



University of Rajasthan Jaipur

SYLLABUS

(Three/Four Year Under Graduate Programme)

B.A. - History

I& II Semester

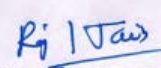
Examination-2024-25

As per NEP – 2020

R. Jais
Dy. Registrar
(Academic)
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Syllabus
[UG9106] - [HIS-51T-151] - [SOURCES OF INDIAN
HISTORY]
I-Semester- [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
I	HIS-51T-151	SOURCES OF INDIAN HISTORY			5	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
1	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites		XII Pass				
Objectives of the Course:		Course Objectives Develop a thorough knowledge of the different types of historical sources used in the study of Indian history, including formal and non-formal sources such as written records, oral traditions, and visual materials. To cultivate the ability to critically analyze and interpret various historical sources. To instill an awareness of the ethical considerations in historical research, emphasizing the importance of accurate representation.				


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Syllabus

UG9106 – Three Year/Four year/ Bachelor of Arts/History - HIS-51T-151— SOURCES OF INDIAN HISTORY – I Semester

Detailed Syllabus

HIS-51T-151 SOURCES OF INDIAN HISTORY

Unit - 1

Archaeological sources - their nature and utility

Types of archaeological sources: Epigraphy, Numismatics, and Monuments

Religious literature as source of Ancient History: Vedic, Buddhist, and Jain

(25 lectures)

Unit - 2

Secular literature: Banabhatta and Kalhana, Barni and Abul Fazl

Traveller's Accounts: Megasthenes, and Hieun-Tsang, Alberuni, Bernier and Tavernier.

(25 lectures)

Unit - 3

Nature and utility of archival sources

Autobiography as a source of history (Gandhi & Nehru)

Newspapers as source of History (A general discussion)

(20 lectures)

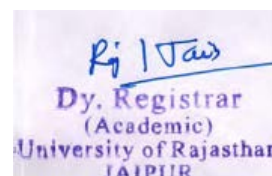
Unit - 4

Literature as the source of History-Bankim Chandra Chatterjee & Prem Chand

Non-formal sources like Diaries, Letters, Photographs

Oral History Interviews and Folklore

(20 lectures)



Recommended Readings:

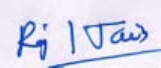
- Majumdar, R;C. & Pusalkar A.D. (ed): : *The History and Culture of the Indian People*, Vol; I-VII (Relevant Chapters)
- Pathak, V.S : *Historians of Ancient India*;
Philips, C; H : *Historians of India, Pakistan and Ceylon*
Upadhyaya, Baldev: : *Sanskrit Sahitya Ka Itihas*
Bernier, J.B. : *Travels in the Mughal Empire* (1656-68 A;D;)
Mohibbul Hasan : *Historians of Medieval India*
Saksena, R;K : *Madhyakalin Itihaskar*, Vol; I & II
T. Rayachaudhari, T : *Europe Reconsidered*
: *Guide to National Archives*
- Melvin E. Page, Brian J. : *A Short Guide to Writing about History: Tenth*
Maxson : *Edition. N.p., Waveland Press, 2023.*

Course Learning Outcomes

Students will be able to identify and classify various types of historical sources, including formal and non-formal sources, written records, oral traditions, and visual materials. Students will demonstrate the ability to critically analyze and interpret different historical sources, evaluating their reliability, significance, and context to construct well-informed historical narratives. Students will effectively apply interdisciplinary research methods, incorporating techniques from archaeology, epigraphy, numismatics, and anthropology to enhance their study and understanding of Indian history.

Syllabus
[UG9106] - [HIS-51T-152] - [History of India (From the
Stone Age till 1200 C.E.)]
I-Semester- [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
I	HIS-51T-152	History of India (From the Stone Age till 1200 C.E.)			5	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
1	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites		XII Pass				
Objectives of the Course:		This course aims to provide students with a comprehensive understanding of the history of India up to 1200 CE. It seeks to familiarize students with the main sources and methodologies used in the study of ancient Indian history. By exploring the major political, social, economic, religious, and cultural developments during different periods of ancient Indian history, the course aims to develop student's knowledge and critical thinking skills. Additionally, students will examine the contributions and achievements of various dynasties and empires that shaped ancient Indian civilization. Through the examination and interpretation of historical sources, students will develop analytical abilities and a deeper understanding of the complexities of ancient Indian history.				


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Syllabus

UG9106 – Three Year/Four year/ Bachelor of Arts/History - HIS-51T-152-- History of India (From the Stone Age till 1200 C.E.) – I Semester

Detailed Syllabus

HIS-51T-152History of India (From the Stone Age till 1200 C.E.)

Unit - 1

Main sources of the history of India up to 1200 CE A brief survey of Prehistoric times in India. The Indus-Saraswati civilization – origin, extent, salient features, line and continuity. The Vedic age – Vedic literature, polity, society, economy and religion, a brief survey of Iron age cultures in India. Rise of Janapadas and Mahajanapadas – monarchies and republics. Rise of Magadhan imperialism upto the Nandas; Jainism and Buddhism – origin, teachings, contribution.

(25 lectures)

Unit - 2

The Mauryan empire – main sources, Chandragupta Maurya and Asoka's Dhamma -its nature and propagation. Mauryan state and administration, society and economy, art, and architecture, Decline of the Mauryas, The Post – Mauryan period (c.200 C.E. to 300 C.E.) achievements of the Sungas, Satavahanas, Sakas and Kushanas. Social, Religious and Economic life and development of literature and arts during the post-Mauryan period. The Sangam Age – literature, society, economy, and culture.

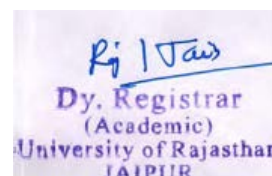
(25 lectures)

Unit - 3

The Gupta empire- achievements of Samudragupta, Chandragupta II, Vikramaditya, and Skandagupta; State and administrative institutions; Social and economic life; Religious thought and institutions

(20 lectures)

Unit-4



Development in literature, arts and. Post Gupta Period till 750 C.E. – achievements of the Vardhanas, Chalukyas, and Pallavas. Tripartite Struggle. The Imperial Cholas and their achievements. A study of social and economic changes and a brief survey of cultural life during the c. 750 to 1200 C.E.

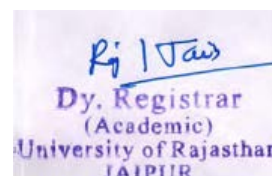
(20 lectures)

Recommended Readings:

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|-------------------------------|---|--|
| H.D. Sankalia | : | <i>Prehistory of India</i> , Murishiram Monoharlal, New Delhi, 1977 |
| Dilip K. Chakarbarti | : | <i>India. An Archaeological History (Palaeolithic beginnings to Early Historic Foundations)</i> Oxford University Press, New Delhi, 1999 |
| B.B. Lal | : | <i>India 1947-1997 : New Light on the Indus Civilisation</i> , Delhi 1998 |
| R.K. Mookerjee | : | <i>Chandragupta Maurya and His Time</i> , Delhi, 1952 (also in Hindi) |
| B.N. Puri | : | <i>India under the Kushanas</i> , Bombay, 1965 |
| Majumdar, R.C & A.C. Altekar | : | <i>The Vakataka Gupta Age (Also In Hindi)</i> |
| Baij Nath Sharma | : | <i>Harsha & his times</i> , Varansai, 1970 |
| A.N. Sastri | : | <i>A History of South India (also in Hindi)</i> |
| Romila Thapar | : | <i>A History of India</i> , Vol I, Penguin, 1966 |
| | : | <i>Asoka & the Decline of the Mauryas</i> , 3 rd impression, Delhi, 1999 |
| Upinder Singh | : | <i>A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)</i> Pearson Longman, Delhi 2009 |
| विदुलाजायसवाल एवं के. थपल्याल | : | <i>भारतीय इतिहास का नव-प्रसार युग</i> , दिल्ली, 1992 |
| जे.पी. शुक्ला | : | <i>सिन्धु सभ्यता</i> लखनऊ, 1976 |
| मदनमोहन सिंह | : | <i>बुद्धकालीन समाज और धर्म</i> , पटना 1972 |
| एल. गुप्ता | : | <i>गुप्त साम्राज्य</i> |
| शुद्धानन्द पाठक | : | <i>उत्तर भारत का राजनीतिक इतिहास</i> , लखनऊ, 1990 |
| बलरामश्री वास्तव | : | <i>दक्षिण भारत का इतिहास</i> , वाराणसी, 1968 |
| ए.सी. श्रीवास्तव | : | <i>प्राचीन भारत का इतिहास तथा संस्कृति</i> , इलाहाबाद |

Course Learning Outcomes:

By the end of this course, students will have a sound knowledge of the main sources and methodologies used in studying ancient Indian history. Overall, the course aims to provide a

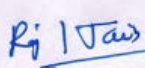


comprehensive understanding of ancient Indian history. The students shall develop analytical and critical thinking skills in interpreting historical sources.

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Syllabus
[UG9106] - [HIS-52T-153] - [HISTORY OF WESTERN
POLITICAL THOUGHT]
II-Semester- [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
II	HIS-52T-153	HISTORY OF WESTERN POLITICAL THOUGHT			5	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
2	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		This course aims to provide students with a comprehensive understanding of the foundational ideas and theories of key Western political philosophers, including Plato, Aristotle, Hobbes, Locke, Rousseau, Marx, and Mary Wollstonecraft. Students will explore the historical and intellectual contexts that shaped these thinkers' contributions to political thought, gaining insight into their diverse perspectives on governance, human nature, and society. The course seeks to develop students' critical thinking skills by encouraging them to compare and contrast different political theories and their implications for contemporary political practice. Additionally, the course aims to enhance students' ability to engage with primary texts, fostering strong analytical and interpretative skills, and to effectively communicate their understanding of complex political concepts in both written and oral forms.				


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Syllabus

UG9106 – Three Year/Four year/ Bachelor of Arts/History - HIS-52T-153— HISTORY OF WESTERN POLITICAL THOUGHT – II Semester

Detailed Syllabus

HIS-52T-153 HISTORY OF WESTERN POLITICAL THOUGHT

Unit - I

Plato: His theory of Justice; Ideas on Education system; Concept of Philosopher King; Later Modification in *The Laws*

Aristotle: His concept of State; Meaning and classification of Constitutions; Contribution to political thought

(25 lectures)

Unit - II

Hobbes: Ideas of Scientific Materialism, Theory of Social Contract and the nature of State.

Locke; Concept of Natural Rights and Social Contract Theory.

Rousseau: Doctrine of General Will Theory of Social Contract, Concept of Sovereignty.

(25 lectures)

Unit - III

Hegel: The Idealist Tradition, Theory and nature of State

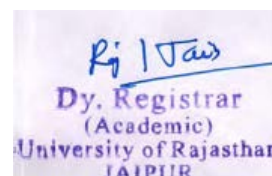
Marx: Dialectical Materialism; Economic interpretation of History Theory of Class Struggle

(20 lectures)

Unit - IV

A close reading of the following texts:

Mary Wollstonecraft: *A Vindication of the Rights of Women : With strictures on Political and Moral Subjects*



Simone de Beauvoir : *The Second Sex*(20 lectures)

Recommended Readings:

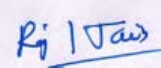
Catlin, George	:	<i>History of Political Philosophers</i>
Coker, F.W	:	<i>Recent Political Thought;</i>
Sabine, George, H	:	<i>A History of Political Thought;</i>
Sood, J.P.	:	<i>History of Political Thought</i>
Verma V.P	:	<i>Rajnitik Chintan Ka Itihas;</i>
Wollstonecraft	:	<i>A Vindication of the Rights of Women</i>
Beauvoir, Simone	:	<i>The Second Sex</i>
Ackerly Brooke	:	<i>Political Theory and Feminists Social Criticism</i>
Butler, Judith and Scott, Joan W	:	<i>Feminists Theorize the Political</i>

Course Learning Outcomes

By the end of this course, students will be able to critically evaluate and articulate the key political theories and contributions of major Western political philosophers including Plato, Aristotle, Hobbes, Locke, Rousseau, Marx, and Mary Wollstonecraft. Students will develop the ability to compare and contrast these thinkers' ideas on governance, human nature, and society, demonstrating a deep understanding of their historical and intellectual contexts. They will also be skilled in analyzing the impact of these political theories on contemporary political thought and practice. Additionally, students will gain proficiency in engaging with primary texts, enhancing their analytical and interpretative skills, and effectively communicating complex political ideas in both written and oral formats.

Syllabus
[UG9106] - [HIS-52T-154] - [WORLD HISTORY –I
(EARLIEST TIMES TILL REFORMATION)]
II-Semester- [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
II	HIS-52T-154	WORLD HISTORY –I (EARLIEST TIMES TILL REFORMATION)			5	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
2	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		This course aims to provide students with a broad understanding of world history from the earliest times until the Reformation, focusing on major civilizations, cultural developments, and significant historical events. Students will explore the rise and fall of ancient civilizations, the development of early societies, and the cultural and technological advancements that shaped human history. The course seeks to develop students' analytical skills by examining the causes and consequences of key historical events and movements, encouraging critical thinking about historical change and continuity. Additionally, the course aims to enhance students' ability to engage with diverse historical sources, fostering an appreciation for the complexity of historical narratives and improving their ability to communicate historical understanding through well-structured written and oral				


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Syllabus

UG9106 – Three Year/Four year/ Bachelor of Arts/History - HIS-52T-154— WORLD HISTORY –I (EARLIEST TIMES TILL REFORMATION) – II Semester

Detailed Syllabus

HIS-52T-154WORLD HISTORY –I (EARLIEST TIMES TILL REFORMATION)

Unit - I

Comparative Study of Egyptian, Sumerian and Chinese civilizations with reference to religion, art, state, society, and development of science; Heritage of these civilizations; Confucianism and its role in China

(25 Lectures)

Unit - II

The Periclean Age in Greece, the Growth of state and society; Development of science and art; Republican tradition in ancient Rome; Rise of Roman Imperialism; Roman Law and its contribution

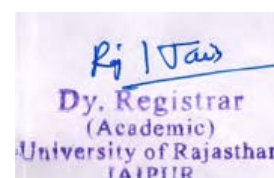
(25 Lectures)

Unit – III

Rise of Christianity and the establishment of Christendom; Birth of Islam and its impact; The Arab civilisation and its contributions Crusades and their impact on Europe; Growth of European feudalism and its decline; The rise of commercial class

(20 Lectures)

Unit – IV



Renaissance, meaning and causes, Nature of Development of Art and Literature in Italy, England and France; Reformation Movement; Martin Luther and his contributions Counter-Reformation in Europe; Impact of Reformation

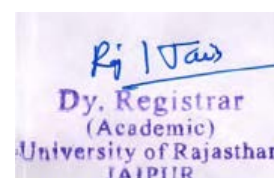
(20 Lectures)

Recommended Readings:

- Burns and Ralph : *World Civilizations.*
V. Gordon : *What Happened in History.*
Childe
Amar Farooqui : *Early Social Formations.*
M. I. Finley : *The Ancient Economy.*
Jacquetta : *First Civilizations.*
Hawkes
H. W. F. Saggs : *The Greatness that was Babylon.*
B. Trigger : *Ancient Egypt: A Social History.*
: UNESCO Series: *History of Mankind*, Vols. I - III./ or New ed.
: *History of Humanity.*
: G. E. M. Ste Croix: *Class Struggles in the Ancient Greek World.*
J. D. Bernal : *Science in History*, Vol. I.

Course Learning Outcomes:

By the end of this course, students will be able to demonstrate a comprehensive understanding of major civilizations, cultural developments, and significant events from the earliest times until the Reformation. They will be capable of analyzing the causes and consequences of key historical events, assessing their impact on subsequent developments in world history. Students will gain proficiency in engaging with diverse historical sources, enhancing their ability to interpret and critically evaluate primary and secondary materials. Additionally, they will be able to effectively communicate their historical insights and arguments through well-structured written and oral presentations, demonstrating a nuanced understanding of the complexities of historical narratives and the interconnectedness of global historical processes.



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