

St. Xavier's College, Ranchi

Department of History



Syllabus of UG (NEP)

Session 2025- 29

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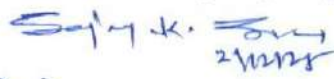

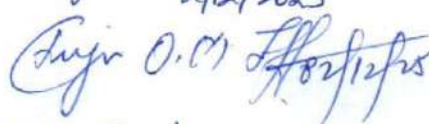
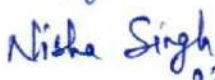
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Members Sign

- 1 Prof Dr Rajkumar, Subject expert  02/12/2025
- 2 Prof Dr Anil Kumar, External expert.  2.12.25
- 3 Prof Dr. Francisca Kuyar  9/1/25
- 4 Mr Manish Vinod, Industrialist  2/12/25
- 5 Dr Sayan K. Sinha H.O.D. Bx2 -  2/12/25
- 6 Dr Ephraim Bag -  2/12/2025
- 7 Prof Anshu Sheema Tappa  02/12/25
- 8 Ms Nisha Singh  02/12/25

HIGHLIGHTS OF FYUGP CURRICULUM

PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from the **1st of July**.

ELIGIBILITY

- The selection for admission will be primarily based on the availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in the Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if the Marks of the Major subject is not available. Reservation norms of the Government of Jharkhand must be followed as amended in times.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of 75% overall marks or 7.5 CGPA or higher.
- Other eligibility criteria, including those for multiple entry, will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for a maximum of **Seven years** from the date of registration.

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the University to maintain uniformity in the UG Honours/ Honours with Research Programmes and PG Diploma Programmes, running in the colleges under the university (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December**, and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include Admission, coursework, conduct of examination and declaration of results, including semester break.
- To undergo an 8-week summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
 - a) **Odd Semester: From the first Monday of August to the third Saturday of December**
 - b) **Even Semester: From the first Monday of January to the third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have $90/6 = 15$ teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year, the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. This is non-negotiable. Further, the Department will make all reasonable endeavours to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change, prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
 - UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study, provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during the first and sHISnd semesters.,
 - UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during the first year or sHISnd year summer term, in addition to 9 credits from skill-based courses earned during the first, sHISnd, and third semester.
 - Bachelor's Degree after a 3-year (6 semesters) programme of study,
 - Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
 - Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking a 12-credit Research component in the fourth year of FYUGP.

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = 15 Hours of Teaching

One credit for Practicum = 30 Hours of Practical work

One credit for Internship = 02 Weeks of Practical experience

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

Internship – For the Exit option after any academic year of a Four-year U.G. Programme for the award of U.G. Certificate, U.G. Diploma, U.G. Degree (Level 4.5, 5 or 5.5 respectively), Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

CHANGE OF MAJOR OR MINOR COURSES

- The change of Major or Minor courses may be allowed only once after the SHISnd Semester and before the third Semester in the FYUG Programme, depending on the provisions laid by the FYUGP and the conditions laid by the Institution.

CALCULATION OF MARKS FOR THE PURPOSE OF THE RESULT

- Students' final marks and the result will be based on the marks obtained in the Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in the Semester internal and End Semester University Examination. However, students must pass in Theory and Practical Examinations separately.

PROMOTION CRITERIA

First degree programme with a single major (160+4=164 credits):

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).

- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 14 papers.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum of 20 papers out of the total 26 papers.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum of 27 papers out of the total 36 papers.
- vi. However, it will be necessary to procure pass marks in each of the papers before completion of the course.

First degree programme with dual major (192+4=196 credits):

- i. Please refer to the FYUGP Regulations for the detailed provisions of Double Major and Dual Degrees.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 15 papers.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 20 papers out of the total 27 papers.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 28 papers out of the total 37 papers.
- vi. However, it will be necessary to procure pass marks in each of the papers before completion of the course.

PUBLICATION OF RESULTS

- The examination result shall be notified by the Controller of Examinations of the University in different newspapers and the same is to be posted also on the University website.
- If a student is found indulging in any malpractice/ unfair means during an examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of the next session, and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination to clear the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination to clear the backlog.

Regulations related to any concern not mentioned above shall be guided by the Regulations of the Ranchi University for FYUGP.

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COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH/ PG DIPLOMA'

Table 1: Credit Framework for Four-Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 164]

Academic Level	Level of Courses	Semester	MI: Discipline Specific Courses – Core or Major (80)	AC: Associated core courses from discipline/ Interdisciplinary/ vocational (8)	ELC: Elective courses may be opted from four paths [Follow table 2] (24)	MDC: Multidisciplinary Courses (From a pool of Courses) (9)	AEC: Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC: Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IKS: (i) Indian Knowledge System (2) & SA: (ii) Social awareness (2)	RC: Research Courses (4+8)/ AMJ: Advanced Courses instead of Research (4+4+4)/ PGD: PG Diploma Level 6 (4+4+4)	Total Credits	IAP: Internship/Apprenticeship/ Project/ Vocational course/ Dissertation (4)	In between Sem I to Sem-VI
	1	2	3	4 (32)		5	6	7	8	9	10	11	12	13
Level 4.5	Level 100-199: Foundation or Introductory courses	I	4	4	---	3	2	3	2	2	---	---	20	
		II	4	---	---	3	2	3	2	2	---	---	20	
		Exit Point: Undergraduate Certificate provided with Summer Internship/ Project/Vocational course/ Dissertation (4 credits)												
Level 5	Level 200-299: Intermediate-level courses	III	4+4	---	4	3	2	3	---	---	---	---	20	4
		IV	4+4+4	---	4	---	2	---	2	---	---	---	20	
		Exit Point: Undergraduate Diploma provided with Summer Internship/ Project/Vocational course/ Dissertation (4 credits)												
Level 5.5	Level 300-399: Higher-level courses	V	4+4+4+4	---	4	---	---	---	---	---	---	---	20	
		VI	4+4+4+4	---	4	---	---	---	---	---	---	---	20	
		Exit Point: Bachelor's Degree with Summer Internship/ Project/Vocational course/ Dissertation (4 credits)												124
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours(>6.0 CGPA)/ PG Diploma (>4.5 CGPA)	VII	4+4+4	---	4	---	---	---	---	---	4	4	20	
		VIII	4+4	---	4	---	---	---	---	---	8	4+4	20	---
		Exit Point: Bachelor's Degree with Honours/ Honours with Research/ PG Diploma Level 6												164

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project.

Table 2: Options for Elective courses

Path A	Path B	Path C	Path D
<p>ELC-A; Elective courses from Interdisciplinary Subjects 1 & 2 (24)</p> <p>This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects.</p> <p>If students pursuing FYUGP are awarded a UG Degree in a Major discipline, they are eligible to mention their core competencies in other disciplines of their choice if they have earned 12 credits each from pathway courses of two particular disciplines.</p> <p>In the first three years of FYUGP, this pathway is composed of one Major discipline with 60 credits from 15 courses, and two other disciplines, with 12 credits from 3 courses in each discipline.</p> <p>In this pathway, if the students choose one of the two disciplines for 12 credits in one discipline then they should choose a different discipline for the other 12 credits.</p> <p>If the students continue to the fourth year of FYUGP, the students need to earn an additional 4 credits in both disciplines.</p>	<p>ELC-B; Elective courses from discipline (24)</p> <p>This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a focus on one discipline (Major) and relatively less focus on the other (Minor).</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in another discipline of their choice, if they earn a minimum of 24 credits from the courses in the Minor discipline.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the Minor discipline, to be eligible for a UG Degree (Honours) with a Major and a Minor. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Minor discipline.</p>	<p>ELC-C; Elective courses from vocational (24)</p> <p>This pathway may be recommended to those students who wish for exposure to a vocational discipline in addition to the in-depth study in the Major discipline.</p> <p>The credit requirements for Major and Vocational Minor disciplines in this pathway are the same as those for Major with Minor pathway, except that the Minor courses are in a vocational discipline.</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in vocational discipline of their choice, if they earn a minimum of 24 credits from the Vocational courses.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the vocational discipline. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Vocational discipline.</p>	<p>ELC-D; Elective courses from discipline for Double Major (48)</p> <p>To secure the required minimum credits in each discipline, students who wish to opt for a Double Major should include the credits earned by them from the Multi-Disciplinary Courses, Skill Enhancement Courses, and Value-Added Courses offered by the respective Major disciplines.</p> <p>The Double Major pathway is extended to the fourth year. Shifting to a double major from a minor in the third semester will be allowed subject to clearance of the courses of double major (not studied earlier) in succeeding sessions.</p> <p>In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours)/UG Degree (Honours with Research) in A or B.</p> <p>If he/she opts to continue with Major B in the fourth year, he/she should earn an additional 16 credits of 300-399 level in Major B through mandatory online courses. The institution will not provide the courses in physical mode in the fourth year of this segment.</p>

Table 3: Credit Distribution in Elective Courses during the Four Years of FYUGP

Academic Level	Level of Courses	Semester	Path A ELC: Elective courses from Interdisciplinary Subjects 1 & 2 (24)		Path B ELC: Elective courses from the discipline (24)	Path C ELC: Elective courses from vocational (24)	Path D ELC: Elective courses from the discipline for Double Major (64)
	I	2	3A. Subject 1	3B. Subject 2	4	5	6
Level 4.5	Level 100-199; Foundation or Introductory courses	I	---	---	---	---	4+4
		II	---	---	---	---	4+4
		Exit Point: Bachelor's Degree with Hons. with Research					
Level 5	Level 200-299; Intermediate-level courses	III	4	---	4	4	4+4
		IV	---	4	4	4	4+4
		Exit Point: Bachelor's Degree with Hons.					
Level 5.5	Level 300-399; Higher-level courses	V	4	---	4	4	4+4
		VI	---	4	4	4	4+4
		Exit Point: P.G. Diploma Degree					
Level 6	Level 400-499; Advanced courses	VII	4	---	4	4	4+4
		VIII	---	4	4	4	4+4
		Exit Point: (A) Bachelor's Degree with Hons. with Research/ (B) Bachelor's Degree with Hons./ (C) P.G. Diploma Degree					

COURSES OF STUDY FOR FOUR-YEAR UNDERGRADUATE PROGRAMME 2025 onwards**Table 4: Semester-wise Course Code and Credit Points for Single Major during the First Three Years of FYUGP**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
I	AEC-1	Language and Communication Skills (MIL-1; Modern Indian language Hindi/ English)	2	7 Papers (20 credits)
	VAC-1	Value Added Course-1	2	
	IKS-1	Indian Knowledge System (Foundation Course)	2	
	SEC-1	Skill Enhancement Course-1	3	
	MDC-1	Multi-disciplinary Course-1	3	
	AC-1	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-1	Major paper 1 (Disciplinary/ Interdisciplinary Major)	4	
II	AEC-2	Language and Communication Skills (MIL-1; Modern Indian language English/ Hindi)	2	7 Papers (20 credits)
	VAC-2	Value Added Course-2	2	
	SA	Social Awareness Activities	2	
	SEC-2	Skill Enhancement Course-2	3	
	MDC-2	Multi-disciplinary Course-2	3	
	AC-2	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-2	Major paper 2 (Disciplinary/ Interdisciplinary Major)	4	
III	AEC-3	Language and Communication Skills (MIL-2; MIL including TRL)	2	6 Papers (20 credits)
	SEC-3	Skill Enhancement Course-3	3	
	MDC-3	IKS as a Multi-disciplinary Course-3	3	
	ELC-1	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-3	Major paper 3 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-4	Major paper 4 (Disciplinary/ Interdisciplinary Major)	4	
IV	AEC-4	Language and Communication Skills (MIL-2; MIL including TRL)	2	6 Papers (20 credits)
	VAC-3	Value Added Course-3	2	
	ELC-2	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-5	Major paper 5 (Disciplinary/ Interdisciplinary Major having IKS)	4	
	MJ-6	Major paper 6 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-7	Major paper 7 (Disciplinary/ Interdisciplinary Major)	4	
V	ELC-3	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-8	Major paper 8 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-9	Major paper 9 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-10	Major paper 10 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-11	Major paper 11 (Disciplinary/ Interdisciplinary Major)	4	
VI	ELC-4	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-12	Major paper 12 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-13	Major paper 13 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-14	Major paper 14 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-15	Major paper 15 (Disciplinary/ Interdisciplinary Major)	4	
Total Credits, excluding one Internship (IAP) of 4 credits =			120	120

Note: It is mandatory to take One Internship of 4 credits in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

Table 5A: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (Honours with Research)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII A	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Research Methodology)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	RC-1	Research proposal – Planning & Techniques (Disciplinary/Interdisciplinary Major)	4	
VIII A	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	4 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	RC-2	Research Internship/Field Work/Project/Dissertation/Thesis	8	
Total Credits, excluding one Internship of 4 credits =			160	160

Table 5B: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (Honours)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII B	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4	
VIII B	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4	
Total Credits, excluding one Internship of 4 credits =			160	160

Table 5C: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (with Postgraduate Diploma)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII C	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	JOC-1	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
VIII C	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	JOC-2	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
	JOC-3	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
Total Credits, excluding one Internship of 4 credits =			160	160

AIMS OF BACHELOR'S DEGREE PROGRAMME IN HISTORY

The broad aims of the bachelor's degree programme in History are:

- i. At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present.
- ii. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.
- iii. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions.
- iv. Our tutorial discussions, written assignments, class room presentations, field-work projects, consolidate their ability to analyse, research and process information.

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations' history on larger canvas, absorbing polemics and challenges. dialog between past and present out of which a bright future could be explored.

At the outset, it may well be stated that the proposed syllabus tries to meet the challenges of ever changing dynamics of historical studies. The idea is to involve young minds in understanding India's great past in terms of global trends with special focus on national building and freedom struggle. The contents of the draft involves understanding and knowledge of major global historical dimensions to a level suitable to academic standards expected of graduates of a programme of study.

The proposed syllabus has been designed in a way it could do justice to our glorious past and the vast canvas of Indian History by providing the much needed space at micro and macro levels.

Our draft stresses history as a discipline that is more about exploration and discovery than about memorizing a static narrative. It attempts to impart into the students a feeling of ownership over their own history with a broader worldview. Our student might have ability to comprehend the cause and effect relationship to plan a promising future. This curriculum is an attempt to customize the student to larger levels of regional, national, and continental and global history which can broaden the arena of young minds and also bring a mark shift in historical studies.

PROGRAM LEARNING OUTCOMES

The broad aim of the bachelor's degree programme in History is to acquire Knowledge and Understanding as follows:

The broad programme learning outcomes in History are:

Graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. After graduating with History Honours, they will be able to demonstrate comprehensive knowledge of scholarly research and professional literature relating to the discipline. This will establish a platform from which the student can pursue higher studies in History.

It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, will ultimately enable learners to live rich, productive and meaningful lives.

The list below provides a synoptic overview of possible career paths provided by the undergraduate training in history from the Ranchi University, Ranchi:

1. Teaching
2. Research
3. Politics
4. Journalism
5. Media
6. Performing Arts
7. International Relations
8. Administration
9. Social Work
10. Law
11. Management
12. Policy Making
13. Human Resource Development

SEMESTER WISE COURSES IN HISTORY HONOURS

2025 onwards

Table 6: Semester-wise Course Code and Credit Points of Major Courses in History

Semester	Courses		Examination Structure			
	Code	Courses in NEP FYUGP Syllabus of History Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	From Early Age to 6 th BC	4	25	75	---
	SEC-1	Indian History, Culture & Introduction to Archeology	3	---	75	---
II	MJ-2	From State to Empire 6 th BC – 650 AD	4	25	75	---
	SEC-2	Understanding Popular Culture	3	---	75	---
III	MJ-3	World Civilization (Earliest Times to Early Medieval Times)	4	25	75	---
	MJ-4	Early Medieval India (From 650 to 1200 AD)	4	25	75	---
	SEC-3	Elementary Computer Application Softwares	3	---	75	---
IV	MJ-5	IKS in History (Idea of Bharat)	4	25	75	---
	MJ-6	Medieval Societies of World	4	25	75	---
	MJ-7	History of India (1200-1526 AD)	4	25	75	---
V	MJ-8	History of Europe (1789-1919 AD)	4	25	75	---
	MJ-9	History of India (1526-1707 AD)	4	25	75	---
	MJ-10	History of China (1800-1950 AD)	4	25	75	---
	MJ-11	History of Modern World (1919-1947 AD)	4	25	75	---
VI	MJ-12	History of India (C.1707 – 1857 AD)	4	25	75	---
	MJ-13	Indian National Movement (1857-1947 AD)	4	25	75	---
	MJ-14	History of USSR (1917 - 1964 AD)	4	25	75	---
	MJ-15	History of Japan (1850 - 1950 AD)	4	25	75	---
VII	MJ-16	Research Methodology	4	25	75	---
	MJ-17	History of Jharkhand (Upto 1857 AD)	4	25	75	---
	MJ-18	Contemporary India (1947 - 2000 AD)	4	25	75	---
	AMJ-1/	Principles of History OR	4	25	75	---
	RC-1	Research Planning & Techniques	4	25	75	---
VIII	MJ-19	History of USA (1763 – 1947 AD)	4	25	75	---
	MJ-20	History of Jharkhand (1857-2000AD)	4	25	75	---
	AMJ-2	Socio-Religious Movements in India	4	25	75	---
	AMJ-3/	Women in History	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	---	---	200

* It is mandatory to take Either One Internship of 4 credits or Two Internships of 2 credits each in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

Table 7: Semester-wise Course Code and Credit Points of Minor Courses in History

Courses		Examination Structure			
Code	Minor Courses in NEP FYUGP Syllabus of History Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
AC	Introductory History	4	25	75	---
MN-A	History of India (From Earliest Times to CE 320)	4	25	75	---
MN-B	History of India (320 - 1206 AD)	4	25	75	---
MN-C	History of India (1206 - 1707 AD)	4	25	75	---
MN-D	History of India (1707 – 1950 AD)	4	25	75	---
MN-E	Indian National Movement (1858-1947)	4	25	75	---
MN-F	History of Jharkhand (Upto 2000 AD)	4	25	75	---

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There will be Only One Semester Internal Examination in Major, Minor and Research Courses, which will be organized at college/institution level. However, Only One End semester evaluation in other courses will be done either at College/Institution or University level depending upon the nature of course in the curriculum.

A. (SIE 10+5=15 marks):

There will be two group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

B. (SIE 20+5=25 marks):

There will be two group of questions. **Group A is compulsory** which will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

END SEMESTER UNIVERSITY EXAMINATION (ESE):

A. (ESE 50 marks):

There will be two group of questions. **Group A is compulsory** which will contain one question. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Group B will contain descriptive type** five questions of fifteen marks each, out of which any three are to answer.

B. (ESE 60 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** five questions of fifteen marks each, out of which any three are to answer.

C. (ESE 75 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of fifteen marks each, out of which any four are to answer.

D. (ESE 100 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of twenty marks each, out of which any four are to answer.

FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

Question format for 15 Marks:

F.M. =15	Subject/ Code Time=1Hr.	Exam Year
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
<u>Group B</u>		
2.	[10]
3.	[10]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

F.M. =20	Subject/ Code Time=1Hr.	Exam Year
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
<u>Group B</u>		
3.	[10]
4.	[10]
Note: There may be subdivisions in each question asked in the Theory Examination.		

Question format for 50 Marks:

Subject/ Code		Exam Year
F.M. =50	Time= 1.5 Hrs.	
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
<u>Group B</u>		
2.	.....	[15]
3.	.....	[15]
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
Note: There may be subdivisions in each question asked in the Theory Examination.		

Question format for 60 Marks:

Subject/ Code		Exam Year
F.M. =60	Time= 3 Hrs.	
General Instructions:		
vi. Group A carries very short answer-type compulsory questions. vii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . viii. Answer in your own words as far as practicable. ix. Answer all subparts of a question in one place. x. Numbers in the right indicate full marks for the question.		
<u>Group A</u>		
7.		[5x1=5]
vi.	.....
vii.	.....
viii.	.....
ix.	.....
x.	.....
8.	.....	[5]
9.	.....	[5]
<u>Group B</u>		
10.	.....	[15]
11.	.....	[15]
12.	.....	[15]
13.	.....	[15]
14.	.....	[15]
Note: There may be subdivisions in each question asked in the Theory Examination.		

Question format for 75 Marks:

F.M. =75	Subject/ Code Time= 3 Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
9.	[15]
Note: There may be subdivisions in each question asked in the Theory Examination.		

Question format for 100 Marks:

F.M. =100	Subject/ Code Time= 3 Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[20]
5.	[20]
6.	[20]
7.	[20]
8.	[20]
9.	[20]
Note: There may be subdivisions in each question asked in the Theory Examination.		

SEMESTER I

**I. MAJOR COURSE –MJ 1:
FROM EARLY AGE TO 6TH BC**
Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100
Pass Marks: Th (SIE + ESE) = 40
(Credits: Theory-04) 60 Hours
Course Objectives & Learning Outcomes:

After successful completion of this course, Students will be able to understand the historiographical trends, interpretation of the historical sources of the ancient India. This paper will also enhance the knowledge of the students about the vedic period. This paper will further make them informed about the first and second urbanization in India and the socio economic changes during the period.

Course Content:
Unit 1. Historical Sources

- (a) Archaeological Sources, Exploration and Excavation
- (b) Literary Sources, Religious and Secular literature
- (c) Epigraphy and Numismatics
- (d) Foreign Accounts: Greek and Chinese

Unit 2 . From Food Gatherers to Producers - Settlements, Distribution and tools.

- (a) Palaeolithic Phase
- (b) Mesolithic Phase
- (c) Neolithic Phase
- (d) Chalcolithic Phase

Unit 3 . Harappan Civilization

- (a) Early & Mature Harappan Settlements
- (b) First Urbanization in India, Internal & External Trade
- (c) Society, Polity and Religious belief
- (d) Decline of Harappa Civilization

Unit 4. Vedic Period- From Rigvedic period to later Vedic period

- (a) Economy of Vedic Period
- (b) Political and Social Institutions of Vedic Period
- (c) Religion and Philosophy of Vedic Period
- (d) Megaliths of South India.

Unit 5. Transition from Vedic to Post Vedic Period

- (a) Mahajanpadas- Monarchical and Republic States
- (b) Economic and Social Developments
- (c) Second Urbanization in India, Internal & External Trade
- (d) Emergence of Sects- Brahmanism, Jainism, Buddhism and Ajivikas.

Reference Books:

1. D.P. Agarwal, The Archeology of India
2. R.G. Bhandarkar, Ashoka
3. Dilip Chakrabarti, India : An Archeological History
4. R.S. Sharma, Material culture and Social formation in Ancient India, Macmillan, Delhi, 1983. (in Hindi)
5. D. N. Jha, Ancient india in Historical Outline, Manohar, New Delhi, 1998.
6. D.D. Koshambi, The Culture and Civilization in Ancient India, 4th Edition, vikas Pub. Delhi, 1967.
7. R.S. Sharma, Pracheen Bharat ka arthik awam samajik itihās, Delhi University.
8. B.P. Sahu, Iron and Social Change in Early India. OUP. Delhi, 2007.
9. O.K. Gupta, Pracheen Bharat me Vyapar, Vishwabharati, 2004.
10. Sri Ram Goyal, Vedic aur Janpad Yugin Bharat, Meghna Prakashan, Jodhpur.
11. Radhakrishna Choudhary, Pracheen Bharat ka Arthik Itihas, Janki Prakashan, Patna, 1987.
12. M.A. Buck, Economic Life in Ancient India.
13. Shashi Anand, Maurya kal me Vitiya Vyavastha, classical Pub, Delhi
14. Jha Avm Shrimali, Pracheen Bharat
15. D.N. Jha, Pracheen Bharat Ki Ruprekha
16. Upinder Singh, Pashan yug se 1200 tak
17. Shivswarup Sahay, Pracheen Bharat me Vigyaan avm Prodyogiki

II. SKILL ENHANCEMENT COURSE- SEC 1: Indian History, Culture & Introduction to Archeology

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) 45 Hours

Course Objectives & Learning Outcomes:

- i. To equip students with a very basic understanding of Indian History in terms of environment issues, urbanization, culture, heritage, and archaeology.

Course Content:**UNIT I: Indian History & Culture**

- i. Environment; Culture, Tradition and Practices of environmental preservation and traditional use of medicinal Plants, Water and Water Bodies - Historical overview - Oral and codified sources of information, Fieldwork
- ii. Urbanization and Urbanism: -Issues of settlements & Landscapes -Social differentiations

UNIT II: Communication networks

- i. Social inequality and Gender: -Status within Households: An overview -Present context -Issues of Violence - Employment, distribution of resources
- ii. Cultural Heritage: -Main components -Built Heritage -Historical Tourism
- iii. Cultural Forms and Cultural Expressions: - Performing Arts -Fairs and Festivals -Fieldwork An

UNIT III: Introduction to Archaeology

- i. Definition and Components of Archaeology
- ii. Historiographical Trends in Indian Archaeology
- iii. Definition of Historical Sites and Explorations
- iv. Field Work and Tools of research

Suggested Readings:

1. Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar, 1991
2. Koch, E. Mughal Art & Imperial Ideology
3. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880-1990, Zubaan, 2007
4. V. Vasudev, Fairs & Festivals, Incredible India Series, 2007
5. V. Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012
6. B. Parikh, Composite Culture in a multicultural Society, Delhi, NBT, 2007
7. N. Mehta, Introduction: Satellite Television, Identity & Globalization in Contemporary India in N. Mehta, ED, Television in India, New York, Routledge, 2008
8. R.C. Thakran & Sheo Dutt, ed Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi
9. John.A. Bintliff, A Companion to Archaeology
10. D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, Delhi, Manohar, 1988
11. M. Hall & W.S.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
12. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition, 2010 Published Works by ASI

SEMESTER II

I. MAJOR COURSE- MJ 2: From State to Empire 6th BC – 650 AD

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04)60 Hours

Course Objectives & Learning Outcomes:

1. This paper will educate students about the transformation of state into empire and will educate them about the regional powers of the time period.
2. It will also show the transition of money economy to Feudalism and enhance their understanding of socio-economic changes in post Gupta period.

Course Content:

Unit 1. From State to Empire

- i. Rise of Magadha, Persian invasion, Greek invasion and Its Impact
- ii. Mauryan Empire- Economy, Administration and Society
- iii. Ashoka's Dhamma, Edicts, Language and Script
- iv. Disintegration of Mauryan Empire

Unit 2. Emergence of Regional powers

- i. North India- Sungas, Indo-Greeks, Saka-kshatrapas, Kushanas
- ii. Deccan-Satvahanas and their Land Administration
- iii. South India- Cher, Chol, Pandya
- iv. Internal & External Trade From 2nd Century BCE to 3rd century CE

Unit 3. Gupta Period

- i. Western and Eastern Chalukya
- ii. Kalyani Chalukya
- iii. Emergence of Pauranic Hindu religion, Sanskrit Language & Literature
- iv. Development in Science & Technology, Astronomy, Mathematics, Medicine

Unit 4. Post-Gupta Period

- i. Later Gupta and Downfall of Gupta Empire
- ii. Emergence of Regional Powers- Salankayanas, Vishnukudians of Andhradesa
- iii. Harsha Period, Society, Administration and Religion
- iv. Religious Expansion- Alawar, Nayanara

Unit 5. Transition From Ancient to Early Medieval Period

- i. Economy
- ii. Polity
- iii. Society
- iv. Religion

Suggested Readings

1. Romila Thapar, Ancient Indian social History, Orient Longman, Hyderabad, 1978.
2. A.S. Altekar, Position of women in Hindu Civilization, Motilal Banarasidas, Delhi, 1965.
3. Jayshankar Mishra, Pracheen Bharat ka itihās, Bihar Hindi granth Academy, Patna.
4. Om Prakash, Pracheen Bharatiya Samaj ewam Arthvyavastha, Motilal Banarasidas, Delhi.
5. Julius Jolly, Hindu Law and Customs, Bharatiya Publication, Varanasi, 1975.
6. V.P. Kane, Dharmashastra ka itihās, In 5 Parts, Bhandarkar Research Institute. Pune, 1968-77.
7. Shivrup Sahay, Pracheen Bharat ka samajik Evam Arthik itihās, Motilal Banarasidas, Delhi.
8. Kailash Chandra Jain, Pracheen Bharatiya Samajik awam arthik Sansthae, Granth Academy, Delhi.
9. P.N. Banarjee, A study of Ancient Economy.
10. P.N. Banarjee, A History of Indian Taxation.
11. S.K. Das, Economic Survey of India.
12. S.G.A. Hussain, Economic History of Ancient India.
13. B. Chattopadhyay, The Age of Kushanas

II. SKILL ENHANCEMENT COURSE- SEC 2: UNDERSTANDING POPULAR CULTURE

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) 45 Hours

Course Objectives & Learning Outcomes:

1. The paper examines some popular cultures expressed in different mediums like visual, oral and cultural.
2. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions.
3. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India.
4. It is imperative that the students use electronic devices to view, record, and document the subject matter

Course Contents:

UNIT I: Introduction

- i. Defining popular culture and understanding it historically

UNIT II: Visual expressions

- i. Folk art, calendar art, photography

UNIT III: Performance

- i. Theatre; music; folk tales/ songs/ swang and Nautanki:
- ii. Identifying themes, functionality, anxieties

UNIT IV: The audio-visual; cinema and television

- i. Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s);
- ii. Cinema and nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s);
- iii. Documentary films: popular culture in television

UNIT V: Fairs, Festivals and Rituals

- i. Disentangling mythological stories, patronage, regional variations

UNIT VI: Popular culture in a globalized world

- i. The impact of the Internet and audio-visual media in India

Essential Readings:

1. Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004
2. John Storey, Cultural Theory and Popular Culture, London, 2001
3. Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009
4. Christopher Prince, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998

Suggested Readings:

1. Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006 (Hindi)
2. Ramanujan, A.K. Folktales from India, A Selection of Oral Tales from Twenty-two Languages (Only Introduction).
3. Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999
4. Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

SEMESTER III

I. MAJOR COURSE- MJ 3:

WORLD CIVILIZATION(EARLIEST TIMES TO EARLY MEDIEVAL TIMES)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. Students will acquire knowledge about the evolution of human society, and transformation of ancient civilization like that of ancient Mesopotamia, Greece, China, Rome and Medieval Europe.
2. They can acquire knowledge about the origin, features, nature and class composition of various societies. They would acquire a comparative observation of the ancient world.

Course Content:

UNIT- I: History of Early World Civilizations

- i. Mesopotamian Civilization – (Sumerian, Babylonian and Assyrian) Society, religion, Law and Administration.
- ii. Egyptian Civilization (Old Dynasty) – Political Development, Art, Architecture, Religion of Akhanaton
- iii. Chinese Civilization – (Shang and Chung) and Confucius Polity, Society, Science and Technology.
- iv. Persian Civilization: Political, Social and Economic condition.

UNIT – II: Classical Greece

- i. Homer Age: Evolution of Classical Greece
- ii. Athens, Sparta
- iii. Greece: Persian War and Peloponnesian War
- iv. The Age of Pericles: Growth of state and society, Development of science, art and philosophy.

UNIT – III: Roman Empire

- i. Origin of Rome
- ii. Rise of the Roman Republic and Roman Law
- iii. Expansion and Downfall of Roman Empire
- iv. Imperial Age of Rome: Society and Culture

Suggested Readings:

1. Ramgoyal, Vishwaki Pracheen Sabhyataen
 2. S.L.Nagauri, Vishwa ki pracheen Sabhyataen
 3. Dhanpati Pandey, Pracheen Mesopotamia, Motilal Banarsidas.
 4. Dr. C.P.N Sinha avm Dhanpati Pandey, Pracheen Misr, Motilal Banarsidas
 5. Om Prakash Prasad, Mesopotamia ki Sabhyata
 6. Ray, U N: Vishwa Sabhyata ka itihās, Lok Bharti prakashan.
 7. S. M. Pathak, Vishwa Ke Pracheen Sabhyataon Ka Itihās, Bihar Hindi Granth Academy, 2017
-

II. MAJOR COURSE –MJ 4: EARLY MEDIEVAL INDIA (FROM 650 TO 1200 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. Students will learn and analyze the transitional phase between early historic centuries to the early medieval age.
2. They will be able to delineate changes in the realm of polity and culture, the Puranic religion; the growth of vernacular languages and newer form of art and architecture.

Course Content:

UNIT – I: Emergence of New Power and Age of Decentralization

- i. Decline of the Gupta Power
- ii. Invasion of Hunas and its impact
- iii. Emergence of Regional Powers – Salankayans, Vishnukudians of Andhradesa
- iv. Origin of Rajputs: Various theories.

UNIT -II: Decentralization and Emergence of Regional Power.

- i. The Arab Invasion of Sindh.
- ii. North Western India, Dynasties of Kashmir,
- iii. Central India: Pratiharas, Chahmans, Parmaras- Political and cultural achievements.
- iv. North Eastern India: Palas and Senas of Bengal: Political and Cultural achievements.

UNIT – III: Regional Powers of South and Deccan:

- i. Rashtrakutas: Foreign Policy, Religion, Art and Architecture.
- ii. Chola Empire: Administration, Art and Architecture.
- iii. Pallava Empire: Art and Architecture.
- iv. Pandya Empire: Art and Architecture.

UNIT – IV: Decline of Rajputs:

- i. Tripartite Struggle.
- ii. Invasion of Mahamud Ghazni
- iii. Invasion of Muhammad Ghori.

UNIT – V: Culture of Pre-Medieval India.

- i. Society and Religion in Pre-Medieval India.
- ii. Fine Arts in Pre-Medieval India: Architecture, Sculpture, Painting.
- iii. Emergence and spread of Bhakti Movement.
- iv. Emergence and spread of Regional Languages.

Suggested Readings:

1. A B Pandey, Early Medieval India, Surjeet Publications, Delhi
2. A.K. Chaturvedi, Prachin Evam Pararambhik Madhyakalin Bharat, SBPD Publications, 2021
3. A.K. Mittal, Prachin Evam Pararambhik Madhyakalin Bharat. Sahitya Bhawan Publications, 2021
4. B.D. Chattopadhyaya, The Making of Early Medieval India, Oxford University Press, 2012
5. Irfan Habib, Medieval India: The Study of a Civilization, National Book Trust, 2008
6. R.S. Sharma and K.M. Shrivastava, eds, Comprehensive History of India, Vol. IV (A & B), Manohar Publishers and distributors, 2008
7. R.S. Sharma, Indian Feudalism (circa 300 - 1200), University of Calcutta, Calcutta, 1987
8. Sastri, K A Nilkanta: A History of South India, From Pre historic times to the fall of Vijaynagar (Also in Hindi), Bihar Hindi Granth Academy Patna.
9. Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009. (Also in Hindi)
10. Gaurav, Prashant, Purva Madhya kalin Bhart (550-1200), Delhi: Rajkamal Prakashan

III. SKILL ENHANCEMENT COURSE- SEC 3: ELEMENTARY COMPUTER APPLICATION SOFTWARES

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

A Common Syllabus for FYUGP

(Credits: Theory-03) 45 Hours

Instruction to Question Setter

There will be objective type test consisting of Seventy-five questions of 1 mark each. Students are required to mark their answer on OMR Sheet provided by the University.

Course Objectives & Learning Outcomes:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices.

1. **Basic Concept of Computer:** What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) (3 Hours)
2. **Concepts of Hardware:** Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer (4 Hours)
3. **Operating system:** Operating System, Functions of Operating System (Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting (6 Hours)
4. **Concept of Software:** What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages (4 Hours)
5. **Internet & its uses:** Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. (6 Hours)
6. **Microsoft Word:** Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents (7 Hours)
7. **Microsoft Excel (Spreadsheet):** Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet (6 Hours)
8. **Microsoft Power Point (Presentation Package):** Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and rHISrd narration (5 Hours)
9. **Digital Education:** Introduction & Advantages of digital Education, Concept of e-learning, Technologies used in e learning (4 Hours)

Reference Books

1. Nishit Mathur, *Fundamentals of Computer*, APH publishing corporation (2010)
2. Neeraj Singh, *Computer Fundamentals (Basic Computer)*, T Balaji, (2021)
3. Joan Preppernau, *Microsoft Power Point 2016 step by step*, Microsoft press (2015)
4. Douglas E Corner, *The Internet Book 4th Edition*, prentice -Hall (2009)
5. Wallace Wang, *Microsoft Office 2019*, Wiley (January 2018)
6. Noble Powell, *Windows 11 User Guide For Beginners and Seniors*, ASIN, (October 2021)

SEMESTER IV

I. MAJOR COURSE- MJ 5: IKS IN HISTORY (IDEA OF BHARAT)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. Students will acquire knowledge regarding the primitive life and cultural status of the people of Ancient India.
2. They can gather knowledge about the society, culture, religion and political history of Ancient India.
3. They will also acquire the knowledge of changing socio-cultural scenarios of India particularly the glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas

Course Content:

UNIT- I: Concept of Bharatvarsha:

- i. Understanding of Bharatvarsha - Geographical Identity and Cultural pluralism
- ii. Eternity of synonyms Bharat
- iii. Growth of Script
- iv. The glory of Indian Literature: Vedas, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas and Sangam Literature.

UNIT- II: Indian Knowledge Tradition, Art and Culture

- i. Evolution of language and Script: Brahmi, Kharoshthi, Pali, Prakrit, Sanskrit and Tamil.
- ii. Salient features of Indian Art and Culture.
- iii. Indian educational system
- iv. The Ethics and social value system – Purusharth, Karma, Rina.

UNIT- III: Dharma, Philosophy and Vasudhaiva Kutumbakam :

- i. Indian perception of Dharma and Darshan – Shad Dharshan
- ii. The concept of Vasudhaiva Kutumbakam: Man, Family, Society and World
- iii. Polity and governance – Kingship and Republican
- iv. Janpada and Gram Swarajya

UNIT- IV: Science, Environment and Medical Science:

- i. Science and Technology in Ancient India
- ii. Ancient system of Environment Management
- iii. Traditional system of medicine in ancient India -Yoga and Naturopathy
- iv. Indian Numeral System and Mathematics

UNIT- V: Indian Economic Traditions

- i. Concept of land, Forest and Agriculture
- ii. Industry, inland trade Commerce
- iii. Maritime Trade

Suggested Readings:

1. Altekar, A.S. Education in Ancient India, Varanasi
2. Basham, A. L. The Wonder that Was India, Sidgwick & Jackson, London, 1971. (Also in Hindi)
3. Chattopadhyaya, D. P. History of Science and Technology in Ancient India, Firma KLM 1986.
4. Chattopadhyaya, B.D.; The Concept of Bharatvarsha and other Essays, Oxford University Press
5. Jayshankar Mishra: Prachin Bharatik Samajik itihās, Patna
6. Govind Chandra Pandey, Bharatiya Sanskriti
7. Jyoti Prasad Jain- Bhartiya itihās ek Drishti
8. K A N Shastri: A History of South India, Oxford University Press (Also Hindi)
9. Kailash Chandra Jain: Prachin Bharatiya Samajik evam Arthik itihās
10. Kanjiv Lochan: Medicines of Early India, Delhi
11. N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents, Manohar, New Delhi, 2005
12. Mahajan, V.D. Ancient India, S. Chand & Co., New Delhi, 1981
13. Mookherjee R.K: The Fundamental Unity Of India,
14. Narendra Mohan: Bharatiya Sanskriti, Delhi
15. Radha Kumud Mookerji: Indian Educational Systems, Delhi
16. Rajbali Pandey: Bhartiya Puralipi
17. Rajkumar, Lichchavi Ganarajya, New Delhi, Amitesh Prakashan, 2023
18. Ramdhari Singh Dinkar: Sanskriti ke char Adhyaya

18. Rimjhim Sharma & Ashish, 2021, A Study in Early Indian History, Delhi, Book Age Publication
 19. Romila Thapar, Early India from the Beginnings to 1300, Penguin, London, 2002.
 20. Sathianathaier, History of India, Vol – I S. Viswanathan (Pvt) Ltd, 1975. Madras
 21. Sharma, R. S. Material Culture and Social Formations in Ancient India, Macmillan India Limited, Delhi, 1983.
 22. Sharma, R.S, Looking for the Aryans, Orient Longman Publishers, Delhi, 1995
 23. Sharma, R.S. India's Ancient Past, Oxford University Press, New Delhi, 2007 (Also in Hindi)
 24. Shiv Svarup Sahay: Prachin bharat me vigyan evam Pradyogiki
 25. Shri Arvind: Bharatiya Sanskriti ke Aadhar
 26. Singh Upinder, A History of Ancient and Early Medieval India, Pearson, 2009. (Also in Hindi)
 27. Singh, Y: Modernisation of Indian Tradition
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II. MAJOR COURSE- MJ 6: MEDIEVAL SOCIETIES OF WORLD

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. The transition of ancient societies to the modern societies was inter-spaced by an age named Medieval.
2. This age was marked with certain traits and discoveries that were instrumental in making the world modern in its applied sense.
3. The student would comprehend major features, traits and achievements of this significant age that shaped the Modern Societies.

Course Content:

UNIT I: Rise of Christianity and Islam

- i. Rise, establishment and growth of Christianity
- ii. Birth and expansion of Islam and its impact.
- iii. The Arab Civilization and its contribution.

UNIT II: Early Medieval Europe

- i. Rise and Growth of European Feudalism.
- ii. Crusades and their impact on Europe.
- iii. Decline of Feudalism.

UNIT III: Transition from Ancient Society to Medieval Society in Europe:

- i. Social Condition
- ii. Science and Technology
- iii. Economy: Agrarian structure

UNIT IV: Transition from Medieval to Modern Age in Europe:

- i. Renaissance
- ii. Reformation
- iii. Commercialisation of Agriculture and Mercantilism – impact

UNIT V: - Urbanization and Discoveries:

- i. Medieval Universities
- ii. Medieval Towns
- iii. Geographical Discoveries

Suggested Readings:

1. B. Virottam, Madhyakalin Europe Ka Itihas, Patna, 1987(In Hindi)
2. Bipin Bihari Sinha, Arab ka Itihas (In Hindi)
3. Dhanpati Pandey, Madhyakalin Europe, Motilal Banarasi Das, Patna, 1998 (In Hindi)
4. E. Duby, Rural Economy and Country Life in the Medieval West, London, 1968
5. George Burton Adams, Civilization During the Middle Age, Charles Scribners Sons, 1898
6. Jaid F. Gies, Life in a Medieval City, New York, 1973
7. K. P. Sahu, Islam Udbhav Aur Vikas, (In Hindi)
8. Marc Bloch, Feudal Society (2 vols.) Routledge, Chicago, 1961
9. Thompson and Jhonson, An Introduction of Medieval Europe(300-1500AD), W.W Norton Incorporated, 1965
10. Von Kramer, Contribution to Islamic Civilization
11. Will Durant-The Age of Faith, Simon & Schuster, 1980

IV. MAJOR COURSE –MJ 7: History of India (1200-1526 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. The student would understand the administrative, social and economic dynamics of late Medieval India.
2. Students would equip herself with knowledge about the multi-religious cultural streams and certain great personalities who influenced the country significantly during this period.

Course Content:

Unit – I: The Delhi Sultanate:

- i. Sources: 1. Persian tarikh tradition 2. Vernacular Histories 3. Epigraphy 4. Numismatics

Unit II: Sultanate Political Structures:

- i. Foundation, expansion and consolidation of the Sultanate of Delhi - Expansionist policy of the Khiljis and the Tughlaqs, Mongol threat and Timur's invasion, The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi the Battle of Panipat.
- ii. Theories of kingship; Ruling elites; Sufis, Ulama and the political authority.
- iii. Emergence of provincial dynasties: Bahmani, Vijayanagar, Jaunpur and Bengal
- iv. Consolidation of Regional Identities: Regional art, Architecture and Literature.

Unit III: Economy during the Sultanate Period.

- i. Iqta and the Revenue-free grants, Allauddin Khilji's Market Policy.
- ii. Agricultural production; technology
- iii. Revenue Systems.
- iv. Monetization: Market Regulation; Growth of Urban Centers; Trade and Commerce; Indian Ocean Trade.

Unit IV: Religion, Society and Culture:

- i. Changes in Rural Society.
- ii. Growth of Regional Languages – Hindi and Urdu
- iii. Indo-Islamic architecture

Suggested Readings:

1. Farhan Farooqui, History of Delhi Sultanate, Hawk Press, 2022
2. I.H. Siddiqui, Some aspects of Afghan despotism in India, Three men Publications, 1969
3. Ishwari Prasad, History of Medieval India: From 647 to 1526 AD, Surjeet Publications, 2019
4. J.L. Mehta, Advanced Study in the History of Medieval India (3 Vols.), Sterling Publishers Pvt. Ltd., 1983, New Delhi. (Also in Hindi)
5. L.P. Sharma, History of Medieval India, Konark Publishers Pvt. Ltd, 1997, New Millan India Ltd., 2004, New Delhi.
6. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate, People's Publishing house, 1992
7. Peter Jackson, The Delhi Sultanate, Cambridge University Press, 1999
8. R.C. Majumdar, H.C. Roychaudri & K. Datta, An Advanced History of India, Mac
9. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I., Cambridge University Press, 1982
10. Imtiyaz Ahamad, Madhyakalin Bharat ka Sarvekshan, Patna: Bihar Hindi Granth Academy
11. Satish Chandra, Madhyakalin Bharat, Delhi: Orient Blackswan
12. Harishchandra Verma, Madhyakalin Bharat, Vol 1, Delhi University Hindi Madhaym Books

SEMESTER V

I. MAJOR COURSE- MJ 8: HISTORY OF EUROPE (1789-1919 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. The students will be able to analyze the historical developments in Europe between 1780 to 1919. As it focuses on the democratic and socialist foundations of modern Europe.
2. They will be able to situate historical developments of socialist upsurge and the economic forces of the wars, and other ideological shifts.

Course Content:

UNIT- I Rise of New Nationalism in Europe

- i. Revolutionary Transition in France: 1789 to 1804
- ii. Counter Revolution in France: Age of Napoleon and spread of French Revolution
- iii. Downfall of Napoleon and Age of Reactionism, Congress of Vienna

UNIT- II Rise of New Nations

- i. Repression of Liberalism in Central Europe, Spain, Portugal and Russia 2. Unification of Germany under Prussia
- ii. Unification of Italy
- iii. Berlin Congress, 1878: Origin and implications.

UNIT- III Capitalist Industrialization and Socio Economic Transformation

- i. Capitalist development in industry and Agriculture
- ii. Emergence of New Social Classes: Bourgeoisie, Proletariat and Peasantry
- iii. International Competition: Neo-Imperialism.

UNIT -IV International Relations: New Era and the Concept of Balance of Power

- i. Creation of Alliance
- ii. The Crumbling of Ottoman Empire: The 1st and 2nd Balkan Wars
- iii. The Creation of Entente; Britain from Isolation to militancy.
- iv. The First World War: causes and implications

Suggested Readings:

1. C.D.M. Ketelby, A History 2002 of modern times from 1789, George G. Harrap & Co. Ltd., London 1964.
 2. DN Verma, Vishva Itihas ka Sarvekshan
 3. VD Mahajan, Adhunik Europe ka Itihas
 4. Dinanath Verma, Adhunik Europe ka Itihas
 5. Rajiv Nayan Prasad, Adhunik Europe ka Itihas
 6. Lal Bahadur Verma, Europe ka Itihas
 7. LP Sharma, Europe ka Itihas
 8. Dhanapati Pandey, Europe ka Itihas
-

II. MAJOR COURSE- MJ 9: HISTORY OF INDIA (1526-1707 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. Students would acquire an understanding of a significant phase in Indian history when the Mughals consolidated their power and subsequently surrendered it to the colonial imperialism.
2. Students will be able to identify major trends of cultural and literary movements that occurred during this age but whose influence persisted up to modern time.

Course Content:

Unit - I. Sources and Historiography:

- i. Persian sources
- ii. Vernacular sources
- iii. Travelogues

UNIT - II. Establishment of Mughal rule:

- i. Babar and foundation of the Mughal Empire
- ii. Humayun: His failures
- iii. Sher Shah: Administration

UNIT - III. Consolidation of Mughal rule: Akbar to Shahjahan:

- i. Akbar: Rajput policy, Din-i-ilahi
- ii. Jahangir – Achievements
- iii. Shahjahan – Deccan Policy

UNIT – IV. Downfall of Mughal Empire:

- i. Aurangzeb: Deccan Policy, Religious Policy
- ii. Emergence of Maratha Power: Shivaji and his Administration
- iii. Downfall of the Mughal Empire

UNIT – V. Society and Economy and Culture:

- i. Social structure, Nobility and Peasant
- ii. Agriculture- Land Revenue System
- iii. Trade routes and patterns of internal commerce; overseas trade;
- iv. Art and architecture

Suggested Readings:

1. Harbans Mukhia, The Mughals of India.
2. J.F. Richards, Mughal Administration in Golconda.
3. J.F. Richards, The Mughal Empire.
4. Muzaffar Alam and Sanjay Subrahmanyam, eds, The Mughal State, 1526 – 1750.
5. Muzaffar Alam, The Crisis of Empire in Mughal North India.
6. Satish Chandra, Essays on Medieval Indian History.
7. A.L. Srivastava – Madhyakalin Bharat
8. Harishchandra Verma – Madhyakalin Bharat ka Itihas (Bhag -1)
9. Imtayaj Ahamad – Madhyakalin Bharat ka Sarvekshan
10. S.R. Sharma – Mugal Kalin Bharat ka Itihas
11. J.L. Mehta – Madhyakalin Bharat ka Brihad Itihas

III. MAJOR COURSE- MJ 10: HISTORY OF CHINA (1800-1950 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. India and China were the two alert societies that came under the influence and exploitation on part of the western colonialism.
2. The modern age China history could equip the students in terms of the knowledge of the nuances of colonial exploitation, methods to resist it and the subsequent social transformations.
3. This course offers an opportunity to appreciate the history of China in modern world.

Course Content:

UNIT-I: Interaction with the Western Powers

- i. First Opium War
- ii. Opening of Various Treaty Ports
- iii. Second Opium War
- iv. Expansion of Western Powers; Open Door Policy

UNIT-II: Resistance against Imperialism.

- i. Taiping Rebellion.
- ii. The Boxer Rebellion.
- iii. 100 days of Reforms.
- iv. New Political Alignment.

UNIT-III: The Emergence of New China

- i. Sun Yat Sen
- ii. The State Revolution of 1911
- iii. The Kuomintang
- iv. The Era of Yuan Shih-Kai, May 4 Revolution, 1919

UNIT-IV: Toward Communism (1925-1949)

- i. Chiang kai-shek.
- ii. Mao Tse-Tung
- iii. Civil war
- iv. Establishment of the Communist Rule.

Suggested Readings:

1. Benjamin I. Schwartz, Mao and the Rise of Chinese Communism.
2. Budha Prakash-Asia ka Itihas
3. Dinanath Verma-Asia ka Adhunik Itihas.
4. Franz Michael, The Taiping Rebellion.
5. Franz Schuramann and Orville Schell (eds.), China Readings, 2 Volumes (Imperial China, and Republican China).
6. Girish K'r. Singh-Asia ka Itihas.
7. Harold Z. Schiffrin, Sun Yat-Sen and the Origin of the Chinese Revolution.
8. Heraldin Vinacke- Poorav Asia ka Adhunik Itihas.
9. Hetsingh Baghela- Asia ka itihās.
10. Hu Sheng, Imperialism and Chinese Politics.
11. Jean Chesneaux, et al, China from Opium War to 1911 Revolution.
12. Jean Chesneaux, Peasant Revolts in China, 1840 – 1949.
13. John K. Fairbank, et al., East Asia: Modern Transformation
14. K.L. Khurana-China and Japan Kaitihas. (1840 & 1949) y{ch ukjk;k} vkxjk
15. KTS Sarao- China Ka Itihas
16. Lucien Bianco, Origins of the Chinese Revolution, 1915 – 1949.
17. Satyaketu Vidyalankar, Adhunik Asia ka Itihas.
18. H.M Vinacke: SudurPurva ka Itihas.
19. ParthSarathi Gupta: SudurPurvaka Itihas.
20. Dhanpati Pandey: Adhunik Asia Ka Itihas.
21. DN Verma : Purvi Avm Pashchmi Asia Ka Itinas.

IV. MAJOR COURSE –MJ 11: HISTORY OF MODERN WORLD (1919-1947 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. This course aims to provide an understanding of an era of shifting history from the Euro centric one to World history.
2. Discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal about the growing desire for peace through formation of organizations such as United Nations.

Course Content:

UNIT-I- 1919: A New World Order

- i. Formation of the League of Nations: Its various organs, Achievements and failures
- ii. Formation of ICJ and ILO
- iii. New Imperialism, Mandate System
- iv. Democracies between the two world wars

UNIT -II - Rise of Totalitarianism

- i. Failure of Weimar Republic and Rise of Nazism in Germany
- ii. Factors leading to the Growth of Fascism in Italy and concept of the Corporate State
- iii. Rise of Militarism in Japan

UNIT- III - Anti Imperialist Movements between the Two World Wars

- i. Arab uprisings
- ii. Anti-imperialist movement in Turkey.
- iii. Anti-Imperialist Movement in Indo -China
- iv. Anti-Imperialist Movement in Egypt

UNIT -IV- Crisis in the Capitalism

- i. Rise and Role of Trusts in USA
- ii. The Progressive Movement and Trust Busting in USA
- iii. Crisis in Capitalism: The Great Depression of 1929
- iv. FD Roosevelt and Policy of the New Deal

Suggested Readings:

1. Ajay Shukla, History of the Modern World, S.chand and Company Ltd., Ghaziabad,2023
2. Arjun dev and Indira Arjun Dev, Samkalin Vishwa ka Itihas, 1890-2008, Orient Blackswan Pvt. Ltd.,
3. B.V. Rao, History of the modern world (1500-2013), Sterling Publishers Pvt. Ltd.,
4. Dr Mathuralal Sharma, Adhunik Vishwa (Modern World, 1917-45), College Book Depot, Jaipur
5. David Thomson, Europe Since Napoleon, Penguin books, New Delhi
6. E.H. Carr, International Relations between two world wars, 1919-1939, Macmillan
7. Hukam Chand jain and Krishna chandra Mathur, A history of the modern world (1500-2000 A.D), Jain prakashan mandir (Also in Hindi)
8. Jain and Mathur, Adhunik Vishwa ka Itihas (1500-2000) Jain prakashan mandir
9. K.L. Khurana and R.C. Sharma, Bisvi Shatabdi ka vishwa, Laxmi narayan, Agra, 2005
10. Kaluramsharma and Prakash Vyas, Adhunik Vishwa ka itihas (1500-2000), Panchshil publications
11. Norman Lowe, Mastering Modern World history, Polgrave Macmillan
12. Peter Frankopan, The Silk Roads- A new history of the world, Bloomsbury, London, 2016
13. Ranjan Chakrabarti, A history of modern world: an outline, primus books, Delhi, 2012
14. Sneha Mahajan, Beeswin Shatabadika Vishwa ka Itihas: Ek Jhalak Bhag-1,2, Hindi Madhyam Karylayan Nideshalaya, Delhi University, 2014.

SEMESTER VI

I. MAJOR COURSE- MJ 12: HISTORY OF INDIA (C.1707 – 1857 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. The contents of this paper could make the students realise how India suffered badly at the hands of colonial power.
2. They would learn the social, military and political limitations of the native powers that could not successfully resist the onslaught of British imperialism.

Course Content:

Unit – I - India in the mid 18th Century

- i. Society
- ii. Economy
- iii. Polity

Unit – II - Expansion and Consolidation of Colonial Power:

- i. Bengal and Awadh
- ii. Mysore and Maratha Confederacy
- iii. Punjab and Sindh

Unit – III - Colonial State and Ideology:

- i. Colonial Administrative Infrastructures: Army, Police, Law.
- ii. Evangelical theory
- iii. Utilitarian theory:

Unit – IV - Rural Economy and Society

- i. Land Revenue Systems and the Forest Policy.
- ii. Commercialization of Agriculture and Indebtedness.
- iii. Emergence of New Social Classes: Landlords, Middle Class, Bonded Labour
- iv. Famines.

Unit – V - Trade and Industry

- i. De-industrialization
- ii. Trade and Monetary System
- iii. Drain of Wealth
- iv. Growth of Modern Industries.

Suggested Readings:

1. Gyanendra Pandey, The Construction of Communalism in colonial north India.
2. Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
3. Sekhar Bandhopadhyaya: From Plassey to Partition and After, Orient Blackswan
4. Bipan Chandra, Adhunik Bharat ka itihas, Orient Black Swan, Pvt. Ltd, 2010
5. G.S. Chhabra and Dwiivedi, Adhunik Bharat ka Itihas, ek Adhyayan, Publication Pvt.
6. B.L. Grover, Adhunik Bharat ka itihas, ek Mulyankan. S. Chand and Company.
7. P.E. Robert, British kalin Bharat ka itihas, S. Chand and Company.
8. P.N. Chopra, V.N. PURI, M.N. Puri, M.N. Das, Bharat ka Samajik Sanskritik aur Arthik Itihas, Part 1,2,3, Macmillan India Ltd.
9. P.L. Gautam, Adhunik Bharat ka Itihas avam Virasat (1757-1964), Antarectic Publication Pvt. Ltd. Savyasachi Bhattacharya, Adhunik Bharat ka Arthik Itihas, Rajkamal Prakashan.
10. LP. Sharma, Adhunik Bharat, Laxmi Narayan Agarwal, Agra.
11. Arvind Bhaskar, Adhunik Bharat, Part 1, 2. Kalam Publication.
12. Jawaharlal Nehru, Hindustan ki kahani (Also in English).

II. MAJOR COURSE- MJ 13:**INDIAN NATIONAL MOVEMENT (1857-1947 AD)****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives & Learning Outcomes:**

- i. The contents of the syllabus are designed to make the students of under graduate level aware about the core issues relating to the growth of National Movement in India right from the 19th century.

Course Content:**UNIT- I: First War of Independence and rise of Mass Nationalism**

- i. Debates on 1857 and its impact on British Policies.
- ii. Theories pertaining to Nationalism and the nature of Indian Nation state.
- iii. Factors leading to growth of Nationalism in India and Social Background of Indian Nationalism.
- iv. Establishment of Indian National Movement

UNIT-II: From Swadeshi to Home Rule

- i. Idea of Swadeshi, Swadeshi Movement and Congress Split at Surat, British response to the Swadeshi Movement.
- ii. Idea and formation of Muslim League: Demands and Early Programs.
- iii. First World War: Lucknow Pact, Home Rule Movement.
- iv. Entry of Gandhi: Champaran, Khera Movements, Rowlett Satyagrah, Khilafat Issue.

UNIT-III: Mass Movements of Congress and alternative Ideologies.

- i. Non- Cooperation, Regional variations and Swarajists.
- ii. Revolutionary Movement, Trial of Bhagat Singh, Rise of Leftist Ideology.
- iii. Simon Commission, Nehru Report and Civil Disobedience Movement.
- iv. Tripuri Crisis: Issues and Ideas of Subhash Chand Bose, Quit India Movement.

UNIT-IV: Rise of Peasant, Workers, Tribals and Linguistic Organizations.

- i. Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan Mohan Malviya and Sahjanand Saraswati.
- ii. Rise of Industrial Worker Class: Its issues and Formation of Trade Unions.
- iii. Colonial Policies and Tribal Issues (1857- 1947)
- iv. Rise and Challenges: Growth of Linguistic Identities.

UNIT-V: Road to Partition and Independence.

- i. Challenges of Communalism (1940- 1947).
- ii. Role of INA, INA Trial's and RIN Mutiny.
- iii. Constitutional Formulas: the Cripps mission, Wavell plan and Cabinet Mission.
- iv. Mountbatten plan, Circumstances leading to Partition

Suggested Readings:

1. Bipin Chandra and Others: Freedom Struggle
2. Desai A.R.: India's Path of Development.
3. Desai A.R.: Social background of Indian Nationalism
4. Dutta, K.K: Social History of Modern India
5. MN. Gupta: History of the revolutionary Movement in India
6. S.R Mehrotra: The Emergence of Indian National congress
7. Sumit Sarkar: Modern India 1885 to 1947. Macmillan, 1983
8. Tara Chand: History of Freedom Movement in India, Vol. 3
9. RC Agarwal: Rastriya Andolan Evam Samvaidhanik Vikas
10. Sundar Lal: Bharat me Angrezi Raj, NBT, Delhi

III. MAJOR COURSE- MJ 14: HISTORY OF USSR (1917 - 1964 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04)60 Hours

Course Objectives & Learning Outcomes:

This paper has been designed to provide an understanding about

1. The Communist Revolution in Russia.
2. Establishment of Marxist government.
3. Functioning of one party rule and political social, economic and cultural growth of Russia.
4. How the USSR became super power under Stalin.

Course Content:

Unit – I - The Russian Revolution of February and October 1917:

- i. Causes of Revolution
- ii. Nature of Revolution
- iii. Effect of Revolution
- iv. Question of Nationalities

Unit – II - Russia Between 1918 – 1924:

- i. Civil War,
- ii. Establishment of USSR,
- iii. New Economic Policy of 1921,
- iv. Life and achievements of Lenin.

Unit – III - Russia Between 1924 – 1941:

- i. Role of Stalin
- ii. Power Struggle in Communist Party,
- iii. Five Year Plan and its Success,
- iv. Foreign Policy of Stalin.

Unit – IV – Socio-Economic development (1921- 1945):

- i. Working Class and Gender Relations,
- ii. Trade Union Movement,
- iii. Collectivization of Soviet Agriculture,
- iv. Growth of Industrialization

Unit – V - Russia Between 1941- 64:

- i. Role of Russia in Second World War,
- ii. Cold War,
- iii. Reconstruction of Russia after the 2nd World War,
- iv. Internal and External Policies of Khrushchev.

Suggested Readings:

1. Alec Nove: An Economic History of the USSR (1993)
2. H. Carr: A History of Soviet Russia (4 Volumes), The Macmillan Company, 1952
3. Geoffrey Hosking, A history of the Soviet Union, William Collins Publication.
4. Jain and Mathur, Adhunik Vishwa ka Itihas, Jain Publication
5. Koleshwar Ray, Roos ka Itihas (Hindi), Kitab Mahal.
6. Om Prakash Prasad, Roos ka Itihas, Rajkamal Prakashan.
7. Parth Sarathj Gupta, Europe ka Itihas (Hindi), Vishwavidyalay Prakasan Delhi.
8. Praveen Jha, Roos Russia aur Rasputin(Hindi) Vani Prakasan.
9. Rahul Sankrityayan: Soviat Bhumi (Hindi) Kashi Nagari Pracharini Sabha.
10. Rambriksh Benipuri, Roos ki Kranti, Lok chetna prakashan.
11. Satyaketu Vidyalankar, Europe ka Adhunik Itihas, Sarswati Sadan Publication.

**IV. MAJOR COURSE –MJ 15:
HISTORY OF JAPAN (1850 - 1950 AD)**

Marks: 25 (5 Attnd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. Modern history of Japan offers one of the models to social progress and modernization.
2. Understanding the nuances and multiple dynamics through 19th-20th century,
3. Modern history of Japan may equip the students with insights helpful in nation-building.

Course Content:

UNIT- I: Emergence of Modern Japan

- i. Meiji Restoration
- ii. Constitutional Development
- iii. Impact of Western World
- iv. Socio-Economic Development

UNIT- II: Japanese Imperialism Phase- I

- i. Sino- Japanese War, 1894-95
- ii. Russo- Japanese War, 1904
- iii. Annexation of Korea
- iv. Japan and the First World War

UNIT- III: Japan between the two World Wars

- i. The Washington Conference
- ii. New Political Formations
- iii. Manchurian Crisis
- iv. Rise of Militarism

UNIT - IV: Japanese Imperialism Phase II

- i. Sino- Japanese War, 1937
- ii. Japan with Axis Powers
- iii. Pearl Harbour Episode
- iv. Culmination of Japanese Imperialism and Rise of Militarism

Suggested Readings:

1. Jansen (ed.), The Cambridge History of Japan, Vol. V and VI.
 2. Chitoshi Yanaga, Japan since Perry.
 3. E.H. Norman, Japan's Emergence as a Modern State.
 4. G. Beasley, The Modern History of Japan.
 5. Buddha Prakash, Asia ka Itihas
 6. Girish Kumar Singh, Asia Ka Itihas.
 7. John K. fairbank, East Asia: Modern Transformation (also in Hindi).
 8. Ram Narayan Mishra, Japan Ka Sankshipt Itihas.
 9. Helraldm Vinake, Poorav Asia Ka Adhunik Itihas.
 10. KL Khurana, China and Japan ka Itihas.
 11. Satyaketu Vidyalkar, Adhunik Asia Ka Itihas.
 12. IGNOU, China aur japan ka Itihas (1840- 1949)
 13. KT.S. Sarao, Japan Ka Itihas, Delhi Vishwavidyalaya.
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SEMESTER VII

I. MAJOR COURSE- MJ 16: RESEARCH METHODOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. The research methodology course aims to equip students with the foundational knowledge and practical skills to design, conduct, and analyze research effectively.
2. Further it will also enable students to understand different research approaches, critically evaluate existing research, and develop the ability to formulate research questions and design studies.
3. Students should also be able to apply ethical principles to research and communicate their findings effectively.

Course Content:

Unit I Research Methodology in History

- i. 1. Selection of Topic
- ii. 2. Various methods of historical research
- iii. 3. Interdisciplinary approach in historical method
- iv. 4. Micro history and significance of regional history

Unit II. Research Design

- i. Objective
- ii. Research questions
- iii. Hypothesis
- iv. Area of proposed research

Unit III. Sources

- i. Primary sources
- ii. Secondary sources
- iii. Oral sources
- iv. Regional and transit sources

Unit IV. Analytical operations in Historical research

- i. Internal criticism
- ii. External criticism
- iii. Synthesis and Presentation

Unit V. Thesis Writing

- i. Dissertation
- ii. Notes taking and References
- iii. Bibliography

Suggested Readings:

1. R. K. Majumdar & A. N. Srivastava, Historiography, SHB Publisher & distributors, Delhi 1999
2. K. Rajayya, Historiography : History in Theory and Method
3. R. Lohia, Wheel of History (in English), Itihas Chakra (in Hindi)
4. R. G. Collingwood, The Idea of History, Oxford University Press, Delhi
5. B. Sheikh Ali, History : Its Theory and Method, Macmillan, New Delhi, Reprint, 2001
6. K. L. Khurana, Concepts and Methods of Historiography, Lakshmi Narain Agrawal, Agra
7. E. H. Carr, What is History, Penguin Book, 1967
8. Mayerhoff, Philosophy of History in our Times, Doubleday & Company, 1959
9. Raymond Aron, Introduction to the Philosophy of History, London
10. P. Gardiner, Nature of Historical Explorations, Oxford, 1961
11. P. Gardiner, Theories of History, New York 1969
12. Dharmendra Goel, Philosophy of History, Delhi, 1967
13. A. L. Rowse, The Use of History, London 1963
14. J. W. Thompson, History of Historical Writing, (2vols), New York, 1942
15. Robert Paul Mohan, Philosophy of History : An Introduction, New York, 1958
16. William H. Dray, Philosophy of History, New York, 1964
17. Parmanand Singh, Itihas Darshan, Motilal Banarsidas, Varanasi, 1996, (In Hindi)
18. Arther Marwick, Itihas ka Swarupa (Anuvadaka Lal Bahadur Verma) Granth Shilpi, Delhi, (In Hindi)

19. Govind Chandra Pandey, Itihas Swarupa Ewam Sidhanta, Rajasthan Hindi Granth Academy, Jaipur (in Hindi) 20. E. H. Carr, Itihas kya hai, Macmillan, 1993(In Hindi)
 20. Prabhat kumar Shukla (ed.), Itihas Lekhan ki Vibhinn Drishtian, Granth Shilpi, 2012
 21. Satish K.Bajpai, Research Methodology in History
 22. Gilbert J. Garragghan, a Guide to Historical Method
 23. Tej Ram Sharma, Reasearh methodology in History, Concept Publishing
 24. R. K. Majumdar & A.N. Srivastava, Historiography (Method of Hist.), Delhi 1999
 25. Louis Gottschalk, Uderstanding History, University of Chicago, 1961
 26. John, C. B. Webster, Studying History, Macmillan, Delhi
 27. S. R. Tikekar, On Historiography, Bombay, 1964
 28. Kirit K. Shah, Meher Joti (Eds.), Historiography Past & Present, Rawat Publication, New Delhi
 29. Homer C.Hockett, The Critical Method in Historical Research & Writing
 30. Marc Bloch, Historians Craft, Knopf, 1953
 31. J. S. Grewal, Studies in Local & Regional History, Guru Nanak Dev University, Amritsar, 1974
 32. Fred M.Fling, Outline of Historical Method, Lincon, 1899
 33. John M. Vincent, Historical Research: An Outline of Theory & Practice, New York, 1911
 34. Tejram Sharma, Itihas Main Shodh Vidhi (In Hindi)
 35. Parmanand Singh, Itihas Darshana, Motilal Banarasidas (In Hindi)
 36. Atul Kumar Sinha, Itihas; Mulya Aur Arth, Anamika Publishers & Distributers, New Delhi (In Hindi)
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II. MAJOR COURSE- MJ 17: HISTORY OF JHARKHAND (UPTO 1857 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. Students would learn the pre-modern history of Jharkhand and acquire knowledge of various populational streams that entered/ evolved in (to) the plateau.
2. Students would also learn the significance of largely non-agrarian
3. regions in Indian history in terms of supplying forest produces and minerals.

Course Content:

UNIT- 1: Physiography of Jharkhand:

- i. Physiography of Jharkhand
- ii. Land,
- iii. Climate
- iv. Minerals and
- v. Forests

UNIT- 2: People:

- i. The Mundas, the Oraons, and the Santals
- ii. Tribal and non-tribal settlements in Jharkhand
- iii. Various social, religious and cultural systems
- iv. Village administration of the tribals in Chotanagpur.

UNIT 3: Early Dynasties of Jharkhand:

- i. Nagvanshi Raj
- ii. Chero Raj
- iii. Singh Raj

UNIT 4: British Period:

- i. Entry of the British into Jharkhand and its relation with the rulers of Palamau, Singhbhum and Chotanagpur.
- ii. Revenue administration under the British Raj
- iii. Judicial administration under the British Raj.

UNIT 5: Tribal Resistance:

- i. The Larka (Kol) Revolt:
- ii. The Bhumij Revolt
- iii. Santal Hul

Suggested Readings:

1. B. Virottam, Jharkhand: Itihas Aur Sanskriti, Hindi Grantha Academy, Patna 2008, (In Hindi)
2. B. Virottam, The Nagvanshis and the Cheros, Munshiram Manohar Lal, New Delhi, 1972
3. Diwakar Minz, Munda Evam Oraon ka Dharmik Itihas, Orient Pub., Delhi. 1996(In Hindi)
4. Hari Mohan, The Chero: The Study of Acculturation, T.R.L., Ranchi, 1973
5. I.K. Choudhary, From Region to Nation, The Tribal Revolts in Jharkhand (1855-1858), Disha International Publishing House, Greater Noida, 2019
6. J. C. Jha, The Kol Insurrection of Chota Nagpur, Thacker Spink & Co. Calcutta, 1964
7. K. K Datta. The Santhal Insurrection of 1855-57, Calcutta Univ., 1988
8. K. S. Singh, Birsa Munda and His Movement, 1874-1901. OUP, Calcutta, 1983
9. Lochan, Kanjiv, Jharkhand ka Adimanav Atit, Delhi: Chaukhambha Prakashan, 2022
10. M. Govind Banerjee, An Historical Outline of Pre-British Chotanagpur Ranchi, 1993
11. R. R. Diwakar, (Gen.ed.), Bihar Through the Ages, Oriental Longman, Calcutta, 1959
12. S. C. Roy, The Munda and their Country, Kuntaline Press, Kolkata. 1912
13. S. C. Roy, The Oraon of Chotanagpur, Brahmo Mission Press, Kolkata. 1915
14. P. Das Sharma, "The Passing Scene in Chotangppur, MaitreyeePub, Ranchi, 1980.
15. P.N. Ojha (ed.), Chotanagpur, Past & Present, Sudarshan Press, Ranchi, 1968.
16. Sangukia Das Gupta Adivasic and the Roy, Orient Blackswans,
17. D N Majumdar, Race and Culture of India, University Pub. Delhi.
18. Ashok Kumar Sen, 2011: Representing Tribe, the Ho of Singhbhum under Colonial Rule, Delhi: Concept Publication.

III. MAJOR COURSE –MJ 18: CONTEMPORARY INDIA (1947 - 2000 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

- i. Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of Indian histories between the 1950s to the 2000s.

Course Content:

UNIT- I: The Impact of Colonialism and National Movement:

- i. Impact of Colonialism on Political, Social, Economic System and Cultural Values.
- ii. National Movements: Its significance, Value and Legacy
- iii. Partition and Independence of India: Role of Congress other political groups
- iv. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir

UNIT- II: Indian Constitution and Consolidation of the country as a Nation:

- i. Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.
- ii. The Linguistic Reorganization of the States, Regionalism and Regional inequality
- iii. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.
- iv. Evolution and development of Parliamentary Democracy

UNIT- III: Socio-Economic development since independence:

- i. Indian Economic development - industrialization, liberalization and globalization.
- ii. Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence
- iii. Significance of political and social movements, Women Empowerment and the question of Peasant rights
- iv. Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies

UNIT- V: India and the World:

- i. India's Foreign Policy in the Nehru (1947-1964) and post Nehru (1964-2000) periods: challenges and responses.
- ii. Issue of Non-Alignment movement after the end of the Cold War.
- iii. Emergence of Terrorism, Issues and Challenges
- iv. India's Role in the Contemporary World.

Suggested Readings:

1. R. Nanda, Indian Foreign Policy: The Nehru Years, 1976
2. Bipan Chandra, Azadi Ke Bad Ka Bharat (In Hindi & English)
3. Hiranmay Kerleker, Independent India: The First Fifty Years, 1998
4. Nupur Roy, Impact of Globalization on India, Sri Bharti Press, Calcutta-2016
5. Rajani Kothari, Politics in India, 1986
6. Ramchandra Guha, Bharat Gandhi Ke Bad, Penguin (Hindi & English)
7. Ramchandra Guha, Bharat Nehru Ke Bad (Hindi & English)
8. Sunil Khilnani, The Idea of India, 1997
9. P. Dutt, Badalti Duniya Mein Bharat Ki Videsh Niti
10. Manoj Sinha, Samakalin Bharat ka Parichay, Orient blackwan Private Limited.
11. Sajjan Pawan, Samakalin Bharat (1947-2000)

IV. ADVANCED MAJOR COURSE- AMJ 1: PRINCIPLES OF HISTORY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons Degree)

Course Objectives & Learning Outcomes:

1. The paper attempts to develop the skills of students to make them aware of intricacies of history writing.
2. Through this paper student would learn the basic nuances of the discipline of history and how it relates to other subjects. Moreover, the students would learn various historiographic traditions of India.

Course Content:

Unit I: What is History:

- i. Meaning and Definition
- ii. Subject matter and scope
- iii. Role of Individual
- iv. Role of Society in Historical Development

Unit II: History and its relation with other disciplines

- i. Sociology and Anthropology
- ii. Political Science
- iii. Economics
- iv. Geography

Unit III: Periodization and Historicism

- i. Periodization in History
- ii. Notion of Time and space
- iii. Historicism
- iv. Anatomy of History

Unit IV: Philosophy of History

- i. Objectivity and Subjectivity
- ii. Determinism and Relativism
- iii. Causation and imagination
- iv. Generalization

Unit V: Historical Traditions

- i. Ancient: Itihas – Purana Tradition
- ii. Buddhist and Jain Historiography, Banbhatta and Kalhan
- iii. Medieval: Tradition of Indo-Persian writings in Indian History
- iv. Modern: Orientalist and Nationalist writings in Indian History

Suggested Readings:

1. Arther Marwick, Ithias ka Swarupa (Anuvadaka Lal Bahadur Verma) Granth Shilpi, Delhi, (In Hindi)
2. Atul Kumar Sinha, Itihas: Mulya Aur Arth, Anamika Publishers & Distributers, New Delhi (In Hindi)
3. B. Sheik Ali, History: Its Theory and Method, Macmillan, New Delhi, Reprint, 2001
4. E. H. Carr, Ithias Kya hai, Macmillan, 1993 (In Hindi)
5. E. H. Carr, What is History, Penguin Book, 1967
6. Govind Chandra Pandey, Ithias Swarupa Ewam Sidhanta, Rajasthan Hindi Granth Academy, Jaipur (In Hindi)
7. J.S. Grewal, Studies in Local & Regional History, Guru Nanak Dev University, Amritsar, 1974
8. K. L. Khurana, Concepts and Methods of Historiography, Laxmi Narain Agrawal, Agra
9. Kriti K. Shah, Meher Joti (Eds.), Historiography Past & Present, Rawat Publication, New Delhi
10. Paramanand Singh, Itihas Darshan, Motilal Banarsidas, Varanasi, 1996
11. Prabhat Kumar Shukla (ed.), Ithias Lekhan ki Vibhinn Drishtiyen, Granth Shilpi, 2012
12. R. K. Majumdar & A. N. Srivastava, Historiography, SHB Publisher & distributor, Delhi 1999
13. Tej Ram Sharma, Research Methodology in History, Concept Publishing
14. Jharkhand Chaubey, Itihas Darshan
15. E Sreedharan, Itihas Lekhan.
16. H.D Singh, Chitra Rao, Itihas Ka Darshan aur Itihas Lekhan.

OR

RESEARCH COURSES- RC 1: (In lieu of AMJ 1) RESEARCH PLANNING & TECHNIQUES

Marks: 25 (5 Atttd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons with Research Degree)

Course Objectives & Learning Outcomes:

1. Students would acquire brief knowledge of the various Socio-Religious movements in Indian history.
2. They would learn how certain Socio-religious practices continued to influence the Indian Society from the Vedic to the modern age.
3. They would also learn about the parallel religious streams like Jainism and Buddhism that influenced Indian history as the mainstream socio-religious trends and accommodated them.

Course Content:**Unit I: What is History:**

- i. Meaning and Definition
- ii. Subject matter and scope
- iii. Role of Individual
- iv. Role of Society in Historical Development

Unit II: History and its relation with other disciplines

- i. Sociology and Anthropology
- ii. Political Science
- iii. Economics
- iv. Geography

Unit III: Periodization and Historicism

- i. Periodization in History
- ii. Notion of Time and space
- iii. Historicism
- iv. Anatomy of History

Unit IV: Philosophy of History

- i. Objectivity and Subjectivity
- ii. Determinism and Relativism
- iii. Causation and imagination
- iv. Generalization

Unit V: Historical Traditions

- i. Ancient: Itihas – Purana Tradition
- ii. Buddhist and Jain Historiography, Banbhatta and Kalhan
- iii. Medieval: Tradition of Indo-Persian writings in Indian History
- iv. Modern: Orientalist and Nationalist writings in Indian History

Suggested Readings:

1. Arther Marwick, Ithias ka Swarupa (Anuvadaka Lal Bahadur Verna) Granth Shilpi, Delhi, (In Hindi)
2. Atul Kumar Sinha, Itihas; Mulya Aur Arth, Anamika Publishers & Distributers, New Delhi (In Hindi)
3. B. Sheik Ali, History: Its Theory and Method, Macmillan, New Delhi, Reprint, 2001
4. E. H. Carr, Ithias Kya hai, Macmillan, 1993 (In Hindi)
5. E. H. Carr, What is History, Penguin Book, 1967
6. Govind Chandra Pandey, Ithias Swarupa Ewam Sidhanta, Rajasthan Hindi Granth Academy, Jaipur (In Hindi)
7. J.S. Grewal, Studies in Local & Regional History, Guru Nanak Dev University, Amritsar, 1974
8. K. L. Khurana, Concepts and Methods of Historiography, Laxmi Narain Agrawal, Agra
9. Kriti K. Shah, Meher Joti (Eds.), Historiography Past & Present, Rawat Publication, New Delhi
10. Paramanand Singh, Itihas Darshan, Motilal Banarsidas, Varanasi, 1996
11. Prabhat Kumar Shukla (ed.), Ithias Lekhan ki Vibhinn Drishtiyen, Granth Shilpi, 2012
12. R. K. Majumdar & A. N. Srivastava, Historiography, SHB Publisher & distributor, Delhi 1999
13. Tej Ram Sharma, Research Methodology in History, Concept Publishing
14. Jharkhand Chaubey, Itihas Darshan
15. E. Sreedharan, Itihas Lekhan.
16. H.D Singh, Chitra Rao, Itihas Ka Darshan aur Itihas Lekhan.

SEMESTER VIII

I. MAJOR COURSE- MJ 19: HISTORY OF USA (1763 – 1947 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

- i. The paper would enhance students' knowledge of the history of USA. It will help them understand, synthesize and analyze the major themes and debates in the historiography of USA and its emergence as a World Power.

Course Content:

UNIT- I: The Background:

- i. The land and indigenous people: settlement and colonization by Europeans
- ii. Early colonial society and politics
- iii. Indentured labor: White and Black

UNIT- II: Making of the Republic:

- i. Revolution: Sources of conflict, Revolutionary groups
- ii. Ideology: The War of Independence and its historical interpretations
- iii. Processes and Features of Constitution making: Debates, Historical interpretations.

UNIT- III: Civil War:

- i. Abolitionism and Sectionalism.
- ii. Issues and Interpretations
- iii. Rise of Republicanism
- iv. Emancipation and Abraham Lincoln

UNIT- IV: U.S. Imperialism:

- i. Spanish-American War
- ii. Expansion in the Far East and Latin America
- iii. World War I and Fourteen Points
- iv. Isolationism
- v. Americans in World War II: Bombing of Hiroshima and Nagasaki

Suggested Readings:

1. Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.
 2. Raghvendra Panthri, Sanyukt Rajya America ka Itihas.
 3. Kanklin Ascher, Sanyukt Rajya America ka Sanchipt Itihas.
 4. Devki Nandan Vibhav, America ka swadhinta ka Itihaas.
 5. Banarsiprasad Saxena, America ka Itihas.
 6. Henry Bebbcord parcus, Trans. Vishva Prakash Gupta, America ka Itihas.
 7. Khurana & Chauhan, America ka Ithas.
 8. A. K. Chaturvedi, America Ka Itihas.
-

II. MAJOR COURSE –MJ 20: HISTORY OF JHARKHAND (1857-2000 AD)

Marks: 25 (5 Atttd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. The contents of this paper could make the students realise how Jharkhand suffered badly at the hands of colonial power.
2. They would learn the social, military and political limitations of the native powers that could not successfully resist the onslaught of the British imperialism.
3. The students will also learn about the regional movements for separate state of Jharkhand.

Course Content:

Unit I: The Revivalist Movements in Jharkhand

- i. Safahor Movement
- ii. Birsa Movement
- iii. Tana Bhagat Movement

Unit II: Jharkhand and Indian National Movement

- i. The Struggle of 1857 in Jharkhand
- ii. Gandhian Mass Movements: Non-Cooperation and Civil Disobedience
- iii. Revolutionary Movement
- iv. Quit India Movement in Jharkhand.

Unit III: The role of Christian Missionaries in Jharkhand

- i. Education
- ii. Health

Unit IV: Jharkhand Movement and the formation of Jharkhand State

- i. Jharkhand Movement during the British Period
- ii. Jharkhand Movement during the post-independent period
- iii. Creation of Jharkhand

Suggested Readings:

1. Amit Prakash, Jharkhand: Politics of Development and Identity, Orient Longman, 2001
2. B. Virottam, Jharkhand: Itihas Evam Sanskriti, Bihar Hindi Granth Akadami, 2013
3. Balbir Dutt, Kahani Jharkhand Andolan Ki, Crown Publication, 2005
4. K. K Datta, History of Freedom Movement in Bihar (3 vols), Govt. of Bihar, Patna, 1957 (In Hindi)
5. K. K Datta. The Santhal Insurrection of 1855-57, Calcutta Univ., 1988
6. K. S. Singh, Birsa Munda and His Movement, 1874-1901. OUP, Calcutta, 1983
7. S. Mishra, History of Freedom Movement in Chotanagpur, 1885-1947, KPSRI, Patna, 1990
8. Sachachidanand, Birsa, An Adivasi Fighter for Freedom, Muni Ram Manohar Lal, Delhi.
9. Aabha Xalxo, Britishkalin Jharkhand ke kuch Aithehasik adhyan, Xavier Publications, Ranchi
10. Sachindranarayan, Jharkhand Andolan, udgam vm utthan, Inter India Publications, New Delhi.
11. B.P.Keshari, Jharkhand Andolan ki vastavikta, Jharkhand Samanvay Samiti, Ranchi
12. Kumarsuresh Singh, Birsa Munda aur unka andolan, Vani Prakashan, New Delhi. 13. Hemant, Jharkhand, Prakashan Sansthan, 2004
13. L. N. Rana, Jharkhand: Aspects of Freedom Struggle and Constituion Making, K. K. Publication, 2010
14. Dr. S. Mahto, Hundred years of the Christian Missions in Chotanagpur since 1845, Bharatiya Vidya Shodh Sansthan, Patna.
15. Sarla Kachhap, Contributin of Christian Missions to the cause of Education in Chotanagpur, 1845-1945.
16. Ram Kumar Tiwari, Jharkhand ki Rooprekha, 2013
17. Sajal Basu, Jharkhand Movenent, Indian Institute of Advanced Studies, 1994
18. Shailendra Mahto, Jharkhand ki Samargatha, Nidhi Books, 2011
19. Sudhir Pal Ranendra, Jharkhand Encyclopedia, Vani Prakashan, 2008
20. Sunil Kumar Singh, Inside Jharkhand, Ranchi: Crown Publication

III. ADVANCED MAJOR COURSE- AMJ 2: SOCIO-RELIGIOUS MOVEMENTS IN INDIA

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons Degree)

Course Objectives & Learning Outcomes:

1. Students would acquire brief knowledge of the various Socio-Religious movements in Indian history.
2. They would learn how certain Socio-religious practices continued to influence the Indian Society from the Vedic to the modern age.
3. They would also learn about the parallel religious streams like Jainism and Buddhism that influenced Indian history as the mainstream socio-religious trends and accommodated them.

Course Content:

Unit I: Social life of India from earliest days to Gupta period.

- i. Harappan Society
- ii. Vedic Society
- iii. Mauryan Society
- iv. Gupta Society

Unit II: Religious movements in Ancient India

- i. Jainism
- ii. Buddhism
- iii. Vaishnavism
- iv. Shaivism

Unit III: Medieval India and Indian Socio-Religious life in the Sultanate Period.

- i. Social Structure of Sultanate Period
- ii. Bhakti Movement
- iii. Sufism
- iv. The Nath Cult

Unit IV: Medieval India and Indian Socio-Religious life in the Mughal Period.

- i. Social structure of Mughal Period
- ii. Bhakti Movement
- iii. Din-i-Ilahi
- iv. Sikhism

Unit V: Socio-Religious Movements in Modern India

- i. Brahmo Samaj
- ii. Arya Samaj
- iii. Theosophical Society
- iv. Muslim Reform Movement

Suggested Readings:

1. A.R.Desai, Social Background of Indian Nationalism (Hindi and English)
2. Bisheshwar Prasad, Bondage and freedom, Volume I and II.
3. Ravindra Kumar, Adhunik Bharat Ka Samajik Itihas, Granth Shilpi.
4. Dhanpati Pandey, Adhunik Bharat ka Samajik Itihas.
5. M. N. Srinivas, Social change in Modern India (Also in Hindi).
6. P.N. Ojha, Aspects of Medieval Indian Society and Culture
7. A.L. Srivastava, Madhyakalin Bharadka Samaj Evam Sanskriti.
8. Jharkhand Chaubey, Madhyakalin Sanskriti.
9. P.N. Chopra, Society and Culture during the Mughal Age.
10. HC. Verma, Madhyakalin Bharat Kaitihas, part 1 and 2.
11. Tara Chand, Influence of Islam on India.
12. Mohammad Yasin, A Social history of Islamic India.
13. Yusuf Hussain Khan, Glimpses of Medieval Indian culture.
14. Om Prakash, Pracheen Bharat ka Samajik aur Arthik Itihas (2 parts).
15. Jai Shankar Mishra, Pracheen Bharat ka Itihas.
16. Kailash Chandra Jain, Pracheen Bhanthiya Samajik Evam Arthik Itihas, Madhya Pradesh Hindi Granth Academy.
17. S.S. Sahay, Pracheen. Bharat Ka Arthik Evam Samajik Itihas.
18. R.S. Sharma, Pracheen Bharat ka Arthik Evam Samajik Itihas.
19. P.N. Ojha, Glimpses of Social life in Mughal India, Bhartiya Vidya Shodh Sansthan, Patna.
20. P.N. Ojha, Mughal kalin Samajik Jeevan ki Jhanki, Bhanthiya Vidya Shoth, Sansthan, Patna.

IV. ADVANCED MAJOR COURSE- AMJ 3: WOMEN IN HISTORY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons Degree)

Course Objectives & Learning Outcomes:

1. The study on various dimensions of Women's history has become a regular feature in historiography.
2. Keeping this trend in view, this paper aims to equip students about the basic learning of the positions of women in various phases of Indian history.
3. The students would also learn about the theoretical issues and trends that influence the historiography of women.

Course Content:

Unit I: Approaches

- i. Liberal
- ii. Marxist
- iii. Radical
- iv. Patriarchial

Unit II: Rise of Feminist Movements

- i. England,
- ii. France
- iii. USA
- iv. Russia and China

Unit III: Position of Women in Ancient India

- i. Legal,
- ii. Educational
- iii. Social

Unit IV: Position of Women in Medieval India

- i. Legal,
- ii. Educational
- iii. Social
- iv. Political

Unit V: Position of Women in Modern India

- i. Role of Women in the National Movement
- ii. Social Policy of British Govt. And emancipation of women during colonial period
- iii. Constitutional status of Women in Independent India
- iv. Contribution of Women – Cinema, Art and Literature

Suggested Readings:

1. K. Ashraf, Hindustan ke Niwasio ka Jeevan aur Unki Paristhitiyan, Hindi Madhyam Nideshalaya, Delhi University (In Hindi)
2. A.S. Altekar, The Position of Women in Hindu Civilization, 2nd edition, Motilal Banarasi Dass
3. Amarnath, Nari ka Mukti Sangharsh, Remaghaw Publication Pvt. Ltd. 2007 (In Hindi)
4. Chakravarti, Uma, Gendering Caste: Through a Feminist Lens, 2003, Delhi
5. Gupta, Kamala, Bharatiya Nari, Prarambh se 2000 tak, Delhi, 2011
6. Jana M. Everett, Women and Social Changes in India, Heritage Publishers, N. Delhi, 1981
7. Kamala Gupta, Women in Hindu Social System, Inter India Publication, N. Delhi, 2003
8. Kausar, Zeenath, Women in Mughal India, Patna, 1999
9. Neera Desai and Usha Thakkar, Women in Indian Society, NBT, Delhi, 2001
10. Pratima Jain and Sangeeta Sharma: Bhartiya Stri, Rawat Publication, Jaipur & New Delhi, 1998 (In Hindi) 11. Ramji Lal Sharma, Bhartiya Vidushi, Indian Press, Prayag, 1976 (in Hindi)
11. Renuka Nath, Notable Mughal and Hindu Women in 16th to 17th Centuries A. D., Inter India publication, N. Delhi, 1967
12. Roy, Kumkum, Women in Early Indian Societies, Delhi, 1999
13. Sadhana Arya, Nivedita Menan, Gini Loknita (ed.), Narivadi Rajniti: Sangharsh avam Mudde, Delhi University, 2001
14. Sharan, DK, Bhartiya Nari
15. Shiv Prasad & Dalpat Rai Pandit, Bharat ke Stri Ratna, Part 2, Sasta Sahitya Mandal, Ajmer
16. Zeenat Kausar, Women in Mughal India, Janki Parkashan, Patna, 1999

OR

RESEARCH COURSES- RC 2: (In lieu of AMJ 2 & AMJ 3)

RESEARCH/ PROJECT DISSERTATION/ RESEARCH INTERNSHIP/ FIELD WORK**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****(Only for Hons with Research Degree)****Course Objectives & Learning Outcomes:**

After completion of the course, the learner can be able to understand:

1. Basic principle of laws of electro

Course Content:**Reference Books:**

1. Chandra, A. K. *Introductory Quantum History* Tata McGraw-Hill (2001).

COURSES OF STUDY FOR FYUGP IN "HISTORY" MINOR

ASSOCIATED CORE COURSE-AC

Either may be opted in Sem-I or Sem-II

ASSOCIATED CORE COURSE- AC:
INTRODUCTORY HISTORY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-03) 45 Hours

Course Objectives & Learning Outcomes:

1. Through this paper student would gain an idea of history and the various dimensions of history-writing.
2. It is aimed to help students understand and explain and synthesize the dynamics of historical studies in terms of its sources and ecological or environmental challenges.

Course Content:**UNIT- I: What is History**

- i. Definition
- ii. Scope
- iii. Recent trends in History – Ecology and Environment
- iv. d) Relevance of History

UNIT -II: Approaches to History

- i. Imperialist
- ii. Nationalist
- iii. Marxist
- iv. Subaltern

UNIT- III: Sources of History

- i. Literary Sources
- ii. Archaeological Sources
- iii. Oral Sources and Digital Sources
- iv. Web Sources

UNIT- IV: History and Allied Subjects

- i. History and Geography
- ii. History and Economics
- iii. History and Political Science
- iv. History and Anthropology

UNIT- V: Periodization of Indian History

- i. Ancient Period
- ii. Medieval Period
- iii. Modern Period
- iv. Contemporary History

Reference Books:

1. Arthur Marwick: The Nature of History
2. B. Sheik Ali - History! It's theory and method
3. Beverley Southgate: History: What and Why
4. Bhagavan Singh: Prachin Bharat ke Itihaskar
5. DM McRaid: Studying History
6. E H Carr - Itihas kya hai (Also in English)
7. E Shridharan- Itihas lekhan
8. Govind Chandr Pandey- Itihas Lekhan
9. H. D. Singh- Itihas ka Dharshan aur Itihas Lekhan
10. Herbert Butterfield: Man on His Past
11. Ishvar Sharan Vishvakarma: Bharatiya Itihas ka srot avam Itihas Lekhan
12. Jharkhand Choubey- Itihas Dharshan
13. Josh Tosh – The Pursuit of History
14. K L Khurana- Itihas Lekhan Dharmaye tatha Padhatyan
15. LB Verma: Itihas ke Bare men
16. Parmanand Singh - Itihas Dharsan
17. Peter Geyl: Use and Abuse of History
18. Ramakant Sharma and Shivesh Kumar: Itihas Chintan
19. Ram Manohar Lohiya: Itihas Chakra
20. Ramvilas Sharma- Itihas Darshan
21. Satya Narayana Dubey - Itihas Dharshan (chintan) avam Lekhan

MINOR COURSE-A

MINOR COURSE- MN A:**HISTORY OF INDIA(FROM EARLIEST TIMES TO CE 320)**
Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100
Pass Marks: Th (SIE + ESE) = 40
(Credits: Theory-04) 60 Hours
Course Objectives & Learning Outcomes:

1. This paper is meant to introduce students to the history of our country during its foundational stage.
2. It has been designed to equip the students with an outline understanding of the major trends of ancient Indian history up to the establishment of Nalanda University.

Course Content:

1. Harappan Civilization.
2. The Early Vedic Period: Polity, Society, Economy and Religion
3. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions.
4. Emergence and Growth of Mauryan Empire: Administration, Ashoka's Dhamma
5. The Sangam Age: Sangam Literature and Society

Suggested Readings:

1. A.L. Basham – Adbhut Bharat (Also in English)
 2. DN Jha and K Srimali– Prachin Bharat
 3. K.L. Nilkantha Shashtri– Dhakshin Bharat ka Itihas
 4. K. Lochan – Jharkhand ka adimanavaAtit: Ek Bhumika (Also in English)
 5. K.C. Srivastava – Prachin Bharat
 6. R.S. Sharma – Bharat ka PrachinItihas
 7. Ranbir Chakravarti - BharatiyaItihas ka Adikal (Also in English)
 8. R.C. Majumdar – Ancient India (Also in Hindi)
 9. Rijnhim Sharma and Ashish Kumar – A Study in Early India
 10. SatryaketuVidhalankar – Prachin Bharat ka Dharmik, Samajik aur ArthikJivan
 11. Upindra Singh – Prachinavam Purva Madhyakalin Bharat (Also in English)
 12. Vidyadhar Mahajan – Prachin Bharat (Also in English)
 13. Vimal Chandra Pandey – Prachin Bharat ka Rajnitik evam Sanskritik Itihas
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MINOR COURSE-B

MINOR COURSE- MN B: HISTORY OF INDIA (320 - 1206 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. This paper is meant to introduce students to the history of our country during the pre-modern days.
2. The students would be able to comprehend the major historical trends through medieval period and would have an idea of the country before the arrival of colonialism.

Course Content:

1. The Rise and Growth of Guptas: Administration, Society, Economy, Literature, Science and Technology, Debate on Golden Age
2. Harsha and his times: Harsha's Kingdom, Administration, Buddhism
3. South India: Polity, Society, Economy and Culture.
4. Evolution of Political Structure of the Rashtrakutas, Palas and Pratiharas.
5. Arabs in Sindh: Polity, Religion and Society.
6. Struggle for power in Northern India and Establishment of Sultanate.

Suggested Readings:

1. A.L. Srivastava – Madhyakalin Bharat
2. Dinanath Verma – Madhyakalin Bharat
3. Harishchandra Verma – Madhyakalin Bharat ka Itihas (Bhag -1)
4. Imtayaj Ali – Madhyakalin Bharat ka Sarvekshan
5. J.L. Mehta – Madhyakalin Bharat ka BrihadItihas
6. L.P. Sharma – Madhyakalin Bharat
7. Majumdar, Raychaudhary and Dutta – An Advanced History of India
8. Satish Chandra – Madhyakalin Bharat
9. Saurabh Choubey – Madhyakalin Bharat
10. V.D. Mahajan – Madhyakalin Bharat

MINOR COURSE-C

MINOR COURSE- MN C:

HISTORY OF INDIA (1206 - 1707 AD)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. This paper is meant to introduce students to the history of our country during the Medieval period.
2. The students would be able to comprehend the major historical trends of the expansion of the Delhi Sultanate, decline of Mughals and the rise of Marathas.

Course Content:

1. Foundation, Expansion and consolidation of Delhi Sultanate: Nobility and the Iqta system.
2. Military, administrative and economic reforms under the Khiljis and the Tughlaqs.
3. Bhakti and Sufi Movement.
4. Provincial Kingdom: Vijaynagara and Bahamanis.
5. Establishment of the Mughal Empire: Babur and Humayun
6. Second Afghan State.
7. Emergence and Consolidation of Mughal State, C. 16th Century to mid-17th Century.
8. Akbar to Aurangzeb: administrative structure: Mansab and Jagirs, state and religion.
9. Emergence of the Maratha Power.

Suggested Readings:

1. A.L. Srivastava – Madhyakalin Bharat
2. Dinanath Verma – Madhyakalin Bharat
3. Harishchandra Verma – Madhyakalin Bharat ka Itihas (2vols.)
4. Imtiaz Ali – Madhyakalin Bharat ka Sarvekshan
5. J.L. Mehta – Madhyakalin Bharat ka BrihadItihas
6. L.P. Sharma – Madhyakalin Bharat
7. Majumdar, Raychaudhary and Dutta – An Advanced History of India
8. Satish Chandra – Madhyakalin Bharat
9. Saurabh Choubey – Madhyakalin Bharat 10. V.D. Mahajan – Madhyakalin Bharat

MINOR COURSE-D

**MINOR COURSE- MN D:
HISTORY OF INDIA (1707 – 1950 AD)**
Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100
Pass Marks: Th (SIE + ESE) = 40
(Credits: Theory-04) 60 Hours
Course Objectives & Learning Outcomes:

1. This paper is meant to introduce students to the history of our country during the Colonial period.
2. The students would be able to comprehend the major historical trends of the decline of Mughals and would have an idea of the resistance against the Colonialism as well as National Movement in terms of social development.

Course Content:

1. Emergence of regional states (Mysore, Awadh and Bengal) and establishment of the Colonial power.
2. Expansion and consolidation of the Colonial Power (through Plassey, Buxar and the Maratha Wars) upto 1857.
3. Colonial Economy: Agriculture, Trade and Industry.
4. Socio-Religious Movements in the 19th Century: Brahmo Samaj, Arya Samaj, Ramkrishna Mission, Theosophical Society and Aligarh Movement
5. Communalism: Genesis and Growth
6. Arrival of Freedom: Constituent Assembly, establishment of the Republic.

Suggested Readings:

1. Arvind Bhaskar -Adhunik Bharat
 2. B.L. Grover – Adhunik Bharat ka Itihas (Also in English)
 3. Bipin Chandra - Adhunik Bharat
 4. Bipin Chandra - Bharat ka SavatntraSangharsha
 5. Dhanpati Pandey - Adhunik Bharat
 6. Dinanath Verma - Adhunik Bharat
 7. Hitendra Patel - Adhunik Bharat ka AitihasiK Yatharth
 8. L.P. Sharma - Adhunik Bharat
 9. Prashant Dutt - Adhunik Bharat
 10. Ram Lakhan Shukla - Adhunik Bharat
 11. Satish Chandra – Uttar Mughal Kal
 12. Shekhar Bandhopadhyaya – Palasi se Vibhajantak (Also in English)
 13. Sumit Sarkar - Adhunik Bharat (Also in English)
 14. Vidyadhar Mahajan – Madhyakalin Bharat (Also in English)
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MINOR COURSE-E

**MINOR COURSE- MN E:
INDIAN NATIONAL MOVEMENT (1858-1947)****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives & Learning Outcomes:**

1. This paper has been structured to help students comprehend the phases of transition from medieval times to modern times.
2. In addition, it explores the major socio-cultural nuances related to our freedom struggle and national movement that culminated into the establishment of Indian Republic in 1950.

Course Content:**Unit I: Rise of Political Consciousness:**

- i. Political organisation during 19th century
- ii. The Rise of Indian Nationalism (1858-1885)
- iii. Establishment of Indian National Congress.

Unit II: Growth of Indian National Movement:

- i. Swadeshi Movement
- ii. Revolutionary Movement and Gadar Party
- iii. Home Rule Movement

Unit III: Gandhian Era and Mass Movement:

- i. Non-Cooperation Movement
- ii. Civil Disobedience Movement
- iii. Quit India Movement

Unit IV: Towards Independence:

- i. Cripps Mission and Cabinet Mission.
- ii. Indian National Army and Naval Mutiny of 1946.
- iii. Freedom and Partition – Circumstances leading to Freedom
- iv. Causes of the Partition

Suggested Readings:

1. R. Desai: Social Background of Indian Nationalism
 2. Ayodhya Singh: Bharat ka Mukti Sangram.
 3. L. Grover: Aadhunik Bharat ka Itihas.
 4. Bandhopadhyaya, S, Passey se Vibhajantak
 5. Bipan Chandra: Freedom Struggle
 6. Bipan Chandra: Bharat ka Svatantra Sangram
 7. P. Menon: The Story of Integration of the Indian State
 8. Ram Lakhan Shukla: Aadhunik Bharat Ka Etihās
 9. Sumit Sarkar: Modern India
 10. Tara Chand: History of Freedom Movement in India, Vol. - 1-4
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MINOR COURSE-F

MINOR COURSE- MN F:**HISTORY OF JHARKHAND (UPTO 2000 AD)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100 **Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) 60 Hours

Course Objectives & Learning Outcomes:

1. This paper is meant to introduce students to the history of our state. T
2. his paper will enables student to know about tribal culture, movements and revolts and the impact of colonial rule on Jharkhand.
3. It will further make students aware about the Jharkhand movement that resulted in the creation of our state.

Course Content:

1. Physiography of Jharkhand
2. People of Jharkhand
3. Early Dynasties of Jharkhand
4. Jharkhand Under British rule: Political, revenue and judicial administration
5. Tribal movements during British rule
6. Jharkhand and Indian national movement
7. Jharkhand movement

Suggested Readings:

1. B. Virottam, Jharkhand: Itihas Aur Sanskriti, Hindi Grantha Academy, Patna 2008, (In Hindi)
 2. B. Virottam, The Nagvanshis and the Cheros, Munshiram Manohar Lal, New Delhi, 1972
 3. Diwakar Minz, Munda Evam Oraon ka Dharmik Itihas, Orient Pub., Delhi. 1996(In Hindi)
 4. Hari Mohan, The Chero: The Study of Acculturation, T.R.I., Ranchi, 1973
 5. I.K. Choudhary, From Region to Nation, The Tribal Revolts in Jharkhand (1855-1858), Disha International Publishing House, Greater Noida, 2019
 6. J. C. Jha, The Kol Insurrection of Chota Nagpur, Thacker Spink & Co. Calcutta, 1964
 7. K. K Datta. The Santhal Insurrection of 1855-57, Calcutta Univ., 1988
 8. K. S. Singh, Birsa Munda and His Movement, 1874-1901. OUP, Calcutta, 1983
 9. Lochan, Kanjiv, Jharkhand ka Adimanav Atit, Delhi: Chaukhambha Prakashan, 2022
 10. M. Govind Banerjee, An Historial Outline of Pre-British Chotanagpur Ranchi, 1993
 11. R. R. Diwakar, (Gen.ed.), Bihar Through the Ages, Oriental Longman, Calcutta, 1959
 12. Aabha Xalxo, Britishkalin Jharkhand ke kuch Aithehasik adhyan, Xavier Publications, Ranchi
 13. Sachindranarayan, Jharkhand Andolan, udgam vm utthan, Inter India Publications, New Delhi.
 14. B.P.Keshari, Jharkhand Andolan ki vastavikta, Jharkhand Samanvay Samiti, Ranchi
 15. Hemant, Jharkhand, Prakashan Sansthan, 2004
 16. Ram Kumar Tiwari, Jharkhand ki Rooprekha, 2013
 17. Sajal Basu, Jharkhand Movenent, Indian Institute of Advanced Studies, 1994
 18. Shailendra Mahto, Jharkhand ki Samargatha, Nidhi Books, 2011
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List of Paper-Setters/Examiners for UG & PG Exams.

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