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2-YEAR NEP PG CURRICULUM

**M.A. HISTORY PROGRAMME**

SUBJECT CODE = HIS

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FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI



Implemented w.e.f.  
Academic Session 2025-26 Onwards

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

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**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.

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## Contents

COURSE STRUCTURE FOR PG ‘PG DIPLOMA/ COURSEWORK ONLY/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’ .....	1
HIGHLIGHTS OF NEP PG CURRICULUM.....	2
CREDIT OF COURSES.....	2
PG CURRICULUM.....	2
PROMOTION CRITERIA.....	2
VALUE-ADDED COURSES .....	3
AIMS OF MASTER’S DEGREE PROGRAMME IN HISTORY .....	4
PROGRAMME LEARNING OUTCOMES.....	4
INSTRUCTION TO QUESTION SETTER .....	6
FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS .....	7
<b>SEMESTER I</b> .....	<b>8</b>
<b>I. FOUNDATION COURSE</b> [FCHIS121] <b>EARLY CIVILIZATION</b> .....	<b>8</b>
<b>II. CORE COURSE</b> [CCHIS122] <b>SOCIO-RELIGIOUS MOVEMENTS IN INDIA</b> .....	<b>9</b>
<b>III. CORE COURSE</b> [CCHIS123] <b>RESEARCH METHODOLOGY</b> .....	<b>10</b>
<b>IV. CORE COURSE</b> [CCHIS124] <b>CONTEMPORARY INDIA</b> .....	<b>12</b>
<b>V. CORE COURSE</b> [CCHIS125] <b>CHALLENGES IN CONTEMPORARY WORLD</b> .....	<b>13</b>
<b>SEMESTER II</b> .....	<b>14</b>
<b>I. CORE COURSE</b> [CCHIS221] <b>PRINCIPLES OF HISTORY</b> .....	<b>14</b>
<b>II. CORE COURSE</b> [CCHIS222] <b>WOMEN IN HISTORY</b> .....	<b>15</b>
<b>III. CORE COURSE</b> [CCHIS223] <b>HISTORY OF JHARKHAND (1857-2000 AD)</b> .....	<b>16</b>
<b>IV. CORE COURSE</b> [CCHIS224] <b>HISTORY OF COMMUNICATION IN INDIA</b> .....	<b>17</b>
<b>V. CORE COURSE</b> [CCHIS225] <b>HISTORY OF ENVIRONMENT IN INDIA</b> .....	<b>18</b>
<b>SEMESTER III</b> .....	<b>19</b>
<b>I. CORE COURSE</b> [CCHIS321] <b>INDIAN KNOWLEDGE SYSTEM</b> .....	<b>19</b>
<b>II. SKILL ENHANCEMENT COURSE</b> [ECHIS322] <b>TRENDS IN HISTORY WRITING</b> .....	<b>22</b>
<b>III. CORE COURSE</b> [CCHIS323] <b>WESTERN POLITICAL THOUGHT</b> .....	<b>23</b>
<b>IV. CORE COURSE</b> [CCHIS324] <b>INDIAN SOCIAL AND POLITICAL THOUGHTS</b> .....	<b>24</b>
<b>V. CORE COURSE</b> [CCHIS325] <b>HISTORY OF SOUTH INDIA (EARLY AGE TO 1700 A.D.)</b> .....	<b>25</b>
<b>SEMESTER IV</b> .....	<b>26</b>
<b>I. ELECTIVE COURSE-A</b> [ECHIS421A] <b>ADMINISTRATIVE HISTORY OF ANCIENT INDIA</b> .....	<b>26</b>
OR <b>ELECTIVE COURSE-B</b> [ECHIS421B] <b>ADMINISTRATIVE HISTORY OF MEDIEVAL INDIA</b> ..	<b>27</b>
OR <b>ELECTIVE COURSE-C</b> [ECHIS421C] <b>ADMINISTRATIVE HISTORY OF MODERN INDIA</b> ....	<b>28</b>
<b>II. ELECTIVE COURSE-A</b> [ECHIS422A] <b>SOCIO-ECONOMIC HISTORY OF ANCIENT INDIA</b> .....	<b>29</b>
OR <b>ELECTIVE COURSE-B</b> [ECHIS422B] <b>SOCIO-ECONOMIC HISTORY OF MEDIEVAL INDIA</b> 31	<b>31</b>
OR <b>ELECTIVE COURSE-C</b> [ECHIS422C] <b>SOCIO-ECONOMIC HISTORY OF MODERN INDIA</b> ...	<b>33</b>
<b>III. CORE COURSE</b> [CCHIS423] <b>HISTORY OF ART AND ARCHITECTURE IN INDIA</b> .....	<b>34</b>
<b>IV. CORE COURSE</b> [CCHIS424] <b>ECONOMIC HISTORY OF INDIA</b> .....	<b>35</b>
<b>V. PROJECT</b> [PRHIS425] <b>DISSERTATION/ PROJECT/ TEACHING APTITUDE</b> .....	<b>36</b>

## COURSE STRUCTURE FOR PG 'PG DIPLOMA/ COURSEWORK ONLY/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY'

Table 1: Credit Framework for Two-Year Postgraduate Programme [Total Credits = 80]

Academic Level	Level of Courses	Semester	Coursework Level 400	Coursework Level 500	Research Preparedness	Research thesis/ Project/ Patent	Total Credits
<b>YEAR 1</b>							
Level 6	Coursework	I	4+4+4	4+4	---	---	20
		II	4+4+4	4+4	---	---	20
<b>YEAR 2: Exit Point: Having an Internship of 4 credits Exit allowed with PG Diploma Certificate</b>							
Level 6.5	Coursework	III	---	4+4+4+4+4	---	---	20
		IV	---	4+4+4+4+4	---	---	20
<b>OR</b>							
Level 6.5	Coursework + Research	III	---	4+4+4+4+4	---	---	20
		IV	---	---	20	---	20
<b>OR</b>							
Level 6.5	Research	III	---	---	20	---	20
		IV	---	---	---	20	20
Total credits of P.G. Programme = <b>80</b>							

Note: Every student has to take any one Value-added course of 2-credits compulsorily in the 1<sup>st</sup> Semester of the PG programme.

## 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.
- |                                  |   |
|----------------------------------|---|
| <b>One credit for Theory</b>     | = <u>15 Hours of Teaching</u>             |
| <b>One credit for Practicum</b>  | = <u>30 Hours of Practical work</u>       |
| <b>One credit for Internship</b> | = <u>02 Weeks of Practical experience</u> |

- 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 1<sup>st</sup> 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. There will be Research work offered in the next semester for this mode offered in 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

#### Two Years 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 for 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 Assignment/Project/Seminar presentation and 05 for attendance 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 criteria 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. It is compulsory to pass the Mid-Semester examination. If someone fails in the Mid-Semester exam of a particular course, he/she has to retake both the Mid-Semester and End-Semester exams next year, regardless of how many marks he/she obtained in the End-Semester Examination.
- vi. In case a student fails to secure pass marks in End Semester Examination, then he/she has to appear only in End Semester Examination of the following Sessions within the period of Upper Limit of Four Years and the Marks of Mid Semester will be carried for the preparation of result.
- vii. Students' final marks and the result will be based on the marks obtained in 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 next Semester (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>) **provided he/she has passed at least in 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 Four 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 the **50 Marks Examination**, the student will be provided **two hours** to mark 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 exit 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 could not clear the course in the following attempt, subject to the date of validation of the Registration.

The existing Regulations of the PG Curriculum of Ranchi University, Ranchi, shall govern any matters not mentioned above.

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## 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.

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 One Year P.G. Programme and in the Second year of Two years 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	Foundation Course	FCHIS121	4	Early Civilization	30	70	----
	Core Course	CCHIS122	4	Socio-Religious Movements in India	30	70	----
	Core Course	CCHIS123	4	Research Methodology	30	70	----
	Core Course	CCHIS124	4	Contemporary India	30	70	----
	Core Course	CCHIS125	4	Challenges in Contemporary World	30	70	----
II	Core Course	CCHIS221	4	Principles of History	30	70	----
	Core Course	CCHIS222	4	Women in History	30	70	----
	Core Course	CCHIS223	4	History of Jharkhand (1857-2000 AD)	30	70	----
	Core Course	CCHIS224	4	History of Communication in India	30	70	----
	Core Course	CCHIS225	4	History of Environment in India	30	70	----
III	Core Course	CCHIS321	4	Indian Knowledge System	30	70	----
	Skill Enhancement Course	ECHIS322	4	Trends in History Writing	30	70	----
	Core Course	CCHIS323	4	Western Political Thought	30	70	----
	Core Course	CCHIS324	4	Indian Social and Political Thoughts	30	70	----
	Core Course	CCHIS325	4	History of South India (Early age to 1700 A.D.)	30	70	----
IV	Elective	ECHIS421	4	A. Administrative History of Ancient India/ B. Administrative History of Medieval India/ C. Administrative History of Modern India	30	70	----
	Elective	ECHIS422	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	CCHIS423	4	History of Art and Architecture in India	30	70	----
	Core Course	CCHIS424	4	Economic History of India	30	70	----
	PROJECT	PRHIS425	4	Dissertation/ Project Work	----	----	100

Note:

1. Every student has to take any one Value-added course of 2 credits compulsorily in the 1<sup>st</sup> Semester of the PG programme.
2. Either One Internship of 4 credits or Two Internships of 2 credits each is required before opting for the 'Exit' option after the first year of the P.G. Programme.

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## INSTRUCTION TO QUESTION SETTER

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### SEMESTER INTERNAL EXAMINATION (SIE):

**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 be divided into 20 for Internal Written Examinations, 05 for Assignment/Project/Seminar presentation, and 05 for attendance at classroom 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+5=30 marks):**

There will be a uniform pattern of questions for mid-semester examinations in all the courses and across all the programmes. There will be **two** groups of questions in 20-mark 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 needs of the course.

The Semester Internal Examination shall have three components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Assignment/Project/ Seminar Presentation of 5 marks (c) 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 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 a 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 the cumulative assessment of the 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:

F.M. =20	Subject/ Code Time=1Hr.	Exam Year
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type compulsory questions. ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</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.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
<b><u>Group B</u></b>		
3.	.....	[10]
4.	.....	[10]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

### Question format for 70 Marks:

F.M. =70	Subject/ Code Time=3Hrs.	Exam Year
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type compulsory questions. ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</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.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
<b><u>Group B</u></b>		
3.	.....	[15]
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

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## SEMESTER I

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### I. FOUNDATION COURSE EARLY CIVILIZATION

[FCHIS121]

Marks: 30 (MSE: 20 Th. 1Hr + 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 & Learning Outcomes:**

The primary objective of the paper, Early Civilization is to provide students with a comprehensive understanding of the political, social, economic, and cultural developments of ancient civilizations, and to analyze the factors that influenced their rise and decline. The course aims to develop historical consciousness, critical thinking, and analytical skills by examining the origins and growth of early societies, their institutions, and their contributions to human heritage. After completing the course, students will be able to identify and describe the key features and attributes of early civilizations, such as their social structures, political systems, economies, religions, and cultural achievements and Compare and contrast different early civilizations and evaluate their contributions to world history which will make them appreciate the diversity and interconnectedness of early human societies and understand the relevance of their heritage in the modern world.

**UNIT 1 : Early Human Societies**

- i. Hunting and Gathering
- ii. Pastoral Nomadism
- iii. The Neolithic Culture and Transition to Agriculture
- iv. Implications for the World

**UNIT 2 : Bronze Age Civilizations**

- i. Cultural and Natural Settings of the Early Civilizations
- ii. Technological Foundations and Socio-Economic Parameters
- iii. Writing and Artistic Expression
- iv. The Social Structure Reconstructed

**UNIT 3 : Formation of States and Empires**

- i. Formation of States and Empires: A General Introduction
- ii. The Persian Empire
- iii. Ancient Greece
- iv. The Roman Empire

**UNIT 4 : Alternative Social Formations**

- i. Latin America
- ii. Africa
- iii. Nomadic Empires

**UNIT 5 : Religion, and Society**

- i. The Late Roman World
- ii. The Arab World
- iii. China

**Suggested Readings:**

1. Badian, E., (ed.) Ancient Society and Institutions. Studies presented to Victor Ehrenberg
  2. Fagan, Brian M., World Prehistory: A Brief Introduction. 3rd ed. New York, HarperCollins, 1996
  3. Fagan, Brian M., People of the Earth, An Introduction to World Prehistory, First Indian Reprint, 2004
  4. Huntington, S.P., The Clash of Civilizations and the Remaking of World Order, Simon and Schuster, New York, 1996.
  5. Foler. W.W: The city states of the Greeks and Romans
  6. Gokhale. B.K: Introduction to Western Civilization.
  7. Korovkin. F: Ancient World History, 1987
  8. Michael Giant and Rachel Kit Zinger (Ed): Civilization of the Ancient Mediterranean: Greece and Rome, Civilization Upto1300 A.D. Vol. I
  9. Rose. H.J.:Ancient Roman Religion, New York, 1959
  10. Delaporte, L: Mesopotamia, New York,1925
  11. Swain, J.E: A History of World Civilization, Eurasia Pvt. Ltd 1947
  12. The Guinness Encyclopedia of World History
  13. Brested. J. H: History of Egypt, New York,1909
  14. Hutchinson Ancient World History of Civilization
  15. Paul Johnson: The Civilization of Ancient Egypt
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## II. CORE COURSE

### SOCIO-RELIGIOUS MOVEMENTS IN INDIA

[CCHIS122]

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 Outcomes:**

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

**Course Content:****UNIT 1: Social life of India from earliest days to Gupta period.**

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

**UNIT 2: Religious movements in Ancient India**

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

**UNIT 3: Medieval India and Indian Socio-Religious life in the Sultanate Period.**

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

**UNIT 4: Medieval India and Indian Socio-Religious life in the Mughal Period.**

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

**UNIT 5: Socio-Religious Movements in Modern India**

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

**Suggested Readings:**

1. A.R.Desai, Social Background of Indian Nationalism (Hindi and English)
2. Bisheshwar Prasad, Bondage and freedom, Volume I and II.
3. Ravindra Kumar, Adhunik Bharat Ka Samajik Itihas, Granth Shilpi.
4. Dhanpati Pandey, Adhunik Bharat ka Samajik Itihas.
5. M. N. Srinivas, Social change in Modern India (Also in Hindi).
6. P.N. Ojha, Aspects of Medieval Indian Society and Culture
7. A.L. Srivastava, Madhyakalin Bharadka Samaj Evam Sanskriti.
8. Jharkhand Chaubey, Madhyakalin Sanskriti.
9. P.N. Chopra, Society and Culture during the Mughal Age.
10. HC. Verma, Madhyakalin Bharat Kalthas, 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.
21. K. Ashraf, Hindustan ke Niwasio ka Jeevan aur Unki Paristhitiyan, Hindi Madhyam Nideshalaya, Delhi University (In Hindi)

### III. CORE COURSE RESEARCH METHODOLOGY

[CCHIS123]

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 & Learning Outcomes:**

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

**Course Content:****UNIT 1 Research Methodology in History**

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

**UNIT 2. Research Design**

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

**UNIT 3. Sources**

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

**UNIT 4. Analytical operations in Historical research**

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

**UNIT 5. Thesis Writing**

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

**Suggested Readings:**

1. R. K. Majumdar & A. N. Srivastava, Historiography, SHB Publisher & distributors, Delhi 1999
2. K. Rajayya, Historiography : History in Theory and Method
3. R. Lohia, Wheel of History (in English), Itihas Chakra (in Hindi)
4. R. G Collingwood, The Idea of History, Oxford University Press, Delhi
5. B. Sheik Ali, History : Its Theory and Method, Macmillan, New Delhi, Reprint, 2001
6. K. L. Khurana, Concepts and Methods of Historiography, Lakshmi Narain Agrawal, Agra
7. E. H Carr, What is History, Penguin Book, 1967
8. Mayerhoff, Philosophy of History in our Times, Doubleday & Company, 1959
9. Raymond Aron, Introduction to the Philosophy of History, London
10. P. Gardiner, Nature of Historical Explorations, Oxford, 1961
11. P. Gardiner, Theories of History, New York 1969
12. Dharmendra Goel, Philosophy of History, Delhi, 1967
13. A. L. Rowse, The Use of History, London 1963
14. J. W. Thompson, History of Historical Writing, (2vols), New York, 1942
15. Robert Paul Mohan, Philosophy of History : An Introduction, New York, 1958
16. William H. Dray, Philosophy of History, New York, 1964
17. Parmanand Singh, Itihas Darshan, Motilal Banarsidas, Varanasi, 1996, (In Hindi)
18. Arther Marwick, Itihas ka Swarupa (Anuvadaka Lal Bahadur Verma) Granth Shilpi, Delhi, (In Hindi)
19. Govind Chandra Pandey, Itihas Swarupa Ewam Sidhanta, Rajasthan Hindi Granth Academy, Jaipur (in Hindi) 20. E. H. Carr, Itihas kya hai, Macmillan, 1993(In Hindi)
20. Prabhat kumar Shukla (ed.), Itihas Lekhan ki Vibhinn Drishtiyen, Granth Shilpi, 2012
21. Satish K. Bajpai, Research Methodology in History
22. Gilbert J. Garraghan, a Guide to Historical Method
23. Tej Ram Sharma, Research methodology in History, Concept Publishing
24. R. K. Majumdar & A.N. Srivastava, Historiography (Method of Hist.), Delhi 1999
25. Louis Gottschalk, Uderstanding History, University of Chicago, 1961
26. John, C. B. Webster, Studying History, Macmillan, Delhi
27. S. R. Tikekar, On Historiography, Bombay, 1964

28. Kirit K. Shah, Meher Joti (Eds.), *Historiography Past & Present*, Rawat Publication, New Delhi
  29. Homer C.Hockett, *The Critical Method in Historical Research & Writing*
  30. Marc Bloch, *Historians Craft*, Knopf, 1953
  31. J. S. Grewal, *Studies in Local & Regional History*, Guru Nanak Dev University, Amritsar, 1974
  32. Fred M.Fling, *Outline of Historical Method*, Lincon, 1899
  33. John M. Vincent, *Historical Research: An Outline of Theory & Practice*, New York, 1911
  34. Tejram Sharma, *Itihas Main Shodh Vidhi* (In Hindi)
  35. Parmanand Singh, *Itihas Darshana*, Motilal Banarasidas (In Hindi)
  36. Atul Kumar Sinha, *Itihas; Mulya Aur Arth*, Anamika Publishers & Distributers, New Delhi (In Hindi)
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#### IV. CORE COURSE CONTEMPORARY INDIA

[CCHIS124]

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 Outcomes:**

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

**Course Content:****UNIT 1: The Impact of Colonialism and National Movement:**

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

**UNIT 2: Indian Constitution and Consolidation of the country as a Nation:**

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

**UNIT 3: Socio-Economic development since independence:**

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

**UNIT 5: India and the World:**

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

**Suggested Readings:**

1. R. Nanda, Indian Foreign Policy: The Nehru Years, 1976
2. Bipan Chandra, Azadi Ke Bad Ka Bharat (In Hindi & English)
3. Hiranmay 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)

**V. CORE COURSE**  
**CHALLENGES IN CONTEMPORARY WORLD**

[CCHIS125]

Marks: 30 (MSE: 20 Th. 1Hr + 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 & Learning Outcomes:**

This paper enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization. The paper aims to foster critical thinking, understanding complex global challenges and aims to encourage an informed participation in addressing these issues. By studying the origins, consequences and their interconnectedness the students can gain a broader perspective on global issues and the factors shaping them.

**Course Content:****UNIT 1: Colonialism and Nationalism:**

- i. Social Transformation after the Second World War;
- ii. United Nations and UNESCO
- iii. N.A.M                      iv. Cold War

**UNIT 2: Perspectives on Development and Underdevelopment:**

- i. End of the Cold War and the emergence of the Unipolar world
- ii. World Trade Organization
- iii. Patent and Copyright Act
- iv. Impact of Globalization

**UNIT 3: Social Movements in the North and the South:**

- i. Gender Inequality
- ii. Human Rights Issues
- iii. Apartheid                      iv. Migration

**UNIT 4: Modernity and Cultural Transformation:**

- i. Emerging trends in Culture
- ii. Role of Media
- iii. Emergence of market economy and Consumerism

**UNIT 5: Contemporary Challenges:**

- i. Rise of Extremism and Terrorism
- ii. Cyber Threats
- iii. War and Conflicts                      iv. Nuclear Proliferation

**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 Shatabdi ka Vishwa Itihas: Ek Jhalak*, Bhag-2.
5. Sneha Mahajan, *Samkalin Vishwa*
6. Albrow, M. and King E. (Eds.) *Globalization, Knowledge and Society*, Sage, London, 1990
7. Albrow, M. and King E., *The Global Age, Polity*, Cambridge, 1996
8. Allan, P. and Goldman, K. (Eds.), *The End of Cold War*, Martinus Nijhoff, Dordrecht, 1992.
9. Arat, Z.F., *Democracy and Human Rights in the Developing Countries*, Versa, London, 1992.
10. Baxi, Upendra, *Inhuman Wrongs and Human Rights, Unconventional Essays*, Har-Anand Publications, New Delhi, 1995
11. Baylis, John and Smith, Steve (Eds.) *The Globalization of World Politics an Introduction to International Relations*, Oxford University Press, New Delhi, 2005.
12. Bhagwati, Jagdish, *In Defense of Globalization*, Oxford University Press, Oxford, 2004.
13. Chandler, David, *Global Civil Society: Contested Futures*, Routledge, New York, 2005
14. Chari, P.R., Joseph, Mallika, and Chandran, Suba (Eds.), *Missing Boundaries: Refugees, Migrants, Stateless and Internally Displaced Persons in South Asia*, Monohar, New Delhi, 2004.
15. Dunne, Tim and Wheeler, Nicholas J., *Human Rights in Global Politics*, Cambridge, Cambridge University Press, 1999
16. Falk, Richard A., *Human Rights Horizons The Pursuit of Justice in a Globalizing World*, Routledge, New York, London, 2000
17. 18. Held, David, McGrew, Anthony, Goldblatt, David and Perrator, Jonathan, *Global Transformations Politics, Economics and Culture*, Polity Press, Cambridge, 1999.
18. Hargopal G., *Political Economy of Human Rights, Emerging Dimensions*, Himalaya Publishing, Mumbai, 1997
19. Howell, Jude, *Gender and Civil Society*, Routledge, New York, 2005
20. Lacquer, W. *The Age of Terrorism*, Weidenfeld and Nicholson, London, 1987
21. Schak, David C., and Hudson, Wayne (Eds.) *Civil Society In Asia*, Ashgate, Aldershot, 2003.

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## SEMESTER II

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### I. CORE COURSE PRINCIPLES OF HISTORY

[CCHIS221]

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 & Learning Outcomes:**

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

**Course Content:****UNIT 1: What is History:**

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

**UNIT 2: History and its relation with other disciplines**

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

**UNIT 3: Periodization and Historicism**

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

**UNIT 4: Philosophy of History**

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

**UNIT 5: Historical Traditions**

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

**Suggested Readings:**

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

[CCHIS222]

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 Outcomes:**

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

**Course Content:****UNIT 1: Approaches**

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

**UNIT 2: Rise of Feminist Movements**

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

**UNIT 3: Position of Women in Ancient India**

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

**UNIT 4: Position of Women in Medieval India**

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

**UNIT 5: Position of Women in Modern India**

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

**Suggested Readings:**

1. K. Ashraf, Hindustan ke Niwasio ka Jeevan aur Unki Paristhitiyan, Hindi Madhyam Nideshalaya, Delhi University (In Hindi)
2. A.S. Altekar, The Position of Women in Hindu Civilization, 2nd edition, Motilal Banarasi Dass
3. Amarnath, Nari ka Mukti Sangharsh, Remaghaw Publication Pvt. Ltd. 2007 (In Hindi)
4. Chakravarti, Uma, Gendering Caste: Through a Feminist Lens, 2003, Delhi
5. Gupta, Kamala, Bharatiya Nari, Prarambh se 2000 tak, Delhi, 2011
6. Jana M. Everett, Women and Social Changes in India, Heritage Publishers, N. Delhi, 1981
7. Kamala Gupta, Women in Hindu Social System, Inter India Publication, N. Delhi, 2003
8. Kausar, Zeenath, Women in Mughal India, Patna, 1999
9. Neera Desai and Usha Thakkar, Women in Indian Society, NBT, Delhi, 2001
10. Pratima Jain and Sangeeta Sharma: Bhartiya Stri, Rawat Publication, Jaipur & New Delhi, 1998 (In Hindi)
11. Ramji Lal Sharma, Bhartiya Vidushi, Indian Press, Prayag, 1976 (in Hindi)
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

### III. CORE COURSE HISTORY OF JHARKHAND (1857-2000 AD)

[CCHIS223]

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 Outcomes:**

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

**Course Content:****UNIT 1: The Revivalist Movements in Jharkhand**

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

**UNIT 2: Jharkhand and Indian National Movement**

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

**UNIT 3: The role of Christian Missionaries in Jharkhand**

- i. Education
- ii. Health

**UNIT 4: Jharkhand Movement and the formation of Jharkhand State**

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

**Suggested Readings:**

1. Amit Prakash, Jharkhand: Politics of Development and Identity, Orient Longman, 2001
2. B. Virottam, Jharkhand: Itihas Evam 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. Aabha Xalxo, Britishkalin Jharkhand ke kuch Aithehasik adhyan, Xavier Publications, Ranchi
10. Sachindranarayan, Jharkhand Andolan, udgam vm utthan, Inter India Publications, New Delhi.
11. B.P.Keshari, Jharkhand Andolan ki vastavikta, Jharkhand Samanvay Samiti, Ranchi
12. Kumarsuresh Singh, Birsa Munda aur unka andolan, Vani Prakashan, New Delhi. 13. Hemant, Jharkhand, Prakashan Sansthan, 2004
13. Indra Kumar Choudhary, 2024, Echoes of History : Unveiling Medieval Jharkhand
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
22. Sukchandra Jha, Jharkhand ke rajvansha, Aitihasisik Parichaya, Anugya Publications, Delhi
23. Sanjay Bara, 2024, Chotanagpur ki bhumi Vyavastha, Chennai Notion Press.
24. Anil Kumar, 2025 (in Press) Jharkhand Ka Itihas
25. Diwakar Minz, Jharkhand Ka Itihas

**IV. CORE COURSE**  
**HISTORY OF COMMUNICATION IN INDIA**

[CCHIS224]

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 Outcomes:**

This course will make the students aware of the history of communication in India. This curriculum provides an in-depth study of various dimensions of communication to convey ideas of India's culture. The means to conserve such rich heritage will also be taught.

**Course Content:****UNIT 1: Communication: Concept and History**

- i. Communication: Concept and elements.
- ii. Types of communication: Verbal and Non Verbal, Oral and Graphic (written/scripted) and Heritage.
- iii. Different process, functions, theories and philosophy of communication.
- iv. History of communication: A brief Survey, primitives, petroglyphs, pictogram, ideograms, writing, printing.

**UNIT 2: Means of Communication**

- i. Art as means of communication: Painting, Sculpture, symbols, signals
- ii. Folk and community communication- folk songs, folklore, folk craft, Legends.
- iii. Performing Art as effective communication: Dance, Drama, Theatre, Puppetry, and Storytelling.
- iv. Changing dimensions of communication in modern times. Basic Knowledge of new means of communication: Radio/ television/computer/ Internet/digital.

**UNIT 3 Writing and Language as Communication**

- i. Writing: Evolution and growth of writing, alphabet, script (knowledge of Indus Script and other ancient Scripts of India), Inscription as a source of communication
- ii. Evolution of Printing in India.
- iii. History of Newspaper in India
- iv. An Introduction of the History of Advertisement, Postal communication and Design

**UNIT 4 History of the Ideas of Communication in India**

- i. History of the Communication in India: Krishana, Buddha, Shankar, Vivekananda
- ii. Literature as communicators in India: Panchtantra, Gurugranth Sahib, Ramcharita Manas.
- iii. Live examples of Visual arts in India: Bhattichitra, Rock Art and Potteries.
- iv. Visual art Literature: Chitrasutra in Vishnudhamottra Purana, Rasik Priya, Bihari Satsai.

**UNIT 5 Museum and Archive Communication**

- i. Museum and archives as a source of historical and cultural communication.
- ii. Monument as a living 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 Strategy, 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

**V. CORE COURSE**  
**HISTORY OF ENVIRONMENT IN INDIA**

[CCHIS225]

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)

**Learning outcome:**

It prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. They will learn to appreciate the ethical, cross-cultural and historical context of environmental issues and the links between human and systems. Also understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

**UNIT 1: Definition and scope**

- i. understanding environment and environmental issues.
- ii. scope and importance of the study of environmental issues in history.
- iii. Man - nature relations through ages.
- iv. Ethics of Environmental Awareness.

**UNIT 2: Environmental Consciousness in Ancient Indus**

- i. Indus valley Civilization
- ii. Vedic period
- iii. Mahajanpads to Maurya.
- iv. Post Maurya to Guptas .

**UNIT 3: Environmental Consciousness in Medieval India.:**

- i. Use of natural resources
- ii. Utilization of forests and waterbodies during the Mughal Period
- iii. Wild life management during the Mughal Period
- iv. Development of Plant Science during the Medieval Period

**UNIT 4: Environmental Issues in Modern India :**

- i. Forest
- ii. wildlife management
- iii. Mining, Industries and their Environment implications.
- iv. Environmental movements : Chipko Andolan, Narmada Bachao Andolan.

**UNIT 5: Environmental Issues in Jharkhand**

- i. Deforestation
- ii. Mining and Industries.
- iii. Changing pattern of agriculture.
- iv. Major Environmental Movements and Role of Women

**Suggested Readings:**

1. Mahesh Rangarajan (ed.), Environmental issues in India, Pearson, New Delhi
2. Madhav Gadgil and Ramchandra Guha, Yeh Darakti Zameen: Bharat ka Paristhitik Itihaas
3. Nandini Sinha Kapur, Environmental History of Early India: A Reader
4. Arnold David and Ramchandra Guha (eds.), Nature, Culture and Imperialism: Essay on Environmental History of South Asia, 1995
5. M Rangarajan and K. Sivaram Krishnan, India's Environmental History, Vol. I & II.
6. Dangwal, Dharendra Datt. 2009. Himalayan Degradation. Colonial Forestry and Environmental Change in India, New Delhi: Cambridge University Press India
7. Dhavalikar, M.K. Environment and Culture. Bhandarkar Oriental Research Institute, Pune. Guha, R. 1989.
8. The Unquiet Woods: Ecological Change and Peasant Resistance in the Western Himalaya. Delhi: Oxford University Press.
9. Guha, Sumit 1999 Environment and Ethnicity in India 1200-1991. Cambridge: CUP. Guha, R. 2000.
10. Environmentalism: A Global History. New York. Gadgil, Madhav and Ramchandra Guha, 1992.
11. Ecological Readings in the Veda. New Delhi: D. K. Print World (P) Ltd. Vatsyayan, Kapila 1995.
12. Prakrti, The Integral Vision, Vol. 5, New Delhi: D. K. Print world (P) Ltd. McNeill, J.R. The Historiography of Environmental History. Encyclopedia of Life Support Systems (EOLSS).
13. Rajah, G, Basic Environmental Studies, Chennai, 2014
14. Rosencraaz, Armin, Environmental law & Policy in India. Noida: Oxford: Oxford University Press, 2002
15. Appadurai, Susila, Environmental studies. New Delhi: New Century Book House Pvt Ltd., 2004
16. Chakrabarti, Ranjan. 2020. Critical Themes in Environmental History of India. New Delhi: SAGE Publications.

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**SEMESTER III**


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**I. CORE COURSE**  
**INDIAN KNOWLEDGE SYSTEM**

[CCHIS321]

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 Exploration**

- Module 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. **Tinginath 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. **Itkhori (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.
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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.
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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
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**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*, Jamashedpur, 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 A – *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

## II. SKILL ENHANCEMENT COURSE TRENDS IN HISTORY WRITING

[ECHIS322]

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:**

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 lekh,
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,
5. New Delhi (In Hindi)
6. 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 Drishtiyen, 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.

### III. CORE COURSE WESTERN POLITICAL THOUGHT

[CCHIS323]

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 Aquinas
- 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 Rajnitech Bicharak, Sahitya Bhawan, Agra
16. Prabhudutt Sharma, Adhunik Rajnitik Vicharon ka Itihaas.

**IV. CORE COURSE**  
**INDIAN SOCIAL AND POLITICAL THOUGHTS**

[CCHIS324]

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:**

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 Namboodiripad
- 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 Prasangikta, Jhrakhand Vishwavidyalaya Prakashan, 2024.

**V. CORE COURSE****[CCHIS325]****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

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## SEMESTER IV

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**I. ELECTIVE COURSE-A**

[ECHIS421A]

**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 terms 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
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OR ELECTIVE COURSE-B

[ECHIS421B]

**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

[ECHIS421C]

**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 18<sup>th</sup> 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 SOCIO-ECONOMIC HISTORY OF ANCIENT INDIA

[ECHIS422A]

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, Dharmashastra Ka Itihas, (In 5 Parts), Bhandarkar Research Institute, Puna, 1968-77
11. Kailash Chandra Jain, Pracheen Bharatiya Samajik Evam Aarthik Sanstheyw, 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

[ECHIS422B]

**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 Pahloo, Jaipur (In Hindi)
13. R. K. Paruthi, Madhyakalin Itihas Ke Arthik Pahloo, 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

[ECHIS422C]

**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. 18<sup>th</sup> C to mid- 20<sup>th</sup> 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 HISTORY OF ART AND ARCHITECTURE IN INDIA

[CCHIS423]

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 ECONOMIC HISTORY OF INDIA

[CCHIS424]

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 ;:Sansthanik 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 DISSERTATION/ PROJECT/ TEACHING APTITUDE

[PRHIS425]

Marks: 100 (ESE Pr: 6 Hrs) = 100

Pass Marks = 45

(Credits: Theory-04, 120 Hours)

**Guidelines to Examiners for End Semester Examination (ESE):***Evaluation of project dissertation work may be as per the following guidelines:*

*Project model (if any) and the Project record notebook* = 70 marks  
*Project presentation and viva-voce* = 30 marks

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.

*The 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 an Internship programme with a reputed organisation*
- *Application of Research techniques in Data collection*
- *Report Presentation*
- *Presentation style*
- *Viva-voce*

**Course Objectives:**

1. To develop research skills and scientific inquiry through independent investigations on a topic/ problem.

**Course Outcomes:**

On successful completion of this course, the student should know:

1. About conducting research with approved stages of research methodology
2. A dissertation will enable students 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 the Department concerned. The forwarded copies will be submitted to the concerned University Department, Ranchi University, Ranchi 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 to the subject.
- c) One Large study/ Experiment or several studies/ Experiments, depending on the objectives of the research.
- d) The writing of the dissertation must be within 80 to 100 pages, including references and appendices.
- e) Content must be typed in Font: Times New Roman with Line Spacing: 2.0 and Font Size 12 points.

The project work will be presented in a seminar on the assigned topic in the concerned department of Ranchi University, Ranchi, followed by an open viva voce examination.

**Topics:** As decided by the Supervisor/Guide

**Teaching Aptitude:** As an alternative to a dissertation, only a few selected meritorious candidates may be assigned the responsibility to teach the pre-decided topics in selected colleges. The performance may be evaluated based on the structured feedback for the candidate.

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