

**National Education Policy - 2020**  
**Syllabus**  
**History**  
**University of Kota, Kota (Raj.)**

**STRUCTURE OF UG HISTORY SYLLABUS**

**2025-26**

**Syllabus checked and modified by:**

<b>S.N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>Affiliation</b>
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**List of Papers for the Degree of B A in History**  
**Semester-I, Title of the Papers in History**  
**Course Code - 5111**

Year	Sem.	Paper	Code No.	Paper nomenclature	Theory/ Practical	Credits
FIRST YEAR	I	I	HIST 5112	Ancient History of Bharat (upto1200 A.D.)	T	6
	II	I	HIST 5113	Outline of History of Western World (15th to 20 <sup>th</sup> Century)	T	6
SECOND YEAR	III	I	HIST 5212	Medieval History of Bharat (1206-1740A.D.)	T	6
	IV	I	HIST 5213	Survey of Rajasthan History (From earliest times to1956 A.D.)	T	6
THIRD YEAR	V	I	<b>Any One of The Following</b>		T	6
			HIST 5312 A OR HIST 5312 B OR HIST 5312 C	Modern History of Bharat (1740 – 1947A.D.) OR Modern Political Thought OR Greater Bharat		
	VI	I	<b>Any One of The Following</b>		T	6
			HIST 5313 A OR HIST 5313 B OR HIST 5313C	Contemporary Bharat (1947- 2000A.D.) OR Culture & Heritage of Bharat OR Ancient Civilizations of World		

Ancient History of Bharat (up to 1200 A.D.)		
<b>Programme: B.A. Semester - I</b>		<b>Year: I Semester: I</b>
<b>Subject: History</b>		
<p>Each paper contains 150 marks. For regular and non collegiates theory paper will be of 100 marks. For regular students internal evaluation of marks 50 are divided into 20 marks for assignment, 20 marks for written test and 10 marks for viva/presentation.</p> <p>For non collegiate students internal evaluation marks 50 are divided into 30 marks for report writing and 20 marks for viva-voce. Report writing and viva-voce: non collegiate student will prepare report on any topic of each course in minimum one thousand words from the prescribed syllabus of the concerned theory paper/course. The student needs to submit the report to the concerned college with in the prescribed time so that the college will arrange viva -voce on the report.</p>		
Duration:3 hours	Question Paper	Max. Marks– 100
<b>Note:</b> The question paper will contain two sections as under–		
The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.		
<b>Section-A:</b>	One compulsory question with 10 parts, having 2 parts from each unit, short answer in 30 words for each part.	Total marks: 10x2=20
<b>Section-B:</b>	Contents 10 questions, 2 questions from each unit, attempt 5 questions, by taking one from each unit, answer approximately in 500 words.	Total marks : 16x5=80
<b>Course Code:</b> HIST 5112	<b>Course Title: Ancient History of Bharat (upto 1200 A.D.)</b>	
<p><b>Course Objective:</b> The course lays foundation of the historical study. The present course will be useful in providing a comprehensive understanding to the evaluation of ancient Indian society and the student will be able to identify the forces and factors that shaped the course of glorious ancient Indian history. The students will develop a critical awareness of various categories of sources for the study of ancient Indian history. They will earn the analytical skills to explore the development of Bharats religious systems, cultural and geographical accomplishments in historical perspective. They will be able to explore the connections between multiple causative factors and access their relative historical significance. They will understand the process of the rise and decline of imperial states in ancient India. This paper is designed to develop the understanding of the process of transition from ancient period to the early medieval period and figure out the key determinations that made this transition possible. It will develop an understanding of the growing culture and political and economic linkages between North and South Indian. The student will also get familiarized with the development of historical processes in peninsular India far south.</p>		
<b>Credits: 6</b>		<b>Core: Compulsory</b>
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 40</b>
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>		
Unit	Topic	No. of Lectures
<b>Unit I</b>	Main sources of Ancient History of Bharat. Prehistoric cultures in Bharat, Rock Paintings. Harappan Culture-Origin, extent, Urban planning, Economy, Religion and contact with other cultures, Problem of decline. Society, Polity, Economy and Religion as reflected in Vedic Literature.	<b>20</b>

<b>Unit II</b>	Rise of Magadha upto the Nanda. Jainism and Buddhism and their contribution to I culture of Bharat. Magdha Imperialism and role of Chandragupta Maurya. Ashoka- his policies, Dhamma, Mauryan Administration, Factors leading to disintegration of the Mauryan Empire. Maurayn Art and Architecture.	<b>20</b>
<b>Unit III</b>	Age of the Satvahanas and Foreign Powers : Contribution and achievements of (i) Pushyamitra Sunga, (ii) Gautmiputra Satkarni (iii) Rudra daman I (iv) Kanishka I. Economic progress in the Pre-Gupta period with special reference to trade and commerce. Kushan Art and Craft. Sangam Age : Literature, Society and culture.	<b>20</b>
<b>Unit IV</b>	Gupta Dynasty- Chandragupta I, Samudra gupta, Chandragupta II, Skand gupta. Features of Gupta Administration, Land Revenue system. Economy, Trade and Commerce during Guptas. Art, Architecture, Literature, Philosophy Science and Technology during Guptas.	<b>15</b>
<b>Unit V</b>	Bharat in the Post-Gupta period, Formation and expansion of Vardhan Empire. Polity, Religion, Art & Culture: Pallav, Cholas-Chaulukyias and Rashtrakutas, features of Chola-Chaulukya administration. Tripartite struggle, Achievements of (i) Vignaraja Chahamana (ii) Bhoja Paramar and (iii) Mihir Bhoja. Factors leading to disintegration of Rajput States.	<b>15</b>

### Suggested Reading:

- R.S.Tripathi: History of Ancient India
- Nilkanta Shastri: A History of South India-from Pre-historic times to the Fall of Vijaynagar
- A.L. Basham :The Wonder that was India (Also in Hindi)
- Agrawal, D.P: The Archaeology of India
- Sastri, K.A.N: A History of South India(Also in Hindi)
- Singh, Upinder2009 :A History of Ancient and Early Medieval India)
- Singh, Upinder: Ancient India: From the stone age to the 12th Century.
- Subramanian, N. Sangam Polity
- Yazdani, G. Early History of Deccan
- राजबली पाण्डेय : प्राचीन भारत
- कृष्ण गोपाल शर्मा, हुकुम चन्द जैन, मुरारी लाल शर्मा : भारत का इतिहास
- विशुद्धानन्द पाठक : उत्तर भारत का राजनैतिक इतिहास (600ई. से 1200 ई.)
- विशुद्धानन्द पाठक : दक्षिण भारत का इतिहास (600ई. से 1300 ई.)
- अनन्त सदाशिव अलतेकर : प्राचीन भारतीय शासन पद्धति
- लल्लनजी गोपाल : प्राचीन भारतीय राजनीतिक विचारधारा
- शरद सिंह : प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास
- श्रीराम गोयल : प्रागैतिहासिक मानव और संस्कृतियाँ
- श्रीराम गोयल : नन्द एवं मौर्य साम्राज्य का इतिहास
- परमेश्वरी लाल गुप्त : प्राचीन भारत के प्रमुख अभिलेख खण्ड-2
- बी.के. पाण्डेय : प्राचीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास
- कन्हैया लाल अग्रवाल : प्राचीन भारत का राजनीतिक इतिहास (हड़प्पा सभ्यता से 319 ई. तक)
- राधा कुमुद मुखर्जी : प्राचीन भारत
- प्रकाश चन्द्र श्रीवास्तव : उत्तर गुप्तकालीन भारत (600 ई. से 1200ई. तक)
- अवध बिहारी लाल अवस्थी : प्राचीन भारत का इतिहास भाग 1, भाग 2
- रमेश चन्द मजूमदार : प्राचीन भारत
- विजय कचरू : प्राचीन भारत
- गौतम एवं कमलेश शर्मा, प्राचीन भारत
- कमलेश भारद्वाज, प्राचीन भारत मे समाज एवं राज्य
- कमलेश शर्मा, प्राचीन भारत मे राजनीतिक एवं विविध विचार

**Suggested Online Link:**

**<https://ndl.iitkgp.ac.in>**

**<https://epustakalay.com>**

**<https://archive.org>**

**<https://ignou.ac.in>**

**[www.cec.nic.in](http://www.cec.nic.in)**

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**[www.cec.nic.in](http://www.cec.nic.in)**

**Course Learning Outcome :-**

This paper is designed to develop the understanding of historical processes in Bharat during the period under study. So students would develop understanding of ancient history. This paper covers the development in the field of art, language, culture and religious during ancient period. The student will be able to extend knowledge of the territorial expansion of various Indian kings and impact of ancient historical system on Indian Society and Culture.

<b>HISTORY</b>		
<b>Programme: B.A. Semester - II</b>		<b>Year: I Semester: II</b>
<b>Subject: History</b>		
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Duration: 3 hours	Question Paper	Max. Marks– 100
<b>Note:</b> The question paper will contain two sections as under–		
The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.		
<b>Section-A:</b>	One compulsory question with 10 parts, having 2 parts from each unit, short answer in 30 words for each part.	Total marks: 10x2=20
<b>Section-B:</b>	Contents 10 questions, 2 questions from each unit, attempt 5 questions, by taking one from each unit, answer approximately in 500 words.	
		Total marks : 16x5=80
<b>Course Code:</b> HIST5113	<b>Course Title: Outline of History of Western World (15<sup>th</sup>to 20<sup>th</sup>Century)</b>	
<b>Course Objective:</b> This paper is designed to develop an understanding of renaissance and point out the factors for the growth of renaissance. It explains the changes in human thoughts and behavior due to renaissance. The student will be able to learn the rise of reformation movement against the Roman Catholic and how reformation impact globally. It will enable the students to compose an effective narration that analyses the history of western world. They will be able to evaluate the ways in which the history of the modern western civilization and its relationship to the global culture.		
<b>Credits: 6</b>		<b>Core: Compulsory</b>
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:40</b>
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>		
Unit	Topic	No. of Lectures
<b>Unit I</b>	Beginning of new era. Renaissance : Meaning, Causes, Expansion, Development of Literature, Art and Science and Geographical Discoveries, Importance of Renaissance Reformation : Causes, Early reformers, Role of Martin Luther, Progress of Reformation, Counter Reformation, Results and Impact. American War of Independence (1776) : Causes, Main events, Results and significance.	<b>20</b>
<b>Unit II</b>	Agricultural and Industrial Revolution: Causes and consequences, Emergence of new Social Class. French Revolution (1789) : Causes, Main events and its Impact. Napolean Bonaparte : Achievements and causes of downfall.	<b>20</b>
<b>Unit III</b>	Age of Conservatism. Liberalism and Nationalism in Europe : Unification of Italy and Germany. Eastern question with special reference to Crimean War and Berlin Settlement. Exploitation of Asia, Africa and Latin American Countries by European Powers.	<b>20</b>

<b>Unit IV</b>	First World War - Causes, Main events and Results Versailles Settlement Birth of Socialist Ideas, Causes and consequences of Bolshevik Revolution, Economic and Social reconstruction in Russia. World Economic Depression, Nazism and Fascism.	<b>15</b>
<b>Unit V</b>	Second World War - Causes, Main events and Results Organization and achievements of League of Nations and UNO Cold War and Non-Aligned Movement Soviet disintegration.	<b>15</b>

**Suggested Reading:**

- Arvind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
- Car, E.H. (1948), International Relations between two world war (1919-1939). Delhi. Maehinam and Co.
- Christopher Hill, From Reformation to Industrial Revolution
- Fisher H.A.L.: History of Europe
- K.R.G. Nair & Romey Borges, Discovering French Canada, Allied Publishers,2002
- Ketelbey, C.D.M. A History of Modern Times (English or Hindi)
- Lowe, Normon: (1982), Mastering Modern World History, Macimillan and Co.
- Macntill W.H: History of the World
- Panikkar K.M: Asia and Western Dominance–
- Ralph Davis, The Rise of the Atlantic Economies, New York,1973,
- Roberiz. J.M: Pelican history of the World
- Stavaranos. A.J. : History of the Modern World Since1500
- हुकुम चन्द जैन, कृष्ण चन्द माथुर : आधुनिक विश्व इतिहास
- कृष्ण गोपाल शर्मा, दिग्गज सिंह शर्मा, कमल सिंह कोठारी : आधुनिक विश्व का इतिहास
- स्नेह महाजन : 20 वीं शताब्दी का विश्व इतिहास एक झलक, भाग 1-2
- दीनानाथ वर्मा : आधुनिक विश्व का इतिहास
- पार्थसारथि गुप्ता : यूरोप का इतिहास
- लाल बहादुर वर्मा : आधुनिक विश्व का इतिहास
- जगदीश चन्द्र झा : आधुनिक यूरोप (1789 ई. से)
- अखिल मूर्ति : विश्व इतिहास
- समरेन्द्र नाथ सेन : विज्ञान का इतिहास सभाग 2
- सीडी हेजन : मॉडर्न यूरोपियन हिस्ट्री
- देवेन्द्र सिंह चौहान : यूरोप का इतिहास (1815 से 1919ई.)

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<https://ignou.ac.in>

[www.ccc.nic.in](http://www.ccc.nic.in)

**Course Learning Outcome : -**

Learning outcomes of studying the Outline of History of Western World (15<sup>th</sup> to 20<sup>th</sup> Century) provides insights into historical events, fosters analytical thinking, promote cultural awareness, enhance political insights, explores social changes, delves into economic evaluation, examines global in tractions, raises ethical considerations and facilitates learning from past mistakes to inform future decision

## *HISTORY*

<b>Programme: B.A. Semester - III</b>		<b>Year: II</b>	<b>Semester: III</b>
<b>Subject: History</b>			
<p>Each paper contains 150 marks. For regular and non collegiates theory paper will be of 100 marks. For regular students internal evaluation of marks 50 are divided into 20 marks for assignment, 20 marks for written test and 10 marks for viva/presentation.</p> <p>For non collegiate students internal evaluation marks 50 are divided into 30 marks for report writing and 20 marks for viva-voce. Report writing and viva-voce: non collegiate student will prepare report on any topic of each course in minimum one thousand words from the prescribed syllabus of the concerned theory paper/course. The student needs to submit the report to the concerned college with in the prescribed time so that the college will arrange viva -voce on the report.</p>			
Duration:3 hours		Question Paper	Max. Marks– 100
<p><b>Note:</b> The question paper will contain two sections as under– The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.</p>			
<b>Section-A:</b>		One compulsory question with 10 parts, having 2 parts from each unit, short answer in 30 words for each part.	Total marks: 10x2=20
<b>Section-B:</b>		Contents 10 questions, 2 questions from each unit, attempt 5 questions, by taking one from each unit, answer approximately in 500 words.	Total marks : 16x5=80
<b>Course Code:</b> HIST 5212	<b>Course Title: Medieval History of Bharat (1206-1740 A.D.)</b>		
<p><b>Course Objective:</b> This course aims to make students trace the establishment of Delhi Sultanate and Mughal empire in India. It will give them the insight of social, political, economic, administrative and cultural changes that occurred in India during the medieval period.</p>			
<b>Credits: 6</b>		<b>Core: Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures</b>
<b>Unit I</b>	(a) Turkish Invasion and Rajput struggle (b) Establishment of Delhi Sultanate and consolidation - Mohammad Gori, Iltutmish, Razia and Balban (c) Khalji Imperialism- Expansion in North and South India. (d) Economic and Administrative policy of Allauddin Khilji		<b>20</b>
<b>Unit II</b>	(a) Mohamad Bin Tughlag : Planning and its failures, Estimate as a ruler (b) Firoz Tughlag : Agriculture reforms and public works (c) Vijaynagar and Bahamani Kingdom and causes of their decline (d) Social and economic condition during Sultanate period.		<b>20</b>
<b>Unit III</b>	(a) Political condition of Bharat on the eve of Babur's invasion, Establishment of Mughal Empire, Literary talent of Babur (b) Humayun: Early difficulties and causes of his failures (c) Shershah: Expansion fo his empire and administration (d) Expansion and consolidation of the Mughal empire under Akbar.		<b>20</b>

<b>Unit IV</b>	(a) Jahangir and Mewar, Role of Nurjahan in the Mughal court. (b) Reign of Shahjahan : Anestimate (c) Deccan policy of Aurangzeb and downfall of Mughal Empire (d) Rise of Marathas, Achivements of Shivaji and his administration.	<b>15</b>
<b>Unit V</b>	(a) Religious and Rajput policy of the Mughals. (b) Literature, Architecture and Painting during the Mughal period -An introductory study. (c) Mughal administration, Mansabdari and Land Revenue System. (d) Bhakti Movement and Sufism during the medieval period. (e) Economy, Trade and Commerce during the medieval period.	<b>15</b>

### Suggested Reading:

- |                           |  |
|---------------------------|--|
| (1) J.N.Sarkar            | : Mughal Administration  |
| (2) S.R.Sharma            | : Religious policy of Mughal Emperors  |
| (3) R.P.Tripathi          | : Rise and fall of the Mughal Empire.  |
| (4) U.N.Dey               | : Administrative system of Delhi Sultanate (1206-1413), kitab Mahal Allahabad,1959 |
| (5) SushmitaPandey        | : Medieval Bhakti movement. kusumanjali Prakashan ( Merrut),1989.                  |
| .6) के.आर. कानूनगो        | :शेरशाह और उसका समय, वैज्ञानिक तथा तकनीकी आयोग                                     |
| :7) हरिश् चन्द्र वर्मा    | :मध्यकालीन भारत, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविधालय            |
| :8) बनारसी प्रसाद सक्सेना | :मुगल सम्राट शाहजहाँ, राजस्थानी हिन्दी ग्रन्थ अकादमी, जयपुर                        |

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[www.cec.nic.in](http://www.cec.nic.in)

### Course Learning Outcome : -

After the completion of the course students will be able to

- 1.Major aspects of medieval Indian history
- 2.Analyse the advent of Turks and Mughals in Bharat.
- 3.Explain the Vijaynagar empire and rise of Maratha .
- 4.Understand The development of Art ,architecture and literature that took place during this periods
- 5.Evaluate the Bhakti and Sufi movements and their impact

## **HISTORY**

<b>Programme: B.A. Semester - IV</b>		<b>Year: II</b>	<b>Semester: IV</b>
<b>Subject: History</b>			
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<b>Section-A:</b>		One compulsory question with 10 parts, having 2 parts from each unit, short answer in 30 words for each part.	Total marks: 10x2=20
<b>Section-B:</b>		Contents 10 questions, 2 questions from each unit, attempt 5 questions, by taking one from each unit, answer approximately in 500 words.	Total marks : 16x5=80
<b>Course Code:</b> HIST 5213	<b>Course Title: Survey of Rajasthan History</b> <b>(From earliest times to 1956 A.D.)</b>		
<b>Course Objective:</b> This course will enable the students 1 To understand the regional History of Rajasthan from earliest times to modern times. 2 To get acquainted with the origin of civilization in this region and further historical development till 1956. 3.To comprehend the evolution of Rajasthani Painting and literature.			
<b>Credits: 6</b>		<b>Core: Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	(a) An outline of proto-historic culture: Kalibanga, Ahar, Bairath and other new sites.	<b>20</b>	
	(b) An outline of Matsya Janapad with special reference to Shivi and Malav Janpadas.		
	(c) Various theories of origin of Rajputs.		
	(d) Early Chauhan rulers and Prithvi Raj Chauhan III		
<b>Unit II</b>	(a) Achievements of Maharana Kumbha.	<b>20</b>	
	(b) Rise of Marwar under Maldeo		
	(c) Resistance of Rajput rulers against Turks upto 1526A.D.		
	(d) The policy of collaboration with Mughals and resistance of Rajput states with special reference to Man Singh of Amber, Rai Singh of Bikaner, Rana Sanga and Maharana Pratap of Mewar and Chandrasen and Durgadas of Marwar.		

<b>Unit III</b>	(a) Causes and results of Maratha penetration in Rajputana. (b) Circumstances and consequence of the treaties of 1818 between Rajput rulers and company with special reference to Mewar, Marwar and Kota. (c) Uprising of 1857-causes and results with special reference to Kota. (d) Causes of political awakening in Rajasthan.	<b>20</b>
<b>Unit IV</b>	(a) Peasant movement in Rajasthan with special reference to Bijolia and Barad. (b) Tribal Movements -contribution of Govind Giri and Motilal Tejawat. Lok Devta Baba Ram Deo History & Literture (c) Prajamandal movement in Rajasthan (d) Integration of Rajasthan ( 1948-1956)	<b>15</b>
<b>Unit V</b>	(a) Various Schools of Rajasthani Painting with special reference (b) Development of Rajasthani Literature with special reference to Bardic (Charan) Literature (c) Bhakti movement in Rajasthan with special reference to Meera, Saint Dadu & Pipa, Sufism in Rajasthan (d) Arya samaj and its effectes in Rajasthan.	<b>15</b>

### Suggested Reading:

1. D.C. Shukla : Early history of Rajasthan
2. DashrathSharma : Rajasthan Through the ages. Vol. I, Rajasthan State archives, Bikaner
3. S.S.Saxena and Padamaja Sharma : Bijolia Kisan Andolan ka Itihas, Rajasthan archieves Bikaner,1972
4. V.P.Menan : Integration of Indian states.
5. गोपी नाथ शर्मा : राजस्थान का इतिहास
6. आर.पी. व्यास : राजस्थान का वृहत्त इतिहास, भाग-प्रथम तथा द्वितीय
7. के.एम. सक्सेना : राजस्थान में राजनैतिक जन-जागरण
8. बृज किशोर शर्मा : राजस्थान में आदिवासी एवं किसान आन्दोलन
9. सीमा गर्ग एवं सज्जन पोसवाल : 1857 का स्वतंत्रता संग्राम

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<https://epustakalay.com>  
<https://archive.org>  
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### Course Learning Outcome : -

After the completion of this course the students will have comprehensive knowledge of all important concepts of Rajasthan history and culture. They will be able to understand the evolution of ancient, medieval and modern politics. They will be able to explain the various political, social, economic and cultural institutions in Rajasthan.

## **HISTORY**

**Programme: B.A. Semester - V**

**Year: III Semester: V**

**Subject: History**

**Any One of The Following**

Modern History of Bharat (1740 –1947A.D.)

OR

Modern Political Thought

OR

Greater Bharat

Each paper contains 150 marks. For regular and non collegiates theory paper will be of 100 marks. For regular students internal evaluation of marks 50 are divided into 20 marks for assignment, 20 marks for written test and 10 marks for viva/presentation.

For non collegiate students internal evaluation marks 50 are divided into 30 marks for report writing and 20 marks for viva-voce. Report writing and viva-voce: non collegiate student will prepare report on any topic of each course in minimum one thousand words from the prescribed syllabus of the concerned theory paper/course. The student needs to submit the report to the concerned college with in the prescribed time so that the college will arrange viva -voce on the report.

Duration: 3 hours

Question Paper

Max. Marks– 100

**Note:** The question paper will contain two sections as under–

The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.

**Section-A:** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 30 words for each part. Total marks: 10x2=20

**Section-B:** Contents 10 questions, 2 questions from each unit, attempt 5 questions, by taking one from each unit, answer approximately in 500 words.

Total marks : 16x5=80

**Course Code:**

HIST 5312 A

**Course Title: Modern History of Bharat (1740 – 1947 A.D.)**

**Course Objective:** The paper teaches the establishment of British Colonialism over India; the disintegration of the Mughal empire, rise of regional powers and their submission to the East India Company. It also includes the administrative, economic, military and legal transformations of Bharat under British hegemony. The paper acquaints the students with the freedom struggle of India against British imperialism, from the *Gadar* up to the independence of the nation.

**Credits: 6**

**Core: Compulsory**

**Max. Marks: 100**

**Min. Passing Marks:40**

**Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0**

<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Third Battle of Panipat and its consequences, Marathas under Mahadaji Sindhia and Nana Phadnavis, Maratha struggle with the British. Causes of the failure of the Marathas.	<b>20</b>
<b>Unit II</b>	Establishment of British rule in Bengal and consequent administrative changes during (1772- 1773). Emergence of regional powers. Mysore, Panjab and Awadh their struggle with British and their absorption in the British Empire.	<b>20</b>

<b>Unit III</b>	Uprising of 1857, causes, nature and consequences. Growth of British paramountcy in the Princely States 1858-1947. Main features of Permanent Roytwari and Mahalwari land revenue settlements and their impact on peasantry.	<b>20</b>
<b>Unit IV</b>	Drain of wealth and its consequences. Economic impact of British rule, causes of the Emergence of Indian Nationalism. Role of Moderates and Extremists, Revolutionary activities. Salient features of Government of India Act of 1919 and 1935.	<b>15</b>
<b>Unit V</b>	(1) Struggle for Freedom Movement from 1920 to 1947. (2) Growth of Communal Politics. (3) Factors leading to Independence and partition of Bharat.	<b>15</b>

### Suggested Reading:

1. Bisheswar Prashad : Bondage and Freedom.
2. G.S. Sardesai : New History of the Marathas. Vol. III (also in Hindi)
3. Sumit Sarkar : Modern Indian 1885 to 1947.
4. B.N. Pande (ed.): Centenary History of the Indian National Congress (1885-1985). Vikas Publishing House, New Delhi, 1985
5. Tara Chand: History of Freedom Movement in India in 4 Vols. Publication Division, New Delhi.
6. डा .ग्रोवर एवं यशपाल : आधुनिक भारत (एस.चांद एंड कम्पनी, नई दिल्ली)
7. डा.आर.एल.शुक्ला (सं.) : आधुनिक भारत का इतिहास (दिल्ली विश्वविद्यालय, दिल्ली)
8. नागोरी एस.एल. : आधुनिक भारत (आर.बी.एस.ए., जयपुर)
9. ब्रज किशोर शर्मा(सं.) : आधुनिक भारत, राज. हिन्दी ग्रन्थ अकादमी, जयपुर
10. पी.एल.गौतम : आधुनिक भारत का इतिहास एवं विरासत

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<https://epustakalay.com>  
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[www.cec.nic.in](http://www.cec.nic.in)

### Course Learning Outcome : -

The outcome of the course would be inculcation in students the worldwide process of colonialism in modern times. To comprehend the underlying interests of imperialism in transforming the colonized nation and the consequent reaction in form of the respective national movements to get rid of the subjugation is the motive of the course. Particularly the freedom struggle of Bharat led to the independence along with the partition.

<b>Course Code:</b> HIST 5312 B	<b>Course Title: Modern Political thought</b>	
<b>Course Objective:</b> Students are introduced to the ideas of some prominent figures who influenced modern Indian society and politics, including their views on nationalism, democracy, social justice, and economic development.		
<b>Credits: 6</b>	<b>Core: Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Pandita Ramabai, Aurobindo, Sir Syed Ahmad Khan, Bankim Chand Chatterjee and Bharatendu Harishchandra.	<b>20</b>
<b>Unit II</b>	Gopal Krishna Gokhale, Dadabhoy Naoroji, Mahadeo Govind Ranade, Bal Gangadhar Tilak, Lala Lajpat Rai	<b>20</b>
<b>Unit III</b>	M.N. Roy, B.R. Ambedkar, Sarojini Naidu, Mohammad Iqbal	<b>20</b>
<b>Unit IV</b>	Mahatma Gandhi, Jawahar lal Nehru and Subhash Chandra Bose	<b>15</b>
<b>Unit V</b>	Veer Savarkar, Pt. Deendayal Upadhyaya, Kamaladevi Chattopadhyaya	<b>15</b>

### Suggested Reading:

1. Jain, M.S. : The Aligarh Movement
2. Kriplani J.B. Gandhi: His Life and Thought
3. Parvate, TV : Bal Gangadhar Tilak
4. Pandita Ramabai: The High-Caste Hindu Woman
5. Uma Chakrabarti: Rewriting History: The Life and Times of Pandita Ramabai
6. Majumdar R,C; (ed): The History and Culture of the Indian People (Bhartiya Vidya Bhawan), Vol; IX & X,
7. Mathur D B : Gokhale: A Political Biography
8. Sarojini Naidu :  
:Words of Freedom: Ideas of a Nation  
:Speeches and Writings of Sarojini Naidu
9. Verma V.P : Modern Indian Thought
10. Kamaladevi Chattopadhyay :The Awakening of Indian women
11. डॉ प्रभाकर माचवे, डॉ सुरेंद्र नारायण : आधुनिक भारत के विचारक, बिहार हिंदी ग्रंथ अकादमी, पटना
12. डॉ अर्चना द्विवेदी: चिंतनालोक में पंडित दीनदयाल उपाध्याय, जयपुर
13. शरद अनंत कुलकर्णी: पण्डित दीनदयाल उपाध्याय, विचारदर्शन खण्ड 1-4, सुरुचि प्रकाशन, नई दिल्ली,
14. कमल किशोर गोयनका, पंडित दीनदयाल उपाध्याय:व्यक्तिदर्शन, NBT, नई दिल्ली

15. पंडित सत्यनारायण शर्मा: हिन्दू गौरव - वीर विनायक दामोदर सावरकर, शिलालेख प्रकाशन, नई दिल्ली

16. Deendayal Upadhyaya: Integral Humanism

17. Vinayak Damodar Savarkar : Essentials of Hindutva  
:The War of Indian Independence 1857

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**Course Learning Outcome : -**

The study provides a deeper understanding of the socio-cultural and intellectual context that shaped India's philosophical and political discourse. It helps identify how historical ideas continue to influence contemporary issues.

<b>Course Code:</b> HIST 5312 C	<b>Course Title: Greater Bharat</b>	
<b>Course Objective:</b> The paper teaches to the student understanding the concept of Greater Bharat and its historical, cultural, and economic dimensions and explore its cultural and political influence in Southeast Asia and other regions. To examine the transmission of Bhartiya art, religion, language, and political systems abroad. To appreciate maritime and trade relations of Bharat with other ancient civilizations.		
<b>Credits: 6</b>	<b>Core: Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Definition and historiography of “Greater Bharat”. Sources for the study: literary, archaeological, epigraphic, and numismatic. Role of trade, migration, and religion in expansion of Indian culture .Debate on the idea of “Cultural Imperialism” versus “Cultural Interaction”.	<b>20</b>
<b>Unit II</b>	Indian maritime trade routes: Eastern and Western seas Ports and trade centers: Tamralipti, Bharuch, Kaveripattinam. Role of merchants, sailors, and missionaries Indo-Roman trade and Southeast Asian connections.	<b>20</b>
<b>Unit III</b>	Spread of Culture and Civilization of Bharat in Southeast Asia .Cultural transmission through trade and religion .The spread of Sanskrit, Bhartiya epics, and scripts Influence on art, architecture, literature, and administration Case Studies: Cambodia, Vietnam, and Thailand.	<b>20</b>
<b>Unit IV</b>	Indian Kingdoms and Colonies Abroad Funan and Chenla (Cambodia) Srivijaya and Majapahit (Indonesia) Champa (Vietnam) and Pagan (Myanmar). Influence of Pallava and Chola naval expeditions .	<b>15</b>
<b>Unit V</b>	Legacy and Modern Interpretations Cultural heritage of Bhartiya influence in Southeast Asia today. Bhartiya diaspora and contemporary cultural exchanges. Role of Greater Bharat studies in modern historiography Reassessment of India’s soft power and global influence.	<b>15</b>

### Suggested Reading:

1. K.A. Nilakanta Shastri – Greater India
2. R.C. Majumdar – Ancient Indian Colonies in the Far East, Vol. I
3. H. P. Ray – The Winds of Change: Buddhism and the Maritime Links of Early South Asia
4. R. C. Majumdar – Ancient Indian Colonies in the Far East
5. George Coedès – The Indianized States of Southeast Asia
6. Lokesh Chandra – Cultural Horizons of India
7. R. C. Majumdar – Hindu Colonies in the Far East
8. S. Krishnaswami Aiyangar – South India and Her Influence in the Far East
9. Hermann Kulke et al. – The Cultures of the Indian Ocean
10. Upinder Singh – A History of Ancient and Early Medieval India
12. रमेश चन्द मजूमदार वृहत्तर भारत का इतिहास, भारतीय विद्या भवन
13. के.ए. नीलकंठ शास्त्री वृहत्तर भारत, मोतीलाल बनारसीदास
14. हरिप्रसाद रे समुद्री मार्ग और भारतीय संस्कृति
15. जार्ज कोडेस दक्षिण पूर्व एशिया के भारतीयकृत राज्य
16. लोकनाथ चन्द्र भारतीय संस्कृति का वैश्विक प्रसार
17. लक्ष्मीनारायण लाल भारतीय संस्कृति का इतिहास
18. एस. कृष्णास्वामी अय्यर दक्षिण भारत और उसकी विदेशी भूमिका
19. के.ए. नीलकंठ शास्त्री चोल साम्राज्य और उसका समुद्री प्रभाव
20. हरमन कुल्के भारतीय महासागर की संस्कृतिया

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**Course Learning Outcome : -**

The study provides a deeper understanding of the Greater Bharat. After completing this course, students will be able to understand the concept and historical ideas of Greater Bharat and its evaluation in Bhartiya Historiography. They will be able to explain how Bhartiya civilization influenced and interacted with south east Asia, Central Asia and other regions culturally, politically and economically



<b>Unit IV</b>	Changing social structure : Challenges and problems- population growth, unemployment, poverty, communalism. Social movements- woman, dalits and other Backward Classes. Role of middle class.	<b>15</b>
<b>Unit V</b>	Progress and achievements in Science and technology, Changing trends in dance, music painting, Literature and Mass Media.	<b>15</b>

### **Suggested Reading:**

1. Guha, Ramchandra : India After Gandhi
2. Khilnani, Sunil : The Idea of India (also in Hindi)
3. Sen, Amartya : Class in India
4. Dixit, J.N. : Indian ForeignPolicy
5. विपिन चंद्र, मृदुला मुखर्जी एवं आदित्य मुखर्जी : आजादी के बाद का भारत (1947–2000)
6. बी.के.शर्मा एवं शैलबाला : समसामयिक भारत
7. सज्जन पोसवाल : समसामयिक भारत

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[www.cec.nic.in](http://www.cec.nic.in)

### **Course Learning Outcome : -**

The paper is crucial from the point of view of the building of a nation after a long period of colonization. To align the home and foreign policies of India to find a place in the world order and lead the countries of the third world in the post-imperialism era, is the motive of the paper.

OR

**HISTORY**

<b>Programme: B.A. Semester - VI</b>	<b>Year: III</b>	<b>Semester: VI</b>
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**Subject: History**

Each paper contains 150 marks. For regular and non collegiate theory paper will be of 100 marks. For regular students internal evaluation of marks 50 are divided into 20 marks for assignment, 20 marks for written test and 10 marks for viva/presentation.

For non collegiate students internal evaluation marks 50 are divided into 30 marks for report writing and 20 marks for viva-voce. Report writing and viva-voce: non collegiate student will prepare report on any topic of each course in minimum one thousand words from the prescribed syllabus of the concerned theory paper/course. The student needs to submit the report to the concerned college with in the prescribed time so that the college will arrange viva -voce on the report.

Duration: 3 hours

Question Paper

Max. Marks– 100

**Note:** The question paper will contain two sections as under–

The question paper consists of section A and section B. Section A for 20 marks and section B for 80 Marks.

**Section-A:** One compulsory question with 10 parts, having 2 parts from each unit, short answer in 30 words for each part. Total marks: 10x2=20

**Section-B:** Contents 10 questions, 2 questions from each unit, attempt 5 questions, by taking one from each unit, answer approximately in 500 words.

Total marks : 16x5=80

**Course Code:**  
HIST 5313B

**Course Title: Culture & Heritage of Bharat****Course Objective:** This course will enable the students

1 To understand the culture &amp; heritage of India from earliest times to modern times.

2 To get acquainted with the origin&amp; development of various schools &amp; stages of arts, philosophical thoughts of Bharat.

3.To comprehend the evolution of traditional development of cultural links, towns &amp; places of development of architecture, Painting and rich literary heritage of Hindi, Sanskrit literature.

**Credits: 6****Core: Compulsory****Max. Marks: 100****Min. Passing Marks:40****Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0**

Unit	Topic	No. of Lectures
<b>Unit I</b>	a. Meaning and salient features culture of Bharat, unity in diversity, difference between culture and civilization. b. The historical framework of culture of Bharat, culture links in ancient India and the out side world. c. Cultural synthesis of Bharat with Islam and West. d. Bhartiya towns and places of cultural importance, centre of learning in ancient Bharat.	<b>20</b>
<b>Unit II</b>	a. Six system of Philosophy of Bharat. b. Indus and Vedic Religion, Buddhism and Jainism, Bhagvism. c. Bhakti movement and Sufism, Sikhism d. Framwork of Bhartiya Society: Varnashram & caste system in Ancient Bharat and changes in society during medieval Bharat. Position of Women in Bharat through in Ages.	<b>20</b>

<b>Unit III</b>	<ul style="list-style-type: none"> <li>a. Vedic literature, Epics : Ramayan, Mahabharat, Sanskrit Literature of ancient Bharat.</li> <li>b. Kalidas, Tulsidas, Ravindranath Tagore and Bhartendu Harish Chandra.</li> <li>c. Journalism in Pre-independence Bharat and its role in freedom struggle.</li> <li>d. Development of Science in ancient Bharat. Contribution of C.V. Raman and J.C. Bose to science, Role of Bharat in industrial growth in first half of twentieth century.</li> </ul>	<b>20</b>
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>a. Rock art in Pre-historic times, Main features of Buddhist architecture, Contribution of Jainism to Indian Art; Development of art under Maurayas, Kushans and Cholas.</li> <li>b. Development and main features of temple architecture sculpture and painting in ancient Bharat.</li> <li>c. A Brief surveys of mughal architecture and painting, classical dances of Bharat.</li> </ul>	<b>15</b>
<b>Unit V</b>	<ul style="list-style-type: none"> <li>a. Social and religious reform movement in North and South Bharat. Muslim reform movement in modern Bharat.</li> <li>b. Main streams of freedom struggle. Role of Gokhale, Tilak, Gandhi and Veer Savarkar, Lala Hardayal and Subhash Bose of freedom struggle.</li> <li>c. Role of woman in freedomstruggle.</li> <li>d. Our constitution – Formation and salientfeature.</li> </ul>	<b>15</b>

### Suggested Reading:

1. Pande, G.C. : The foundation of Indian Culture, Vol. I &II
2. Hiriyanna, M : Essentials of Indian Philosophy
3. Pande, Sushmita : Medieval Bhakti Movement
4. Majumdar, R.C. (Ed.) : The history of culture of Indian people Vols. I to XII (Relevant portion)
5. Nehru, J.L. : Discovery of India
6. Hussain, Abid : The National Culture of India
7. Bipin Chandra : Freedom Struggle
8. Sevaram Krishnan, V : Culture Heritage of India (Bhawan Publication)
9. ए.एल. श्रीवास्तव : मध्यकालीन भारतीय संस्कृति
10. ए.एल. वाशम : अद्भुत भारत (मूल अंग्रेजी में Wonder that was India)
11. रामधारी सिंह दिनकर : भारतीय संस्कृति के चार अध्याय
12. शिव कुमार गुप्ता (सं.) : भारतीय संस्कृति के मूलाधार
13. रामगोपाल शर्मा : भारतीय संस्कृति एवं सभ्यता का इतिहास
14. भगवत शरण उपाध्याय : भारतीय कला
15. मोहन लाल साहु : अलनिया के शैल चित्रों का ऐतिहासिक एवं सांस्कृतिक अध्ययन
16. कृष्णदत्त वायपेयी : भारतीय कला
17. वासुदेव शरण अग्रवाल : भारतीय कला
18. एस.एल. नागौरी : भारतीय संस्कृति के मूलाधार
19. झारखण्ड चौबे : मध्यकालीन समाज एवं संस्कृति
20. पी.एल.गौतम एवं कमलेश शर्मा: प्राचीन भारत
21. पी.एल.गौतम एवं कमलेश शर्मा: भारतीय संस्कृति के मूलाधार

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**Course Learning Outcome : -**

After the completion of this course the students will have comprehensive knowledge of all important concepts of Indian culture & Heritage. They will be able to understand the evolution Indian Culture & Heritage of ancient, medieval and modern period. They will be able to explain the various aspects of rich cultural heritage of Bharat.

<b>Course Code:</b> HIST 5313C	<b>Course Title: Ancient Civilizations of World</b>	
<b>Course Objective:</b> Ancient civilizations have played a significant role in shaping the course of human history. Hence studying them offers numerous benefits to our understanding of ourselves, human history, our culture .		
<b>Credits: 6</b>	<b>Core: Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Civilization of Bharat- Indus Saraswati civilization, Vaidic Civilization	<b>20</b>
<b>Unit II</b>	Assyrian civilization, chaldean civilization, warriors	<b>20</b>
<b>Unit III</b>	Egyptians civilization- Empire of pyramids, fedual era, Empire era	<b>20</b>
<b>Unit IV</b>	Greek civilization-Aegean civilization, Homar age, Percilij age, Classical age Roman civilization	<b>15</b>
<b>Unit V</b>	civilization of Iran-Tigris , Euphrates civilization of China Reference books-	<b>15</b>

### Suggested Reading:

1. शांतिलाल नागौरी- विश्व की प्राचीन सभ्यताओं का इतिहास, बाफना बुक डिपो जयपुर
2. श्रीराम गोयल - विश्व की प्राचीन सभ्यताएं, विश्वविद्यालय प्रकाशन वाराणसी
3. वी.के. पाण्डेय- प्राचीन विश्व की सभ्यताएं, शारदा भवन प्रयागराज
4. विन्देश्वरी प्रसाद सिंह- विश्व सभ्यता का संक्षिप्त इतिहास, मोतिलाल बनारसीदास पटना
5. James Edgar Swain- A history of world civilization, Publishing house New Delhi
6. Susan Wise Bauer- A history of ancient world, W.W. northern and company

### Suggested Online Link:

<https://ndl.iitkgp.ac.in>  
<https://epustakalay.com>  
<https://archive.org>  
<https://ignou.ac.in>  
[www.ccc.nic.in](http://www.ccc.nic.in)

### Course Learning Outcome :-

After the completion of the course the students will have a clearer understanding of the long-term development of human societies, which provides a framework for understanding

contemporary events and trends. They will have an increased appreciation for diverse cultures, values, and belief systems, fostering tolerance and an inclusive perspective