

**SURESH GYAN VIHAR UNIVERSITY, JAIPUR  
(CDOE, SGVU)**

**Program Project Report (PPR)**

**MASTER OF ARTS IN  
HISTORY**

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## **Program Project Report**

### **1. Program Mission and Objectives**

Suresh Gyan Vihar University, Jaipur, established in 2008, is a leading private University of Rajasthan. SGVU, Jaipur is accredited with Grade A+ by the National Assessment and Accreditation Council (NAAC), and offers courses like Engineering, Management, Hotel Management, Pharmacy, Arts, Humanities, Law, Agriculture, etc. in conventional mode. SGVU is renowned for its innovative academic practices, brilliance in technical education, and consultancy to high-profile industries.

The program's mission is to impart, train, and transform a student completely for high caliber competence through the latest concepts and technology and equip the students as per the demands of the industry.

#### **The program aims to achieve the following objectives**

- i. To provide an opportunity to get an MA (Master of Arts) degree to those who find it difficult or even impossible to pursue regular MA courses at a university either due to their job commitments or certain other circumstances.
- ii. To help the learners, study at their own pace, from their own chosen place.
- iii. To provide students with an in-depth understanding of their chosen field of study, including current theories, research methodologies, and significant developments.
- iv. To develop students' abilities to critically evaluate existing literature, arguments, and evidence within their field.
- v. To encourage the integration of knowledge from various disciplines, promoting a more holistic understanding and innovative approaches to solving complex problems.
- vi. To instill a strong sense of ethical responsibility and an understanding of the ethical implications of research and professional practice within their discipline.

### **2. Relevance of the Program with Suresh Gyan Vihar University, Jaipur Mission and Goals**

Suresh Gyan Vihar University (SVGU) was established with a vision to become a University with a commitment to excellence in education, research, and innovation aimed towards human advancement.

The proposed program is highly relevant to the SVGU's mission i.e.

- Facilitate holistic education through knowledge sharing, skilling, research, and development.

- Integrate academic and research work towards the nation's development.
- Mentor students' physical, mental, emotional, secular, and spiritual attributes to become a valued human resource as it aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intakes in the conventional mode of education in the Universities.

Moreover, to keep the quality intact the curriculum and syllabus have been designed at par with the conventional mode keeping in mind the specific needs and acceptability of the learners' ODL mode and in keeping with the aims and objectives of the University also ensuring the industry and future skills relevance.

### **Nature of Prospective Target Group of Learners**

The curriculum of MA is designed in such a way that it helps the students to become not only more employable but also encourages them to become entrepreneurs. Primarily the target group of learners will be:

- Those deprived of admission in the regular mode due to limited intake capacity.
- Those employed in various organizations who desire to pursue higher education as a passion or as a means for movement up the promotional ladder.
- Dropouts primarily due to social, financial and economic compulsions as well as demographic reasons.
- Population of any age and those living in remote areas where higher education institutes are not easily accessible.

### **3. Appropriateness of program to be conducted in ODL mode to acquire specific skills and competence**

The degree would be of most value to students which can support the development of critical thinking, research skills, and subject-specific knowledge. In various fields such as education, business, social sciences, humanities, and public administration, it provides professionals with the opportunity to acquire advanced theoretical knowledge and practical skills that are directly applicable to their work environments.

### **4. Instructional Design**

#### **Curriculum Design**

The curriculum is designed by experts in the field of Arts and has taken into account to include relevant topics that are contemporary and create environmental awareness. It is approved by the BoS (Board of Studies), the CIQA (Centre for Internal Quality Assurance), and the AC (Academic Council) of the university.

### Program Structure and Credits Mapping: M.A - History

Semester	Course Code	Paper	Credit	Contact Hours	Internal	External	Total
1	HS-501	History Of Ancient India (From Earliest Times To 600 B.C.) Sources, Interpretations And Debates	05	15	30	70	100
1	HS-502	Evolution of Indian Society and Thought, Part - 1	04	12	30	70	100
1	HS-503	World In The Twentieth Century, Part - 1	04	12	30	70	100
1	HS-504	Women in Indian Society: Modern India	05	15	30	70	100
2	HS-505	Evolution of Indian Society and Thought, Part – 2	05	15	30	70	100
2	HS-506	World In The Twentieth Century, Part - 2	05	15	30	70	100
2	HS-507	History of major Revolution (1789-1949 AD	04	12	30	70	100
2	HS-508	History of Political Thoughts	04	12	30	70	100
3	HS-509	Historical Tourism In India	05	15	30	70	100
3	HS-510	Political and Administrative Institutions of Medieval India	04	12	30	70	100
3	HS-511	Art Architecture and Archeology of Medieval India	05	15	30	70	100
3	HS-512	Historians of Medieval India	04	12	30	70	100
4	HS-513	Economic History of Modern India	05	15	30	70	100
4	HS-514	Gandhian Thought	04	12	30	70	100
4	HS-515	Social History of Modern India	05	12	30	70	100
4	HS-516	Thinkers of Modern India	04	12	30	70	100
4	HS-517	Project	08	24	30	70	100
<b>Total Credits</b>			<b>80</b>				

\*Contact Hours at campus mentioned above are other than the PCP (Personal Contact Program) conducted at campus.

## **PSOs' and POs'**

### **PROGRAMME SPECIFIC OUTCOMES**

PSO 1: Students will be able to learn about the ancient culture and heritage of our country and global civilization.

PSO 2: students will be able to evaluate the impact of revolutions on governance structures, political ideologies, and social structures, including changes in power dynamics, rights of citizens, and state institutions.

PSO 3: students will be able to Synthesize the knowledge regarding the major philosophical and religious movements in ancient and medieval India.

PSO 4: Comprehensive knowledge of the origin and development of the caste system in ancient India.

PSO 5: Students will become Proficient in assessing the reliability and limitations of historical sources.

### **PROGRAMME OUTCOMES**

PO 1: After completing three years for Master of Arts (History), students would gain a thorough learning in the fundamentals of Indian and global history.

PO 2: This course of Master of Arts (History) makes the students aware about the major developments and legacies of the 19th century, including social, political, and economic changes.

PO 3: Learners will be able to develop historical and cultural acumen which will help in understanding the heritage of human history.

PO 4: Learners will be able to prove their proficiency in various competitive exams and respective fields of academics.

**SYLLABUS**  
**MA in History (Semester – 1)**

**Paper 1**

**History of ancient India (from earliest times to 600 b.c.) Sources, interpretations and debates - (hs-501)**

**Learning objectives**

**Student will be able to understand**

- Students should be able to comprehend the social, political, and economic conditions that led to the French Revolution and the Industrial Revolution.
- Ability to identify and analyze various sources used in the study of ancient Indian history.
- Proficiency in assessing the reliability and limitations of historical sources.

**Unit-1**

Sources and historiographical trends of ancient Indian history up to 600 B.C. A survey of prehistoric India: Paleolithic and Mesolithic cultures, Neolithic chalcolithic village cultures

**Unit-2**

The Indus -Saraswathi civilization: origin extent, main sites, town planning and architecture, economy, religion, arts, decline, devolution, and continuity. Debate on the relationship of Indus – Saraswathi civilization and Vedic civilization

**Unit-3**

Content and Classification of vedic age: vedic Saraswati River and evidence for its historicity. Problem concerning the original home and identity of the aryaans

**Unit-4**

Early Vedic culture- society economy, polity and religion. Town planning and architecture, arts decline, devolution.

**Unit-5**

Later Vedic culture- society economy, polity and religion. Town planning and architecture, arts decline, devolution.

**References**

1. Warfare from 1792 to 1945, Cambridge: Cambridge University Press, 2002.
2. Calvocoressi, Peter & Wint, Guy, Total War: Causes and Courses of the Second World War, Penguin, 1974.
3. Dupuy, Trevor, N., The Evolution of Weapons and Warfare, 1984, reprint, New York: Da Capo, 1990.
4. Ellis, John, From the Barrel of a Gun: A History of Guerrilla, Revolutionary and Counter-Revolutionary Warfare from the Romans to the Present, London: Greenhill, 1995.

## Paper - 2

### Evolution of Indian Society and Thought, Part 1-(HS -502)

#### Learning Outcomes

#### Student will be able to understand

- Comprehensive knowledge of the origin and development of the caste system in ancient India.
- Understanding the socio-economic and cultural factors contributing to the evolution of the caste system.
- Understanding the lifestyle, tools, and artistic expressions of these periods..

#### Unit – 1

Formative process of society- concepts and historic-culture relevance of varna, ashrama, purushartha and samskaras.

#### Unit – 2

Origin and development of caste system in ancient India. Social ideas as depicted in the smritis with special reference to Manu smriti.

#### Unit – 3

Hindu - Muslim culture synthesis and the growth of composite culture. Growth of imbalances and aristocratic refinement during medieval times-nobility, peasantry and slavery.

#### Unit – 4

Social reform movements of the 19th century, emergence of the middle class and its consequences.

#### Unit – 5

Upliftment of the depressed classes. Role of women in the Indian national movement. Tradition and modernity.

#### Suggestive Reading

##### Books

1. H. Dani and J.P. Mohen, Ed., History of Humanity, Vol. II, From the Third
2. Millenium to 7th Century BC, (Scientific and Cultural Development), UNESCO – Routledge, 1996, New York
3. A.M. Khazanov, Nomads and the Outside World, translated by Julia, Crookenden, Cambridge, 1984



## Paper – 3

### World In the Twentieth Century, Part 1-(Hs 503)

#### Learning Outcomes

##### Student will be able to know

- Mastery of the major developments and legacies of the 19th century, including social, political, and economic changes.
- Recognition of the impact of these legacies on the 20th-century world..
- Proficiency in assessing the reliability and limitations of historical sources

#### Unit-1

Legacy of the nineteenth century, Growth of nationalism, capitalism and imperialism. Origins of the First World War, its nature and consequences.

#### Unit-2

Paris peace settlement and its long term results. Russian revolution of 1917-cause nature and its impact

#### Unit-3

Working of the league of nations and collective security, disarmament efforts the reparation problem. great economic depression- impact on the world and recovery.

#### Unit-4

Foreign policy of Soviet Union between two world wars. Liberal ideas and social movement. Ideologies of Nazism and fascism in Germany and Italy;

#### Unit-5

Militarism in japan. The Spanish civil war. Policy of appeasement and its impact; the Munich pact and its effects. Origins, nature and result of the Second World War.

#### Suggestive Reading

##### Books

1. Warfare from 1792 to 1945, Cambridge: Cambridge University Press, 2002.
2. Calvocoressi, Peter & Wint, Guy, Total War: Causes and Courses of the Second World War, Penguin, 1974.
3. Dupuy, Trevor, N., The Evolution of Weapons and Warfare, 1984, reprint, New York: Da Capo, 1990.
4. Ellis, John, From the Barrel of a Gun: A History of Guerrilla, Revolutionary and Counter-Revolutionary Warfare from the Romans to the Present, London: Greenhill, 1995.
5. Fussell, Paul, The Great War and Modern Memory, OUP, Oxford 1975, 2000.

## Paper – 4

### Women In Indian Society: Modern India -(Hs -504)

#### Learning outcomes

#### Student will be able to understand

- Knowledge of the historical struggle for women's suffrage.
- Understanding the challenges faced and the impact of women's participation in the political process.
- Engagement with scholarly discussions surrounding the original home and identity of the Aryans.

#### Unit-1

Colonial Period: Colonial critique of women's status in India. Social Reform Movement and the women's question. Young Bengal Movement, Jyotiba Phule, Raja Ram Mohan Roy, Dayan and Saraswati, G. G. Agarkar, Ramabai.

#### Unit-2

Women's Access to Education Debates on Women's education in the nineteenth and twentieth centuries. Social Legislation - Sati Prohibition Act, Widow Remarriage Act, Age of Consent Act.

#### Unit-3

New Trends in the Colonial and Post-Colonial Period: Formation of Women's Organizations. Struggle for women's suffrage. Women in the freedom struggle. Pre-Gandhian; Gandhian; Revolutionary. Partition and Women.

#### Unit-4

Important constitutional provisions and constitutional amendments related to women. Post-Colonial Strategies and Challenges: Women and work: organized and unorganized sectors. Participation of women in the Politics in the post-independence period:

#### Unit-5

Women's Movement - significant trends Violence against Women- Domestic Violence: Sexual Harassment at workplace; Rape and Sexual Violence; mechanisms and laws to combat violence. Challenges of Globalization.

#### Suggestive Reading

##### Books

1. Allchin, F.R., The Archaeology of Early Historic South Asia, the Emergence of Cities and States (with contributions from G.Erdosy, R.A.E. Conningham, D.K.
2. Chakrabarti and Bridget Allchin), Cambridge: Cambridge University Press, 1995.
3. Begley, Vimala and De Puma, Richard Daniel (eds.), Rome and India, the Ancient Sea
4. Trade, New Delhi: Oxford University Press, 1992. (rpt.)
5. Chakrabarti, Dilip K, The Archaeology of Ancient Indian Cities, New Delhi, Oxford University Press, 1995.

**MA in History**  
**(Semester – 2)**

**Paper – 1**

**Evolution Of Indian Society and Thought, Part - 2-( Hs 505)**

**Learning outcomes**

**The student will be able to understand**

- Mastery of the colonial perspective on women's status in India.
- Synthesis of knowledge regarding the major philosophical and religious movements in ancient and medieval India.
- Development of critical thinking skills to analyze the teachings and contributions of key figures.
- Recognition of the historical and cultural contexts that shaped religious and philosophical developments.

**Unit-1**

Upanishadic Monism. Bhagvadgita. Buddhism and Jainism. Vaishnavism and Saivism.

**Unit-2**

Sankaracharya. Sufism - main tenets and silsilahs Bhakti Movement-genesis and development teachings of Kabir and Meera.

**Unit-3**

Origin and growth of Sikhism.Indian Renaissance - Raja Rammohan Roy. Swami Dayanand

**Unit-4**

Vivekanand. Aurobindo. J. Krishnamurti. Sir Syad Ahmed Khan, Ram Krashn Parmhansh

**Unit-5**

Keshav Chandra Sen, Henri Vivian Dera Jeeo, Ani Bisent, M.G. Ranade

**Suggestive Reading**

**Books**

1. Cities and States (with contributions from G.Erdosy, R.A.E. Conningham, D.K.
2. Fredrik Barth: Nomads of South Persia: The Basseri Tribe of the Khamseh Confederacy. Oslo. 1964.
3. T. Barfield: The Perilous Frontier: Nomadic Empires and China-221 BC-AD 1757, Blackwell. 1989.
4. Classen, H and P. Skalnik., The Early State. The Hague. 1978.
5. D.T.Naine, (Ed.): The UNESCO General History of Africa, Vol-IV,(1984).

## Paper – 2

### World In the Twentieth Century, Part-2-(Hs-506)

#### Learning outcomes

##### The students will be able to understand

- Understanding the geopolitical landscape and the emergence of the United States and the Soviet Union as superpowers.
- Recognition of the ideological differences between the capitalist West and the communist East.
- Recognition of the historical and cultural contexts that shaped religious and philosophical developments.

#### Unit-1

The World after World War II, Emergence of two power blocs, Cold war and its effects, Emergence of the Third World and the Non-Aligned Movement Growth of NAM as a critic of Imperialism and Neo-Colonialism.

#### Unit-2

UNO and the global disputes, Communist Revolution in China and its impact on world politics, Nationalist Movements and Decolonization:

#### Unit-3

Latin America (Bolivar), Arab World (Egypt), South-East Asia (Vietnam); Africa - Apartheid to Democracy. Consolidation and Expansion of European Community: European Union.

#### Unit-4

Cultural Revolution: Civil Rights Movement, Feminism. Disintegration of Soviet Union and the Rise of the Unipolar World: Factors leading to the collapse of Soviet communism and the Soviet Union (1985-1991);

#### Unit-5

Political Changes in Eastern Europe (1989-2001): End of the cold war and US ascendancy in the World as the lone superpower. Globalization and its impact.

#### Suggested Readings

##### Books

1. Fredrik Barth: Nomads of South Persia: The Basseri Tribe of the Khamseh Confederacy. Oslo. 1964.
2. T. Barfield: The Perilous Frontier: Nomadic Empires and China-221 BC-AD 1757, Blackwell. 1989.
3. Classen, H and P. Skalnik., The Early State. The Hague. 1978.
4. D.T.Naine, (Ed.): The UNESCO General History of Africa, Vol-IV,(1984).
5. David W. Phillipson: African Archeology, (1985).

## **Paper – 3**

### **History of major revolutions: (1750-1950 a.d.)-(hs507)**

#### **Learning Outcomes**

##### **Student will be able to understand**

- Understanding the socio-economic, political, and cultural factors that led to the French Revolution.
- Analysis of the grievances of different social classes.
- Recognition of the historical and cultural contexts that shaped religious and philosophical developments.

#### **Unit-1**

French Revolutions of 1789, 1830 and 1848- Reasons behind French Revolution, Three Estates, Unpopular Monarchy & financial troubles, Role of Enlightenment Thinkers, Impact/Constructive Criticism

#### **Unit-2**

Russian Revolutions of 1905 and 1917- The Russian Empire in 1914, Socialism in Russia, Causes of Russian Revolution, The First World War and the Russian Revolution, impacts of Russian revolution

#### **Unit-3**

Chinese Revolutions of 1911 and 1949- . Control of China by other countries, Unfair treatment of peasants, Young people's desire to modernize China, . End of Dynasties in China, Culture of Fear in China caused by Red Guard, Failing Economy because the Red Guard put so many workers out of work, Destruction of Schools in pursuit of stamping out any reminder of the past.

#### **Unit-4**

Industrial Revolution- History of Methods of Production before Industrial Revolution, Industrial Revolution first in England, Components of Industrial Revolution, Impact of Industrial Revolution

#### **Unit-5**

American Revolution (1765) - Reasons for American resentments against the British, Mercantile Capitalism, Proclamation of 1763, Role of Enlightenment Thinkers, No Representation in British Parliament, Intolerable Acts of 1774 & the Philadelphia Congress,

#### **Suggestive Reading**

##### **Books**

4. H. Dani and J.P. Mohen, Ed., History of Humanity, Vol. II, From the Third
5. Millenium to 7th Century BC, (Scientific and Cultural Development), UNESCO – Rout ledge, 1996, New York
6. A.M. Khazanov, Nomads and the Outside World, translated by Julia, Crookenden, Cambridge, 1984

## Paper – 4

### History of Political Thought-(Hs- 508)

#### Learning Outcomes

##### Student will be able to understand

- Understanding the historical context of foreign influence and control in China.
- Analysis of the impact on Chinese society and governance.
- Recognition of the challenges and experiences faced by women during the partition..

#### Unit-1

Plato- Life introduction, concept of justice, reign of the philosopher king, education plan, communism, ideal state, Aristotle- Life introduction, Aristotle's thought-effect compositions and method of study, Thoughts on the State

#### Unit-2

Hobbes - natural state, the doctrine of the origin of the state or the nature of the contract, Principle of individual liberty and rights, Locke- Human nature and the state of nature Establishment of Society and Government, Types of Government, Concept of Right to Proprietor or Sovereignty, Concept of Natural Rights

#### Unit-3

Betham- Bentham's theory of state, doctrine of hedonism, utilitarianism J.S.Mill- Change in Utilitarianism - Need of the Time, Problem, change in utilitarianism

#### Unit-4

Kautilya- Political Thoughts of Kautilya, type of government, origin of the state, inter-state relations, ruler, Council of Ministers, Machiavelli- human nature, concept of state, ethics and politics, nature of state

#### Unit-5

Veda Vyasa- penal policy, king's duties, punishment and justice, war rules, republican ideas, Mhatma Gandhi - state considerations, ideas of freedom, Equality and Gandhi, Social Justice and Gandhi

#### Suggestive Reading

##### Books

1. H. Dani and J.P. Mohen, Ed., History of Humanity, Vol. II, From the Third
2. Henri Pirenne, Medieval Cities: Their Origins and the Revival of Trade (Princeton, 1925)
3. Marc Bloch, Feudal Society, 2 vols. (Chicago, 1961)
4. Georges Duby, The Early Growth of the European Economy: Warriors and
5. Peasants from the Seventh to the Twelfth Century (Ithaca, 1974)
6. Georges Duby, The Three Orders: Feudal Society Imagined (Chicago: University of Chicago Press, 1980)
7. Georges Duby, Rural Economy and Country Life in the Medieval West F. L. Ganshof, Feudalism (New York, 1964)

**MA In History  
(Semester – 3)**

**Paper – 1**

**Historical Tourism in India-(HS- 509)**

**Learning outcomes**

**Student will able to understand**

- Appreciate the importance of heritage conservation and preservation efforts in maintaining historical sites for future generations.
- Integrate knowledge from history, archaeology, anthropology, architecture, and tourism studies to analyze historical tourism sites comprehensively.
- Critically analyze the impact of tourism on historical sites and local communities, including economic, social, and environmental implications

**Unit - 1**

Historical Tourism - concept, practice and prospects. Nature and significance of Historical Tourism in India. Characteristics of Indian history and culture as exhibited through historical tourism - unity, variety and diversity.

**Unit - 2**

A survey of places of historical tourism in India: sites of Indian architecture, sculpture and painting forming the major areas of tourist attraction --study of Sanchi stupa, Ajanta paintings, Khajuraho temples.

**Unit - 3**

Places of historical tourism connected with medieval and modern Indian history: study of Red Fort at Delhi, Buland Darwaja at Fatehpur Sikri, Sabarmati Ashram in Gujarat. World famous site for historical tourism in India - Taj Mahal at Agra.

**Unit - 4**

Significance of Rajasthan as a centre for Historical Tourism. Study of the main historical places of tourist interest in Rajasthan - Delwara temples, Chittorgarh fort, Rajasamand Lake.

**Unit - 5**

Kishangarh and Bundi Paintings, Havelis of Jaisalmer, Shekhawati frescoes, Jantar Mantar at Jaipur. Historical tourism at places of religious significance - Pushkar, Dargah at Ajmer. Need for developing historical sites for attracting tourists - Viratanagar, Abaneri.

**Suggested Readings**

1. "Marketing Tourism Destinations: A Strategic Planning Approach" by Steven Pike -
2. "Tourism and Hospitality Marketing: A Global Perspective" by Simon Hudson -
3. "The Economics of Tourism Destinations" by Norbert Vanhove - PSustainable Tourism Development: Guide for Local Planners" by Ernesto Sirolli

## Paper - 2

### Political and Administrative Institutions of Medieval India -(HS -510)

#### Learning outcomes

##### Student will be able to understand

- Develop skills in public management and administration, including budgeting, human resources management, and performance evaluation.
- Explore methods for resolving political conflicts and negotiating consensus among diverse stakeholders within governmental institutions
- Communicate political ideas, policies, and administrative decisions effectively to various audiences, including policymakers, stakeholders, and the public.

#### Unit – 1

Nature and character of Delhi Sultanate. Turko-Mongol theory of sovereignty. The Afghan experiments.

#### Unit – 2

Mughal theory of kingship; nature of Mughal state. Central administration - Sultanate and Mughal -

#### Unit – 3

provincial and local administration - judicial administration in Medieval India.

#### Unit – 4

Structure of military administration during Sultanate period. Mughal Mansabdari system.

#### Unit – 5

Land revenue administration under Sultanate and Mughals. Role of nobility and ulema in the growth of administrative institutions.

#### Suggested Readings

1. Medieval India: From Sultanate to the Mughals" by Satish Chandra -
2. "Medieval Indian Society and Culture" by S. Nurul Hasan - .
3. "Administrative System of the Sultans of Delhi" by K.A. Nizami
4. "Studies in Medieval Indian Polity and Administration" edited by Satish Chandra -
5. "State and Diplomacy Under Tipu Sultan: Documents and Essays" edited by Irfan Habib -
6. "Administrative History of Medieval India: A Study of Revenue Administration" by K.S. Lal -
7. "The Mughal Empire" by John F. Richards –



## **Paper - 3**

### **Art, Architecture and Archaeology of Medieval India**

#### **Learning outcomes**

##### **Student will be able to understand**

- Integrate knowledge from history, archaeology, anthropology, architecture, and tourism studies to analyze historical tourism sites comprehensively.
- Critically analyze the impact of tourism on historical sites and local communities, including economic, social, and environmental implications

#### **Unit - 1**

Salient features of Sarcenic, Hindu and Indo-Muslim style of architecture.

#### **Unit - 2**

The provincial style of architecture during the Sultanate period (Rajasthan, Mandu, Gujarat, Jaunpur). The Mughal architecture.

#### **Unit – 3**

Synthesis of the Indian and Persian style of painting - evolution of the Mughal painting - provincial and regional styles.

#### **Unit - 4**

Archaeological sites and excavations - material culture and life during early Medieval and Mughal periods.

#### **Unit – 5**

Central administration- sultanate and Mughal- provincial and local administration- judicial administration in medieval india.

## Paper – 4

### Women In Indian Society: Modern India-(Hs-512)

#### Learning Outcomes

##### Student will be able to understand

- Understand the historical evolution of women's roles in Indian society, from ancient times to the present, considering cultural traditions, religious practices, and social norms.
- Analyze gender inequality issues in contemporary India, including disparities in education, employment, healthcare, and legal rights.
- Explore the history and impact of feminist movements and activism in India, examining their contributions to social change, policy advocacy, and legal reforms

#### Unit-1

Colonial Period: Colonial critique of women's status in India. Social Reform Movement and the women's question. Young Bengal Movement, Jyotiba Phule, Raja Ram Mohan Roy, Dayan and Saraswati, G. G. Agarkar, Ramabai.

#### Unit-2

Women's Access to Education Debates on Women's education in the nineteenth and twentieth centuries. Social Legislation - Sati Prohibition Act, Widow Remarriage Act, Age of Consent Act.

#### Unit-3

New Trends in the Colonial and Post-Colonial Period: Formation of Women's Organizations. Struggle for women's suffrage. Women in the freedom struggle. Pre-Gandhian; Gandhian; Revolutionary. Partition and Women.

#### Unit-4

Important constitutional provisions and constitutional amendments related to women. Post-Colonial Strategies and Challenges: Women and work: organized and unorganized sectors. Participation of women in the Politics in the post-independence period:

#### Unit-5

Women's Movement - significant trends Violence against Women- Domestic Violence: Sexual Harassment at workplace; Rape and Sexual Violence; mechanisms and laws to combat violence. Challenges of Globalization.

#### Suggested Readings

1. "Women in Modern India" by Geraldine Forbes - "Gender Inequality in India: Persistence, Causes, and Change" edited by S. Irudaya Rajan
2. "Feminism in India: Issues in Contemporary Indian Feminism" edited by Maithreyi Krishnaraj and Susie Tharu - "Indian Women: Contemporary Challenges and Empowerment Strategies" edited by Sudesh Nangia and Meenakshi Gandhi - "Half the Sky: Turning Oppression into Opportunity for Women Worldwide" by Nicholas D. Kristof and Sheryl WuDunn -

**MA in History  
(Semester – 4)**

**Paper – 1**

**Evolution Of Indian Society and Thought, Part - 2-( Hs 513)**

**Learning Outcomes**

**Student will be able to understand**

- Gain a comprehensive understanding of the historical evolution of Indian society from ancient times to the present day, including major political, social, and cultural developments.
- Explore the rich diversity of philosophical schools of thought in India, including Hindu, Buddhist, Jain, and other traditions, and their impact on Indian society.
- Examine the religious diversity in India, including Hinduism, Buddhism, Jainism, Islam, Sikhism, and Christianity, and understand their interactions, syncretism, and coexistence.

**Unit-1**

Upanishadic Monism. Bhagvadgita. Buddhism and Jainism. Vaishnavism and Saivism.

**Unit-2**

Sankaracharya. Sufism - main tenets and silsilahs Bhakti Movement-genesis and development teachings of Kabir and Meera.

**Unit-3**

Origin and growth of Sikhism. Indian Renaissance - Raja Rammohan Roy. Swami Dayanand

**Unit-4**

Vivekanand. Aurobindo. J. Krishnamurti. Sir Syad Ahmed Khan, Ram Krashn Parmhansh

**Unit-5**

Keshav Chandra Sen, Henri Vivian Dera Jeeo, Ani Bisent, M.G. Ranade

**Suggested Readings**

1. "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha - .
2. "Cultural History of India" edited by A.L. Basham - "The Argumentative Indian: Writings on Indian History, Culture and Identity" by Amartya Sen -
3. "The Decline of the Guru: The Academic Profession in Developing and Middle-Income Countries" by David William Ludden

## Paper – 2

### World In The Twentieth Century, Part-2- (Hs- 514)

#### Learning Outcomes

- Understand the historical evolution of women's roles in Indian society, from ancient times to the present, considering cultural traditions, religious practices, and social norms.
- Analyze gender inequality issues in contemporary India, including disparities in education, employment, healthcare, and legal rights.
- Explore the history and impact of feminist movements and activism in India, examining their contributions to social change, policy advocacy, and legal reforms

#### Unit-1

The World after World War II, Emergence of two power blocs, Cold war and its effects, Emergence of the Third World and the Non-Aligned Movement Growth of NAM as a critic of Imperialism and Neo-Colonialism.

#### Unit-2

UNO and the global disputes, Communist Revolution in China and its impact on world politics, Nationalist Movements and Decolonization:

#### Unit-3

Latin America (Bolivar), Arab World (Egypt), South-East Asia (Vietnam); Africa - Apartheid to Democracy. Consolidation and Expansion of European Community: European Union.

#### Unit-4

Cultural Revolution: Civil Rights Movement, Feminism. Disintegration of Soviet Union and the Rise of the Unipolar World: Factors leading to the collapse of Soviet communism and the Soviet Union (1985-1991);

#### Unit-5

Political Changes in Eastern Europe (1989-2001): End of the cold war and US ascendancy in the World as the lone superpower. Globalization and its impact.

#### Suggested Readings

1. "Caste in Indian Politics" by Rajni Kothari - .
2. "India: A Sacred Geography" by Diana L. Eck -
3. "Colonialism and Its Forms of Knowledge: The British in India" edited by Bernard S. Cohn
4. "The Modern Spirit of Asia: The Spiritual and the Secular in China and India" by Peter van der

### **Paper – 3**

#### **History of major revolutions: (1750-1950 a.d.)-( hs -515)**

#### **Learning Outcomes**

1. Analyze the underlying causes and catalysts of major revolutions, such as socio-economic inequality, political oppression, ideological conflicts, and cultural transformations.
2. Compare and contrast different revolutionary movements, such as the American Revolution, French Revolution, Russian Revolution, Chinese Revolution, and others, examining their contexts, goals, methods, and outcomes.
3. Evaluate the impact of revolutions on governance structures, political ideologies, and social structures, including changes in power dynamics, rights of citizens, and state institutions.

#### **Unit-1**

French Revolutions of 1789, 1830 and 1848- Reasons behind French Revolution, Three Estates, Unpopular Monarchy & financial troubles, Role of Enlightenment Thinkers, Impact/Constructive Criticism

#### **Unit-2**

Russian Revolutions of 1905 and 1917- The Russian Empire in 1914, Socialism in Russia, Causes of Russian Revolution, The First World War and the Russian Revolution, impacts of Russian revolution

#### **Unit-3**

Chinese Revolutions of 1911 and 1949- . Control of China by other countries, Unfair treatment of peasants, Young people's desire to modernize China, . End of Dynasties in China, Culture of Fear in China caused by Red Guard, Failing Economy because the Red Guard put so many workers out of work, Destruction of Schools in pursuit of stamping out any reminder of the past.

#### **Unit-4**

Industrial Revolution- History of Methods of Production before Industrial Revolution, Industrial Revolution first in England, Components of Industrial Revolution, Impact of Industrial Revolution

#### **Unit-5**

American Revolution (1765) - Reasons for American resentments against the British, Mercantile Capitalism, Proclamation of 1763, Role of Enlightenment Thinkers, No Representation in British Parliament, Intolerable Acts of 1774 & the Philadelphia Congress,

#### **Suggested Readings**

1. The French Revolution: A Very Short Introduction" by William Doyle -
2. "Revolutions: A Very Short Introduction" by Jack A. Goldstone
3. "The Russian Revolution: A Very Short Introduction" by S.A. Smith

## Paper – 4

### History Of Political Thought-(Hs-516)

#### Learning outcomes

#### Student will be able to understand

- Evaluate the impact of revolutions on governance structures, political ideologies, and social structures, including changes in power dynamics, rights of citizens, and state institutions.
- Trace the development and spread of revolutionary ideologies, including liberalism, nationalism, socialism, communism, and fascism, and their influence on global politics.
- Assess the global consequences of major revolutions, including geopolitical shifts, international relations, and responses from neighboring countries and global powers.

#### Unit-1

Plato- Life introduction, concept of justice, reign of the philosopher king, education plan, communism, ideal state, Aristotle- Life introduction, Aristotle's thought-effect compositions and method of study, Thoughts on the State

#### Unit-2

Hobbes - natural state, the doctrine of the origin of the state or the nature of the contract, Principle of individual liberty and rights, Locke- Human nature and the state of nature Establishment of Society and Government, Types of Government, Concept of Right to Proprietor or Sovereignty, Concept of Natural Rights

#### Unit-3

Betham- Bentham's theory of state, doctrine of hedonism, utilitarianism J.S.Mill- Change in Utilitarianism - Need of the Time, Problem, change in utilitarianism

#### Unit-4

Kautilya- Political Thoughts of Kautilya, type of government, origin of the state, inter-state relations, ruler, Council of Ministers, Machiavelli- human nature, concept of state, ethics and politics, nature of state

#### Unit-5

Veda Vyasa- penal policy, king's duties, punishment and justice, war rules, republican ideas, Mhatma Gandhi - state considerations, ideas of freedom, Equality and Gandhi, Social Justice and Gandhi

#### Suggested Readings

1. "Revolutions and Revolutionary Movements" by James DeFronzo -
2. "The Haitian Revolution: A Documentary History" edited by David P. Geggus -
3. "China's Cultural evolution, 1966-1976: Not a Dinner Party" by Michael Schoenhals -
4. "The Mexican Revolution: A Short History 1910-1940" by Stuart Easterling -
5. "The Anatomy of Fascism" by Robert O. Paxton

## **5. Procedure for Admission, Curriculum Transaction and Evaluation**

The proposed program in ODL mode will be conducted by CDOE-SGVU with the support of various departments of the University. Eligibility criteria, course structure, detailed curriculum, duration of program and evaluation criteria shall be approved by Board of Studies and Academic Council, SGVU, Jaipur which are based on UGC guidelines for the program which comes under the purview of ODL and mode for award of Degree.

Details of Procedure for admission in which eligibility criteria for admission and fee structure of the course, Curriculum includes Program delivery, norms for delivery of courses in ODL mode, use of IT services to academic support services, course design academic calendar and Evaluation which includes Distribution of Marks in Continuous internal assessments, Minimum Passing criteria and system of Grading formats are given in detail as under.

### **Procedure for Admission**

Students who will seek admission in MA HISTORY program are required to apply through the website of university [www.sgvu.edu.in](http://www.sgvu.edu.in) or visit the campus directly.

### **Minimum Eligibility Criteria for Admission**

The minimum eligibility criteria for admission in ODL MA program is Graduation from any Recognized university.

### **Program Fee and Financial Assistance Policy**

Program fees for students for proposed MA in various streams offered by CDOE-SGVU, Jaipur is Rs. 11,000 is the tuition fees and 3000 is examination fees for one year the total course fees will be Rs. 28,000/-.

### **Curriculum Transactions**

#### **Program Delivery**

The curriculum will be delivered through the Self Learning Materials (SLMs) supported by various learning resources including audio-video aids.

## Academic Calendar

Sr no	Name of the Activity	Tentative months schedule(specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Feb
2	Assignment Submission (if any)	Oct	Nov	April	May
3	Evaluation of Assignment	Nov	Dec	May	June
4	Examination	Dec	Jan	June	Jul
5	Declaration of Result	Feb	Mar	Aug	Sep
6	Re-registration	Jan	Feb	Jul	Sep
7	Distribution of SLM	Jul	Sep	Jan	Feb
8	Contact Program (Counselling, Practical's, etc.)	Nov	Dec	May	June

### Evaluation

The evaluation shall include two types of assessments-

1. Continuous Assessment in the form of assignments (30% Weightage)
2. End Semester Examination, which will be held at the SGVU campus (70% Weightage).

### Minimum Passing percentage

The students are considered as passed in a course if they score 40% marks in the Continuous Evaluation (Internal Assessment) and end-semester Examinations (External Assessment).

### Marks and Grades

#### Grades & Grade Points

- a. At the end of the Semester / Year every student is assigned a 'Letter Grade' based on his/her performance over the semester in all courses for which he/she had registered.
- b. The letter grade and grade point indicate the results of quantitative and qualitative assessment of the student's performance in a course.
- c. There are seven letter grades: **A+, A, B+, B, C+, C, D, E (E1 for internal back and E2 for**



external back), F that have grade points with values distributed on a 10-point scale.

## **6. Requirement of the Laboratory Support and Library Resources**

### **Library Resources**

CDOE-SGVU has excellent library with all the books required for the course learning and reference books for the course of MA HISTORY. Adequate online learning links and e-learning materials will also be provided to students which will be support students in their learning cycle.

## **7. Cost Estimate of the Program and the Provisions**

The Estimate of Cost & Budget could be as follows (all figures on Annual basis):

1. Salaries: Rs. 10,00,000/- (Approx)
2. Travel: Rs. 30,000/- (Approx)
3. Seminars: Rs. 40,000/- (Approx)
4. SLM Preparation, Printing, Distribution: Rs. 3,00,000/- (Approx)
5. Library: 1,25,000/- (Approx)
6. Courier/Transportation: Rs. 50,000/- (Approx)
7. Infrastructure: Rs. 1,50,000/- (Approx)

## **8. Quality assurance mechanism and expected Program Outcomes**

The quality of the program depends on the course curriculum and syllabus which meets the requirement of the industry and creates the skillful learning in the students. The ultimate aim of MA HISTORY program in ODL Mode is to enhance skills of the learners as job aspirants, entrepreneurs and seeing them excel in their profession and meeting global standards too by upgrading their career opportunities.

The CDOE, SGVU, Jaipur has constituted Centre for Internal Quality Assurance (CIQA). The CIQA will do periodic assessment of the ODL learning course material and audio video tutorials and will assure that the quality of learning is maintained and time to time changes are made as per the requirement of the course. The CIQA will also access the quality of assignments, quizzes and end term assessment time to time and required changes will be assured by them to maintain the quality of the learning program. CIQA will assure that the learning is made a truly global

experience for the learner along with inculcation of required skills in the learner as expected program outcome with CDOE, SGVU, Jaipur.

The university will work continuously for the betterment of processes, assessments, teaching methodology, e-learning material improvisation as per four quadrant approach and implementation of the same as per New Education Policy. The University is committed to deliver the best education in all the learning modes with adherence to NEP, UGC and other regulatory guidelines in truly Global sense. To monitor quality of Student Support Services provided to the learners.