

RADHA GOVIND UNIVERSITY
RAMGARH, JHARKHAND

DEPARTMENT OF HISTORY



NEP FYUGP CURRICULUM
HISTORY HONOURS/HONOURS WITH RESEARCH PROGRAMME
SUBJECT CODE = 06

**FOR UNDERGRADUATE COURSES UNDER
RADHA GOVIND UNIVERSITY**

Implemented w.e.f.
Academic Session 2025-26 & onwards

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Students are Instructed to
Refer Syllabus of Allied/ Opted Subjects from R.G.U. Website

HIGHLIGHTS OF REGULATIONS OF FYUGP

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 **1st of July**.

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if 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 overall 75% marks (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 maximum for Seven years from the date of registration.

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the university to maintain uniformity in the CBCS of the UG Honours Programmes, UG Programmes, semesters and courses in the college run 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, course work, conduct of examination and declaration of results including semester break.
- In order to undergo 8 weeks' summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
 - a) Odd Semester: **From first Monday of August to third Saturday of December**
 - b) Even Semester: **From first Monday of January to 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. The same is non-negotiable. Further, the Department will make all reasonable endeavors 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 first and second semester.,
 - 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 first year or second year summer term in addition to 9 credits from skill-based courses earned during first, second, 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 Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking 12 credit Research component in 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 the duration of 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 i.e., 15 Credit Hours

One credit for Practicum = 30 Hours of Practical work i.e., 30 Credit Hours

- 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 two-hour duration.

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

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

PROMOTION CRITERIA

First degree programme with single major:

- 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 Courses in an academic year, a student has to pass in minimum 9 papers out of the total 12 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 18 papers out of the total 24 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 26 papers out of the total 34 papers.
- vi. However, it will be necessary to procure pass marks in each of the paper before completion of the course.

First degree programme with dual major:

- vii. Above criteria are applicable as well on the students pursuing dual degree programmes however first degree programme will remain independent of the performance of the student in dual major courses.
- viii. To get eligible for taking ESE, a student will be required to pass in at least 75% of Courses in an academic year.
- ix. A student has to pass in minimum 3 papers out of the total 4 papers.
- x. It will be a necessity to clear all papers of second major programme in second attempt in succeeding session, failing which the provision of dual major will be withdrawn and the student will be entitled for single first degree programme.

PUBLICATION OF RESULT

- The result of the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on University website.
- If a student is found indulged in any kind of malpractice/ unfair means during 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 next coming 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 for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.

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

COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]

Level of Courses	Semester	MJ; Discipline Specific Courses – Core or Major (80)	MN; Minor from discipline (16)	MN; Minor from vocational (16)	MDC; Multidisciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC; Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC; Skill Enhancement Courses (9)	VAC; Value Added Courses (6)	IAP; Internship/ Dissertation (4)	RC; Research Courses (12)	AMJ; Advanced Courses in lieu of Research (12)	Credits	Double Major (DMJ)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20	4+4
	II	4+4		4	3	2	3					20	4+4
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)													
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20	4+4
	IV	4+4+4		4		2		2				20	4+4
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)													
300-399: Higher-level courses	V	4+4+4	4						4			20	4+4
	VI	4+4+4+4		4								20	4+4
Exit Point: Bachelor's Degree													
400-499: Advanced courses	VII	4+4+4+4	4									20	4+4
	VIII	4		4						12	4+4+4	20	4+4
Exit Point: Bachelor's Degree with Hons. /Hons. with Research												160	224

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

COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME **2022 onwards**

Table 2: Semester wise Course Code and Credit Points for Single Major:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Papers	
I	AEC-1	Language and Communication Skills (MIL 1 - Hindi/ English)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-2	Language and Communication Skills (MIL 2 - English/ Hindi)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-3	Language and Communication Skills (Language Elective 1 - Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-3	Language and Communication Skills (Language Elective - Modern Indian language including TRL)	2
	VAC-2	Value Added Course-2	2

	MN-2B	Minor from Vocational Studies/Discipline-2	4
	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	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
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	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
VII	MN-1D	Minor from Discipline-1	4
	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
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/ OR	Research Internship/Field Work/Dissertation	12/
	AMJ-1	Advanced Major paper-1 (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 Credit	160

NUMBER OF CREDITS BY TYPE OF COURSE

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Table 3: Overall Course Credit Points for Single Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		120	160

Table 4: Overall Course Code and Additional Credit Points for Double Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major 1	Core courses	60	80
Major 2	Core courses	48	64
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		168	224

Table 5: Semester wise Course Code and Additional Credit Points for Double Major:

Semester	Double Major Courses		Credits
	Code	Papers	
I	DMJ-1	Double Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	DMJ-2	Double Major paper-2 (Disciplinary/Interdisciplinary Major)	4
II	DMJ-3	Double Major paper-3 (Disciplinary/Interdisciplinary Major)	4
	DMJ-4	Double Major paper-4 (Disciplinary/Interdisciplinary Major)	4
III	DMJ-5	Double Major paper-5 (Disciplinary/Interdisciplinary Major)	4
	DMJ-6	Double Major paper-6 (Disciplinary/Interdisciplinary Major)	4
IV	DMJ-7	Double Major paper-7 (Disciplinary/Interdisciplinary Major)	4
	DMJ-8	Double Major paper-8 (Disciplinary/Interdisciplinary Major)	4
V	DMJ-9	Double Major paper-9 (Disciplinary/Interdisciplinary Major)	4
	DMJ-10	Double Major paper-10 (Disciplinary/Interdisciplinary Major)	4
VI	DMJ-11	Double Major paper-11 (Disciplinary/Interdisciplinary Major)	4
	DMJ-12	Double Major paper-12 (Disciplinary/Interdisciplinary Major)	4
VII	DMJ-13	Double Major paper-13 (Disciplinary/Interdisciplinary Major)	4
	DMJ-14	Double Major paper-14 (Disciplinary/Interdisciplinary Major)	4
VIII	DMJ-15	Double Major paper-15 (Disciplinary/Interdisciplinary Major)	4
	DMJ-16	Double Major paper-16 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	64

Abbreviations:

AEC	Ability Enhancement Courses
SEC	Skill Enhancement Courses
IAP	Internship/Apprenticeship/ Project
MDC	Multidisciplinary Courses
MJ	Major Disciplinary/Interdisciplinary Courses
DMJ	Double Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses

AIMS OF BACHELOR'S DEGREE PROGRAMME IN HISTORY

The broad aims of the LOCF for 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 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 Radha govind university, Ramgarh

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

Table 7: Semester wise Examination Structure in Discipline Courses:

Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	Idea of Bharatvarsha	4	25	75	---
II	MJ-2	Early India (From Earliest Days to 550 AD)	4	25	75	---
	MJ-3	World Civilization (Earliest Times to Early Medieval Times)	4	25	75	---
III	MJ-4	Early Medieval India (From 550 to 1200 AD)	4	25	75	---
	MJ-5	Medieval Societies of World	4	25	75	---
IV	MJ-6	History of India (1200 -1526 AD)	4	25	75	---
	MJ-7	History of Jharkhand (Up to 1857 AD)	4	25	75	---
	MJ-8	History of Europe (1789-1919 AD)	4	25	75	---
V	MJ-9	History of India (1526-1707 AD)	4	25	75	---
	MJ-10	History of Jharkhand (1857-2000 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 China (1800 - 1950 AD)	4	25	75	---
	MJ-15	History of Japan (1850 - 1950 AD)	4	25	75	---
VII	MJ-16	Contemporary India (1947 - 2000 AD)	4	25	75	---
	MJ-17	History of the USSR (1917- 1964 AD)	4	25	75	---
	MJ-18	History of Communication In India	4	25	75	---
	MJ-19	History of USA (1763 – 1947 AD)	4	25	75	---
VIII	MJ-20	Issues in Contemporary World	4	25	75	---
	AMJ-1	Principles of History	4	25	75	---
	AMJ-2	Socio-Religious Movements in India	4	25	75	---
	AMJ-3	Women in History	4	25	75	---
	or RC-1	Research Methodology	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	---	---	200
		Total Credit	92			

Table 8: Semester wise Course Code and Credit Points for Skill Enhancement Courses:

Semester	Skill Enhancement Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	SEC-1	Indian History, Culture & An Introduction to Archeology	3	---	75	---
II	SEC-2	Understanding Popular Culture	3	---	75	---
III	SEC-3	Elementary Computer Application Softwares	3	---	75	---
		Total Credit	9			

Table 9: Semester wise Course Code and Credit Points for Minor Courses:

Semester	Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MN-1A	History of India (From Earliest Times to CE 650)	4	25	75	---
III	MN-1B	History of India (650 - 1707 AD)	4	25	75	---
V	MN-1C	History of India (1707 - 1950 AD)	4	25	75	---
VII	MN-1D	Indian National Movement (1858 – 1947 AD)	4	25	75	---
		Total Credit	16			

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 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.

B. (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.

C. (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 SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks:

Subject/ Code		<u>Exam Year</u>
F.M.=10	Time=1 Hr.	
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 sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
<u>Group B</u>		
2.	.....	[5]
3.	.....	[5]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

Subject/ Code		<u>Exam Year</u>
F.M.=20	Time=1 Hr.	
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 sub parts of a question at one place.		
v. Numbers in right indicate full marks of 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 Theory Examination.		

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION

Question format for **50 Marks**:

Subject/ Code		Exam Year
F.M. =50	Time=3Hrs.	
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 sub parts of a question at one place.		
v. Numbers in right indicate full marks of 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 Theory Examination.		

Question format for **60 Marks**:

Subject/ Code		Exam Year
F.M. =60	Time=3Hrs.	
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 sub parts of a question at one place.		
v. Numbers in right indicate full marks of 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]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 75 Marks:

F.M. = 75	Subject/ Code Time=3Hrs.	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 sub parts of a question at one place. v. Numbers in right indicate full marks of 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 Theory Examination.		

Question format for 100 Marks:

F.M. = 100	Subject/ Code Time=3Hrs.	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 sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[10x1=10]
i.	
ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	
ix.	
x.	
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 Theory Examination.		

SEMESTER I

I. MAJOR COURSE –MJ 1: IDEA OF BHARATVARSHA

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives & Learning Outcomes:

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

Course Content:

UNIT- I: Concept of:

1. Understanding of *Bharatvarsha*
2. Eternity of synonyms Bharat
3. Indian concept of time and space
4. The glory of Indian Literature: *Vedas, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, and Puranas* etc.

UNIT- II: Indian Knowledge Tradition, Art and Culture

1. Evolution of language and Script: Brahmi, *Kharoshthi*, Pali, Prakrit, Sanskrit and Tamil.
2. Salient features of Indian Art and Culture.
3. Indian educational system
4. The Ethics of Indian Valour.

UNIT- III: Dharma, Philosophy and Vasudhaiva Kutumbakam :

1. Indian perception of *Dharma*
2. The concept of *Vasudhaiva Kutumbakam*: Man, Family, Society and World
3. Polity and governance
4. *Janpada* and Gram *Swarajya*

UNIT- IV: Science, Environment and Medical Science:

1. Science and Technology in Ancient India
2. Ancient system of Environment Management
3. Traditional system of medicine in ancient India -Yoga and Naturopathy
4. Indian Numeral System and Mathematics

UNIT- V: Indian Economic Traditions

1. Concept of land, Forest and Agriculture
2. Industry, inland trade Commerce
3. 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. Chattopndhyaya, B.D.; *The Concept of BharatVarsha and other Essays*, Oxford University Press
5. Jayshankar Mishra: *Prachin Bharatik Samajik itihās*, Patna
6. Govind Chandra Pandey, *BharatiyaSanskriti*
7. Jyoti Prashad Jain- *Bhartiya itihās ek Drishti*

8. K A N Shashtri: *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 Snskriti*, 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*
 19. Rimjhim Sharma & Ashish, 2021, *A Study in Early Indian History*, Delhi, Book Age Publication
 20. Romila Thapar, *Early India from the Beginnings to 1300*, Penguin, London, 2002.
 21. Sathianathaier, *History of India*, Vol – I S. Viswanathan (Pvt) Ltd, 1975. Madras
 22. Sharma, R. S. *Material Culture and Social Formations in Ancient India*, Macmillan India Limited, Delhi, 1983.
 23. Sharma, R.S, *Looking for the Aryans*, Orient Longman Publishers, Delhi, 1995
 24. Sharma, R.S. *India's Ancient Past*, Oxford University Press, New Delhi, 2007 (Also in Hindi)
 25. Shiv Svarup Sahay: *Prachin bhārat me vīgyan evam Pradyogiki*
 26. Shri Arvind: *Bharatiya Sanskriti ke Aadhar*
 27. Singh Upinder, *A History of Ancient and Early Medieval India*, Pearson, 2009. (Also in Hindi)
 28. Singh, Y: *Modernisation of Indian Tradition*
 29. Mamta kumari, *Prachin bhārtiy sanskriti evm parmprayen*, mekhla prakashan, new delhi, 2025 (In Hindi)
 30. Punam kumari, *Guptkalin sanskriti*, mekhla prakashan, new delhi, 2025 (In Hindi)
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**II. SKILL ENHANCEMENT COURSE- SEC 1:
INDIAN HISTORY, CULTURE &
AN INTRODUCTION TO ARCHEOLOGY**

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **Theory: 45 Lectures**

Course Objectives:

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

Course Content

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

An 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 & 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 & WS.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
 12. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition,2010 Published Works by ASI
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SEMESTER II

**I. MAJOR COURSE- MJ 2:
EARLY INDIA
(FROM EARLIEST DAYS TO 550 AD)**

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

Student will learn about the historiographical trends as well as about the interpretation of historical sources of ancient India. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture.

Course Content:

UNIT- I: Sources, Historiography and the Prehistoric India

1. Sources and historiographic trends of ancient Indian History up to 550 C.E.
2. Survey of prehistoric India: Paleolithic, Mesolithic and Neolithic and Chalcolithic Periods.
3. The Indus - Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and the Vedic Civilization.

UNIT - II: Aryan Civilization

1. Original home of Aryans, myths of Aryan Invasion: Various theories
2. Vedic Culture: literature and Polity, society and Economy
3. Epic Literature and Culture: dating and historicity of the Epics.

UNIT – III: India from Sixth Century BC to Mauryan Age.

1. Sources
2. The *Mahajanpadas*, Republics and Growth of Urban Centers, Rise of Magadhan Imperialism.
3. Buddhism and Jainism
4. The Mauryan Empire, Chandragupta Maurya and Ashok Maurya, Mauryan administration, Fall of the Mauryan Empire.

UNIT – IV: Post Mauryan Age

1. Sources
2. Age of the Kushanas, Shunga, Satvahanas: Society and Culture, Art, Architecture and Coinage.
3. Sangam Age: Literature, Society and Culture.
4. Foreign Trade in the post Mauryan Age

UNIT – V: Imperial Guptas:

1. Sources
2. Imperial Guptas: Samudra Gupta and Chandragupta
3. Gupta Administration
4. Gupta Art, Architecture and development of Science & Technology

Suggested Readings:

1. A.L. Basham, The Wonder that Was India, Sidgwick & Jackson, London, 1971. (Also in Hindi)
2. P. Sahu (ed), Land System and Rural Society in Early India, Manohar Publishers, New Delhi, 1997.
3. B.P. Saha & K.S. Behra, Ancient History of India, Vikas Publishing House, New Delhi, 1994
4. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, Cambridge University Press, Cambridge, 1983.
5. Burjor Avari, India: The Ancient Past, Routledge, New York, 2016
6. D. Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, Bombay, 1975.
7. D.P. Chattopadhyaya, History of Science and Technology in Ancient India, Firma KLM 1986.
8. D.N. Jha, Ancient India, Manohar Publishers, New Delhi, 2004
9. Jha and Shrimali, *Prachin Bharat Ka Itihas*, Delhi University

10. K. A. N. Sastri, *A History of South India*, Oxford University Press, London, 1955
 11. Rajkumar, Lichchavi Ganarajya, New Delhi, Amitesh Prakashan, 2023
 12. R. S. Sharma, *Material Culture and Social Formations in Ancient India*, Macmillan India Limited, Delhi, 1983.
 13. R.C. Majumdar, H.C. Roy Chaudhri & K. Datta, *An Advanced History of India*, MacMillan India Ltd, New Delhi, 2004
 14. R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2007 (Also in Hindi)
 15. R.S. Sharma, *Looking for the Aryans*, Orient Longman Publishers, Delhi, 1995
 16. Romila Thapar, *Early India from the Beginnings to 1300*, Penguin, London, 2002.
 17. Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson, 2009. (Also in Hindi)
 18. V.D. Mahajan, *Ancient India*, S. Chand & Co., New Delhi, 1981
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**II. 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

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. 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

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

UNIT – II: Classical Greece

1. Homer Age: Evolution of Classical Greece
2. Athens, Sparta
3. Greece: Persian war and Peloponnesian War.
4. The Pericles Age: Growth of state and Society, Development of Science, Art and Philosophy.

UNIT – III: Roman Empire

1. Origin of Rome
2. Rise of the Roman Republic and Roman law.
3. Expansion and downfall of Roman empire.
4. Imperial Age of Rome, Society and Culture.

Suggested Readings:

1. Jh jkexk;y] fo"o dh ikphu l;rj
 2. ,l ,y- ukxkjh] fo"o dh ikphu l;rj, Jh ljLori lnuj ubz fnYyh
 3. /uifr ik.M;] ikphu e:kkikVke;k] ekrhyky kujlnl\
 4. MkW- l i: ,u- fllgk ,o MkW- /uifr ik.M;] ikphu fe] ekrhyky kujlnl
 5. vke idk" k i ln] e:kkikVke;k] dh l;rj ekrhyky kujlnl
 6. Ray, U N: *Vishwa Sabhyata ka itihas*, Lok Bharti prakashan.
 7. S. M. Pathak, *Vishwa Ke Pracheen Sabhyataon Ka Itihas*, Bihar Hindi Granth Academy, 2017
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III. SKILL ENHANCEMENT COURSE- SEC 2: UNDERSTANDING POPULAR CULTURE

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **Theory: 45 Lectures**

Course Objectives:

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

Course Objectives:

I Introduction: Defining popular culture and understanding it historically

II Visual expressions: Folk art, calendar art, photography

III. Performance:

Theatre; music; folk tales/ songs/ *swang* and *Nautanki*: *Identifying themes, functionality, anxieties*

IV. The audio-visual: cinema and television:

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

V. Fairs, Festivals and Rituals:

Disentangling mythological stories, patronage, regional variations

VI. Popular culture in a globalized world:

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 Princy, *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
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SEMESTER III

I. MAJOR COURSE- MJ 4: EARLY MEDIEVAL INDIA (From 550 to 1200 AD)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

Students will learn and analyze the transitional phase between early historic centuries to the early medieval age. 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

1. Decline of the Gupta Power
2. Invasion of Hunas and its impact
3. State, Society and Culture in the period of Harsha.
4. Origin of Rajputs: Various theories.

UNIT -II: Decentralization and Emergence of Regional Power.

1. North Western India; Dynasties of Kashmir, the Arab Invasion.
2. Central India: Pratihars, Chahmans, Parmaras- Political and cultural achievements.
3. South Western India: Chalukyas: Political and cultural achievements.
4. North Eastern India: Pallavas Senas of Bengal, political and Cultural achievements.

UNIT – III: Regional Powers of South and Deccan:

1. Rashtrakutas: Foreign Policy, Religion, Art and Architecture.
2. Chola Empire: Administration, Art and Architecture.
3. Pallava Empire: Art and Architecture.
4. Pandya Empire: Art and Architecture.

UNIT – IV: Decline of Rajputs:

1. Tripartite Struggle.
2. Invasion of Mahamud Ghazni
3. Invasion of Muhammad Ghori.

UNIT – V: Culture of Pre-Medieval India.

1. Society and Religion in Pre-Medieval India.
2. Fine Arts in Pre-Medieval India: Architecture, Sculpture, Painting.
3. Emergence and spread of Bhakti Movement in Pre-Medieval India.
4. 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. Shrimali, 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. Sashtri, 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

II. MAJOR COURSE- MJ 5: MEDIEVAL SOCIETIES OF WORLD

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

Transition of the ancient societies to the modern societies was inter-spaced by an age named Medieval. This age was marked with certain traits and discoveries that were instrumental in making the world modern in its applied sense. 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

1. Rise, establishment and growth of Christianity
2. Birth and expansion of Islam and its impact.
3. The Arab civilization and its contribution.

UNIT – II: Early Medieval Europe

1. Rise and Growth of European Feudalism.
2. Crusades and their impact on Europe.
3. Decline of Feudalism.

UNIT – III: Transition from Ancient society to Medieval society in Europe:

1. Social Condition
2. Science and Technology
3. Economy: Agrarian structure

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

1. Renaissance
2. Reformation
3. Commercialisation of Agriculture and Mercantilism impact

UNIT – V: - Urbanization and Discoveries:

1. Medieval Universities
2. Medieval Towns
3. 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
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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 for End Semester Examination (ESE):

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:

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, whether Govt. or Private or for future entrepreneurs in the field of IT.

A. INTRODUCTION TO COMPUTER SYSTEM

1. Basic Concept of Computer: What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Lecture)**

2. Concepts of Hardware: Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Lecture)**

3. Operating system: What is an Operating System, Operating System Examples, 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)**

B. MICROSOFT OFFICE 2016 AND LATEST VERSIONS

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 record narration **(5 Hours)**

9. Digital Education: What is digital education, Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

Suggested Readings

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. Steven Welkler, *Office 2016 for beginners*, Create Space Independent Publishing Platform (2016)
6. Wallace Wang, *Microsoft Office 2019*, Wiley (January 2018)
7. Noble Powell, *Windows 11 User Guide For Beginners and Seniors*, ASIN, (October 2021)

SEMESTER IV

I. MAJOR COURSE- MJ 6: 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

The student would understand the administrative, social and economic dynamics of late Medieval India. 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:

Sources: 1. Persian *tarikh* tradition; 2. Vernacular Histories; 3. Epigraphy

Unit II: Sultanate Political Structures:

1. Foundation, expansion and consolidation of the Sultanate of Delhi - The Khalji's Expansionist policy of Khilji and the Tughlugs: Mongol threat and Timur's invasion: The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi the Battle of Panipat.
2. Theories of kingship; Ruling elites; Sufis, Ulama and the political authority.
3. Emergence of provincial dynasties: Bahmanis, Vijayanagar, Jaunpur and Bengal
4. Consolidation of Regional Identities: Regional art, Architecture and Literature.

Unit III: Economy during the Sulanate period:

1. Iqta and the revenue-free grants, Allauddin Khilji's Market Policy.
2. Agricultural production; technology
3. Changes in Rural society; Revenue Systems
4. Monetization coinage; Market Regulation; Growth of Urban Centers; trade and commerce; Indian Ocean trade

Unit IV: Religion, Society and Culture:

1. Changes in Rural Society
2. Growth of Regional Languages: Hindi and Urdu
3. Indo Islamic architecture during Imperial Mughals,

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
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II. MAJOR COURSE- MJ 7: HISTORY OF JHARKHAND (Up to 1857 AD)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

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

Course Content:

UNIT- 1: Physiography of Jharkhand:

1. Physiography of Jharkhand
2. Land, 3. Climate 4. Minerals and 5. Forests

UNIT- 2: People:

1. The Mundas, the Oraons, and the Santals
2. Tribal and non-tribal settlements in Jharkhand
3. Their social, religious and cultural systems
4. Village administration of the tribals in Chotanagpur.

UNIT 3: Early Dynasties of Jharkhand

1. Nagvanshi Raj
2. Chero Raj
3. Singh Raj

UNIT 4: British Period:

1. Entry of the British into Jharkhand and its relation with the rulers of Palamau, Singhbhum and Chotanagpur.
2. Revenue administration under the British Raj
3. Judicial administration under the British Raj.

UNIT 5: Tribal Resistance:

1. The Larka (Kol) Revolt:
2. The Bhumij Revolt
3. 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.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 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*, Brahma Mission Press, Kolkata, 1915
14. P. Das Sharma, *"The Passing Scene in Chotangpur"*, Maitreyee Pub, 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 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

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. 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

1. Revolutionary Transition in France: 1789 to 1804
2. Counter Revolution in France: Age of Napoleon and spread of French Revolution
3. Downfall of Napoleon and Age of Reactionism, Congress of Vienna

UNIT- II Rise of New Nations

1. Repression of Liberalism in Central Europe, Spain, Portugal and Russia
2. Unification of Germany under Prussia
3. Unification of Italy
4. Berlin Congress, 1878: Origin and implications.

UNIT- III Capitalist Industrialization and Socio Economic Transformation

1. Capitalist development in industry and Agriculture
2. Emergence of New Social Classes: Bourgeoisie, Proletariat and Peasantry
3. International Competition: Neo-Imperialism.

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

1. Creation of Alliance
2. The Crumbling of Ottoman Empire: The 1st and 2nd Balkan Wars
3. The creation of Entente; Britain from Isolation to militancy.

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*
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SEMESTER V

I. 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

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. 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:

1. Persian sources
2. Vernacular sources
3. Travelogues

UNIT - II. Establishment of Mughal rule:

1. Babar and foundation of the Mughal Empire
2. Humayun: His failures
3. Sher Shah: Administration

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

1. Akbar-Rajput policy, Din-i-ilahi
2. Jahangir – Achievements
3. Shahjahan – Deccan Policy

UNIT – IV. Downfall of Mughal Empire:

1. Aurangzeb – Deccan Policy, Religious Policy
2. Emergence of Maratha Powar- Shivaji and his Administration
3. Downfall of the Mughal Empire

UNIT – V. Society and Economy and Culture:

1. Social structure, Nobility and Peasant
2. Agriculture- Land Revenue System
3. Trade routes and patterns of internal commerce; overseas trade;
4. 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*
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II. MAJOR COURSE- MJ 10: HISTORY OF JHARKHAND (1857-2000 AD)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

The contents of this paper could make the students realise how Jharkhand suffered badly at the hands of colonial power.

They would learn the social, military and political limitations of the native powers that could not successfully resist the onslaught of the British imperialism. The students will also learn about the regional movements for separate state of Jharkhand.

Course Content:

UNIT -1 The Revivalist Movements in Jharkhand

1. Safahor Movement
2. Birsa Movement
3. Tana Bhagat Movement

UNIT-2 Jharkhand and Indian National Movement

1. Struggle of 1857 in Jharkhand
2. Gandhian mass movements: Non Cooperation and Civil Disobedience
3. Revolutionary movement
4. Quit India Movement in Jharkhand.

UNIT-3 The role of Christian Missionaries in Jharkhand

1. Education
2. Health

UNIT-4 Jharkhand Movement and the formation of Jharkhand state

1. Jharkhand movement during the British Period
2. Jharkhand movement during the Post Independent period
3. Creation of Jharkhand

Suggested Readings:

1. Amit Prakash, *Jharkhand: Politics of Development and Identity*, Orient Longman, 2001
 2. B. Virottam, *Jharkhand: Itihas Evam Sanskariti*, 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. vkHkk [ky[kk] fcfV''kdkyhu >kj[k.M d dN , frglZd v/;u] tfo;j ifeyd''ku] i :ly; jkM]jkphA
 10. IfpUnkuljk; .k] >kj[k.M vkUnkyu] mnxe , omRFkku] bVj bfM; k ifeyd''ku] ubZ fnYyhA
 11. ch- ih- d''kj]h] >kj[k.M vkUnkyu dh okLrfodr] >kj[k.M le; Ife]r] jkphA
 12. dekj Ij''k f Igl] fejZ e. Mk vkj mudk vkUnkyu] ok.kh id''ku] ubl fnYyhA
 13. Hemant, *Jharkhand*, Prakashan Sansthan, 2204
 14. L. N. Rana, *Jharkhand: Aspects of Freedom Struggle and Constituion Making*, K. K. Publication, 2010
 15. Dr. S. Mahto, *Hundred years of the Christian Missions in Chotanagpur since 1845*, Bharatiya Vidya Shodh Sansthan, Patna.
 16. Sarla Kachhap, *Contributin of Christian Missions to the cause of Education in Chotanagpur*, 1845-1945.
 17. Ram Kumar Tiwari, *Jharkhand ki Rooprekha*, 2013
 18. Sajal Basu, *Jharkhand Movenent*, Indian Institute of Advanced Studies, 1994
 19. Shailendra Mahto, *Jharkhand ki Samargatha*, Nidhi Books, 2011
 20. Sudhir Pal Ranendra, *Jharkhand Encyclopedia*, Vani Prakashan, 2008
 21. Sunil Kumar Singh, *Inside Jharkhand*, Ranchi: Crown Publication
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III. 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

This course aims to provide an understanding of an era of shifting history from the Euro centric one to World history. 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

1. Formation of the League of Nations: Its various organs, Achievements and failures
2. Formation of ICJ and ILO
3. New Imperialism, Mandate System
4. Democracies between the two world wars

UNIT -II - Rise of Totalitarianism

1. Failure of Weimar Republic and Rise of Nazism in Germany
2. Factors leading to the Growth of Fascism in Italy and concept of the Corporate State
3. Rise of Militarism in Japan

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

1. Arab uprisings
2. Anti-imperialist movement in Turkey.
3. Anti-Imperialist Movement in Indo -China
4. Anti-Imperialist Movement in Egypt

UNIT -IV- Crisis in the Capitalism

1. Rise and Role of Trusts in USA
2. The Progressive Movement and Trust Busting in USA
3. Crisis in Capitalism: The Great Depression of 1929
4. FD Roosevelt and Policy of 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. *MkWO eFkjly "kekZ] vk/fud fo"o (Modern World, 1917-45) dkyt cd fmkik] t;j*
 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. Sneh Mahajan, *Beeswin Shatabadika Vishwa ka Itihas: Ek Jhalak Bhag-1,2*, Hindi Madhyam Karylayan Nideshalaya, Delhi University, 2014.
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SEMESTER VI

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

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Outcomes:

The contents of this paper could make the students realise how India suffered badly at the hands of colonial power. 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

1. Society, 2. Economy and 3. Polity

Unit – II - Expansion and Consolidation of colonial Power:

1. Bengal, and Awadh
2. Mysore and Maratha Confederacy
3. Punjab and Sindh

Unit – III - Colonial State and Ideology:

1. Colonial Administrative infrastructures: Army, Police, Law.
2. Evangelical theory, 3. Utilitarian theory:

Unit – IV - Rural Economy and Society

1. Land revenue systems and the forest policy.
2. Commercialization of agriculture and indebtedness.
3. Emergence of new social classes: Landlords, Middle Class, Bonded Labour
4. Famines.

Unit – V - Trade and Industry

1. De industrialization
2. Trade and monetary system
3. Drain of Wealth
4. 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 itihās*, Orient Black Swan, Pvt. Ltd, 2010
 5. G.S. Chhabra and Dwivedi, *Adhunik Bharat ka Itihas, ek Adhyayan*, Publication Pvt.
 6. B.L. Grover, *Adhunik Bharat ka itihās, ek Mulyankan*. S. Chand and Company.
 7. P.E. Robert, *British kalin Bharat ka itihās*, 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, Mackmillan India Ltd.
 9. P.L. Gautam, *Adhunik Bharat ka Itihas avam Virasat (1757-1964)*, Antarctic 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).
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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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

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.2. The course presents a brief introduction of National Movement.

Course Content:

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

1. Debates on 1857 and its impact on British Policies.
2. Theories pertaining to Nationalism and Nation state.
3. Factors leading to growth of Nationalism in India and Social Background of Indian Nationalism.

UNIT-II: From Swadeshi to Home Rule

1. Idea of Swadeshi, Swadeshi Movement and Congress Split at Surat, British response to the Swadeshi Movement.
2. Idea and formation of Muslim league: Demands and Early Programs.
3. First World War: Lucknow Pact, Home Rule Movement.
4. Entry of Gandhi: Regional Movements, Rowlatt - Satyagrah, Khilafat Issue.

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

1. Non Cooperation, Regional variations and Swarajists.
2. Revolutionary Movement, Trial of Bhagat Singh, Rise of Leftist Ideology.
3. Simon Commission, Nehru Report and Civil Disobedience Movement.
4. Tripuri crisis: Issues and Ideas of Subhash Chandra Bose, Quit India movement.

UNIT-IV: Rise of Peasant, Workers, Tribal's and Linguistic Organizations.

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

UNIT-V: Road to Partition and Independence.

1. Challenges of Communalism (1942-1947).
2. Role of INA, INA Trial's and RIN Mutiny.
3. Constitutional Formulas: Wavell Plan, Cripps and Cabinet Mission.
4. 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*
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III. MAJOR COURSE- MJ 14: HISTORY OF CHINA (1800 TO 1950 AD)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

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. 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.
2. This course offers an opportunity to come to grips with the history of China in modern world.

Course Content:

UNIT-I: Interaction with the Western Powers

1. First Opium War
2. Opening of Various Treaty Ports
3. Second Opium War
4. Expansion of Western powers; Open Door Policy

UNIT-II: Resistance against Imperialism.

1. Taiping Rebellion.
2. The Boxer Rebellion.
3. 100 days of Reforms.
4. New Political Alignment.

UNIT-III: The Emergence of New China

1. Sun Yat Sen
2. The State Revolution of 1911
3. The Kuomintang
4. The Era of Yuan Shih-Kai, May 4 Revolution, 1919

UNIT-IV: Toward Communism (1925-1949)

1. Chiang kai-shek.
2. Maotse Tung
3. Civilwar
4. Establishment of 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. Heraldm Vinacke- *Poorav Asia ka Adhunik Itihas*.
9. Hetsingh Baghela- *Asia ka itihas*.
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-*Chinaand Japan KaItihas. (1840 &1949) y{eh ukjk;.k} vkxjk*
15. KTS Sarao- *China Ka Itihas*
16. Lucien Bianco, *Origins of the Chinese Revolution, 1915 – 1949*.
17. SatyaketuVidyalankar, *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 15:
HISTORY OF JAPAN (1850 TO 1950)**

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

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. Japan may equip the students with insights helpful in nation-building.

Course Content:

UNIT- I: Emergence of Modern Japan

1. Meiji Restoration
2. Constitutional Development
3. Impact of Western world
4. Socio-economic development

UNIT- II: Japanese Imperialism Phase I

1. Sino Japanese War, 1894-97
2. Russo Japanese War, 1904
3. Annexation of Korea
4. Japan and the First World War

UNIT- III: Japan between the two World Wars

1. The Washington Conference
2. New Political Formations
3. Manchurian Crisis
4. Rise of Militarism

UNIT- IV: Japanese Imperialism Phase II

1. Sino Japanese War, 1937
2. Japan with Axis Powers
3. Pearl Harbour Episode
4. Culmination of Japanese Imperialism 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 kalitias*
 6. Girish Kumar Singh, *Asia Kalitias*.
 7. John K. fairbank, *East Asia: Modern Transformation* (also in Hindi).
 8. Ram Narayan Mishra, *Japan KaSankshipt Itihas*.
 9. HelraldmVinake, *Poorav Asia Ka AdhunikItihas*.
 10. KL Khurana, *China and Japan ka Itihas*.
 11. Satyaketu Vidyalankar, *Adhunik Asia Kalitias*.
 12. IGNOU, *China aur japan kalitias* (1840- 1949)
 13. KT.S. Sarao, *Japan Kalitias*, Delhi Vishwavidyalaya.
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SEMESTER VII

I. MAJOR COURSE- MJ 16: CONTEMPORARY INDIA (1947 TO 2000 AD)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s.

Course Content:

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

1. Impact of Colonialism on Political, Social, Economic System and Cultural Values.
2. National Movements: Its significance, Value and Legacy
3. Partition and Independence of India: Role of Congress other political groups
4. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu and Kashmir

UNIT- II: Indian Constitution and Consolidation as a Nation:

1. 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.
2. The Linguistic Reorganization of the States, Regionalism and Regional inequality
3. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.
4. Evolution and development of Parliamentary Democracy

UNIT- III: Socio-Economic development since independence:

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

UNIT- V: India and the World:

1. India's Foreign Policy in the Nehru (1947-1964) and post Nehru (1964-2000) period, challenges and responses.
2. Issue of Non-Alignment movement after the end of the Cold War.
3. Emergence of Terrorism, Issues and Challenges
4. 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 Kerlelker, *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)

**II. MAJOR COURSE- MJ 17:
HISTORY OF THE USSR (1917- 1964 AD)**

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

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:

1. Causes of revolution
2. Nature
3. Effect of Revolution
4. Nationalities Question.

Unit – II -Russia Between 1918 – 1924:

1. Civil War,
2. Establishment of USSR,
3. New Economic Policy of 1921,
4. Life and achievements of Lenin.

Unit – III - Russia Between 1924 – 1941:

1. Role of Stalin,
2. Power straggle in Communist Party,
3. Five-year plan and its Success,
4. Foreign policy of Stalin.

Unit – IV - Socio economic development 1921- 1945:

1. Working class and gender relations,
2. Trade Union Movement,
3. Collectivization of Soviet Agriculture,
4. Growth of Industrialization.

Unit – V - Russia Between 1941- 64:

1. Role of Russia in Second World War,
2. Cold War,
3. Reconstruction of Russia After 2nd World War,
4. 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. Koleswar Ray, *Roos ka Itihas (Hindi)*, Kitab Mahal.
 6. Om Prakash Prasad, *Roos ka Itihas*, Rajkamal Prakashan.
 7. Parth Sarathi Gupta, *Europe ka Itihas (Hindi)*, Vishwavidyalay Prakashan Delhi.
 8. Praveen Jha, *Roos Russia aur Rasputin(Hindi)* Vani Prakashan.
 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.
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III. MAJOR COURSE- MJ 18: HISTORY OF COMMUNICATION IN INDIA

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

This course will make the students aware of past of communication in India. This curriculum provides in depth study of various dimensions of communication in Indian Past.

Course Content:

UNIT I: Communication: Concept and History

1. Communication: Definition, concept, elements and scope.
2. Types of communication: Formal and Informal, Verbal and Non Verbal, Oral and Graphic (written/scripted) and Heritage.
3. Different process, functions, theories and philosophy of communication.
4. History of communication: A brief Survey, primitives, petroglyphs, pictogram, ideograms, writing, printing.

UNIT II: Means of Communication

1. Art as means of communication: Painting, Sculpture, symbols, signals
2. Folk and community communication- folk songs, folklore, folk craft, Legends.
3. Performing Art as effective communication: Dance, Drama, Theatre, Puppetry, and Storytelling.
4. Changing dimensions of communication in modern times. Basic Knowledge of new means of communication: Telephone/ phonograph/ radio/ television/ fax/ mobile/ computer/ internet/ digital.

UNIT III Writing and Language as Communication

1. Writing: Evolution and growth of writing, alphabet, script (knowledge of Indus Script and other ancient Scripts of India), Inscription as a source of communication
2. Evolution of Printing in India.
3. History of Newspaper in India
4. An Introduction of the History of Advertisement, Postal communication and Design

UNIT IV History of the Ideas of Communication in India

1. History of the Communication in India: Narad, Krishana, Buddha, Shankar, Vivekananda and Gandhi.
2. Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas.
3. Live examples of Visual arts in India: Bhittichitra, Rock Art and Potteries.
4. Visual art Literature: Chitrasutra in Vishnudhamottra Purana, Rasik Priya, Bihari Satsai.

UNIT V Museum and Archive Communication

1. Museum and archives as a source of historical and cultural communication.
2. Museum: Artifacts, Galleries, Exhibition and outreach programme.
3. Monument as a living Museum
4. Case study of any Art Museum.

Suggested Readings:

1. Ajit Mukherji: *Folk Art of India 1986*, Clarion Books
2. B.N Ahuja: *History of India Press*, Subject publication, 1988, New Delhi
3. David Diring: *The Book before printing, Ancient, medieval and Oriental*, Couries Dover Pub. 1982
4. Durga das Mukhopadhyay: *Folk Arts and Social Communication*, Publication Division,
5. H. Zimmer: *Myth and Symbolism in Indian Art and civilization*, Princeton Press, New Jersey
6. J Severin Werner and James W Tankard Jr: *Communication Theories Origin Method, Uses*, Longman Pub. 1988
7. Kapila Vatsyayan: *Traditional Indian Theatre, Multiple Streams*, 2005, NBT New Delhi
8. Mason Bim: *Street Theater and other outdoor Performance*, knowledge, 1992
9. Ministry of information & Broadcasting, Govt. of India
10. Rajbali Pandey: *Indian Rocks painting: Their Chronology, Technique and Preservation*, 1968
11. S.K. pandey: *Indian Rock Art*, Aryan Book ltd, New Delhi, 1993

12. Singhal & E. M Rogers: *Indian Communication Revolution: From Bullock Cart to Cybers Marts*, Sage Publication New Delhi
 13. Somnath Chakravartey: *Interpreting Rock Art in India, A holistic and Cognitive Approach: XXIII Valcamonica Symposium*, 2009
 14. Sukumar Das: *The Book Industry in India: Context, Challenges and Stratergy*, The Federation of publishers and Book Dwellers Association in India, 2004
 15. V.S Wakankar: *Painted Rock shelters of India*, Revista de Science Prehistoric 17, (1-4)
 16. William Raymond: *Communication, Culture and Media*, Oxford university Press, New York, 1976
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IV. 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America and its emergence as a World Power.

Course Content:

UNIT- I: The Background:

1. The land and indigenous people: settlement and colonization by Europeans
2. Early colonial society and politics
3. Indentured labor: White and Black

UNIT- II: Making of the Republic:

1. Revolution: Sources of conflict, Revolutionary groups
2. Ideology: The War of Independence and its historical interpretations
3. Processes and Features of Constitution making: Debates, Historical interpretations.

UNIT- III: Civil War:

1. Abolitionism and Sectionalism.
2. Issues and Interpretations
3. Rise of Republicanism
4. Emancipation and Lincoln

UNIT- IV: U.S. Imperialism:

1. Spanish-American War
2. Expansion in the Far East and Latin America
3. World War I and Fourteen Points
4. Isolationism
5. 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 Iihas*.
 4. Devki Nandan Vibhav, *America ka swadhinta ka Itihaas*.
 5. Banarsiprasad Saxena, *America ka Itihas*.
 6. Henry Bebhcord parcus, Trans. Vishva Prakash Gupta, *America ka Itihas*.
 7. Khurana & Chauhan, *America ka Ithas*.
 8. A. K. Chaturvedi, *America Ka Itihas*.
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SEMESTER VIII

I. MAJOR COURSE- MJ 20:
ISSUES IN CONTEMPORARY WORLD

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

This paper enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization.

Course Content:

UNIT I Colonialism and Nationalism, A Synoptic view:

1. Social Transformation after the Second World War;
2. United Nations and UNESCO
3. N.A.M
4. Cold War

UNIT II Perspectives on Development and Underdevelopment:

1. End of the Cold War and the emergence of the Unipolar world
2. World Trade Organization
3. Patent and Copyright Act
4. Impact of Globalization

UNIT III Social Movements in the North and the South:

1. Ecological
2. Feminists
3. Human Rights Issue

UNIT IV Modernity and Cultural Transformation:

1. Emerging trends in Culture
2. Role of Media
3. Emergence of market economy and Consumerism

Suggested Readings:

1. E.J. Hobsbawm, *The Age of Extremes*, 1914 – 1991, New York: Vintage, 1996
 2. Norman Lowe, *Mastering Modern World History*, London: Palgrave Macmillan, 1997
 3. Arjun Dev, *Samakalin Vishwa ka Itihas*, (1890-2008).
 4. Indira Arjun Dev, *Bisanvin Shatabdika Vishwa Itihas: Ek Jhalak*, Bhag-2.
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II. 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

The paper attempts to develop the skills of students to make them aware of intricacies of history writing. 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:

1. Meaning and Definition
2. Subject matter and scope
3. Role of Individual
4. Role of Society in Historical Development

Unit II : History and its relation with other disciplines

1. Sociology and Anthropology
2. Political Science
3. Economics
4. Geography

Unit III: Periodization

1. Periodization in History
2. Ethics in History writing
3. Historicism
4. Intellectual property rights

Unit IV: Philosophy of History

1. Objectivity and Subjectivity
2. Determinism and Relativism
3. Causation
4. Generalization

Unit V : Historical Traditions

1. Ancient: Itihas – Purana Tradition
2. Budhist and Jain Historiography, Banbhatta and Kalhan
3. Medieval: Tradition of Indo-Persian writing in Indian History
4. 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 Drishtiyan*, 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*.

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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

Students would acquire brief knowledge of the various Socio-Religious movements in Indian history. They would learn how certain Socio-religious practices continued to influence the Indian Society from the Vedic to the modern age. 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.

1. Harappan Society
2. Vedic Society
3. Buddhism and Jainism
4. Mauryan Society
5. Gupta Society

Unit II: Medieval India and Indian Socio-Religious life in Sultunate Period.

1. Social Structure of Sultanate Period
2. Bhakti Movement
3. Sufism
4. Nath Cult

Unit III: Medieval India and Indian Socio-Religious life in Mughal India.

1. Social structure of Mughal Period
2. Bhakti Movement
3. Din-i-Ilahi
4. Sikhism

Unit IV: Socio-Religious Movements in Modern India

1. Brahma Samaj
2. Arya Samaj
3. Theosophical society
4. 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 Bhanthya 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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

The study on various dimensions of Women's history has become a regular feature in historiography. 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. The students would also learn about the theoretical issues and trends that influence the historiography of women.

Course Content:

Unit I: Approaches

1. Liberal
2. Marxist
3. Radical
4. Patriarchy

Unit II: Rise of Feminist Movements

1. England,
2. France
3. USA
4. Russia and China

Unit III: Position of Women in Ancient India

1. Legal,
2. Educational
3. Social
4. Political

Unit IV: Position of Women in Medieval India

1. Legal,
2. Educational
3. Social
4. Political

Unit V : Position of Women in Modern India

1. Role of Women in the National Movement
2. Social Policy of British Govt. And emancipation of women during colonial period
3. Constitutional status of Women in Independent India
4. 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)
 12. Renuka Nath, *Notable Mughal and Hindu Women in 16th to 17th Centuries A. D.*, Inter India publication, N. Delhi, 1967
 13. Roy, Kumkum, *Women in Early Indian Societies*, Delhi, 1999
 14. Sadhana Arya, Nivedita Menan, Gini Loknita (ed.), *Narivadi Rajniti: Sangharsh avam Mudde*, Delhi University, 2001
 15. Sharan, DK, *Bhartiya Nari*
 16. Shiv Prasad & Dalpat Rai Pandit, *Bharat ke Stri Ratna*, Part 2, Sasta Sahitya Mandal, Ajmer
 17. Zeenat Kausar, *Women in Mughal India*, Janki Parkashan, Patna, 1999
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MINOR COURSE-1A

(SEM-I)

I. MINOR COURSE- MN 1A:

HISTORY OF INDIA (From Earliest Times to CE 650)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

This paper is meant to introduce students to the history of our country during Foundational stage. It has been designed to equip the students with an outline understanding of the major trends of ancient Indian history up to 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
6. **The Rise and Growth of Guptas:** Administration, Society, Economy, Literature, Science and technology, Debate on Golden Age
7. **Harsha and His times:** Harsha's Kingdom, Administration, Buddhism and Nalanda
8. **South India:** Polity, Society, Economy and Culture.

Suggested Readings:

1. A.L. Basham – *Adbhut Bharat* (Also in English)
2. DN Jha avam 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. Rimjhim 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*
14. *Mamta kumari,Prachin bhartiya sanskriti evm parmprayen, mekhla prakashan,new delhi,2025 (In Hindi)*
15. *Punam kumari,Guptkalin sanskriti,mekhla prakashan,new delhi,2025 (In Hindi)*

**II. MINOR COURSE- MN 1B:
HISTORY OF INDIA (650 - 1707 AD)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **Theory: 60 Lectures****Course Objectives & Learning Outcomes:**

This paper is meant to introduce students to the history of our country during the pre-modern days. 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. Evolution of Political Structure of Rashtrakutas, Pala and Pratiharas.
2. Arabs in Sindh: Polity, Religion and Society.
3. Struggle for power in Northern India and Establishment of Sultanat.
4. Foundation, Expansion and consolidation of Delhi Sultanate: Nobility and Iqta system.
5. Military, administrative and economic reforms under the Khiljis and the Tughlaqs.
6. Bhakti and Sufi Movement.
7. Provincial Kingdom: Vijaynagara and Bahamanis.
8. Second Afghan State.
9. Emergence and Consolidation of Mughal State, C. 16th Century to mid-17th Century.
10. Akbar to Aurangzeb: administrative structure Mansab and Jagirs, state and Religion.
11. Emergence of Maratha Power.

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 Bhara*
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**III. MINOR COURSE- MN 1C:
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) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

This paper is meant to introduce students to the history of our country during the Colonial period. 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) up to 1857.
3. Colonial Economy: Agriculture, Trade and Industry.
4. Socio-Religious Movement in the 19th Century: Brahma Samaj, Arya Samaj, Ramkrishna Mission, Theosophical Society and Aligarh Movement
5. Communalism: Genesis and Growth
6. Arrival of Freedom: Constituent Assembly, establishment of 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 AitihasiKYatharth*
 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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IV. MINOR COURSE- MN 1D:
INDIAN NATIONAL MOVEMENT (1858 – 1947 AD)

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives & Learning Outcomes:

This paper has been structured to help students comprehend the phases of transition from medieval times to modern times.

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:

1. Political organisation during 19th century
2. The Rise of Indian Nationalism (1858-1885)
3. Establishment of Indian National Congress.

Unit II: Growth of Indian National Movement:

1. Swadeshi Movement
2. Revolutionary Movement and Gadar Party
3. Home Rule Movement

Unit III: Gandhian Era and Mass Movement:

1. Non Co-operation Movement
2. Civil Disobedience Movement
3. Quit India Movement

Unit IV: Towards Independence:

1. Cripps Mission and Cabinet Mission.
2. Indian National Army and Naval Mutiny of 1946.
3. Freedom and Partition – Circumstances leading to Freedom
4. Causes of the Partition of India

Suggested Readings:

1. A. R. Desai: *Social Background of Indian Nationalism*
 2. Ayodhya Singh: *Bharat ka Mukti Sangram.*
 3. B. 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 Etihas*
 9. Sumit Sarkar: *Modern India*
 10. Tara Chand: *History of Freedom Movement in India, Vol. - 1-4*
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