieval India.
वर्मा हरिश्चंद्र	-	मध्यकालीन भारत भाग 1, 2
कानूनगो के आर	-	शेर शाह सूरी और उसका समय, वैज्ञानिक और तकनीकी आयोग नयी दिल्ली

## BA Semester III SEC

Programme / Class	Certificate	Year	B.A. II	Semester	III
Subject	History				
Course Code	HIS 5202T-S	Course Title	Museum and Museology.		

### Course Objective:

This course is aimed to introduce the learners about origin, emergence and concepts of Museum and Museology in India and World. Museology promote its role and social relevance in the society, besides the working style Museum will also explain the classification or types of Museums.

### Course Outcome:

After successful completion of the course's student will able to

- The learner is expected to gain awareness about the history, context and concepts of Museum and Museology.
- The student will able to acknowledge the role of Museum in promoting culture and ethics in society.
- Demonstrate a comprehensive understanding of the historical development of museums, tracing their evolution from early collections to modern institutions, and analyse the socio-cultural contexts that have shaped their roles and functions.
- Evaluate the significance of museums as cultural institutions within diverse societies, recognizing their roles in education, preservation, interpretation, and community engagement.
- Apply theoretical frameworks and methodological approaches in museology to critically analyse the organizational structures, management practices, and ethical considerations within museums and related cultural heritage institutions.
- Develop proficiency in museum curation, including collection management, exhibition design, interpretation strategies, and audience engagement techniques, utilizing both traditional and digital platforms.

**BA Semester III  
SEC**

<b>Title of the Course:</b> Museum and Museology.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
02	30

Content of Course 1	30 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Origin, Meaning, Definition and Purposes of Museums.</li> <li>• Museology and Museography Museology: Conventional Museology, New Museology.</li> <li>• Current contested dimensions and debates.</li> </ul>	10
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• History and Development of Museums in Global context.</li> <li>• Museum Development in India.</li> <li>• Types of Museums – Classification of the museum on the basis of collections, governing body and scope etc.</li> <li>• Functions of Museum</li> </ul>	10
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Museum as a Professional Museum Organizations- Regional, National and International.</li> <li>• Role of UNESCO in the field of culture.</li> <li>• ICOM code ethics.</li> </ul>	10

*Book for References:*

Nigam M.L.	-	Fundamental of Museology, Navhind Prakashan
Agarwal Usha	-	Museums in India – A Brief Directory.
Seth Manvi	-	2012 Communication and Education in Indian Museums.
Mansuri Shahida	-	Museum, Museology and New Museology.
Key Concept of Museology	-	ICOM Publication (online)
Museology working papers	-	ICOM Publication (online)
सहाय शिवस्वरूप	-	संग्राहलय की ओर
तिवारी उषा रानी	-	पाण्डेय आरती नव संग्राहलय विज्ञान: एक परिचय

## BA Semester IV DSCC II

Programme / Class	Certificate	Year	B.A. II	Semester	IV
Subject	History				
Course Code	HIS 5301T-C	Course Title	History of Rajasthan.		

### Course Objective:

Rajasthan is undoubtedly one of the most beautiful and remarkable state of India. The history of Rajasthan is rich and dates back to Palaeolithic and Mesolithic age. Kalibanga and Ahar Civilization is the oldest civilization of Rajasthan besides Matsya and Malwa Janapad evidence of Maurya and Gupta rule in has been in the History of Rajasthan. Rajputs has faced the Sultanate and Mughal Kings with bravery, the objective of the paper is to acquaint the student to know their past and regional history of Mewar and Marwar, besides other Regional States the paper will introduce the Regional History, Historical Sources, Materials of its Reach Cultural Heritage, Political History, Eco monic Life, Religious Significant and Social Festivals to students.

### Course Outcome:

At the end of the course the students will able to:

- You will get information about primary sources, archaeological evidence, inscriptions, history related to the history of Rajasthan.
- Evidence of Palaeolithic, Mesolithic and Neolithic culture found in Rajasthan will help in knowing the history.
- The silent features of Kalibanga and Ahar civilizations are thoroughly discussed in the syllabus.
- Develop a comprehensive understanding of the historical trajectory of Rajasthan, spanning from ancient civilizations to the modern era, including the major dynasties, rulers, socio-political structures and cultural developments that have shaped the region.
- Students will gain insight into the economic systems and trade networks of Rajasthan, the region's importance as a crossroads of commerce, the development of market towns, artisan traditions, and the broader regional and global economies.
- Understand in detail the rich cultural heritage of Rajasthan including architecture, art, literature, music, dance, folklore and religious practices.
- You will get information about the military history of Rajasthan, the rise and fall of various kingdoms, development of fortifications and defensive strategies.

**BA Semester IV**  
**DSCC II**

<b>Title of the Course:</b> History of Rajasthan.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Sources of Rajasthan History, Evidence of Palaeolithic and Mesolithic Culture in Rajasthan.</li> <li>• Silent Features of Kalibanga and Ahar Civilizations, Significance of Matasya and Malwa Janapad.</li> <li>• Rise of Gurjar Pratihar, Chouhans of Ranthambhore and Jalore and Impact of Delhi Sultanate.</li> <li>• Rise of Mewar-Early History of the Guhilots; Kumbha and Sanga, Pratap's Resistance to the Mughals.</li> <li>• Rai Singh of Bikaner and his relations with the Mughals.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Rajput Administration – Evolution of Feudal Society.</li> <li>• Rise of Marwar-Early History of the Rathods, Jodha, Maldeo and Jaswant Singh.</li> <li>• 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.</li> <li>• Arya Samaj, Bhil Reform movement. Caste Reform Sabhas with special reference to Walterkrit Rajputana Hitkanini Sabha.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Causes of Political Awakening in Rajasthan Peasant and Tribal Movements.</li> <li>• Role of Prajamandal in Freedom Movement.</li> <li>• Nature and Structure of economy during the period of Study.</li> <li>• Structure and Stratification of Rural and Urban Society.</li> <li>• Trade and Trade routes; Markets and Indigenous Banking; Famines, Taxation System. Urbanization and Main urban centres.</li> </ul>	30

**Book for References:**

जैन हकूमचंद, माली नारायण लाल	-	राजस्थान का इतिहास, संस्कृति, परम्परा एवं विरासत
शर्मा गोपीनाथ	-	राजस्थान का इतिहास
टॉड कर्नल जेम्स	-	राजस्थान का पुरातत्व एवं इतिहास (हिंदी संस्करण )
शर्मा जी.एन.	-	राजस्थान का सांस्कृतिक इतिहास
राम पेमा	-	मध्यकालीन राजस्थान में धार्मिक आंदोलन
Tod Col. James	-	Annals and Antiquities of Rajasthan.
Bhalla Dr. L.R. and Bhalla Kuldeep	-	Contemporary Rajasthan.
Sharma Krishan Gopal	-	History and Culture of Rajasthan.
Sharma G.N.	-	Social Life in Medieval Rajasthan (1500-1800 A.D.) Agra.
Sharma G.N.	-	A Bibliography of Medieval Rajasthan (Social and Cultural) Malu, Kamla
	-	Famines in Rajasthan.

**BA Semester IV  
SEC**

Programme / Class	Certificate	Year	B.A. II	Semester	IV
<b>Subject</b>	<b>History</b>				
Course Code	HIS 5302T-S	Course Title	Tourism and Hospitality.		

**Course Objective:**

The objective of this paper is enlightening the student about the culture of India's History which will deals on the various facets of our system which we are following today. India is a multi-religious, multi-lingual country in this conditions that is necessary that the students should know their reach past of their country. Atithi Dev Bhava is an important quotation of ancient scripture the paper will introduce the principals of Tourism and Hospitality to Students.

**Course Outcome:**

At the end of the course the students will able to:

- To provide entertainment to tourists, organize tourism related activities such as cultural shows, fairs and festivals etc.
- To take over and develop and manage places of tourist interest, parks, lakes, avenues, beaches and recreational places, spots etc.
- Describe the roles and functions of a leader in the hospitality industry.
- To provide the students with an experiential learning opportunity at various levels of responsibility
- To provide the student with a "real life" experience in the hospitality industry through marketing.

**BA Semester IV  
SEC**

<b>Title of the Course:</b> Tourism and Hospitality.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
02	30

Content of Course	30 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Tourism, Concept, Definition, Tourism Products.</li> <li>• Guide: Principles of Guiding, Types of Guides.</li> <li>• Tourist: Definition, Scope in relation to Heritage.</li> <li>• Heritage: Concept and Definition</li> </ul>	10
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Indian Culture: Salient Features, Traditions and Customs.</li> <li>• Fairs: Concept, Definitions: Beneshwar Fair, Gogaji Fair, Ramdevra Fair, The Marwar Festival, The Kaila Devi Fair, The Kolayat Fair Bikaner, Pushkar Fair, Camel Bikaner Fair, Mahaveerji Fair, Gogamedi Fair, Shilpgram Crafts Mela, Nagaur Fair, Dusshera Fair, Kallaji Fair, Kaila Devi Fair, Banganga Fair, Chandra Bhaga Fair, Bundi Utsav, Desert Fair, Urs Fair.</li> <li>• Fort Architecture: Chittorgarh Fort, Kumbhalgarh Fort, Ranthambore Fort, Gagron Fort, Amber Fort, Jaisalmer Fort, Taragarh Fort Ajmer.</li> </ul>	10
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Hospitality Marketing: Introduction basic concepts and market segmentation.</li> <li>• Emerging trends &amp; technology in hospitality industry.</li> <li>• Marketing of Food &amp; Beverage.</li> </ul>	10

**Book for References:**

Gupta S.K. / Agarwal Neeraj	-	Tourism and Hospitality Industry.
Gupta Rajat, Singh Nishant, Kirar Ishita, Bairwa Mahesh Kumar	-	Hospitality and Tourism
Badan B.S. / Bhatt Harish	-	Hospitality and Tourism
व्यास डॉ राजेश कुमार	-	पर्यटन उद्भव एवं विकास
जैन हुकुमचंद	-	राजस्थान का ऐतिहासिक एवं सांस्कृतिक दिग्दर्शन
गुप्ता मोहनलाल	-	राजस्थान में पर्यटन उद्भव, विकास एवं वर्तमान स्थिति
गुप्ता मोहनलाल	-	राजस्थान की पर्यवरणीय संस्कृति

**BA Semester V**  
**DSEC I A**

Programme / Class	Certificate	Year	B.A. III	Semester	V
Subject	History				
Course Code	HIS 5401E-C	Course Title	History of Modern India.		

**Course Objective:**

The Objective of the paper is to enrich the students about the base of History of present India. Britishers to came as a trader but slowly and gradually they occupied the land of India by Hook and Crook taking benefits of the week successor of the Mughals. Maratha Struggle and Establishment of British rule in Bengal are the key factors that how Britishers took the benefits of weakness of Indians. 1857 is the first struggle of Independence which students should know economic impact of British rule later became the main cause of Nationalism. Freedom Struggle the took place between 1920-1947 bought result in the freedom of India.

**Course Outcome:**

At the end of the course the students will able to:

- Learn primary sources, historical documents, archival materials, and secondary literature on modern India and historical methods for analysing, interpreting, and contextualizing sources within broader historical narratives.
- To classify different schools of thought about the history of modern India.
- Study of freedom movement will develop patriotism in students.
- Analyses the impact of colonialism on Indian society and economy, examining the processes of British conquest, colonial administration, economic exploitation, cultural encounters and resistance movements, and assessing their legacy on post-colonial India.
- An assessment of the dynamics of Indian nationalism, tracing its evolution from the early reformist and revivalist movements to the emergence of mass-based nationalist organisations, strategies of non-violent resistance and ultimately the attainment of independence in 1947.
- An assessment of the socio-cultural changes of modern India, including changes in gender roles, caste relations, religious identity, education, literature, art and popular culture, and the interplay between tradition and modernity in shaping Indian society.
- An exploration of the regional diversity and political fragmentation of modern India, analysing the challenges of creating a unified national identity amidst the processes of state formation, princely states, linguistic realignment, federalism, and ethnic, linguistic and religious pluralism.
- Historical debate and interpretation of modern Indian history, including colonialism, nationalism, communalism, secularism, socialism, and the role of individuals, communities, and institutions in shaping historical change.



**BA Semester V  
DSCEC I**

<b>Title of the Course:</b> History of Modern India.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• History of India Before European Penetration in India</li> <li>• Beginning Of European Penetration in India</li> <li>• Expansion Of British Empire in India 1756-1818</li> <li>• Consolidation Under British Rule, 1818-1857</li> <li>• Structure Of British Rule in India</li> <li>• British Economic Policy in India From 1757-1857</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Administrative Policy of British</li> <li>• Social And Cultural Policy of British</li> <li>• Social And Religious Reforms In 19th Century</li> <li>• Revolt Of 1857</li> <li>• Administrative Changes Post Revolt of 1857</li> <li>• Economic Impact of British Rule</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Nationalist Movement (1858-1905)</li> <li>• Social And Religious Reform After 1858</li> <li>• Nationalist Movement (1905-1918)</li> <li>• Struggle For Swaraj</li> <li>• Nationalist Politics (1935-1945)</li> <li>• Towards Independence</li> </ul>	30

*Book for References:*

Sarkar Sumit	-	Modern India 1885-1947. (also available in hindi)
Chandra Bipin	-	History of Modern India. (also available in hindi)
Grover B.L.	-	History of Modern India.
Mahajan V.D.	-	Modern Indian History.
गोवर बी एल, मेहता अलका, यशपाल	-	आधुनिक भारत का इतिहास

**BA Semester V**  
**DSEC I B**

Programme / Class	Certificate	Year	B.A. III	Semester	V
<b>Subject</b>	<b>History</b>				
Course Code	HIS 5402E-C	Course Title	History of Military Science.		

**Course Objective:**

Military Science is the study of war, armed conflicts, defence systems, and military tactics. It focuses on two primary goals: improving the country's security measures and developing new armament and military equipment. Military Science finds answers to questions like: How can we improve the Armed Forces? How can we develop weapons that reduce the risk of injury for soldiers? Are autonomous war machines a solution for the future? Which are the latest and most dangerous security threats? Students can choose from several Military Science branches: Military History, War Studies, Armed Forces, Security and Strategic Intelligence, and others. This paper also provides information about those Soldiers who sacrificed their life for their Motherland.

**Course Outcome:**

At the end of the course the students will able to:

- explain the need and importance of boundaries between the states.
- explain the need of creating armies and the process of their formation.
- recognise the different types of ancient weapons and their use.
- assess the importance of laws of war.
- describe the different types of organisations of the armies.
- explain the characteristics of a regular army.
- analyse the different strategies and tactics used in the war.
- Students will get information about gallantry award winners of Indian Armed Forces.

**BA Semester V**  
**DSEC I B**

<b>Title of the Course:</b> History of Military Science.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Introduction: Main Sources of Military History.</li> <li>• Geo-strategic location, frontiers and boundaries of India.</li> <li>• Military System in Ancient India: Vedic Period, Epic and Puranic Period, Mauryan and Gupta Period, Vardhan Period and Early Rajput Period.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Military System of Sultanate and Mughal Period.</li> <li>• Special Reference to Battle of Tarain, Ranthambore, Chittor, Jalore, Panipat, Khanwa and Haldighati.</li> <li>• Military System in British Period: Battle of Plassey, Buxar, Panipat and Anglo-Marathas and Anglo-Sikh wars.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• War Strategies during First and Second World War.</li> <li>• Mahrana Pratap's ambush war policy.</li> <li>• Warfare techniques of Shivaji.</li> <li>• Paramveer Chakra, Mahaveer Chakra, Veer Chakra winners of India.</li> </ul>	30

*Book for References:*

Sarkar J.N.	-	Military History of India.
Thapliyala Uma Parasad	-	Military History of India.
Sharma Col.Gaoutam	-	Indian Army Through the Ages.
Dayld Major Qalfread	-	Indian Art of War.
महाजन वी डी	-	प्राचीन भारत का इतिहास
महाजन वी डी	-	मध्यकालीन भारत का इतिहास
महाजन वी डी	-	आधुनिक भारत का इतिहास

**BA Semester V**  
**DSEC I C**

<b>Programme / Class</b>	<b>Certificate</b>	<b>Year</b>	<b>B.A. III</b>	<b>Semester</b>	<b>V</b>
<b>Subject</b>	<b>History</b>				
Course Code	HIS 5403E-C	Course Title	History of Modern Rajasthan.		

**Course Objective:**

This course proposes to examine the History of Modern Rajasthan it will help in understanding the Present Political Administrative Sanrio of the State to the students. Freedom of individual person is an important in life this course aim to teach the students get how they got the freedom from the Feudal Lords, Kings and Britishers.

**Course Outcome:**

At the end of the course the students will able to:

- After completing this course, the student should be able to:
- Understand the resentment against the forceful intrusion Marathas in Rajasthan.
- Know how British Rule was establish in Rajasthan.
- Understand Socio-Cultural and Economic Conditions in Rajasthan.
- How Rajasthan Contributed in Freedom Struggle.
- How Rajasthan was integrated in a state.

**B.A. Semester V**  
**DSEC I C**

<b>Title of the Course:</b> History of Modern Rajasthan.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course 1	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Entry of Marathas in Rajasthan (1710 – 1775 AD).</li> <li>• Resentment against Marathas in Rajasthan – Mahadji Scindia's occupation (1761-1794 AD)</li> <li>• Era of anarchy and establishment of British Rule in Rajasthan (1794-1818 AD)</li> <li>• Rise of Jats and their other activities in Bharatpur (1707-1818 AD)</li> <li>• Administrative System of Rajasthan</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Social, Economic and Cultural situation</li> <li>• Rajasthan in the Subordinate Treaty Period (1819-1857).</li> <li>• Anti British Sentiment in Rajasthan before the Revolt of 1857</li> <li>• Contribution of Rajasthan in the Revolt of 1857</li> <li>• Subordinate Union-Period Rajasthan (1858-1905 AD)</li> <li>• Subordinate Cooperation - Period Rajasthan (1906-1947 AD)</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Farmer Movement in Rajasthan</li> <li>• Tribal Movement in Rajasthan</li> <li>• Rajasthan during the Independence Struggle</li> <li>• Integration of Rajasthan</li> <li>• Social and Economic Life of Rajasthan during the British Protectorate.</li> </ul>	30

**Book for References:**

जैन हुकुमचंद, माली नारायण लाल	-	राजस्थान का इतिहास, संस्कृति, परम्परा एवं विरासत
शर्मा गोपीनाथ	-	राजस्थान का इतिहास
टॉड कर्नल जेम्स	-	राजस्थान का पुरातत्व एवं इतिहास (हिंदी संस्करण )
शर्मा जी.एन.	-	राजस्थान का सांस्कृतिक इतिहास
राम पेमा	-	मध्यकालीन राजस्थान में धार्मिक आंदोलन
Tod Col. James	-	Annals and Antiquities of Rajasthan.
Bhalla Dr. L.R. and Bhalla Kuldeep	-	Contemporary Rajasthan.
Sharma Krishan Gopal	-	History and Culture of Rajasthan.
Hooja Rima	-	A History of Rajasthan

## BA Semester V SEC

Programme / Class	Certificate	Year	B.A. III	Semester	V
Subject	History				
Course Code	HIS 5404T-S	Course Title	World Cultural Heritage Sites of India.		

### Course Objective:

The objective of the paper is protection of world natural and cultural heritage of India UNESCO in 1972 adopted the "Convention concerning the Protection of the World Natural and Cultural Heritage." The aim of the Convention was to promote cooperation among all nations and people in order to contribute effectively to the protection of the natural and cultural heritage, which belongs to all mankind. In this context, the UNESCO has declared 40 Sites as World Cultural Heritage Sites in India. The CCRT has produced four cultural packages on these 40 World Cultural Heritage Sites in India.

### Course Outcome:

At the end of the course the students will able to:

- UNESCO will develop a broader understanding of the concept of cultural heritage and the significance of UNESCO World Heritage sites as examples of human creativity, historical significance and universal value.
- Identification and analysis of a diverse range of UNESCO World Cultural Heritage sites located in India, including archaeological sites, architectural monuments, historic cities, cultural landscapes and intangible cultural heritage elements spanning different periods and regions of the country.
- An evaluation of the criteria used by UNESCO to designate World Cultural Heritage sites, including criteria of their outstanding universal value, authenticity, integrity and cultural importance, historical significance and conservation needs.
- Examines the historical, cultural and socio-economic contexts of each World Heritage Site in India, understanding their origin, development and significance within the local, regional and global framework of cultural exchange, artistic expression, religious practice and socio-political history.
- Analysis of the architectural styles, artistic techniques and engineering achievements displayed in India's World Heritage Sites, which include examples of classical Indian architecture, temple complexes, forts, palaces, stepwells, urban planning and sacred landscapes.
- Learn about the challenges of conservation and management of India's World Heritage sites, including issues related to urbanization, tourism development, environmental degradation, natural disasters, vandalism, encroachment and illegal trafficking of cultural artefacts.
- To involve heritage conservation organizations, government agencies, non-governmental organizations (NGOs), local communities and international partnerships in the protection and promotion of India's world cultural heritage sites through sustainable tourism, capacity building initiatives, public awareness campaigns and community engagement. The role will be revealed.
- To develop interdisciplinary research and communication skills through independent projects, case studies, site visits and presentations to analyse, interpret and communicate the significance of India's World Cultural Heritage sites to diverse audiences including policy makers, scholars, tourists and local to demonstrate ability.
- It is mandated to contribute effectively to the protection of the natural and cultural heritage of mankind.

**B.A. Semester V  
SEC**

<b>Title of the Course: World Cultural Heritage Sites of India.</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
02	30

<b>Content of Course 1</b>	<b>30 hours</b>
<b>Unit I :</b> <ul style="list-style-type: none"><li>• Introduction of UNESCO World Cultural Heritage Sites of India.</li><li>• Architectural terms and plans of Stupa, Mosque, Temple and Church.</li><li>• Sanchi, Agra Fort, Fatehpur Sikri, Taj Mahal.</li></ul>	10
<b>Unit II :</b> <ul style="list-style-type: none"><li>• Sun Temple Konark, Khajuraho, Qutub Complex and Humayun's Tombs Delhi.</li><li>• Ajanta Caves, Allora Caves, Elephanta Caves.</li><li>• Churches and Convents of Goa.</li></ul>	10
<b>Unit III :</b> <ul style="list-style-type: none"><li>• The Mahabalipuram monuments.</li><li>• Brihadeshwar Temple Tanjaur.</li><li>• Pattadakal Temples and Hampi Monuments.</li></ul>	10

*Book for References:*

- Jain Shikha - India: UNESCO World Heritage Sites.  
Kulkarni Subhash - Heritage of India – A Picture Book on World Heritage Sites in India.  
Official Website of UNESCO.  
Official Website of Centre for Cultural Resources and Training of Government of INDIA.

**BA Semester VI  
DSEC II A**

<b>Programme / Class</b>	<b>Certificate</b>	<b>Year</b>	<b>B.A. III</b>	<b>Semester</b>	<b>VI</b>
<b>Subject</b>	<b>History</b>				
Course Code	HIS 5501E-C	Course Title	World History.		

**Course Objective:**

World history enriches the insight of students into Indian history through the development of a comparative perspective with the history of other countries. Particularly, European history, where many of the institutions of liberal democracy were first articulated in their modern form, helps students to deepen their understanding of historical processes of institutional change and resilience.

**Course Outcome:**

At the end of the course the students will able to:

- Knowledge about political history of modern world.
- Will acquired the knowledge of the principles, forces, processes and problems of the recent times.
- Students will able to explain the various political movements and growth of nationalism in different parts of the world.
- Students traced and analysed the main development of contemporary world and explored the important developments of 20th century world.



**BA Semester VI**  
**DSEC II A**

<b>Title of the Course:</b> World History.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Renaissance, Reformation with special reference to Martin Luthar.</li> <li>• The French Revolution and its effects – The age of Napoleon.</li> <li>• American War of Independence.</li> <li>• Progress or Constitutional Government in England.</li> <li>• Industrial Revolution and The Agrarian Revolution.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Nationalism and Democracy in the 19<sup>th</sup> Century.</li> <li>• Unification of Italy and Germany.</li> <li>• Social and Economic Development in the 19<sup>th</sup> Century Capitalism – Labour Movement – Karl Marx and Rise of Socialism.</li> <li>• Chartist Movement in British Colonial expansion of Great Britain with special reference to Asian Countries.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Feudalism, Slavery and Feminism in Europe.</li> <li>• First World War, League of Nations.</li> <li>• Rise of Dictatorship in Europe.</li> <li>• Rise of New Turkey.</li> <li>• Origin of World War II, Formation of U.N.O.</li> <li>• The New China- Chiangkaihek and Kuomintang.</li> <li>• India's Role In World Politics.</li> </ul>	30

*Book for References:*

जैन, माथुर	-	विश्व का इतिहास
नेहरू जवाहरलाल	-	विश्व इतिहास की झलक
Dev Arjun, Dev Indra Arjun	-	History of the World.
Mukharjee Uddipan	-	Modern World History.
Reddy Krishna	-	World History.
Jain, Mathur	-	History of Modern World.

**BA Semester VI**  
**DSEC II B**

Programme / Class	Certificate	Year	B.A. III	Semester	VI
<b>Subject</b>	<b>History</b>				
Course Code	HIS 5502E-C	Course Title	Cultural History of Rajasthan.		

**Course Objective:**

Culture is important part of Human life a paper will enhance the Culture Knowledge of Students, The folk saints, gods and goddesses contributed a lot to make the society and the community better. They worked for the upliftment of backward classes and were against social evils like untouchability. The fairs organized for them, too, worked to unite the community and bring a sense of harmony in them.

**Course Outcome:**

At the end of the course the students will able to:

- The paper helps the students to understand social reforms like Hindu-Muslim Unity, Protection of Untouchability, Protection of Religion and Nationality.
- The student will able to know that how the teachings of The Saints of the Rajasthan helped in uplifting moral and spiritual life of people.
- Fairs promote and propagate Folk Culture in the State and Country.
- Festivals are the backbone of society it makes the people busy in their social gathering which promote harmony and prevents the life of depression the students will able to learn from this paper.

**BA Semester VI**  
**DSEC II B**

<b>Title of the Course:</b> Cultural History of Rajasthan.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Early Major Sources of Ancient, Medieval and Modern Rajasthan.</li> <li>• Important Historical events in the History of Rajasthan, Major Dynasties, their administrative and Revenue Systems, Socio-Cultural Issues.</li> <li>• Art, Painting and Handicrafts.</li> <li>• Important works of Rajasthani Literature, Regional Dialects.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Folk Music and Folk Dance.</li> <li>• Rajasthani Culture, Traditions and Heritage.</li> <li>• Important Tourist Destination.</li> <li>• Prominent Historical Personalities of Rajasthan.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Folk Deities: Gogaji, Tejaji, Pabuji, Devnarayanji, Mallinathji, Ramdevji, Meha Mangalyaji, Harbhujji.</li> <li>• Saints – Dhanna, Pipa, Jhambhoji, Gorakhnath, Raidas, Jasnath, Laldas, Haridas, Dadudayal, Mirabai, Ranabai, Mavji Ramcharan, Maharshi Naval Ram.</li> <li>• Fairs – Pushkar, Jeena Mata, Khatushyam, Bharatthri, Diggi Kalyan, Shri Mahaveerji, Karni Mata, Shitala Mata, Kaila Devi, Baneshwar Dham, Khejarli, Galtaji, Gangor.</li> <li>• Festivals – Gangor, Teej, Holi, Mahavir Jayanti, Akshaya Tritiya, Teja Dasmi, Dev uthani Gyaras.</li> </ul>	30

**Book for References:**

जैन हूकुमचंद, माली नारायण लाल	-	राजस्थान का इतिहास, संस्कृति, परम्परा एवं विरासत
शर्मा गोपीनाथ	-	राजस्थान का इतिहास
टॉड कर्नल जेम्स	-	राजस्थान का पुरातत्व एवं इतिहास (हिंदी संस्करण )
नीरज जयसिंह, शर्मा भगवती लाल	-	राजस्थान की सांस्कृतिक परम्परा
Tod Col. James	-	Annals and Antiquities of Rajasthan.
Bhalla Dr. L.R. and Bhalla Kuldeep	-	Contemporary Rajasthan.
Sharma Krishan Gopal	-	History and Culture of Rajasthan.

**BA Semester VI**  
**DSEC II C**

Programme / Class	Certificate	Year	B.A. III	Semester	VI
Subject	History				
Course Code	HIS 5503E-C	Course Title	History of Philosophical and Economic Ideas.		

**Course Objective:**

History has an excellent position to inculcate moral values in students mind, study of Veda and Geeta with life stories of great saints, heroes and reformer like Mahavir Swami, Buddha, Shankracharya, Guru Nanak, Swami Dayanand Saraswati, Swami Vivekanand, Mahatma Gandhi, Aurobindo Ghosh, Radhakrishnan encourage students to be truthful courageous just and selfless.

**Course Outcome:**

At the end of the course the students will able to:

- Ethics is an important part of life this subject will enlighten the students to live a moral life with high aims.
- Concept of normative and applied ethics will be cleared.
- Various Indian approaches of History of Ethics will be easily learned by them.
- Vedas and Geeta are the life management system of present life.
- Shankracharya's Concept of Advaita will help students in eroding caste system and discrimination between man and man.
- Philosophy of Mahatma Gandhi and Radhakrishnan with encouraged the students to be truthful uncourageous.

**BA Semester VI**  
**DSEC II C**

<b>Title of the Course:</b> History of Philosophical and Economic Ideas.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
06	90

Content of Course	90 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Survey of Religious Ideas in early India.</li> <li>• Study of Vedas and Geeta.</li> <li>• Dharma and Rationality.</li> <li>• Six Schools of Indian Philosophy.</li> </ul>	30
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Philosophical Ideas of Aadi Guru Shankaracharya.</li> <li>• Philosophical Ideas of Vivekanand.</li> <li>• Philosophical Ideas of Mahatma Gandhi.</li> <li>• Philosophical Ideas of Radhakrishnan.</li> </ul>	30
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Economic Ideas: Dadabhai Naoroji and M.G. Ranade</li> <li>• Economic Ideas: R. C. Datt and Gopal Krishna Gokhle</li> <li>• Economic Ideas of Mahatma Phule</li> <li>• Economic Ideas of Dr. B. R. Ambedkar</li> </ul>	30

**Book for References:**

Shridharan E.A.	-	Text Book of Histography
Carr, E.H.	-	What is History
Callingwood R.G.	-	The Ideas of History
Kane P.V.	-	History of Sanskrit Poetics
Chandra Bipin	-	Ranade's Economic Writings.
Gandhi M.K.	-	India of My Dreams.
Mansi R.P.	-	Dadabhai Naoroji, 1960
Dasgupta Ajit K.	-	A History of Indian Economic Thought
बहरवाल मनोज	-	भारतीय राजनितिक चिंतक
काने पी वी	-	धर्मशास्त्र का इतिहास
सिंह बद्रीनाथ	-	नीति शास्त्र की रूपरेखा
मिश्र नित्यानंद	-	नीतिशास्त्र

## BA Semester VI SEC

Programme / Class	Certificate	Year	B.A. III	Semester	VI
Subject	History				
Course Code	HIS 5504T-S	Course Title	Oral History, Oral Traditions of Rajasthan and Understanding Heritage		

### Course Objective:

This course will enable learners to understand the two different concepts of Oral Traditions and Heritage knowledge and with variant significance. It will inculcate among the students the meaning and characteristic of Oral Traditions and institutional framework for Heritage preservation and protection in India. The course will be mandatory project-based curriculum and will require visits to sites, monument and oral recordings. The students will prepare the Semester Projects of the field works

### Course Outcome:

At the end of the course the students will able to:

- Oral Traditions is important for understanding Cultural History.
- It is important for understanding Social Traditions and its impact.
- Heritage knowledge is must for the students to understand it's significant.
- It will help in Understanding Institutional Frame work of Heritage Preservation and protection.
- Student will practically able to know the various avenues by Visiting Historical Sites, Monuments.
- Oral Recordings in various institutions will be highlighted in understanding the History.

**BA Semester VI**  
**DSEC II C**

<b>Title of the Course:</b> Oral History, Oral Traditions of Rajasthan and Understanding Heritage.	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
02	30

Content of Course	30 hours
<b>Unit I :</b> <ul style="list-style-type: none"> <li>• Oral History, Oral Traditions and Understanding Heritage.</li> <li>• Defining Heritage: Meaning of antiquity, archaeological site, tangible and intangible Heritage. Written and non-written traditions.</li> <li>• Treatment of Oral Traditions in ethnographical literature.</li> </ul>	10
<b>Unit II :</b> <ul style="list-style-type: none"> <li>• Oral Epics of Rajasthan- Pabuji Ki Phad, Devnarayan Ki Phad</li> <li>• Women’s Songs, Teratali and Puppetry of Rajasthan.</li> <li>• Professional Caste Musicians of Rajasthan.</li> <li>• From Local to Global: Rajasthani Folk Music in Performance, Marketing the ‘Folk’ of Rajasthan.</li> </ul>	10
<b>Unit III :</b> <ul style="list-style-type: none"> <li>• Evolution of Heritage Legislation and the institutional framework.</li> <li>• Conventions and Acts- national and international, Heritage related Government department, museums, regulatory bodies and conversation initiatives.</li> <li>• Writing of Project Report either on Oral Tradition or Heritage.</li> </ul>	10

*Book for References:*

- Bharucha Rustom - Rajasthan an Oral History: Conversation with Komal Kothari.  
 Kothari Komal - Monograph on Langas : A Folk Musician Caste of Rajasthan.  
 S.S. Biswas - Permanent Black,2012, Chapters 4 & 5. , Protecting the Cultural Heritage (National Legislations and International Conventions), New Delhi, INTACH, 1999.  
 Lahiri N, Ranikhet - Marshalling the Past: Ancient India and 1<sup>st</sup> Modern Histories  
<https://www.tourism.rajasthan.gov.in/>  
<https://dipr.rajasthan.gov.in/pages/sm/government-order/attachments/14928/85/10/2583>