



NEP PG
1-YEAR CURRICULUM
M.A. HISTORY PROGRAMME

SUBJECT CODE = HIS

FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI



Implemented w.e.f.
Academic Session 2026-27 Onwards

Members of Board of Studies of NEP PG Syllabus as per Guidelines of the Ranchi University, Ranchi

Chairperson:


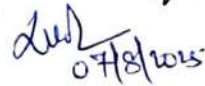
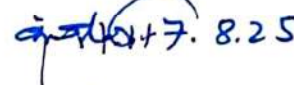
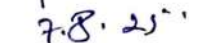
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7/8/25

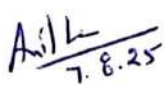
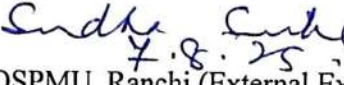
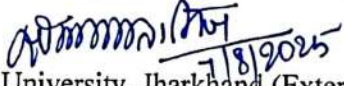
Members:

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3. Dr. Kanjiv Lochan,
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4. Dr. Mohit Kumar Lal,
Member Secretary, Assistant professor, University Department of History, R.U.


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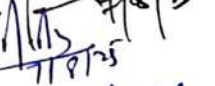
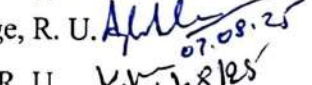
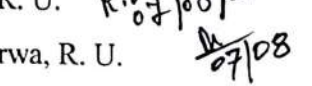

External Experts:

1. Dr. Anil Kumar (Retd.),
Former HoD and Professor of History, DSPMU, (External Expert)
2. Dr. Sudha Sinha (Retd.),
Associate Prof. of History, DSPMU, Ranchi (External Expert)
3. Dr. Seema Mamta Minz,
Assistant Professor, Central University, Jharkhand (External Expert)


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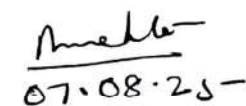
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1. Dr. Shahabuddin, Associate Professor & HoD, Marwari College, R. U.
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Alumnus:

1. Dr. Arti Mehta (Retd.),
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07.08.25


7/8/25
Chairperson

Approval by the Members of the NEP Implementation and Monitoring Committee of Ranchi University, Ranchi

The prepared Curriculum of the Master's Degree has been approved by the NEP Implementation and Monitoring Committee of R.U., duly forwarded by the Head of the Department; it will be offered to the Students of the 1-year and 2-year Postgraduate Programme. It is implemented from the 1st Semester of the Academic Session 2025-26 and onwards.

Raj Kumar Singh
10/9/25

Anuj
10/9/25

10/9/25

Anushka Rani
10/09/25

10/9/25

10/9/25

10/9/25

Rishu
10/9/25

Nam
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Rhondhary
10/09/2025

Nam
10/09/25

Member Secretary

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HIGHLIGHTS OF NEP PG CURRICULUM

CREDIT OF COURSES

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

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

One credit for Theory = 15 Hours of Teaching

One credit for Practicum = 30 Hours of Practical work

One credit for Internship = 02 Weeks of Practical experience

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

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

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

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

Internship – For the Exit option after 1st year of the 2-year P.G. Programme for the award of P.G. Diploma, Level 6.5, Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

PG CURRICULUM

1. The PG Curriculum will be either of 1-year duration for students who studied the four-year UG Programme (FYUGP) or a 2-year duration for students who studied a three-year UG programme from a CBCS/LOCF/FYUGP Curriculum.
2. There is a flexible mode in the PG programme offered to the students of Ranchi University, Ranchi. The total credit for any semester will be 20 credits.
3. **Two-year PG curriculum:** The First year of the PG curriculum offers coursework only. There will be 3 courses at level 400 and 2 courses at level 500 in the first and the second semesters of any 2-year PG programme.
4. **One-year PG curriculum:** The Courses in the 1-year PG programme and the second year of the 2-year PG programme are the same.
 - a. **Course work only:** There will be 5 courses at level 500 of 4 credits each in every semester for the coursework offered in the programme.
 - b. **Course work and Research:** There will be 5 courses at the level 500 bearing 4 credits each in the first semester of a 1-year PG or in the third semester of a 2-year PG. Research work will be offered in the next semester for this mode of the programme. The eligibility for this mode is available in the NEP PG curriculum of Ranchi University, Ranchi.
 - c. **Research work only:** The eligible student will be offered this mode to conduct extensive research under the supervision of a guide. Each semester will be equivalent to 20 credits. The selection of a candidate for the research mode will depend upon the eligibility of the student, availability of the guide and seat in the department/institution of Ranchi University, Ranchi.

PROMOTION CRITERIA

One Year Post-graduation programme having coursework only:

- i. Each course shall be of **100 marks** having two components: **30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College and 70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University.**
- ii. The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the classroom lectures and other activities of the Department/College.

- iii. The Requisite Marks obtained by a student in a particular subject will be the criterion for promotion to the next Semester.
- iv. There shall be two written internal examinations, each of 1 hour duration and each of 20 marks, in a semester, out of which the '**Better One out of Two**' shall be taken for computation of marks under SIA.
- v. If a student failed to secure pass marks in the Mid Semester, he/she has to reappear in Mid & End Semester Examinations.
- vi. In case a student fails to secure pass marks in End Semester Examination, then he/she has to appear only in the End Semester Examination of the following session within the period of Upper Limit of Two Years and the Marks of the Mid Semester will be carried for the preparation of the result.
- vii. Students' final marks and the result will be based on the marks obtained in the Mid Semester and End Semester Examination taken together.
- viii. The pass marks in the programme will be 45% of the total marks obtained in each Core/ Elective/ Other Courses offered.
- ix. In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA** to clear the course. In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.
- x. Every candidate seeking to appear in the ESUE shall be issued an Admit Card by the University. **No candidate will be permitted to appear in the examination without a valid admit card.**
- xi. A candidate shall be permitted to proceed in the next Semester (2nd), **provided he/she has passed at least 3 courses out of 5 courses** in the respective semester in theory and practical/ project courses taken together.
- xii. A student will have to clear all his papers within a maximum of Two Years of duration to qualify for the degree.

However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

VALUE ADDED COURSES

- 1. The Value-added course will be of **2 credits** to be covered during the first semester.
- 2. There will be objective-type questions asked in the End Semester University Examination (ESUE).
- 3. There will be an OMR-based examination and the correct answer is to be marked by a black ballpoint pen only on the OMR sheet provided by the University.
- 4. For **50 Marks Examination**, the student will be provided **two hours** for marking their responses.
- 5. Students are not allowed to choose or repeat courses already undergone at the undergraduate level in the proposed major and minor streams.
- 6. The performance in this course will not influence the SGPA or CGPA of the PG Programme where the student is registered to obtain the Master's Degree. However, it will be mandatory to secure minimum pass marks in the course before exiting from the PG Programme.
- 7. If the student fails to secure the minimum pass marks in the Value-added course in the first semester, he may appear in the examination of the said course with the following batch of the next session.
- 8. The student may appear in the examination of the said course further if they could not clear the course in the following attempt, subject to the date of validation of the Registration.

The Regulations related to any concern not mentioned above shall be guided by the existing Regulations of the PG Curriculum of Ranchi University, Ranchi.

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COURSE STRUCTURE FOR ‘PG DIPLOMA/ COURSEWORK ONLY/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’

Table 1: Credit Framework for One Year Postgraduate Programme (PG) [Total Credits = 80]

Academic Level	Level of Courses	Semester	Coursework Level 400	Coursework Level 500	Research Preparedness	Research thesis/ Project/ Patent	Total Credits
YEAR 1							
Level 6.5	Coursework	III	---	4+4+4+4+4	---	---	20
		IV	---	4+4+4+4+4	---	---	20
OR							
Level 6.5	Coursework + Research	III	---	4+4+4+4+4	---	---	20
		IV	---	---	20		20
OR							
Level 6.5	Research	III	---	---	20	---	20
		IV	---	---	---	20	20
Total credits of P.G. Programme = 80							

Note: There is no ‘Exit’ allowed in the One-year PG Curriculum.

AIMS OF MASTER'S DEGREE PROGRAMME IN HISTORY

The aim of Master's degree programme in History is intended to provide:

1. The Programme aims to orient students towards historical studies that could cater to the needs and aspirations of the society and the country.
2. Apart from having separate special papers on the Ancient, Medieval and Modern periods of our great country, the MA Programme includes papers as history on the position of Women in successive phases of the past and the history of Environment in India to keep students updated and aligned with the recent trends in historiography.
3. To help groom the budding historians the Programme involves courses on the basics of Research Methodology along with Principles of History.
4. To have a comprehensive idea of regional history, the Programme has included courses on history of Jharkhand as well.

PROGRAMME LEARNING OUTCOMES

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

1. The learning outcomes for the NEP PG History programme include critically analyzing historical events and diverse interpretations, understanding major themes and developments in Indian and world history, and developing advanced skills in historical research and writing.
2. Students are expected to engage with interdisciplinary approaches, understand the social, political, economic, and cultural aspects of history, and apply historical knowledge to contemporary issues.
3. A key outcome is to cultivate critical thinking, analytical abilities, and a deeper appreciation for heritage and diversity.
4. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).
5. Promote the skills required like critical thinking and objective understanding for becoming a scientific historian.
6. Recognize their own multiple identities, experiences, and biases and how these affect their ability to perceive past.
7. Actively seek, evaluate, and, when appropriate, incorporate feedback.
8. Evaluate and reflect on their actions and modify as necessary

The Courses in the One-Year P.G. Programme and the Second year of the Two-Year P.G. Programme are Common.

Table 2: Semester-wise Course Code and Credit Points

Sem	Core, AE/ GE/ DC/ EC & Compulsory FC Courses				Examination Structure		
	Paper	Paper Code	Credit	Name of Paper	Mid Semester Evaluation (F.M.)	End Semester Evaluation (F.M.)	End Semester Practical/ Viva (F.M.)
I	Skill Enhancement Course	ECHIS301	4	Trends in History Writing	30	70	----
	Core Course	CCHIS302	4	Indian Knowledge System	30	70	----
	Core Course	CCHIS303	4	Western Political Thought	30	70	----
	Core Course	CCHIS304	4	Indian Social and Political Thoughts	30	70	----
	Core Course	CCHIS305	4	History of South India (Early age to 1700 A.D.)	30	70	----
II	Elective	ECHIS401	4	A. Administrative History of Ancient India/ B. Administrative History of Medieval India/ C. Administrative History of Modern India	30	70	----
	Elective	ECHIS402	4	A. Socio-Economic History of Ancient India/ B. Socio-Economic History of Medieval India/ C. Socio-Economic History of Modern India	30	70	----
	Core Course	CCHIS403	4	History of Art and Architecture in India	30	70	----
	Core Course	CCHIS404	4	Economic History of India	30	70	----
	PROJECT	PRHIS405	4	Dissertation/ Project Work	----	----	100

Note: **There is no 'Exit' allowed in the One-year PG Curriculum.**

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There **Marks Weightage of a Course:** Each non-practical/non-project course shall be of **100 marks** having two components: **70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University, and, 30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College.**

The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the Department/College. There shall be two written internal examinations, each of 1-hour duration and each of 20 marks, in a semester out of which the **‘Better One out of Two’** shall be taken for computation of marks under SIA.

In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA to clear the course.** In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.

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

There will be a uniform pattern of questions for mid semester examinations in all the courses and of all the programmes. There will be **two** groups of questions in 20 marks written examinations. **Group A is compulsory** and will contain five questions of **very short answer type** consisting of 1 mark each. **Group B will contain descriptive type five** questions of five marks each, out of which any three are to be answered. Department may conduct Sessional Internal Examinations in other format as per need of the course.

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 (ESUE):

A. (ESUE 70 marks):

There will be a uniform pattern of questions for all the courses and of all the programmes. There will be **two** groups of questions. **Group A is compulsory** and 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 six** questions of fifteen marks each, out of which any four are to be answered. The questions will be so framed that examinee could answer them within the stipulated time.

[**Note:** There may be subdivisions in each question asked in Theory Examinations]

B. (ESUE 100 marks):

Practical/ Project courses would also be of 100 marks but there **shall be no internal written examinations** of the type specified above. The total 100 marks will have two components: **70 marks for the practical ESUE and 20 marks for the Viva-voce examination** conducted during the ESUE to assess the applied and practical understanding of the student.

The written component of the project (**Project Report**) shall be of **70 marks and 20 marks will be for the Viva-voce examination** jointly conducted by an external examiner, appointed by the University, and the internal supervisor/guide.

10 marks will be assigned on cumulative assessment of examinee during the semester and will be awarded by the department/faculty concerned.

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FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS**Question format for 20 Marks:**

Subject/ Code		Exam Year
F.M. =20	Time=1Hr.	
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.		

Question format for 70 Marks:

Subject/ Code		Exam Year
F.M. =70	Time=3HrS.	
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]
<u>Group B</u>		
3.	[15]
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

SEMESTER I

I. SKILL ENHANCEMENT COURSE TRENDS IN HISTORY WRITING

[ECHIS301]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)

Course Objectives:

This course explores the changing concept of history adopted by historians. The course will acquaint the students with new approaches and advanced historical theory and techniques. The students will be exposed to recent trends in history. After the completion of this course students will be able to critically comprehend the new approaches adopted by historians to write history.

UNIT 1: Ancient Traditions of Historiography

- i. History, Ideology and Society
- ii. Greco – Roman Tradition
- iii. Traditional Chinese Historiography
- iv. Historiographical Traditions in Early India

UNIT 2: Medieval Tradition of Historiography

- i. Medieval Historiography - Western
- ii. Medieval Historiography – Arabic and Persian
- iii. Renaissance and Its Impact on History writing
- iv. Local History

UNIT 3: Approaches to History in Modern Times

- i. Positivist Traditions
- ii. Classical Marxist Approaches
- iii. Recent Marxist Trends
- iv. The Annales School of Historiography

UNIT 4: Themes in Indian Historiography

- i. Gender ii. Environment iii. Caste and Tribe
- iv. Peasantry and Working class

UNIT 5: Modern Theories in History Writing

- i. Von Ranke and the Berlin Revolution in History writing
- ii. Oswald Spengler and the Cyclical Theory of History
- iii. Arnold Joseph Toynbee and Challenges and Response Theory
- iv. Recent Historiography and Post-Modernism

Suggested Readings :

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

II. CORE COURSE INDIAN KNOWLEDGE SYSTEM

[CCHIS302]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100**Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objectives:**

1. To introduce students to the foundational principles and holistic worldview of Indian Knowledge Systems (IKS) in various domains.
2. To explore traditional Indian approaches to the living and non-living beings reflected through ancient texts and practices.
3. To familiarize learners with indigenous approach to scientific enquiry and the long tradition of trial and error.
4. To examine the role of Ayurveda and Yoga in maintenance of health and well being.
5. To promote comparative understanding between ancient Indian tradition and modern wisdom for sustainable and culturally-rooted scientific thinking.
6. To integrate IKS-based knowledge with NEP 2020 reforms, encouraging students to recognize its interdisciplinary applications and practical learning.

Course Learning Outcomes:

On successful completion of this course the students should be able to:

1. Understand the evolution of the Indian Knowledge Systems through successive ages.
2. Identify and probe into the significant IKS contributions in the domain of mathematics, astronomy and medicines.
3. Analyze ancient Indian methods in metallurgy, alchemy, and drug formulation.
4. Compare the traditional wisdom and modern scientific knowledge for sustainable solutions.
5. Documents the IKS-based principles for submitting them for scientific scrutiny and applications.

Course Content:**UNIT 1: Principles of Indian Knowledge System in History**

- i. Sources of Indian Knowledge System
- ii. Introduction to Indian Knowledge Systems
- iii. Concepts of *Panchamahabhutas*, and *Tridoshas*
- iv. Ancient Indian worldview in Buddhism
- v. Ancient Indian worldview in Jainism

UNIT 2: Indian astronomy

- i. Theoretical Contributions of Aryabhata,
- ii. Theoretical Contributions of Varahmihira,
- iii. Theoretical Contributions of Bhaskar I, and Bhaskar II
- iv. Kerala School of Astronomy

UNIT 3: Indian Medicine and Yoga

- i. Contributions of the Greater Triad (Charaka, Sushruta and Vagbhata)
- ii. Contributions of the Junior Triad (Sharngdhar, Bhava Mishra and Madhava)
- iii. Theory on preventive medicine
- iv. Focus on Yoga and meditation

UNIT 4: Development of Scientific Literature in India

- i. Contents on Science and technology in Vedic and Post Vedic literature
- ii. Classical texts *Surya Siddhanta*
- iii. Classical texts on Ayurveda: the texts of Charaka, Sushruta and Vagbhata

UNIT 5: Traditional Knowledge System of Jharkhand

- i. Traditional ideas and practices of statecraft
- ii. Tribal philosophy
- iii. Ethno-architectural practices
- iv. Tribal medicines

UNIT 6: Optional Modules for the Knowledge ExplorationModule A- Case Study Module **OR**Module B- Application of History of Science in field of Tourism **OR**

Module C- Scripts, Poetics and Science of Drama

UNIT 6-Module A: Case Study of Select 8 Locations in Jharkhand:

1. **Tanginath Dham (Gumla)**
 - a. Highlight: Ancient iron tangi (axe) that doesn't rust.
 - b. IKS Link: Tribal metallurgy, temple science, Vedic symbolism.
 2. **Asura sites in Gumla**
 - a. Highlight: Indigenous practice of iron-smelting
 - b. IKS Link: Ancient methods of setting furnace and molding Wootz steel
 3. **Maluti Temples (Dumka)**
 - a. Highlight: Cluster of 72 temples with terracotta art.
 - b. IKS Link: Art, architecture, historical water drainage system, tantric science.
 4. **Navratangarh Fort (Gumla)**
 - a. Highlight: Architectural blend of tribal and Mughal techniques.
 - b. IKS Link: Political science, defense architecture, resource management.
 5. **Itkhor (Chatra)**
 - a. Highlight: Confluence of Hinduism, Buddhism, Jainism.
 - b. IKS Link: Meditation science, spiritual tourism, rock inscriptions.
 6. **Hazaribagh Rock Art (Isko Village)**
 - a. Highlight: Prehistoric rock paintings.
 - b. IKS Link: Evolution of communication, art as early science, anthropology.
 7. **Palamu Forts (Betla National Park)**
 - a. Highlight: Ancient military architecture and water systems.
 - b. IKS Link: Traditional water conservation, strategic design.
 8. **Parasnath Hills (Giridih)**
 - a. Highlight: Jain pilgrimage site; ancient stone inscriptions.
 - b. IKS Link: Jain philosophy, early documentation techniques, nature-spiritual synergy.
-

OR**UNIT 6-Module B: Application of History of Science in field of Tourism**

1. Introduction to the historical sites related to ancient Indian scientific accomplishment: Konark, Meharauli, Brihadishwar, Madurai, and others
 2. Exploring technical expertise of the tribal communities: Asuras, Bhils (Zewar), and others.
 3. Continued practices of ancient wisdoms: *Panchakarma* Centres and Ayurveda wellness centres.
-

OR**UNIT 6-Module C: Scripts, Poetics and Science of Drama**

1. Uniqueness of the traditional Indian science of scripts, poetics and Nāṭyaśāstra
 2. Development of Devanagari and its scientific base
 3. Nāṭyaśāstra of Bharata
 4. Contribution of Abhinava Gupta
-

Reference Books:

1. Abhyankar, K. D. 2000, *Astronomy in India: A Perspective*. Hyderabad: Universities Press.
2. Aryabhata, , 1930, *The Aryabhatiya of Aryabhata: An Ancient Indian Work on Mathematics and Astronomy*. Translated by Walter Eugene Clark. Chicago: University of Chicago Press
3. Basham, A. L., 1954, *The Wonder That Was India*. New Delhi: Rupa Publications.
4. *Bhāskara II or Lilavati of Bhaskara*, Translated by T. S. Kuppanna Sastri, 1963, Bombay: Government of India Press.
5. *Brahmagupta. Brahmasphutasiddhanta*, Translated and edited in part by Henry Thomas Colebrooke. 1817, In *Algebra*, with Arithmetic and Mensuration, from the Sanscrit of Brahmagupta and Bhāscara. London: John Murray
6. Bryant, Edwin F. 2009. *The Yoga Sūtras of Patañjali: A New Edition, Translation, and Commentary*. New York: North Point Press,
7. Dash, Bhagwan, and Lalitesh Kashyap, , 1983. *Charaka Samhita: Sutrasthana*. Varanasi: Chowkhamba Sanskrit Series.
8. Georg. 1998. *The Yoga Tradition: Its History, Literature, Philosophy and Practice*. Prescott, AZ: Hohm Press,
9. Hayashi, Takao, 1995, *The Bakhshali Manuscript: An Ancient Indian Mathematical Treatise*. Groningen: Egbert Forsten.
10. Joseph, George Gheverghese, 2000, *The Crest of the Peacock: Non-European Roots of Mathematics*. Princeton: Princeton University Press
11. Kaye, G. R. 1915, *The Astronomy of the Hindus*. Calcutta: Superintendent of Government Printing,
12. Meulenbeld, G. J. A *History of Indian Medical Literature*. Groningen: Egbert Forsten, 1999–2002.
13. Plofker, Kim, 2009. *Mathematics in India*. Princeton: Princeton University Press
14. Sarma, K. V. A , 1972, *History of the Kerala School of Hindu Astronomy*. Hoshiarpur: Vishveshvaranand Institute, Panjab University

15. Sharma, R. K., and Bhagwan Dash. *Caraka Samhita* (Text with English Translation &.
16. Staal, Frits. , 2008, *Discovering the Vedas, Origins, Mantras, Rituals, Insights*. New Delhi: Penguin Books India.
17. *Varāhamihira's Brhat Samhita*, 1981. Translated by M. Ramakrishna Bhat. Delhi: Motilal Banarsidass
18. Wujastyk, Dominik., 2003, *The Roots of Ayurveda: Selections from Sanskrit Medical Writings*. London: Penguin Books
19. Zysk, Kenneth G. *Asceticism and Healing in Ancient India: Medicine in the Buddhist Monastery*. Oxford: Oxford University Press, 1991.

Suggested readings for UNIT 5 Traditional Knowledge System of Jharkhand

20. Bairathi, Shashi, 1991, *Tribal Culture and Economy and Health*, Delhi: Rawat Publications
21. Bhagwan Das, *Adi Dharma: Origin and Development*
22. Bodding, P O *Santal Medicine*
23. Jha, Ajay Kumar, *Identity, Development and Culture: The Tribal Communities of Jharkhand*
24. Kesri, B.P. झारखंड की सांस्कृतिक विरासत
25. Majumdar, D.N. *Culture and Integration of Indian Tribes*
26. Munda, Ram Dayal झारखंड के लोकगीत और लोकनाट्य
27. Nadeem Hasnain, *Tribal Society in India*
28. Oraon, Ramesh, *Jharkhand ke Adivasi: Sanskriti aur Asmita*
29. Oraon, Rameshwar सरना धर्म: एक अध्ययन
30. Paul, Sudhir (Ed.) 2019, *Jharkhand Encyclopedia* Vol. 3, Delhi: Vani Prakashan
31. Putul, , *Nirmala Adivasi Sanskriti aur Sahitya*
32. Rakshit, H. K. *Santal: A Study in Cultural Change*
33. Roy, S C, 2003 (reprint), *The Mundas and their Country*, Ranchi: Crown Pub.
34. Roy, S C, 21937, *The Oraons of Chotanagpur*, Ranchi: Crown Pub., Reprint
35. Sahaya, Raj, 2017, *Adim Munda and Unaka Desh*, Jamshedpur, A W Society
36. Singh, Sunil Kumar, 2014, *Santhal Toppo, Fr. Victor. Oral Traditions and Adivasi Identity in Jharkhand. Jharkhand Journal of Development and Management Studies.*
37. Vidyarthi, Lalita Prasad, *The Tribal Culture of India*
38. Virginius Xaxa / Nandini Sundar *Jharkhand Encounters: A Cultural and Political Study*
39. Xaxa, Virginius. Tribes as Indigenous People of India. *Economic and Political Weekly*, 1999.

Suggested readings for UNIT 5I B: Application of History of Science in field of Tourism

1. IGNC – *Indian Cultural Heritage Studies*
2. Kapil Kapoor – *Text and Interpretation in Indian Traditions*
3. Michel Danino – *The Lost River & Indian Roots of Science*
4. Dharampal – *Indian Science & Technology in the 18th Century*
5. Subhash Kak – *The Astronomical Code of the Rgveda*
6. Ministry of Tribal Affairs – *Tribal Culture and Practices*
7. Jharkhand Tourism Board – *Heritage and Culture Booklets*
8. Prof. R. Balasubramaniam – *Studies on Iron and Metallurgy in Ancient India*
9. ASI (Eastern Circle) Reports – *Jharkhand Archaeological Survey*
10. IKS Division, AICTE – *Field Visit Guidelines and Learning Tools*

Suggested readings for UNIT 5I C: Scripts, Poetics and Science of Drama

1. Daniel Ingalls – *An Anthology of Sanskrit Court Poetry*
2. Daniels, Peter T., and William Bright (Eds.), 1996. *The World's Writing Systems*, Oxford University Press
3. Gnoli, G. – *The Aesthetic Experience According to Abhinavagupta*
4. K. Krishnamoorthy – *Essays in Sanskrit Criticism*
5. Kapila Vatsyayan – *Bharata: The Nāṭyaśāstra*
6. Krishna Raghavan – *Poetics of Bharata and Abhinavagupta*
7. Masica, Colin P. 1991. *The Indo-Aryan Languages*, Cambridge University Press
8. Pandey, Raj Kumar. 2005, *Devnagari Lipi ka Vaigyanik Adhyayan* (Hindi), Delhi: Vani Prakashan.
9. S.K. De – *History of Sanskrit Poetics* (2 Vols.)
10. Salomon, Richard. 1998. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*, Oxford University Press,
11. Sheldon Pollock – *A Rasa Reader: Classical Indian Aesthetics*
12. Tiwari, Bholanath, 1977, *Hindi Bhasha ka Itihas*, Prayagraj, Lokbharati Prakashan.
13. भरतमुनि का नाट्यशास्त्र, V. P. Sharma, Hindi translation, Varanasi: Chowkhamba
14. नाट्यशास्त्र का समीक्षात्मक अध्ययन, Dr. Nagendra, 1979,
15. भारतीय नाट्यशास्त्र: एक परिचय, Dr. Vishwa Nath Tripathi
16. नाट्यशास्त्र और अभिनय दर्पण, Dr. Kapila Vatsyayan

III. CORE COURSE WESTERN POLITICAL THOUGHT

[CCHIS303]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Learning Outcomes;

The paper undertakes a survey of western political theories since ancient times and includes Greek philosophical traditions represented by Aristotle and Plato to modern times.

UNIT 1: Ancient Thinkers

- a) Significance of Western Political Thought
- b) Plato
- c) Aristotle
- d) St Augustine

UNIT 2: Concepts of Social Contracts

- a) Hobbes – Nature of the State and Sovereignty
- b) Locke – Natural Rights
- c) Locke – Theory of Government
- d) Rousseau – Social contract theory

UNIT 3: Medieval Political Philosophy

- a) St. Thomas Aquinos
- b) Machiavelli – Statecraft in ‘The Prince’
- c) Political Philosophy of Machiavelli
- d) Montesquieu – Separation of Power

UNIT 4: Modern Political Philosophy

- a) Bentham’s Utilitarianism
- b) J.S Mill’s On Liberty
- c) Fedrick Hegel’s views on State
- d) Immanuel Kant

UNIT 5: Socialist Political Thought

- a) Charles Fourier
- b) Karl Marx
- c) Edmund Burke
- d) Lenin

Suggested Readings:

1. Sharma, S.K., and Sharma, Urmila, 2003 Western Political Thought–Form Plato to Burke, Atlantic Publishers.
2. Coleman, Janet, 2000 A History of Political Thought, New Delhi, Wiley– Black Well Publishers.
3. Wolff, Jonathan, 2006, An Introduction to Political Philosophy, New Delhi, OUP Oxford Publishers.
4. Shields, Christopher, 2007 Aristotle, New York, Rutledge Publishers.
5. Francis W.Coker: 1966 Recent Political Thought, Calcutta, The World Press.
6. Chester C.Maxey: 1961 Political Philosophers, New York, MacMillan.
7. Kenny,A. 1994, A History of Western Philosophy, Oxford, Blackwell.
8. Leach. R,British, 1991, Political Ideologies, New York,
9. Pantheon. Lessnoff, M.H. 1999, Political Philosophers of the Twentieth Century, Oxford, Basil Blackwell
10. Russell,B., 1961, History of Western Philosophy, London, Allen & Unwin.
11. Sinclair,T.A., 1951, A History of Greek Political Thought, London, Routledge.
12. B.Parekh, 1982, Contemporary Political Thinkers, Oxford,
13. Martin Robertson. M.J.Rendell, 1978, An Introduction to Political Thought, London,
14. Sidgwick & Jackson. Mulford Q.Sibley, 1970, Political Ideas and Ideologies: A History of Political Thought, New York, Harper & Row.
15. Pukhraj Jain, Pramukh Rajniteek Bicharak, Sahitya Bhawan, Agra
16. Prabhudutt Sharma, Adhunik Rajnitik Vicharon ka Itihaas.

IV. CORE COURSE

[CCHIS304]

INDIAN SOCIAL AND POLITICAL THOUGHTS

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objective:

The purpose of this course is to familiarize the students with the history of ideas in modern India. It will enable them to relate the development of ideas with the concrete economic political and social soil in which these ideas had germinated and matured.

UNIT 1: Indian Social and Political Thoughts

- i. Pre – modern Social – religious and Political Thoughts Kautilya , Shukra , Brihaspati , Kabir
- ii. Salient features of Political thoughts in modern India
- iii. Orientalist Discourse
- iv. Early Nationalist Response – Bankim Chandra Chattopadhyaya and Jyotiba Phule

UNIT 2: Political – religious thoughts

- i. Hinduism – Vivekananda, Arbindo
- ii. Hindutva – Golwalkar, Savarkar
- iii. Muslim Thoughts – Saiyad Ahmed, M.A Jinnah

UNIT 3: Modern Political Thinkers

- i. Rabindra Nath Tagore
- ii. Mohan Das Karamchand Gandhi
- iii. Jawahar Lal Nehru
- iv. Bhim Rao Ambedkar

UNIT 4: Communist and Socialist Thoughts

- i. M.N Roy
- ii. E.M.S Namboodharipad
- iii. Jay Prakash Narayan
- iv. Lohia

UNIT 5: Nation and Identity Concerns

- i. Kazi Nazrul Islam
- ii. R.S Naikar
- iii. Pandit Rama Bai
- iv. Jaipal Singh Munda

Suggested Readings:

1. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
2. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
3. Chakrabarty Bidyut & Pandey, Kumar, Rajendra, Modern Indian Political Thought, New Delhi, SAGE Publications India Pvt Ltd, 2009.
4. Datta, Amlan, Beyond Socialism, Bombay, Popular Prakashan, 1993.
5. Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996
6. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
7. Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics 1920 1948, Calcutta, Minerva Publications, 1984.
8. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.
9. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.
10. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.
11. Jayaraman, P. Swami Vivekananda. The Prophet of India. U.S.A: Bharatiya Vidya Bhavan, 2002.
12. Mohit Kumar Lal, Lohiabadi Darshan ki Prasangika, Jhrakhand Vishwavidyalaya Prakashan, 2024.

V. CORE COURSE

[CCHIS305]

HISTORY OF SOUTH INDIA (EARLY AGE TO 1700 A.D.)**Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE :28) = 45****(Credits: Theory-04, 60 Hours)****Course Objective:**

This course aims to provide a comprehensive understanding of the political, social, cultural and economic history of South India from early historic period up to the early modern era. Through the study of the dynasties, religious movements, regional cultures and historical processes, students will explore the unique developments that shaped South India before the advent of full colonial control.

UNIT 1: Background.

- i. Palaeolithic Culture
- ii. Neolithic Culture
- iii. Megalithic South India
- iv. Social Formation and Emergence of State in South.

UNIT 2: Satvahanas and the Sangam Age.

- i. Social Life
- ii. Cultural Activities
- iii. Trade and Commerce
- iv. Religious Life

UNIT 3: Early Medieval South.

- i. New type of State
- ii. Agrarian Development
- iii. Capitals and Temples
- iv. Bhakti movement: Synthesis of Southern and Northern Traditions

UNIT 4: Emergence of Centralized States (800-1200CE).

- i. The Cholas and state power
- ii. Religion and Society
- iii. Emergence of Regional Languages
- iv. Maritime Trade

UNIT 5: The Vijayanagara and Bahamani Empires

- i. Polity
- ii. Agrarian Development
- iii. Cultural Development
- iv. Trade with European Companies

Suggested Readings:

1. Noboru Karashima, A Concise History of South India, New Delhi, 2014.
 2. George Michell, The New Cambridge History of India Architecture and art of South India, Cambridge, 1995.
 3. Kesavan Veluthat, The Political Structure of Early Medieval South India, (1993), New Delhi, 2012.
 4. M.G.S. Narayanan and Kesavan Veluthat, 'The Bhakti Movement in South India'
 5. D.N. Jha, ed., Feudal Social formation in Early India, New Delhi, 1987.
 6. Noboru Karashima,, A Concise History of South India, New Delhi, 2014.
 7. R. Champakalakshmi, Religion Tradition and Ideology: Pre-Colonial South India, New Delhi, 2011.
 8. Ranjeeta Dutta, From Hagiographies to Biographies, New Delhi, 2014.
 9. Y. Subbarayalu, South India under the Cholas, New Delhi 2012
 10. Neelkanth Shashtri, Dakshin Bharat Ka Itihas
-

SEMESTER II

I. ELECTIVE COURSE-A

[ECHIS401A]

ADMINISTRATIVE HISTORY OF ANCIENT INDIA

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100	Pass Marks: (MSE: 17 + ESE: 28) = 45
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(Credits: Theory-04, 60 Hours)

Course Objective:

Any system of administration needs some background, inspirations and guidance from the practice of the yore. Whatever administrative infrastructure has evolved around us should not remain unconnected with past practices. In term of evolving the human resource structure, planning tax regime and setting institutional framework an outlook of Ancient Indian History may prove rewarding. This course may equip the students with an idea of the functioning of administrative institutions and the human resources attached to them.

UNIT 1: Origin and functions of state:

- i. Sources of ancient Indian administrative history
- ii. Origin of State: Divine Theory
- iii. Origin of State: Social-Contract Theory
- iv. Aims and functions of State

UNIT 2: Vedic Polity

- i. Vidath
- ii. Sabha and Samiti
- iii. Vedic Administration
- iv. Coronation

UNIT 3: Administration Under Republic and Kingship:

- i. Lichchivi Administration
- ii. Mauryan Regime: Central Administration
- iii. Mauryan Regime: Provincial Administration
- iv. Gupta Administration

UNIT 4: Post Gupta Administration and Inter State Institution:

- i. Harsha Administration
- ii. Chola Administration
- iii. Saptang Theory of Kautilya and Sadgunya
- iv. Char-Vyavastha

UNIT 5: Institutional Growth:

- i. Matri Parishad
- ii. Judicial system
- iii. Village Administration
- iv. Guild System

Suggested Readings:

1. Nilakanta Sastri, K. A. et al. (eds), A Comprehensive History of India, Calcutta, 1957.
2. Smith, V. A., (ed.), The Oxford History of India, Oxford, 1919; 3rd rev. edn, Oxford, 1958.
3. Basham, A. L. (ed.), A Cultural History of India, Oxford, 1975.
4. Rajkumar, Lichchavi Ganarajya
5. Agrawal, A., Rise and Fall of the Imperial Guptas, Delhi, 1989.
6. Chhabra, B. C., et al. (eds.), Reappraising Gupta History for S.R. Goyal, New Delhi, 1992.
7. Goyal, S. R., A History of the Imperial Guptas, Allahabad, 1967.
8. Gupta, P. L., The Imperial Guptas, 2 vols, Varanasi, 1974-9.
9. Maity, S. K., The Imperial Guptas and their Times, c. AD 300-550, Delhi, 1975.
10. Majumdar, R. C. and A. S. Altekar (eds.), The Vakataka-Gupta Age (c. AD 200 to 550), 2nd edn, Benares, 1954.
11. Smith, B. L., Essays on Gupta Culture, New Delhi, 1983.
12. F. E. Pargitar, Ancient Indian Historical Tradition, Moti Lal Banarasidas, Delhi
13. F. E. Pargitar, The Purana Text of the Dynasties of the Kali Age, Motilal Banarasidas, Delhi
14. P. V. Kane, History of Dharmashastra, V Vols. Bhandarkar Oriental Research Institute,
15. U. N. Ghoshal, A History of Indian Political Ideas, Oxford Univ. Press, Bombay
16. A. S. Altekar, State and Government in Ancient India, Moti Lal Banarasidas, Delhi 1996
17. K. P. Jayaswal, Hindu Polity: A Constitutional History of India in Hindu Times, 2 Parts, Eastern Book House, Patna, 1988
18. Radha Krishna Choudhury, Pracheen Bhartiya Rajniti Aur Shasan, Bharti Bhawan, Patna
19. Parmatma Sharan, Pracheen Bharat Mein Rajnitik Vichar evam Sansthayen
20. R. S. Sharma, Prachin Bhartiya Rajnitik Vichar evam Sansthayen

ADMINISTRATIVE HISTORY OF MEDIEVAL INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Learning Outcome:**

While the development of the modern period, administration shaped our own day's polity and administration, the development of the medieval period in Field of sorority and economy had an influence on our own dup Jay's 's social framework and economy.

Therefore, it is significant to explore the nuances of development the society witnessed during the medieval period. The present paper aims to equip the learner students with the basis. knowledge on the social and economic developments surfacing during the medieval period in India.

UNIT 1: Administration of Sultanate Period

- i. Powers and Functions of Khalifa, Sultan
- ii. Central Administration - Council of Ministers
- iii. Military Administration, Revenue Administration
- iv. Judicial System, Nature of State

UNIT 2: Regional Administration

- i. Vijay Nagar Empire - Central Administration
- ii. Provincial Administration of Vijay Nagar
- iii. Local Administration of Vijay Nagar
- iv. Bahamani Administration - Central and Provincial

UNIT 3: Afghan - Mughal Administration

- i. Administration of Shershah-Central Administration, Revenue Admin and Provincial Administration
- ii. Mughal Administration - Padshah, Council of Ministers.
- iii. Military Administration and Judicial System of Mughals
- iv. Revenue Administration of Mughals

UNIT 4: Mughal Administrative System

- i. Provincial Administration
- ii. Jagirdari System, Zamindars
- iii. Mansabdri System
- iv. Local Administration

UNIT 5: Maratha Administration

- i. Central Administration
- ii. Revenue Administration
- iii. Military Administration

Books Recommended:

1. R. P. Tripathi, Some Aspects of Muslim Administration
2. GS. Sardesai, Rise of the Maratha Power
3. Mohamad Habib & Khalil Ahmad Nizami, Delhi Sultanate, Bhag 1-4 (In Hindi)
4. J. L. Mehta, Madhyakalin Bharat Ka Brihat Itihas, Bhag 1-3 (In Hindi)
5. Irfan Habib (ed.) Madhyakalin Bharat, Bhag 1-4 (In Hindi)
6. H. Qureshi, The Administration of Delhi Sultanate, Lahore, 1944
7. M. B. Ahamad, The Administration of Justice in Medieval India, Aligarh, 1941
8. U. N. Dey, Administrative System of Delhi Sultanate
9. D.N. Ojha, Aristocracy in Medieval India, Orient Publication, New Delhi, 1998

OR ELECTIVE COURSE-C

[ECHIS401C]

ADMINISTRATIVE HISTORY OF MODERN INDIA

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives & Learning Outcome:

The student will learn new India's governance evolved from British East India Company's rise to power to the impact on society and the subsequent development of its administrative system to the establishment of the Indian constitution.

UNIT 1: Administrative Policy of East India Company

- i. Early Administration of East India Company – Dual Govt. of Clive
- ii. Administrative Reforms of Warren Hastings
- iii. Administrative Reforms of Cornwallis – Separation of Judiciary and executive
- iv. Imperialist Policies of British Govt. Subsidiary Alliance, Doctrine of Lapse

UNIT 2: Growth of Administrative Structure

- i. Police
- ii. Law and Justice
- iii. Civil Services
- iv. Land Revenue Administration

UNIT 3: Change during the Crown Period

- i. Declaration of the British Crown and its impact on Indian Administration
- ii. Administrative Changes by Lord Lytton
- iii. Administrative Changes by Lord Ripon
- iv. Administration of Princely states – Paramountcy

UNIT 4: Constitutional Growth and Administrative Changes

- i. Regulating Act of 1773 and Pitts India Act
- ii. Rise of Utilitarian Ideology and Administrative Changes – Charter Act of 1813 and 1833
- iii. Policy of Gradual Political reforms -Acts of 1892 and 1909
- iv. Beginning of representative Government and electoral politics 1919, 1935

UNIT 5: Local Self Government

- i. District Boards
- ii. Municipalities
- iii. Village Administration – Panchayati Raj

Suggested Readings:

1. P. Lawson: The East India Company: A history, Longman, London, 1993
2. B.B. Mishra: The Central Administration of East India Company, 1773-1834, Manchester University Press, 1959.
3. B.B. Mishra: The Bureaucracy in India: A Historic Analysis of Development Up to 1947, OUP, Delhi, 1977.
4. J. N. Sarkar, A Study of 18th Century India, Vol-1, Saraswat Library, Calcutta, 1976.
5. P. Spear, The Oxford History of Modern India 1740-1747, Calerandom Press, Oxford.
6. Bipan Chandra, Modern India, New Delhi, 1977.
7. H.H. Dodwell (ed), Cambridge Shorter History of India Vol-5&6, 1958.
8. Bipin Bihari Sinha, Adhunik Bharat ka Itihas, Anupam Prakashan, Patna, 1993 (In Hindi)
9. R.L. Shukla, Adhunik Bharat ka Itihas, Delhi University, 1990 (in Hindi).
10. Shekhar Bandhopadhyay, Plassey se Wibhajan tak, Orient Longman, Delhi, 2007 (In Hindi)
11. Shekhar Bhandhopadhyay, From plassey to Partition, Orient Longman, Delhi, 2007 (In Hindi)
12. R. C. Majumdar, British Paramountcy and Indian Renaissance.

II. ELECTIVE COURSE-A

[ECHIS402A]

SOCIO-ECONOMIC HISTORY OF ANCIENT INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objective:**

No society in the world would be probably as much influenced as is our Indian society. Most of the social institutions and habits in vogue today have a direct link to our ancient traditions. Similarly, the economic infrastructure of the day has been influenced by the economic and commercial practices of the past. Hence this course is a relevant exercise in matter of historical studies. It is felt that through this course, students would be able to unwind the nuances of social and economic systems ancient India and thus be able to appreciate and evaluate practices of the day.

UNIT 1: Ancient Indian Society:

- i. Sources of ancient Indian Social History
- ii. Varna System
- iii. Caste System

UNIT 2: Social Institutions:

- i. Ashram System
- ii. Sanskar and Marriage
- iii. Education: Nature and Aims
- iv. Education Centres: Taxshila and Nalanda

UNIT 3: Indian Economy upto Gupta Period:

- i. Vedic Economy
- ii. Pre-Mauryan Age Economy
- iii. Mauryan and Shunga Economy
- iv. Gupta Economy

UNIT 4: Economic System

- i. Principles of Taxation
- ii. Income and Expenditure
- iii. Ownership of Land
- iv. Banking System

UNIT 5: Trade and Commerce:

- i. Internal Trade
- ii. Foreign Trade
- iii. Trade Routes
- iv. Exchange and Coins

Suggested Readings:

1. R.S Sharma, Material Culture and Social Formation in Ancient India, Macmillan, Delhi, 1983 (Also in Hindi)
2. D. N. Jha, Ancient India in Historical Outline, Manohar, New Delhi, 1998
3. D.D Kosambi, The Culture and Civilization Ancient India in Historical Outline, 4th ed. Vikas Pub., New Delhi, 1967
4. Julius Jolly, Hindu Law and Customs, Bharatiya Pub. House, Varanasi, 1975
5. A.S. Altekar, Position of Women in Hindu Civilization, Motilal Banarasidas, Delhi, 1965
6. Romila Thapar, Ancient Indian Social History, Orient Longman, Hyderabad, 1978
7. Jaishankar Mishra, Pracheen Bharat Ka Itihas, Bihar Hindi Granth Academy, Patna (in Hindi)
8. Om Prakash, Pracheen Bharatiya Samaj Evam Aarthvyavastha, Motilal Banarasidas, Delhi (in Hindi)
9. Shivrup Sahay, Pracheen Bharat Ka Samajik Evam Aarthik Itihas, Motilal Banarasidas, Delhi (in Hindi)
10. P. V. Kane, Dharmastra Ka Itihas, (In 5 Parts), Bhandarkar Research Institute, Pune, 1968-77
11. Kailash Chandra Jain, Pracheen Bhartiya Samajik Evam Aarthik Sansthyew, Madhya Pradesh, Delhi Granth Academy, Bhopal (in Hindi)
12. P.N. Banerjee, A Study of Indian Economy P.N. Banerjee, A History of Indian Taxation
13. S. K. Das, Economic History of India S. G. A. Hussain, Economic History of Ancient India
14. M. A. Buck, Economic Life in Ancient India H. P. Chhakra, Trade and Commerce in Ancient India
15. M. P. Charls Worth, Roman Trade with India

16. Balram Srivastava, Trade and Commerce in Ancient India
 17. N. R. Banerjee, The Iron Age in India, Munshiram Manoharlal, New Delhi 1965
 18. G. L. Adhya, Early Indian Economics; Studies in Economic Life of Northern and Western India (C200 B.C. – 300 A.D.)
 19. Radhakrishna Chaudhary, Ashok Kumar, Pracheen Bharat Ka Aarthik Itihas, Janki Prakashan, Patna (in Hindi)
 20. Krishna Dutt Bajpai, Bhartiya Vyapaar Ka Itihas, Mathura (In Hindi)
 21. Sri Ram Goyal, Vedic Aur Janpadyugin Bharat, Meghna Prakashan, Jodhpur (In Hindi)
 22. Shashi Anand, Maurya Kal Me Vitiye Vyavastha, Classical Pub., New Delhi (In Hindi)
 23. R. S. Sharma, Pracheen Bharat Ka Aarthik Avam Samajik Itihas, Delhi University (In Hindi)
 24. O. K. Gupta, Pracheen Bharat Me Vyapar, Vishwabharti, 2004 (In Hindi)
 25. B. P. Sahu, Iron and Social Change in Early India, OUP, N. Delhi, 2007
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OR ELECTIVE COURSE-B

[ECHIS402B]

SOCIO-ECONOMIC HISTORY OF MEDIEVAL INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Learning Outcome:**

Medieval Indian history covers a significant gap between the ancient and modern words. The period was marked by several changes in the polity and administrative structures of the country. The present paper intends to enlighten the students about the continued legacy in turns of India's administrative history of the antiquity. and the changes introduced during this period. It is believed that without understanding the development of the medieval ages, it would be improper to comprehend the administrative history of the modu period. Hence, this paper is aimed to address this important gap.

UNIT 1: Economic Issues

- i. Land System, Ownership of land, Agrarian Class
- ii. Agrarian Relation, Technique and Production
- iii. Iqta System
- iv. Village Economy

UNIT 2 : Trade and Commerce:

- i. Inland and Maritime
- ii. Inland and Maritime trade under Vijayanagar Empire
- iii. Inland and Maritime trade under Bahmani Kingdon
- iv. Inland and Foreign trade under Great Mughals

UNIT 3: Growth of Cities and Towns under the Medieval Period:

- i. Karkhana and Industries under the Sultanate Period, Vijayanagar Empire
- ii. Growth of Cities and Towns under the Great Mughals
- iii. Karkhanas and Industries under the Great Mughals
- iv. Coins and Guild systems in medieval period

UNIT 4: Social Structure during Sultanate Period

- i. Hindu Society
- ii. Muslim Society
- iii. Bhakti Movement and Sufi Cult
- iv. Village Community

UNIT 5: Social Structure during Mughal Period

- i. Social Structure and Mobility
- ii. Hindu Society
- iii. Muslim Society
- iv. Bhakti and Sufi Cult

Books Recommended:

1. Irfan Habib, Agrarian System in Mughal India
2. J. L. Metha, Advanced Study in History of Medieval India
3. W. H. Moreland, The Agrarian System of Moslem India
4. P. N. Ojha, Aspects of Medieval India Society and Culture
5. P. N. Ojha, North India Social Life During the Mughal Period
6. Vijay Kr. Thakur, Towns in Pre-Modern India
7. Satish Chandra, History of Medieval India
8. K.L. Khurana, Medieval India
9. K. M. Ashraf, Hindustan Ke Niwasiyo Ka Jeevan Aur Unki Paristhitiyan(In Hindi)
10. Akhilesh Jayaswal, Madyakalin Bharat Ka Itihas (In Hindi)
11. Radhe Sharan, Madyakalin Bharat Ka Samajik Aur Aarthik Itihas (In Hindi) W. H. Morland, Akbar Se Aurangjeb Tak, (Tran.) K.K.Triwedi (In Hindi)
12. R. K. Saxena, Madhyakalin Itihas Ke Arthik Pahlloo, Jaipur (In Hindi)
13. R. K. Paruthi, Madhyakalin Itihas Ke Arthik Pahlloo, Delhi (In Hindi)
14. Satish Chandra, Essays On Medieval Indian History, OUP
15. P. N. Chopra, Society and Culture During The Mughal Age
16. Tara Chand, Influence of Islam on Indian Culture
17. Satish Chandra, Medieval Indian Society

18. Fergusson, History of Indian and Eastern Architecture
 19. Percy Brown, Indian Architecture
 20. B. W. Lunia, Evaluation of Indian Culture
 21. John Marshall, Monuments of Muslim India
 22. Z. A. Desai, Indo Muslim Architecture
 23. Sayed Abdul Latif, (ed.), Cultural History of India
 24. Yusuf Hussain, Glimpses of Medieval Indian Culture
 25. Mohammad Yasin, A Social History of Islamic India
 26. Ishwari Pasad, A Short History of Muslim India
 27. J. N. Sarkar, Studies in Mughal Empire
 28. B. P. Saxena, History of Shahjahan of Delhi
 29. Woolsley Haig (ed.), Cambridge History of India, Vol. IV - V
 30. Rizvi, The Wonder that was India
 31. Harishchandra Verma, Madhya Kalin Bharat ka Itihas, Part 1-2 (In Hindi)
 32. A. L. Srivastava, Madhya Kalin Bharat ka Samaaj Evam Sanskriti (In Hindi)
 33. S. K. De, Early History of the Vaishnava Faith and Monument in Bengal
 34. R. Sewell, A Forgotten Empire
 35. Geeta Ojha, Inland and Foreign Trade of India during Mughal Period (1526-1707 A.D.)
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OR ELECTIVE COURSE-C

[ECHIS402C]

SOCIO-ECONOMIC HISTORY OF MODERN INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course Objective and Learning Outcome:**

It will make students understand the interplay between social structures and economic development during the colonial period i.e. 18th C to mid- 20th C. They will learn that the rise of new classes and social movements were influenced by economic factors and colonial policies. It will teach how India's economy was subjected to the needs of British empire and other European needs.

UNIT 1 - British Understanding of Indian Society

- i. Evangelical and Utilitarian Theory
- ii. Social Policies of British Govt. and its impact on Indian Society
- iii. Education – Modern and Indigenous
- iv. Press and Publication

UNIT 2- Emergence of Social Classes during the Colonial Period

- i. Rise of Middle Class
- ii. Caste movements and emerging classes
- iii. Depressed Classes
- iv. Rise of Indian Proletariat and Trade Union Movements

UNIT 3 – Rural Economy

- i. Land Revenue systems – Permanent Settlement, Ryotwari , Mahalwari
- ii. Bengal Rent Act of 1859 and 1885
- iii. Emergence of Rural Classes - Land lords , Landless Peasants , bonded labour
- iv. Commercialization of Agriculture, History of Famine

UNIT 4 – Industry

- i. Deindustrialization
- ii. Impact of railway on Indian Economy
- iii. Drain Theory
- iv. Colonial State and nature of Indian Economy

UNIT 5 – Economic Development

- i. Growth of Capital and rise of Indian Capitalist Class
- ii. Growth of Modern Industries – Iron & Textile
- iii. Population Trends
- iv. National Income

Suggested Readings:

1. M. N. Srinivas, Social Changes in Modern India, Burkley, 1969, (Also in Hindi)
2. B. B. Mishra, The Indian Middle Class : their Growth and Modernization, London, 1961
3. A. R. Desai, Social Background of Indian Nationalism, Popular Prakashan, 2000 (Also in Hindi)
4. J. N. Farquhar, Modern Religious Movement in India
5. S. M. Michael, Dalit and Modern India
6. D. K. Sharan, Schedule Caste in the Freedom Struggle in Eastern India, Classical, New Delhi, 1999
7. R. C. Majumdar (ed), British Paramountcy and Indian Renaissance
8. Rajani Kothari, Caste in Indian Polity
9. C. H. Heim Sath, Indian Nationalism and Hindu Social Reform
10. Y. P. Chhibber, from Caste to Class : Study of the Indian Middle Class
11. Manas Kumar Santra, Land Revenue Administration in Bengal Under British Rule, 1765...- 1820, Sharada Publishing House

III. CORE COURSE

[CCHIS403]

HISTORY OF ART AND ARCHITECTURE IN INDIA**Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100****Pass Marks: (MSE: 17 + ESE: 28) = 45****(Credits: Theory-04, 60 Hours)****Course objectives and learning outcome:**

The primary objective of the "History of Art and Architecture in India" course is to provide students with a comprehensive understanding of the evolution, diversity, and cultural significance of Indian art and architectural traditions from ancient to modern times. It will enable critical evaluation of the continuity and change in Indian art and architecture, highlighting their role as mediums of cultural expression. Upon successful completion of the course, students will be able to identify and recall significant art and architectural styles, periods, and examples from various regions of India and comprehend the historical, cultural, and religious contexts that influenced the development of Indian art and architecture. It will further enable them to appreciate the impact of Indian art and architecture on global perceptions and they will be able to utilize art and architectural evidence as historical sources for understanding broader social, economic, and cultural processes.

Course Content:**UNIT 1: Indian Architecture**

- i. Harappan Architecture
- ii. Buddhist Architecture
- iii. Gupta Architecture
- iv. Indo-Islamic Architecture

UNIT 2: Sculptures in India

- i. Mathura Style
- ii. Gandhara Style
- iii. Amravati Style
- iv. Chola Style / Maurya and Post Maurya

UNIT 3: Indian Paintings

- i. Pre Historic cave Paintings
- ii. Mural Paintings in Ancient India
- iii. Miniature Paintings of Medieval Period
- iv. Different forms of Paintings in Modern India.

UNIT 4: Indian Handicraft

- i. Pottery
- ii. Stone
- iii. Metal & wood
- iv. Textile

UNIT 5: Performing Art in India

- i. Various forms of Indian Music
- ii. Dance forms
- iii. Theatre
- iv. Puppetry

Suggested Readings:

1. Roy C. Craven: A Concise History of Indian Art.
2. R. P. Chanda: Medieval Indian Sculpture, London 1936.
3. Pramod Chandra: Studies in Indian Temple Architecture, Bombay.1975.
4. K. De. B. Codrington: An Introduction to the study of Medieval Indian Sculpture, London 1929.
5. P. N. Bose : Principles of Indian Silpa. Sastra, Lahore 1926.
6. Percy Brown : Indian Architecture, 2 Vols. Bombay 1942.
7. Jitendranath Banerjee : The Development of Hindu Iconography, Calcutta 1941.
8. Claude Batley: The Design Development of Indian Architecture, London 1934
9. B. Bhattacharya : (i) Jaina Iconography, Lahore 1939 (ii). Indian Buddhist Iconography, Calcutta 1958.
10. B. Bhattacharya: Tantric Buddhist Iconographic Sources, Delhi 1974.
11. Tarapada Bhattacharya : (i) Study of Vastuvidya or Canons of Indian Architecture, Calcutta 1948 (ii) The Canons of Indian Art, Calcutta 1953.
12. George C. M. Birdwood : Industrial Arts of India, London 1880.
13. J. F. Blacker: ABC of Indian Art, London 1922.
14. Jagannath Ambaram: Brihat Silpa Sastra (in Gujarati) Ahmedabad 1939.
15. M. A. Ananthavar, A. V. T. Iyer and Alexander Rea : Indian Architecture, 3 Vols. Madras 1921
16. P. G. Aravamuthan : Portrait Sculpture in South India, London 1931.
17. Sri Aurobindo : The Significance of Indian Art; Pondicherry. 1940
18. Manas Kumar Santra, Land Revenue Administration in Bengal Under British Rule, 1765...- 1820, Sharada Publishing House

IV. CORE COURSE

[CCHIS404]

ECONOMIC HISTORY OF INDIA

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE :28) = 45

(Credits: Theory-04, 60 Hours)

Course objectives and Learning outcomes:

The primary objective of the Economic History of India course is to familiarize students with the major phases and characteristics of Indian economic development, particularly from the pre-colonial era through colonial rule up to independence. The course aims to analyze the transformation of India's economy under different regimes, focusing on key themes such as commercialization of agriculture, deindustrialization, mortality and famines, and the broader effects of colonialism and to enable students to understand the relevance of historical economic developments to contemporary issues in India. Upon successful completion of the course, students will be able to critically analyze the growth and development trajectories of the Indian economy, using both textual and statistical sources and understand the intricacies of India's economic, political, and social developments during the colonial period and their continuing relevance today.

UNIT 1: Sources of Economic History

- i. Ancient Indian History
- ii. Medieval Indian History
- iii. Historiography of the Colonial Economy
- iv. Historiography of the Contemporary Economy

UNIT 2: Emergence and structures of complex Economy

- i. From Pastoralism to Food Production
- ii. Harappan Civilization- Craft specialization, Internal and External Trade
- iii. Introduction of Iron technology and its impact
- iv. Patterns of Trade and Urbanization (600 BC – 300 AD)

UNIT 3: Early Medieval Economy

- i. Agrarian Economy- land grants, land rights, taxation system
- ii. Coins and Exchange system
- iii. Trade and colonization in South-east Asia
- iv. Growth of Feudal Economy

UNIT 4: Expansion and Growth of Medieval Economy

- i. Agricultural Production and Agrarian Relations
- ii. Non-Agricultural Production and Taxation
- iii. Trade Patterns
- iv. Transport and Communication

UNIT 5: Rise of British Power and Economy

- i. Colonial Economy: Changing composition, Volume and direction of Trade
- ii. Commercialization of Agriculture, Rural Indebtedness,
- iii. De-industrialization
- iv. Monetary Policy, Banking, Currency and Exchange
- v. Growth of Transportation and Communication-Railway and Road, Post & Telegraph.

Suggested Readings:

1. Bhattacharya Dhiren: A Concise History of Indian Economy 1750-1960, New Delhi 1976.
2. Singh V.B (ed.): Economic History of India (1857-1956), Bombay 1956.
3. Bipin Chandra: Rise and Growth of Economic Nationalism in India, New Delhi 1969.
4. Rangta R.S.: The Rise of Business Corporation in India 1851-1900 Cambridge 1970.
5. Bharia B.N.: Famines in India (1860-1956), Bombay, 1967.
6. Bhatt V.V.: Aspect of Economic Change and Policy: India 1800-1960, Bombay, 1963.
7. Chaudhari M.R. : The iron and steel industries of India, Bombay, 1961. 8 Maheta
8. S.D.: The cotton Mills of India 1854-1954 Bombay 1954.
9. Maheta Makrand ;Santhanik Bharatno Arthik Itihas, Ahemdabad, 1985.
10. Naoroji, D. Poverty and UnBritish Rule in India (London, 1901).
11. Mukerji, R.K. Land Problems of India (London, 1933).
12. Mukerjee, R.K. The Economic History of India 1600–1800 (Allahabad, 1967).
13. Chaudhuri, M.K. (ed.) Trends in Socio-economic Change in India (Simla, 1969).
14. Habib, I. 'The Technology and Economy of Mughal India', Indian Economic and Social History Review, Oct.–Dec. 1979.
15. Habib, I. The Agrarian System of Mughal India 1556–1707 (London, 1963).
16. Hamilton, C.J. The Trade Relations between England and India 1600–1696 (Calcutta, 1919).

V. PROJECT

[PRHIS405]

DISSERTATION/ PROJECT/ TEACHING APTITUDE

Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 Record) + 70 (ESE Pr: 6 Hrs) = 100

Pass Marks: = 45

(Credits: Theory-04, 120 Hours)

Guidelines to Examiners for

End Semester Examination (ESE):

The evaluation of the dissertation will be done in 100 marks (70 marks + 30 marks of the session). The sessional component will be evaluated by the concerned supervisor.

The end term evaluation (70 marks) will be done by a board of examiners. The end term evaluation in 70 marks will include the literary and scientific presentation of the dissertation and the performance in the viva-voce.

Overall project dissertation may be evaluated under the following heads:

- Motivation for the choice of topic
- Project dissertation design
- Methodology and Content depth
- Results and Discussion
- Future Scope & References
- Participation in Internship programme with reputed organization
- Application of Research technique in Data collection
- Report Presentation
- Presentation style
- Viva-voce

Course Objectives:

1. To develop research skills and scientific inquiry through independent investigations of a topic in History.

Course Outcomes:

On successful completion of this course the student should know:

1. About conducting research with approve stages of research methodology in History. Dissertation will enable student to further investigate and navigate different aspects and events of life through research.

PROJECT WORK

Each student has to submit three copies of hard bound dissertation work (along with the raw data), duly forwarded by the HOD of Department concerned. The forwarded copies will be submitted in the Department of History, Ranchi University, for evaluation (one month before the viva voce examination).

The paper may involve:

- (a) Laboratory research/ Field work/ Lab work related to the project.
- (b) Survey research, Case Study or any other type of research related with History.
- (c) One Large study/ Experiment or several studies/ Experiments depending on the objectives of the research.
- (d) The writing of dissertation must be in accordance with the Publication Manual of the American Psychological Association (APA)/any other universally accepted format and should be within 80 to 100 pages including references and appendices.
- (e) Content must be typed in Font: Times New Roman with Line Spacing: 1.5 and Font Size 14 points.

Presentation of project work in the seminar on the assigned topic in the P.G. Department of History, Ranchi University, Ranchi & open viva there on.

Topics: As decided by the Supervisor/Guide

Teaching Aptitude: Only selected candidates, in alternative to the Dissertation, may be provided duty to teach the assigned topics in selected colleges. The performance may be evaluated based on the organized feedback for the candidate.