

DRAFT SYLLABUS OF HISTORY(2025)

Four Year Under Graduate Programme (FYUGP)

As per the provisions of NEP-2020

Vinoba Bhave University, Hazaribag



Subject: History

(Syllabi for Non-Practical Subject)

R. M. Bhatnagar

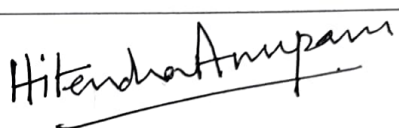
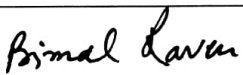
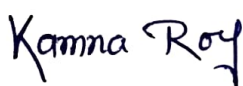
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**Signature of FYUG 2025 Syllabus Committee Members, VBU,
Hazaribag on Final Draft of the Syllabus**

Sl. No.	Name & Designation		Full Signature
1	Dr. Hitendra Anupam, Head, University Dept. of History, VBU, Hazaribag	Chairman	
2	Prof. Prakash Narayan (Retd.), University of Delhi	External Expert	
3	Prof. Santosh Rai, Dept. of History, University of Delhi	External Expert	
4	Dr. Vikash Kumar, Associate Professor, University Dept. of History, VBU, Hazaribag	Member	
5	Dr. Bimal Raven, Principal-in-Charge, St. Columba's College, Hazaribag	Member	
6	Dr. Shatrughn Kumar Pandey, Assistant Professor, St. Columba's College, Hazaribag	Member	
7	Dr. Kamna Rai, Assistant Professor, Ramgarh College, Ramgarh	Member	
8	Sri Vivek Ashish Baxla, Assistant Professor, Chatra College, Chatra	Member	
9	Dr. Angad Kumar, Assistant Professor, Adarsh College, Rajdhanwar, Giridih	Member	

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10	Dr. Aatish Ranjan, Assistant Professor, R.K. Mahila College, Giridih	Member	<u>Aatish Ranjan</u>
11	Dr. Mukesh Kumar, Assistant Professor, St. Columba's College, Hazaribag	Member	Mukesh Kumar
12	Sri Shailendra Kumar Das, Assistant Professor, J.J. College, Jhumritelaiya	Member	Shailendra K. Das.
13	Dr. Amrita Ekka, Assistant Professor, Markham College of Commerce, Hazaribag	Member	Amrita Ekka
14	Dr. Bansidhar Prasad Rukhaiyar, Assistant Professor, Annada College, Hazaribag	Member	Bansidhar
15	Dr. Sunil Singh, Assistant Professor, Annada College, Hazaribag	Member	Sunil Singh
16	Dr. Rambha Singh, Assistant Professor, Annada College, Hazaribag	Member	Rambha Singh
17	Dr. Arvind Kumar Singh, Assistant Professor, J.M. College, Bhurkunda	Member	Arvind Kumar singh.
18	Smt. Rose Oraon, Assistant Professor, Ramgarh College, Ramgarh	Member	Rose Oraon

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SYLLABI DESIGNED FYUGP FOR HISTORY

Major Courses

Sem	Code	Paper	Credits
I	MJ - 1	ANCIENT INDIAN HISTORY (HARAPPAN CIVILIZATION TO MAURYAN AGE)	4
II	MJ - 2	ANCIENT INDIAN HISTORY FROM 200 B.C. TO 650 A.D. (POST MAURYS TO THE AGE OF HARSHVARDHAN)	4
III	MJ - 3	EARLY MEDIEVAL INDIAN HISTORY (650 TO 1200 A.D)	4
	MJ - 4	MEDIEVAL INDIAN HISTORY 1200-1526 A.D.	4
IV	MJ - 5	INDIAN KNOWLEDGE SYSTEMS WITH SPECIAL REFERENCE TO SCIENCE, TECHNOLOGY, AND MEDICINE	4
	MJ - 6	INDIA DURING 1526- 1757	4
	MJ - 7	INDIA DURING 1757 - 1857	4
V	MJ - 8	HISTORY OF INDIAN FREEDOM MOVEMENT - 1857 A.D.-1917 A.D.	4
	MJ - 9	HISTORY OF INDIAN FREEDOM MOVEMENT - 1917 A.D.-1947 A.D.	4
	MJ-10	CONTEMPORARY INDIA	4
	MJ - 11	HISTORY OF MODERN EUROPE – 1789 A.D.-1900 A.D.	4
VI	MJ - 12	TRADITIONS OF HISTORICAL WRITING IN ANCIENT INDIA	4
	MJ - 13	HISTORY OF JHARKHAND UP TO 2000 A.D.	4
	MJ - 14	JHARKHAND: ENVIRONMENT, SOCIETY AND CULTURE IN HISTORICAL PERSPECTIVE	4
	MJ - 15	HISTORY OF CONTEMPORARY WORLD - I	4
VII	MJ - 16	RESEARCH METHODOLOGY	4
	MJ - 17	HISTORY OF CHINA - 1839 A.D. -1949 A.D.	4
	MJ - 18	HISTORY OF JAPAN (1850 -1950)	4
VIII	MJ - 19	HISTORY OF THE MIDDLE EAST	4
	MJ - 20	HISTORY OF MODERN EUROPE – 1900 A.D.-1945 A.D.	4

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Associated core and Elective (Minor) Courses

Sem	Paper	Credits
I	ACC-01 BUDHHIST SOURCES FOR ANCIENT INDIAN HISTORY	4
II	ACC-02 INTRODUCTION TO VEDIC OR PAURANIC SOURCES	4
III	ELECTIVE COURSE-1 HISTORY OF U.S.A. – 1776 A.D.- 1945 A.D.	4
V	ELECTIVE COURSE-2 RISE OF MODERN WORLD	4
VII	ELECTIVE COURSE-3 APPROCHES TO INDIAN HISTORIOGRAPHY	4

Credits distribution for Research Courses (For Hons. With Research)

Sem	Code	Paper	Credits
VII	RC - 1	REVIEW WRITING/RESEARCH DESIGN AND SEMINAR	4
VIII	RC - 2	SPECIAL PAPER DISSERTATION PAPER/PROJECT	8

Credit distribution for Advanced Major courses (For Honours)

Sem	Code	Paper	Credits	Remarks
VII	AMJ- 1	ANCIENT AND MEDIEVAL WORLD HISTORY	4	Syllabus should be of PG First Year Level
VIII	AMJ -2	CONCEPT OF HISTORIOGRAPHY	4	
VIII	AMJ- 3	HISTORY OF MODERN POLITICAL THOUGHT	4	

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I. For Major/AMJ/AC/ELC/ Research Methodology/Research Proposal-Planning & Techniques: Total: 100 Marks

End Semester Examination: 75 Marks

Internal Examination : 20 Marks (Written) + 5 Marks (Day to day assessment)

II. Research Internship/Field work/Project/Dissertation/ Thesis: Total 200 Marks

Assessment of Project Synopsis: 50 Marks

Assessment of Project Thesis : 100 Marks

Viva Voce : 50 Marks

History Department of VBU, Hazaribag introduces an Alternative Course on Tourism, with focus on Tourism in Jharkhand and case studies of North Chotanagpur Region. This Course can be opted in place of Dissertation Paper. The Tourism paper consists of 200 Marks with 8 Credits. The Marks breakup shall be as following-

End Semester Examination: 75 Marks

Internal Examination : 20 Marks (Written) + 5 Marks (Day to day assessment)

Assessment of Report Writing: 75 Marks

Viva Voce : 25 Marks

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FIRST SEMESTER - MJ -01

ANCIENT INDIAN HISTORY (HARAPPAN CIVILIZATION TO MAURYAN AGE)

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To acquaint students with the sources and methods of reconstructing Ancient Indian history (archaeology, inscriptions, coins, and literary traditions), expansion, features, and decline of the Harappan Civilization and its contribution to urban life, the Vedic Civilization (social, economic, political, and religious institutions) the religious-philosophical movements (Jainism, Buddhism, Ajivikas, etc.) and their challenge to Vedic orthodoxy, the growth of Mahajanapadas the Mauryan Empire (foundation, administrative system, economy, art, and culture, Ashoka and his Dhamma)

Course Structure: Six Units

COURSE CONTENT:-

1. Archaeology and Interpretation, Sources and Historiography.
पुरातत्व और व्याख्या, स्रोत तथा इतिहास लेखन
2. Harappan Civilization: Origin, Expansion, Features and Decline.
हड़प्पा सभ्यता : उद्भव, विस्तार, विशेषता और पतन
3. The Vedic Civilization :-Society, Economy, Polity and Religion
वैदिक सभ्यता : समाज, अर्थव्यवस्था, राजनीति और धर्म
4. Religious Movement:- Jainism, Buddhism and Ajivak (Case Studies from Jharkhand)
धार्मिक आन्दोलन – जैनधर्म, बौद्धधर्म और आजीवक (झारखण्ड के केस स्टडीज)
5. The rise of Magadha Empire.
मगध का उत्कर्ष

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6. The Mauryan Empire - Foundation and Expansion, Ashoka and Historiography. [Skill and Source component (Introduction to Archaeological reports, Mauryan Inscriptions and Edicts, Seals)].

मौर्य साम्राज्य – स्थापना और विस्तार, अशोक तथा इतिहास लेखन {कौशल क्षमता तथा स्रोत घटक (पुरातात्विक प्रतिवेदन मौर्य अभिलेख और मुद्रा का परिचय)}

Learning Outcomes

After completing the course, students will be able to: Identify and interpret historical sources (archaeological, epigraphical, numismatic, and literary), and understand how historians have interpreted him differently and will be able to apply historiographical approaches to interpret Ancient Indian history.

Bibliography/Suggested Readings

1. Kosambi, D.D. An Introduction to the Study of Indian History. Mumbai: Popular Prakashan, 1956.
2. Sharma, R.S. Looking for the Aryans. Hyderabad: Orient Blackswan, 1995.
3. Singh, Upinder. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson, 2008.
4. Allchin, Bridget & Raymond Allchin. The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press, 1982.
5. Chakrabarti, Dilip K. The Oxford Companion to Indian Archaeology. New Delhi: Oxford University Press, 2006.
6. Wheeler, Mortimer. The Indus Civilization. Cambridge: Cambridge University Press, 1968.
7. Possehl, Gregory L. The Indus Civilization: A Contemporary Perspective. Walnut Creek: AltaMira Press, 2002.
8. Kenoyer, Jonathan Mark. Ancient Cities of the Indus Valley Civilization. Karachi: Oxford University Press, 1998.
9. Sharma, R.S. Material Culture and Social Formations in Ancient India. Delhi: Macmillan, 1983.

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SECOND SEMESTER - MJ -02

ANCIENT INDIAN HISTORY FROM 200 B.C. TO 650 A.D. (POST MAURYAS TO THE AGE OF HARSHVARDHAN)

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To study the political developments after the Mauryas, (Indo-Greeks, Shakas, Parthians, Kushanas) , the Satavahanas and other Deccan dynasties, the Sangam Age in South India—its literature, polity, economy, and society, the rise of the Pallavas, their administration, art, religion, and temple-building tradition, the Gupta Empire—administration, economy, society, religion, literature, art, and science, the post-Gupta states (Harsha, Vakatakas, Chalukyas, Pallavas, etc.) and their contribution to polity and culture, Mahayana and Vajrayana Buddhism, Hindu Bhakti trends, and temple-centered religiosity, cultural achievements in art and architecture, (Buddhist Chaitya and Vihara, caves at Bhaja, Karle, Nasik, Ajanta, Ellora, Udayagiri, Badami, etc.) and to evaluate economic and social changes—trade networks, guilds, coinage, urban decline, agrarian expansion, and land grants of the period.

Course Structure: Six Units

COURSE CONTENT:-

1. Kushan and Satvahanas :- Polity, Economy, Culture and Indo-Roman Trade.
कुषाण तथा सातवाहन – राजनीति, अर्थव्यवस्था, संस्कृति और भारत-रोमन व्यापार
2. Gupta Age - Debates on Golden Age, Polity, Society, Economy, Literature and Religion
गुप्तकाल – स्वर्णयुग सम्बंधित बहस, राजनीति, अर्थव्यवस्था, साहित्य तथा धर्म
3. Post Gupta Polity - Vakatakas and Pushyabhutis
उत्तरगुप्त राजनीतिक स्थिति – वाकाटक और पुष्यभूति
4. Sangam Age in South India
दक्षिण भारत में संगम काल
5. The Pallavas - Polity and Culture

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पल्लव – राजनीति और संस्कृति

6. Source Component -

स्रोत घटक

i. Numismatics

मुद्रा अध्ययन

ii. Cave Architecture - Ajanta and Ellora

गुफा वास्तुकला – अजंता तथा ऐलोरा

Learning Outcomes

The students will be able to critically reconstruct events, processes, and cultural achievements of 200 B.C.–650 A.D. India.

Bibliography/Suggested Readings

1. Kosambi, D.D. An Introduction to the Study of Indian History. Bombay: Popular Prakashan, 1956.
2. Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson, 2008.
3. Sharma, R.S. India's Ancient Past. New Delhi: Oxford University Press, 2005.
4. Narain, A.K. The Indo-Greeks. Oxford: Clarendon Press, 1957.
5. Mukherjee, B.N. The Rise and Fall of the Kushana Empire. Calcutta: Firma KLM, 1988.
6. Shastri, Ajay Mitra. The Satavahanas and the Western Kshatrapas. Nagpur: Vidarbha Samshodhan Mandal, 1982.
7. Nilakanta Sastri, K.A. A History of South India. Oxford University Press, 1955.
8. Altekar, A.S. The Gupta Empire. Delhi: Motilal Banarsidass, 1962.
9. Thapar, Romila (ed.). The Gupta Age. Delhi: Oxford University Press, 1987.
10. Minakshi, C. Administration and Social Life under the Pallavas. Madras: University of Madras, 1938.
11. Sastri, K.A.N. (ed.). Age of Harsha. Banaras: Banaras Hindu University, 1955.
12. Huntington, Susan. The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill, 1985.

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THIRD SEMESTER - MJ-03

EARLY MEDIEVAL INDIAN HISTORY (650 TO 1200 A.D)

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To familiarize students with the sources of early medieval Indian history- (inscriptions, coins, literary texts, foreign accounts), the concept of Indian feudalism and the major historiographical debates , the Chalukyas, Pallavas, and Cholas in South India (polity, administration, culture, and overseas influence), the Tripartite Struggle for Kannauj among the Gurjara-Pratiharas, Palas, and Rashtrakutas, and its political implications, the Pala Empire of Bengal and Bihar, with focus on their patronage to Buddhism , the evolution of the caste system, changes in social structure, and regional variations, and the growth of urbanization and trade networks.

Course Structure: Six Units

COURSE CONTENT:-

1. Sources - Inscriptions, Coins and Literature
स्रोत – अभिलेख, सिक्के तथा साहित्य
2. Indian Feudalism and Debates.
भारतीय सामंतवाद तथा सामंतवाद पर बहस
3. The Chalukyas and Cholas of South India- Political and Cultural Achievements
दक्षिण भारत के चालुक्य तथा चोल राजवंश – राजनीतिक एवं सांस्कृतिक उपलब्धियां
4. Tripartite Struggle for Kannauj- Palas, Pratiharas, and Rastrakutas.
कन्नौज के लिए त्रिपक्षीय संघर्ष – पाल, प्रतिहार और राष्ट्रकूट
5. Palas of Bengal and Bihar- Buddhist Mahaviharas
बिहार और बंगाल के पाल – बौद्ध महाविहार
6. Agrarian Expansion, Castes, Urbanisation and Trade
कृषि का विस्तार, जातियों का उदय, नगरीकरण तथा व्यापार

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Learning Outcomes

The students will be able to assess agrarian expansion, the role of land grants, and their consequences for rural society and economy in early medieval India, Interpret caste dynamics, and the trends in urbanization and trade. The students will be able to apply historiographical approaches to critically analyze political, social, and economic changes in early medieval India.

Bibliography/Suggested Readings

1. Sircar, D.C. Select Inscriptions Bearing on Indian History and Civilization, Vol. II. Calcutta: University of Calcutta, 1965.
2. Sharma, R.S. Indian Feudalism (c. 300–1200). Calcutta: Macmillan, 1965.
3. Mukhia, Harbans. Historians and Historiography During the Reign of Akbar. Delhi: Vikas, 1976 (for comparative debates).
4. Nilakanta Sastri, K.A. The Cholas. Madras: University of Madras, 1935 (reprint 1975).
5. Burton Stein. Peasant State and Society in Medieval South India. Oxford: Oxford University Press, 1980.
6. Tripathi, R.S. History of Kanauj to the Moslem Conquest. Banaras: Indian Press, 1937.
7. Goyal, S.R. A History of Indian Buddhism. Meerut: Kusumanjali Prakashan, 1987 (for Pala patronage).
8. Thakur, Upendra. The History of Mithila (c. 300–1200 A.D.). Darbhanga: Mithila Institute, 1956.
9. Karashima, Noboru (ed.). South Indian History and Society: Studies from Inscriptions, A.D. 850–1800. Delhi: Oxford University Press, 1984.
10. Jaiswal, Suvira. Caste: Origin, Function and Dimensions of Change. Delhi: Manohar, 1998.
11. Sharma, R.S. Urban Decay in India (c. 300–1000 A.D.). Delhi: Munshiram Manoharlal, 1987.
12. Sanderson, Alexis. "Śaivism and the Tantric Traditions." In The World's Religions, edited by S. Sutherland. London: Routledge, 1988.

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THIRD SEMESTER - MJ - 04

MEDIEVAL INDIAN HISTORY 1200-1526 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To acquaint students with the sources for the history of Medieval India—Persian chronicles (Persian chronicles like Minhaj-i-Siraj, Ziauddin Barani, Ibn Battuta), regional literature, inscriptions, coins, and foreign travelers' accounts, the political developments in South India, focusing on the Yadavas, Kakatiyas, Pandyas, and Hoysalas, and their role in regional state formation, the foundation, expansion, consolidation, and decline of the Delhi Sultanate, the art-architecture, and literature produced under the Delhi Sultanate and their regional variations, the Vijayanagara Empire and Bahamani Kingdoms, the Bhakti and Sufi movements, their philosophies, social bases, and impact on society.

Course Structure: Six Units

COURSE CONTENT:-

1. The Yadavas, Kakatiyas, Pandyas and Hoysalas of South India
दक्षिण भारत के यादव, काकतीय, पाण्ड्य और होयसाल
2. Foundation, Expansion and Decline of Delhi Sultunate
दिल्ली सल्तनत की स्थापना, विस्तार और पतन
3. Art, Architecture and Literature During Sultunate Period
सल्तनत काल में कला, वास्तुकला और साहित्य
4. The Vijaynagar Empire and Bahmani Kingdoms- Polity, Administration and Culture
विजय नगर साम्राज्य और बहमनी राजवंश - राजनीति, प्रशासन और संस्कृति
5. Bhakti Movement, Sufi Movement and Role of Women in Bhakti Movement
भक्ति आन्दोलन, सूफी आन्दोलन तथा भक्ति आन्दोलन में महिलाओं की भूमिका
6. Source/Skill Component - Reading Firmans (Selected Texts), Inscriptions, Travellers Account (Original Texts)
स्रोत /कौशल क्षमता घटक - फरमानों का अध्ययन (चयनित पाठ्य), अभिलेख, यात्रा वृत्तान्त (मूल पाठ्य)

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Learning Outcomes

After completing this course, students will be able to identify and evaluate sources and political history for reconstructing Medieval Indian history.

Bibliography/Suggested Readings

1. Minhaj-i-Siraj. Tabaqat-i-Nasiri. Trans. H.G. Raverty. New Delhi: Oriental Books Reprint, 1970.
2. Ziauddin Barani. Tarikh-i-Firoz Shahi. Trans. R. N. Athar Ali. Delhi: Idarah-i-Adabiyat-i-Delli, 1960.
3. Ibn Battuta. Rehla (Travels). Trans. H.A.R. Gibb. Cambridge: Cambridge University Press, 1958.
4. Epigraphia Indica & South Indian Inscriptions (various vols., ASI).
5. Yazdani, Ghulam. The Early History of the Deccan. Vol. II. Oxford: Oxford University Press, 1960.
6. Champakalakshmi, R. Trade, Ideology and Urbanization: South India 300 BC to AD 1300. Delhi: Oxford University Press, 1996.
7. Habib, Mohammad. Politics and Society under the Delhi Sultanate. Delhi: People's Publishing House, 1981.
8. Nizami, K.A. Some Aspects of Religion and Politics in India during the Thirteenth Century. Aligarh: AMU Press, 1961.
9. Brown, Percy. Indian Architecture (Islamic Period). Bombay: D.B. Taraporevala, 1956.
10. Rizvi, S.A.A. A History of Sufism in India, Vol. I. Delhi: Munshiram Manoharlal, 1978.
11. Sewell, Robert. A Forgotten Empire (Vijayanagar): A Contribution to the History of India. London: Swan Sonnenschein, 1900. (Reprint: Asian Educational Services).
12. Nilakanta Sastri, K.A. The Vijayanagar Empire. Madras University, 1955.
13. Burton Stein. Vijayanagara. Cambridge: Cambridge University Press, 1989.
14. Sherwani, H.K. The Bahmanis of the Deccan. Hyderabad: Government of Andhra Pradesh, 1953.
15. Chandra, Satish. Medieval India: From Sultanat to the Mughals, Vol. I (1200–1526). Delhi: Har-Anand, 1997.
16. Eaton, Richard M. India in the Persianate Age, 1000–1765. London: Penguin, 2019.
17. Jackson, Peter & Wink, André. The Delhi Sultanate and its Historiography. Delhi: Oxford University Press, 2000.

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FOURTH SEMESTER - MJ - 05

INDIAN KNOWLEDGE SYSTEMS WITH SPECIAL REFERENCE TO SCIENCE, TECHNOLOGY, AND MEDICINE

भारतीय ज्ञान परंपरा – विज्ञान प्रौद्योगिकी तथा औषधी के विशेष संदर्भ में

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

This course aims to explore the rich and diverse heritage of Indian knowledge systems, with a special focus on the contributions to science, technology, and medicine. It will cover traditional Indian methodologies, discoveries, and texts that laid the foundation for modern advancements. The course also aims to address the relationship between traditional knowledge and modern scientific principles.

Course Structure: Six Units

COURSE CONTENT:-

Unit 1: Introduction to Indian Knowledge Systems (What is Indian Knowledge Systems?, The philosophical basis of IKS (Vedic, Upanishadic, Buddhist, and Jain traditions)., Overview of key texts and institutions that helped in preserving IKS.)

ईकाई 1 : भारतीय ज्ञान परंपरा का परिचय (भारतीय ज्ञान परंपरा क्या है ?, भारतीय ज्ञान परंपरा का दार्शनिक आधार (वैदिक, उपनिषदिक, बौद्ध और जैन परंपरा), भारतीय ज्ञान परंपरा को संरक्षित रखने के प्रमुख पाठ्य और संस्थान)

Unit 2: Science in Ancient India (Early Indian mathematics (The concept of zero, algebra, geometry, and trigonometry), Indian Astronomy (Contributions by Aryabhata, Varahamihira, and Bhaskara), Influence of Indian science on the Islamic Golden Age and later Western thought)

ईकाई 2 : प्राचीन भारत में विज्ञान (प्रारंभिक भारतीय गणित (शून्य की अवधारणा, बीज गणित, ज्यामिति और त्रिकोणमिति), भारतीय खगोल शास्त्र (आर्यभट्ट, वराहमिहिर और

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भास्कर का योगदान), भारतीय विज्ञान का इस्लामिक स्वर्णकाल और परवर्ती पश्चिमी चिंतन पर प्रभाव)

Unit 3: Indian Traditional Medicine (Ayurveda) (History and principles of Ayurveda: The concept of Dosha, Dhatu, and Agni, Ayurvedic texts: Charaka Samhita, Sushruta Samhita, and Ashtanga Hridaya, Ayurvedic diagnosis and treatment methods: Panchakarma, herbal medicine, and dietetics)

ईकाई 3 : भारतीय प्रौद्योगिकी और अभियांत्रिकी (आयुर्वेद) (आयुर्वेद का इतिहास और सिद्धांत : दोष, धातु तथा अग्नि की अवधारणा, आयुर्वेद के ग्रन्थ – चरक संहिता, सुश्रुत संहिता तथा अष्टांग हृदय, रोग के पहचान और निदान की आयुर्वेदिक विधि – पंचकर्म, जड़ीबूटी तथा पथ्य के नियम)

Unit 4: Indian Technology and Engineering (Ancient Indian engineering marvels: The Iron Pillar of Delhi, stepwells, and hydraulic engineering, Early textile technology: Cotton cultivation, spinning, and weaving, Architecture: The science behind temple architecture and city planning in the Maurya and Gupta periods, Metallurgy: The development of advanced metalworking techniques, including the making of alloys and the production of steel)

ईकाई 4 : भारतीय प्रौद्योगिकी और अभियांत्रिकी (प्रमुख प्राचीन भारतीय अभियांत्रिकी मानदंड – दिल्ली का लौह स्तम्भ, बावरी तथा द्रव चालित अभियांत्रिकी, प्रारंभिक वस्त्र तकनीक – कपास उत्पादन, कताई और बुनाई, भवन निर्माण कला – मंदिर वास्तुकला का विज्ञान तथा मौर्य और गुप्त कालीन नगर योजना, धातुकर्म विज्ञान – उन्नत धातुकर्म तकनीक का विकास एवं मिश्र धातु तथा लौह इस्पात का उत्पादन)

Unit 5: Indian Contributions to Agriculture and Botany (Ancient agricultural practices: Crop rotation, irrigation, and soil fertility, The role of plants in Indian society: Medicinal plants, herbs, and the link between botany and Ayurveda, The influence of traditional knowledge on modern organic farming practices)

ईकाई 5 : कृषि और वनस्पति विज्ञान में भारत का योगदान (प्रारंभिक कृषि व्यवहार – फसल चक्र, सिंचाई तथा मिट्टी की उर्वरा शक्ति, भारतीय समाज में वनस्पति की भूमिका – औषधि

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जड़ीबूटी तथा वनस्पतिशास्त्र और आयुर्वेद के बीच का सम्बन्ध, पारंपरिक परंपरा का जैविक कृषि व्यवहार पर प्रभाव)

Unit 6: Intersections of Indian Knowledge Systems with Modern Science (The influence of Indian philosophy on modern quantum physics and cosmology, Global sustainability, bioethics, and alternative medicine)

ईकाई 6 : आधुनिक विज्ञान और भारतीय ज्ञान परम्पराओं के बीच का अंतरसम्बन्ध (आधुनिक क्वांटम भौतिकी तथा ब्रह्माण्ड विज्ञान पर भारतीय दर्शन का प्रभाव, वैश्विक धारणीयता, जैव नैतिकता तथा वैकल्पिक औषधी)

Case studies: The modern reappraisal of Ayurveda, Yoga, and Indian mathematical innovations. Challenges and opportunities in integrating IKS with contemporary scientific methods. Project on an aspect of Indian Knowledge Systems, with a focus on either science, technology, or medicine.

Learning Outcome

This syllabus offers a comprehensive understanding of India's traditional contributions to science, technology, and medicine, providing students with a holistic view of Indian Knowledge Systems and their relevance in the modern world.

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FOURTH SEMESTER - MJ - 06

INDIA DURING 1526- 1707

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To familiarize students with the political transition from the Delhi Sultanate to the establishment of the Mughal Empire (developments from Babur to Aurangzeb), the administrative institutions of the Mughal period the cultural developments in art, architecture, painting, and literature under the Mughals and their synthesis of Indo-Islamic traditions, the advent and expansion of European trading companies (Portuguese, Dutch, French, and English), and their impact on Indian economy and politics, the rise of Chhatrapati Shivaji and the Maratha polity, the rise of regional politics in early modern India with case studies of Rajputs, Ahoms, and Deccan states.

Course Structure: Six Units

COURSE CONTENT:-

1. Shershah and Foundation of Mughal Dynasty
शेरशाह और मुगल साम्राज्य की स्थापना
2. Mughal Period, Land Revenue and Administration During Mughals -1556-1707
मुगल काल, मुगल काल का भू – राजस्व और प्रशासन 1556-1707
3. Art, Architecture and Literature during Mughal Period
मुगल काल की कला, वास्तुकला और साहित्य
4. Advent of European Traders in India- Dutch, French and English
East India Companies
भारत में यूरोपीय व्यापारियों का आगमन – डच, फ्रेन्च और इंग्लिश ईस्ट इंडिया कम्पनी
5. Rise of Chatrapati Shivaji
छत्रपति शिवाजी का उदय
6. Rise of Regional Polities - Case Studies of Rajputs, Ahoms and Deccan States
क्षेत्रीय राजनीति का उदय – राजपूत, अहोम तथा दक्कनी राज्य

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Learning Outcomes

By the end of the course, students will be able to critically analyze the transition from a centralized empire to regional polities, which laid the foundation for the rise of the colonial state in the 18th century.

Bibliography/Suggested Readings

1. Abul Fazl. Akbarnama and Ain-i-Akbari. Trans. H. Blochmann & H.S. Jarrett. Asiatic Society, Calcutta, 1873–1907.
2. Badauni, Abdul Qadir. Muntakhab-ut-Tawarikh. Trans. G.S.A. Ranking, Vols. I–III. Delhi: Idarah-i-Adabiyat-i-Delli, 1973.
3. Jahangir. Tuzuk-i-Jahangiri (Memoirs of Jahangir). Trans. Alexander Rogers & H. Beveridge. London: Royal Asiatic Society, 1909.
4. Bernier, François. Travels in the Mughal Empire (1656–1668). Trans. A. Constable. Delhi: Low Price Publications, 1989 (Reprint).
5. Manucci, Niccolao. Storia do Mogor. Trans. William Irvine, 4 Vols. Delhi: Oriental Books Reprint, 1981.
6. Tavernier, Jean-Baptiste. Travels in India. Trans. V. Ball. Oxford: Clarendon Press, 1889.
7. Qanungo, K.R. Sher Shah and His Times. Calcutta: Orient Book Company, 1965.
8. Richards, John F. The Mughal Empire. Cambridge: Cambridge University Press, 1993.
9. Habib, Irfan. The Agrarian System of Mughal India, 1556–1707. Delhi: Oxford University Press, 1999 (revised edition).
10. Moreland, W.H. The Agrarian System of Moslem India. Cambridge: Cambridge University Press, 1929.
11. Brown, Percy. Indian Architecture (Islamic Period). Bombay: D.B. Taraporevala, 1956.
12. Chaudhuri, K.N. The Trading World of Asia and the English East India Company, 1660–1760. Cambridge University Press, 1978.
13. Sarkar, Jadunath. Shivaji and His Times. Calcutta: M.C. Sarkar & Sons, 1919 (Reprint: Orient Longman, 1973).
14. Singh, Raghubir. History of the Rajputs. Jaipur: Publishing House, 1939.
15. Barpujari, H.K. The Comprehensive History of Assam, Vol. II. Guwahati: Publication Board Assam, 1992.
16. Eaton, Richard M. A Social History of the Deccan, 1300–1761: Eight Indian Lives. Cambridge: Cambridge University Press, 2005.
17. Chandra, Satish. History of Medieval India. Delhi: Orient BlackSwan, 2007.

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FOURTH SEMESTER - MJ - 07

INDIA DURING 1757 - 1857

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To examine the emergence of regional states in 18th century India, such as the Marathas, Sikhs, Afghans, Travancore, and Mysore in resisting or accommodating new political realities. Understand the economic and social conditions of 18th-century India, including agrarian structures, trade, and crafts, the Anglo-French rivalry in South India and its significance in the establishment of colonial dominance of the English East India Company, its administrative innovations, and the evolution of land revenue systems (Zamindari, Ryotwari, Mahalwari), the educational and social reform policies under the East India Company and their impact on Indian society.

Course Structure: Six Units

COURSE CONTENT:-

1. 18th Century Decline Debates, Regional Powers, Economy and Society
18वीं सदी के पतन सम्बंधित बहस, क्षेत्रीय शक्तियां, अर्थव्यवस्था और समाज
2. Maratha Confederacy and Rise of Maratha Polity
मराठा कॉन्फेडरेसी तथा मराठा राजनीति का उदय
3. North Indian Polity - Afghan and Sikhs
उत्तर भारतीय राजनीति – अफगान और सिख
4. 18th Century South India- Travancore, Mysore and Anglo - French Rivalry
18वीं सदी का दक्षिण भारत – ट्रावन्कोर, मैसूर तथा आंग्ल – फ्रांसीसी संघर्ष
5. East India Company - Administration and Land Revenue Systems
ईस्ट इंडिया कंपनी – प्रशासन तथा भू-राजस्व व्यवस्था
6. Education and Social Reforms Policy under East India Company
ईस्ट इंडिया कंपनी के अधीन शिक्षा और समाज सुधार नीति

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Learning Outcomes

After completing this course, students will be able to interpret primary sources and historiographical perspectives to understand the transformation of Indian society in the century before 1857.

Bibliography/Suggested Readings

1. Marshall, P.J. The Eighteenth Century in Indian History: Evolution or Revolution? Delhi: Oxford University Press, 2003.
2. Bayly, C.A. Indian Society and the Making of the British Empire. Cambridge University Press, 1988.
3. Sarkar, Jadunath. Fall of the Mughal Empire, 4 Vols. Calcutta: M.C. Sarkar, 1932–38.
4. P.J. Marshall (ed.). The Eighteenth Century in India: Debates in Indian History and Society. New Delhi: Oxford University Press, 2000.
5. Alam, Muzaffar. Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707–48. Delhi: Oxford University Press, 1986.
6. Seema Alavi. The Eighteenth Century in India. Delhi: Oxford University Press, 2002.
7. Gordon, Stewart. The Marathas, 1600–1818. Cambridge: Cambridge University Press, 1993.
8. Sen, S.N. Administrative System of the Marathas. Calcutta: University of Calcutta, 1925.
9. Grewal, J.S. The Sikhs of the Punjab. Cambridge: Cambridge University Press, 1990.
10. Subrahmanyam, Sanjay. Peninsular India, 1600–1800. Delhi: Oxford University Press, 1996.
11. Bowring, Lewin B. Rulers of India: Haidar Ali and Tipu Sultan. Oxford: Clarendon Press, 1899.
12. Chaudhuri, S.B. The Anglo-French Struggle in India, 1740–1763. Calcutta: Mondal Brothers, 1969.
13. Fisher, Michael H. The Politics of the British Annexation of India, 1757–1857. Delhi: Oxford University Press, 1993.
14. Stokes, Eric. The English Utilitarians and India. Oxford: Clarendon Press, 1959.
15. Banerjee, Anil Chandra. The New History of Modern India, 1707–1857. Calcutta: Bagchi & Co., 1983 (chapters on revenue systems).
16. Desai, A.R. Social Background of Indian Nationalism. Bombay: Popular Prakashan, 1948.

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FIFTH SEMESTER - MJ - 08

HISTORY OF INDIAN FREEDOM MOVEMENT - 1857 A.D.-1917 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To acquaint students with the historiography of the Indian freedom struggle and major debates surrounding it. Analyze the Revolt of 1857, its causes, character, nature, and historiographical interpretations. To examine the formation and role of the Indian National Congress, focusing on the phases of Moderates and Extremists, their programmes, methods, and achievements. The Partition of Bengal (1905), its political and psychological impact on Indian society, and the evolution of the Swadeshi Movement. The growth of constitutional developments, especially the Indian Councils Act of 1909 (Morley–Minto Reforms), the significance of the Home Rule Movement led by Bal Gangadhar Tilak and Annie Besant. The Revolutionary Nationalist Movement (1905–1920), its organizations, leaders, ideologies, and impact.

Course Structure: Six Units

COURSE CONTENT:-

1. Historiography, Nationalism and Mass Movement
इतिहास लेखन, राष्ट्रवाद तथा जन आन्दोलन
2. Social and Religious Reforms Movements
सामाजिक तथा धार्मिक सुधार आन्दोलन
3. Indian National Congress- Moderates and Extremists: Programmes and Achievements.
भारतीय राष्ट्रीय कांग्रेस – नरमदल और गरमदल – कार्यक्रम तथा योजनायें
4. Partition of Bengal and its Impact, Swadeshi Movement.
बंगाल का विभाजन और उसका प्रभाव, स्वदेशी आन्दोलन
5. Constitutional Development 1909
संवैधानिक विकास 1909

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6. Home Rule Movement and Revolutionary Nationalist Movements - 1905 to 1920- Activities and Impact

होमरूल आन्दोलन तथा क्रांतिकारी राष्ट्रीय आन्दोलन - 1905 से 1920 - गतिविधियाँ और प्रभाव

Learning Outcomes

By the end of this course, students will be able to demonstrate understanding of the historiography of 1857-1917. The students will develop the ability to critically read historical sources and debates on the transition from early political mobilization to mass movements.

Bibliography/Suggested Readings

1. R.C. Majumdar (ed.) – The Sepoy Mutiny and the Revolt of 1857 (Calcutta: Firma KLM, 1957).
2. S.N. Sen – Eighteen Fifty-Seven (Publications Division, Government of India).
3. Dadabhai Naoroji – Poverty and Un-British Rule in India (1901).
4. Bipan Chandra – India's Struggle for Independence (Penguin, 1988).
5. Bipan Chandra et al. – India's Struggle for Independence, 1857–1947 (revised editions).
6. Sumit Sarkar – Modern India, 1885–1947 (Macmillan, 1983).
7. A.R. Desai – Social Background of Indian Nationalism (Popular Prakashan).
8. Thomas Metcalf – The Aftermath of Revolt: India 1857–1870 (Princeton, 1964).
9. R.C. Majumdar – History of the Freedom Movement in India (Vols. I–II).
10. Stanley Wolpert – Tilak and Gokhale: Revolution and Reform in the Making of Modern India (Berkeley, 1962).
11. Sumit Sarkar – The Swadeshi Movement in Bengal, 1903–1908 (Delhi: People's Publishing House, 1973).
12. M.N. Das (ed.) – India Under Morley and Minto.

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FIFTH SEMESTER MJ -09

HISTORY OF INDIAN FREEDOM MOVEMENT - 1917 A.D.-1947 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the Gandhian phase (1917–1942) of the national movement, beginning with Gandhi's South African experience and his role in shaping non-violent mass politics in India- (Champaran, Kheda, Non-Cooperation, Civil Disobedience, Quit India), the Swarajists (1923) and the Congress Socialist Party (1934) They will understand the post-1920 Revolutionary Nationalist Movements (Hindustan Republican Association (HRA), Hindustan Socialist Republican Association (HSRA), and the Indian National Army (INA)). They will understand constitutional developments from 1919 to 1939, including the Montagu-Chelmsford Reforms, Simon Commission, Round Table Conferences, and the Government of India Act 1935. They will critically examine the rise of communalism, the Muslim League, and Hindu-Muslim relations, leading to the demand for Pakistan, the impact of World War II on India, British wartime policies, and negotiations for independence (Cripps Mission, Wavell Plan, Cabinet Mission) and Partition of India.

Course Structure: Six Units

COURSE CONTENT:-

1. Gandhian Phase of National Movement : Gandhi in South Africa, 1917-1930 and 1930-1942
राष्ट्रीय आन्दोलन का गाँधी युग – दक्षिण अफ्रीका में गाँधी, 1917-1930 तथा 1930-1942
2. The Swarajists 1923 and Congress Socialist Party 1934
स्वराजिष्ठ 1923 तथा कांग्रेस सोशलिष्ट पार्टी 1934
3. Post 1920 Revolutionary Nationalist Movements- HRA, HSRA and INA
1920 के पश्चात् का क्रान्तिकारी राष्ट्रवादी आन्दोलन – [हिन्दुस्तान रिपब्लिकन आर्मी, हिन्दुस्तान सोशलिस्ट रिपब्लिक आर्मी तथा इन्डियन नेशनल आर्मी (आजाद हिन्द फौज)]

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4. Constitutional development during 1919 to 1939

1919-1939 के बीच का संवैधानिक विकास

4. Rise of Communalism and Muslim League

सांप्रदायिकता तथा मुस्लिम लीग का उदय

5. World War II and British Policies for India- Cripps Mission 1942, Wavell Plan 1945, Cabinet Mission 1946 and Partition of India Act 1947

द्वितीय विश्वयुद्ध और भारत के लिए ब्रिटिश नीतियाँ - क्रिप्स मिशन 1942, वेवेल योजना 1945, केबिनेट मिशन 1946 तथा भारत विभाजन अधिनियम 1947

Learning Outcomes

By the end of this course, students will be able to: Explain Gandhi's political strategies, philosophy of satyagraha, and his transformation of the national movement into a mass-based struggle. They will be able to analyze the complex rise of communalism, the role of Muslim League, and Hindu-Muslim negotiations. They will develop the ability to interpret the historiography of Indian struggle for independence—nationalist, Marxist, Cambridge, and Subaltern perspectives.

Bibliography/Suggested Readings

1. M.K. Gandhi – Hind Swaraj (1909); An Autobiography: The Story of My Experiments with Truth (1927).
2. Government Documents – Montagu–Chelmsford Reforms (1919), Simon Commission Report (1927), Government of India Act (1935), Cripps Mission, Wavell Plan, Cabinet Mission Report, Indian Independence Act (1947).
3. Bipan Chandra – India's Struggle for Independence & India After Independence.
4. Judith M. Brown – Gandhi's Rise to Power: Indian Politics 1915–1922 (Cambridge, 1972).
5. Francis Robinson – Separatism Among Indian Muslims (Cambridge, 1974).
6. V.P. Menon – The Transfer of Power in India, Orient BlackSwan, 1957
7. H.M. Seervai – Partition of India: Legend and Reality, Law and justice publishing co., 2024 (2nd ed.)

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FIFTH SEMESTER - MJ -10

CONTEMPORARY INDIA

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To study the political, economic, social, and cultural developments in India since Independence, the integration of princely states with special reference to Kashmir, Junagarh, and Hyderabad, India's foreign policy orientation: Panchsheel, Non-Aligned Movement, and responses to major wars (1962, 1965, 1971, Kargil 1999), the vision of Nehruvian planning, socialism, and industrialization through Five-Year Plans and explore shifts in Indian politics, including the first non-Congress government (1977) and subsequent political realignments. The students will be able to trace the role of technological development, nuclear policy, and space exploration in shaping India's global position.

Course Structure: Six Units

COURSE CONTENT:-

1. Politics, Economic and Social Change in Post Colonial India
उत्तर औपनिवेशिक भारत में राजनीतिक, अर्थव्यवस्था तथा सामाजिक परिवर्तन
2. Annexation of Native States with special reference to Kashmir, Junagarh and Hyderabad.
रियासती राज्यों का विलय – कश्मीर, जूनागढ़ तथा हैदराबाद के विशेष सन्दर्भ में
3. India's Foreign Policy- Panchsheel and Non-Aligned Movement, Indo-China War (1962) and Indo-Pak War (1965, 1971 and the Kargil War)
भारत की विदेश नीति – पंचशील तथा गुटनिरपेक्ष आन्दोलन, भारत – चीन युद्ध (1962) तथा भारत – पाक युद्ध (1965, 1971 तथा कारगिल युद्ध)
4. Nehru and Five Year Planning in India
नेहरू तथा भारत में पंचवर्षीय योजना
5. The First non-Congress Government 1977
प्रथम गैर – कांग्रेसी सरकार 1977

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6. Technological Developments and E-Governance - Nuclear Policy, Space Technology, Cashless Economy, Liberalisation and Globalisation

तकनीकी विकास तथा ई-गवर्नेंस – परमाणु नीति, अंतरिक्ष तकनीकी, मुद्रा रहित अर्थव्यवस्था, उदारीकरण तथा वैश्वीकरण

Learning Outcomes

By the end of the course, students will be able to: Explain the processes of state integration and the challenges of nation-building in post-colonial India, the foundations and shifts in India's foreign policy and its role in the global order. The students will also be able to examine the contributions of technological and scientific advancements (nuclear energy, ISRO, IT revolution) to national development and apply historical knowledge to understand current debates in Indian politics, economy, and society.

Bibliography/Suggested Readings

1. Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy* (Harper Collins, 2007).
2. Paul Brass, *The Politics of India Since Independence* (Cambridge University Press, 2012).
3. V.P. Menon, *The Story of the Integration of the Indian States* (Orient BlackSwan, 1956).
4. K.P. Misra & K.R. Narayanan (eds.), *Non-Alignment in Contemporary International Relations* (Vikas, 1981).
5. Srinath Raghavan, *1971: A Global History of the Creation of Bangladesh* (Harvard, 2013).
6. Jasjit Singh, *Kargil 1999: Pakistan's Fourth War for Kashmir* (Knowledge World, 2000).
7. ISRO Publications – History of Indian Space Programme.
8. Nandan Nilekani, *Imagining India: Ideas for the New Century* (Penguin, 2008).
9. Sunil Khilnani, *The Idea of India* (Penguin, 1997).

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SIXTH SEMESTER - MJ-11

HISTORY OF MODERN EUROPE – 1789 A.D.-1900 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the major intellectual, political, social, and economic transformations that shaped modern Europe during (1789–1900)- the Enlightenment the French Revolution, the rise of Napoleon Bonaparte, the role of Metternich and the Congress of Vienna in restoring conservatism and maintaining the balance of power, the Revolutions of 1830 and 1848 in Europe, the growth of nationalism and analyze the unification of Italy and Germany, the role of Bismarck's diplomacy and foreign policy in European politics and impact of the Industrial Revolution on European society, economy, and politics.

Course Structure: Six Units

COURSE CONTENT:-

1. Enlightenment, Nationalism and Industrialisation
प्रबोधन, राष्ट्रवाद और औद्योगीकरण
2. French Revolution :Causes and Impacts
फ्रांस की क्रांति – कारण और प्रभाव
3. Rise of European State System - From Napoleon Bonaparte to Metternich
यूरोपीय राज्य व्यवस्था का उदय – नेपोलियन बोनापार्ट से मेटर्निक तक
4. Revolution of 1830 and 1848 in Europe
यूरोप में 1830 और 1848 की क्रांति
5. Italian and German Nationalism and Unification
इटली तथा जर्मनी का राष्ट्रवाद तथा एकीकरण
6. Foreign policy of Bismarck.
बिस्मार्क की विदेश नीति

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Learning Outcomes

They will be able to critically analyze different historical perspectives and debates regarding nationalism, liberalism, and conservatism in 19th-century Europe.

Bibliography/Suggested Readings

1. C. D. M. Kettle – The French Revolution
2. Albert Soboul – The French Revolution: 1787–1799
3. R. R. Palmer & Joel Colton – A History of the Modern World
4. David Thomson – Europe Since Napoleon
5. Eric Hobsbawm – The Age of Revolution: 1789–1848
6. François Furet – Interpreting the French Revolution
7. Lynn Hunt – Politics, Culture, and Class in the French Revolution
8. Gareth Stedman Jones – Languages of Class: Studies in English Working Class History
9. Benedict Anderson – Imagined Communities: Reflections on the Origin and Spread of Nationalism

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SIXTH SEMESTER – MJ -12

TRADITIONS OF HISTORICAL WRITING IN ANCIENT INDIA

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To critically analyze the Vedic dānastutis and Puranic genealogies, the Mahākāvyas (Ramayana and Mahabharata) as repositories of social, cultural, and political traditions, to understand the traditions of praśastis and charitas, and Kalhaṇa's Rājatarāṅgiṇī as an early example of historical writing with critical methods, to study the Buddhist traditions of historical writing. It is also intended to train students in literary criticism and historiographical analysis of ancient Indian texts.

Course Structure: Six Units

COURSE CONTENT:-

1. The Vedic Danastutis and Puranic Genealogies
वैदिक दानस्तुति और पौराणिक वंशावली
2. The Mahakavyas- Ramayan and Mahabharat
महाकाव्य – रामायण और महाभारत
3. Courtly Traditions: Prasastis - Literary Criticism of Prasastis
राजकीय परम्परा : प्रशस्ति – प्रशस्तियों का आलोचनात्मक अध्ययन
4. Courtly Traditions: Charitas - Literary Criticism of Charitas
राजकीय परम्परा : चरित – चरित साहित्यों का आलोचनात्मक अध्ययन
5. Historian: Kalhana and the Rajtarangini
इतिहासकार – कल्हण और राजतरंगिनी

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6. Buddhist Traditions of Historical Writing

इतिहास लेखन की बौद्ध परम्परा

Learning Outcomes

By the end of the course, students will be able to: Explain the nature of historical traditions in ancient India and how they differ from modern historical writing and examine the debates on myth, memory, and history in the Indian tradition. They will be able to apply methods of textual and literary criticism to evaluate ancient Indian sources and appreciate the continuities and gaps in the evolution of Indian historiography.

Bibliography/Suggested Readings

1. R. S. Sharma – Looking for the Aryans.
2. Romila Thapar – Past Before Us: Historical Traditions of Early North India.
3. Romila Thapar – Cultural Pasts: Essays in Early Indian History.
4. A. K. Warder – Indian Kavya Literature (relevant for charitas & mahākāvyas).
5. Upinder Singh – A History of Ancient and Early Medieval India.
6. J. W. de Jong – Traditions of Buddhist Historiography in India and Sri Lanka.
7. D. D. Kosambi – Myth and Reality: Studies in the Formation of Indian Culture.

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SIXTH SEMESTER – MJ -13

HISTORY OF JHARKHAND UP TO 2000 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To trace the early colonial encounter in Jharkhand, focusing on the coming of the English and their relationship with native states like the Nagavanshis, Cheros, and Ramgarh state. To study the tradition of resistance in Jharkhand through tribal uprisings such as the Kol Insurrection (1831–32), Santhal Hul (1855–56), Sardari Larai, Birsa Ulgulan (1899–1900), and Tana Bhagat movement. To examine the legal and administrative changes under colonial rule, including the Santhal Pargana Tenancy Act and Chhotanagpur Tenancy Act (1908). To understand the Jharkhand movement—its ideological foundations, stages of development, leadership, and the circumstances leading to the formation of Jharkhand in 2000.

Course Structure: Six Units

COURSE CONTENT:-

1. Coming of the English in Jharkhand and Relationship between the British and the Native States. (Nagvanshis, Cheros and Ramgarh State)
अंग्रेजों का झारखण्ड में आगमन तथा रियासती राज्यों (नागवंशी, चैरो तथा रामगढ़ राज) के साथ ब्रिटिश के सम्बन्ध
2. Colonial Politics and their impact on Agriculture, Land, Forest, Railways and Education
औपनिवेशिक राजनीति तथा उनका कृषि, भूमि, जंगल, रेलवे और शिक्षा पर प्रभाव
3. Resistance to the Colonial Rule and Tribal Movements: Kol insurrection, Santhal Hul, Sardari ladai, Birsa Ulgulan and Tana Bhagat Movement

औपनिवेशिक शासन का विरोध तथा जनजातीय विद्रोह कोल विद्रोह, संथाल हल, सरदारी लड़ाई, बिरसा उलगुलान तथा टाना भगत आन्दोलन

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4. Santhal Pargana Tenancy Act and Chotanagpur Tenancy Act, 1908.
संथाल परगना काश्तकारी अधिनियम तथा छोटानागपुर काश्तकारी अधिनियम 1908
5. Gandhian Movement and Jharkhand
गांधीजी के आन्दोलन तथा झारखण्ड
6. Jharkhand Movement:
झारखण्ड आन्दोलन
 - a. Stages of the Movement.
आन्दोलन के चरण
 - b. Formation of the Jharkhand State.
झारखण्ड राज्य का निर्माण

Learning Outcomes

After completing this course, students will be able to: Explain the Jharkhand's political history and their interaction with the British, Jharkhand after 1947 and till the formation of Jharkhand as a separate state. Analyze how colonial and post-independence policies on land, agriculture, forest, and railways transformed Jharkhand's economy and society. They will be able to develop research skills to critically use archival sources, oral traditions, and regional historiography.

Bibliography/Suggested Readings

1. Hunter, W. W. — A Statistical Account of Bengal, Vol. XVI: Chotanagpur and Santal Parganas (1877).
2. Dalton, Edward Tuite — Descriptive Ethnology of Bengal (1872).
3. Chotanagpur Tenancy Act (1908).
4. Santhal Parganas Tenancy Act (1855, amended 1949).
5. Minz, J. B. — Adivasi Struggles in Colonial India: The Jharkhand Story (1997).
6. Roy, S. C. — The Mundas and Their Country (1912).
7. Roy, S. C. — The Oraons of Chotanagpur (1915).
8. Prakash, Amit — Jharkhand: Politics of Development and Identity (2001).
9. Ekka, D. D. — Jharkhand Movement: A Study in the Politics of Regionalism (1992).
10. Prasad, B. — Formation of Jharkhand: Politics, Movements and Regional Aspirations (2003).
11. Horo, J. — Jharkhand Andolan Aur Adivasi Chetna (in Hindi, 1999).

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SIXTH SEMESTER – MJ -14

JHARKHAND: ENVIRONMENT, SOCIETY AND CULTURE IN HISTORICAL PERSPECTIVE

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To acquaint students with the geographical and environmental setting of Jharkhand and its historical significance. To study the society, culture, and traditions of early and medieval Jharkhand. To analyze the impact of colonial policies (land, forest, mining, industry, railways, education) on Jharkhand's society and environment. To explore the historical interrelationship between land, economy, and society in Jharkhand. To examine the growth of economy, industry, and natural resource exploitation in the region and their socio-economic consequences.

Course Structure: Six Units

Unit 1: The Environmental Setting of Jharkhand

झारखण्ड का वातावरणीय परिदृश्य

- Geography, ecology, and natural resources: forests, rivers, minerals.
भूगोल, पर्यावरण, प्राकृतिक संसाधन, वन, नदियाँ, खनिज
- Pre-colonial land use and resource management practices.
औपनिवेशिक काल के पूर्व भूमि का उपयोग तथा संसाधन प्रबंधन
- Sacred groves, nature worship, and indigenous ecological knowledge.
पवित्र वृक्ष, प्राकृतिक पूजा और पारंपरिक पर्यावरणीय ज्ञान

Unit 2: Society and Culture in Early and Medieval Jharkhand

पूर्व तथा मध्यकालीन झारखंड का समाज और संस्कृति

- Tribal communities: Santhal, Munda, Oraon, Ho, Kharia.
जनजातीय समुदाय : संथाल, मुंडा, उरांव, हो, खरिया
- Cultural traditions: oral epics, rituals, festivals, and customary law.
सांस्कृतिक परम्पराएं : श्रुति काव्य, संस्कार, उत्सव तथा पारंपरिक कानून
- Political structures: clan, village assemblies, chiefs and rulers.
राजनीतिक संरचनाएं : ग्राम सभा, मुखिया और रजवाड़े
- Interaction with regional kingdoms and external forces.
क्षेत्रीय रजवाड़ों का बाहरी शक्तियों के साथ सम्बन्ध

Unit 3: Colonialism, Land, and Society

उपनिवेशवाद, भूमि और समाज

- British conquest and administrative re-structuring of Chotanagpur and Santhal Parganas.

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ब्रिटिश आगमन तथा छोटानागपुर और संथाल परगना की प्रशासनिक पुनर्रचना

- Impact on tribal customary rights, forests, and agrarian life.
जनजातीय पारंपरिक अधिकारों, वनों तथा कृषि जीवन पर प्रभाव
- Resistance: Tilka Manjhi, Sidho-Kanho, Birsa Munda.
प्रतिरोध : तिलका मांझी, सिद्धो कान्हू, बिरसा मुंडा

Unit 4: Economy, Industry, and Environment

अर्थव्यवस्था, उद्योग और पर्यावरण

- Mining, industrialisation, and displacement from colonial to postcolonial times.
उत्खनन, औद्योगीकरण तथा औपनिवेशिक एवं स्वतंत्र भारत में विस्थापन
- Migration of labour and changing occupational structures.
श्रमिक प्रवर्जन तथा रोजगार संरचना में परिवर्तन
- Forest policies, ecological degradation, and people's responses.
वन नीति, पर्यावरणीय ह्रास तथा जन प्रतिक्रिया
- The environment–development debate in Jharkhand.
झारखण्ड में पर्यावरण – विकास विवाद

Unit 5: Culture, Identity, and Movements

संस्कृति, अस्मिता तथा आन्दोलन

- Tribal identity, religion, and reform movements.
जनजातीय अस्मिता, धार्मिक तथा सुधर आन्दोलन
- Role of Christian missions, education, and literacy.
ईसाई मिशनरी, शिक्षा और साक्षरता की भूमिका
- Jharkhandi cultural assertion through literature, theatre, and music.
साहित्य, रंगमंच और संगीत में झारखंडी संस्कृति की अभिव्यक्ति
- Movements for autonomy and the making of Jharkhand state (20th century).
स्वायत्तता और पृथक झारखण्ड राज्य (20वीं सदी) के लिए आन्दोलन

Unit 6: Contemporary Jharkhand: Society, Development and Environment

समकालीन झारखण्ड : समाज, विकास और पर्यावरण

- Post-2000 Jharkhand: governance, economy, and society.
उत्तर – 2000 का झारखण्ड : शासन, अर्थव्यवस्था और समाज
- Mining, displacement, and environmental conflicts.
उत्खनन, आधारित विस्थापन और पर्यावरणीय संघर्ष
- Gender, caste, and class dynamics in contemporary Jharkhand.
समकालीन झारखण्ड में लिंग भेद, जाति तथा वर्ग विभाजन
- Cultural continuity and transformation: festivals, arts, media, and globalization.
सांस्कृतिक निरंतरता और परिवर्तन : उत्सव, कला, मिडिया और वैश्वीकरण

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Learning Outcomes

After completing the syllabus the students will be able to explain the environmental setting of Jharkhand and its influence on historical developments, situate contemporary issues of Jharkhand- society, development, and environment—in a historical context and develop academic competence in regional, environmental, and socio-economic history, with the ability to link local processes to national and global trends.

Bibliography/Suggested Readings

1. Ray, S.C. The Nagbansis and the Cheros of Chotanagpur. Ranchi University, 1970.
2. Prasad, B. History of Bihar, Vol. I (Including Jharkhand). Patna University, 1980.
3. Dutta, K.K. History of the Freedom Movement in Chotanagpur. Ranchi University, 1946.
4. Singh, K.S. The Dust Storm and the Hanging Mist: A Study of Birsa Munda and His Movement 1874–1901. Oxford University Press, 1983.
5. Tete, Vandana. *Colonialism and Resistance in Jharkhand*. New Delhi, 2002.
6. Jha, Ajay Kumar. Land, Forest and Tribal Rights in Jharkhand. New Delhi, 1998.
7. Chaudhuri, B.B. Peasant History of Late Pre-Colonial and Colonial India. Pearson, 2008.
8. Mishra, Binayak. Coal Mining and Environmental Change in Jharkhand. Ranchi, 2010.
9. Munda, Ramdayal and Shashi Nand Shahi. Jharkhand Movement: A Historical Perspective. New Delhi, 2000.
10. Shah, A.K. The Politics of Jharkhand: Identity and Development. Orient Blackswan, 2005.
11. Corbridge, Stuart. Jharkhand: Political Economy of Underdevelopment and Resistance. Oxford University Press, 1987.
12. Tete, Vandana. Jharkhand Andolan ke Saathi (English Translation available as Companions of the Jharkhand Movement).
13. Devalle, Susana B.C. Discourses of Ethnicity: Culture and Protest in Jharkhand. Sage Publications, 1992

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EIGHTH SEMESTER - MJ-15

HISTORY OF CONTEMPORARY WORLD - I

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To acquaint students with the historical background of the United Nations and its organizational structure, aims, achievements, and limitations in global politics about the origin, nature, and consequences of the Cold War, understand the role of NATO and the Warsaw Pact in shaping world politics, examine the creation of Israel and the long-standing Palestine problem in international history, the history of Apartheid in South Africa and the global struggle against racial discrimination, the disintegration of the Soviet Union and its wide-ranging political, social, and economic consequences.

Course Structure: Six Units

COURSE CONTENT:-

1. Formation, Objectives and Organization of U.N.O, Achievements and Failures
संयुक्त राष्ट्र संघ का उद्भव, उद्देश्य और संगठन, उपलब्धियाँ और असफलताएँ
2. Cold War - Causes, Nature and Impact- NATO and Warsaw Pact.
शीत युद्ध – कारण, स्वरूप और प्रभाव – नाटो और वारसॉ समझौता
3. Rise of Israel and the Palestine Problem
इजराइल का उदय तथा फिलिस्तीन समस्या
4. Apartheid in South Africa
दक्षिण अफ्रीका में रंगभेद (अपारथाइड)
5. Disintegration of Soviet Union and its impact.
सोवियत संघ का विघटन तथा उसका प्रभाव
6. Concept of Bipolar, Unipolar and Multi- polar world
द्विध्रुवीय, एकलध्रुवीय और बहुध्रुवीय विश्व की अवधारणा

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Learning Outcomes

Explain the circumstances leading to the foundation of the United Nations and dynamics of the Cold War and its impact on world politics, and the collapse of the Soviet Union and its global consequences.

Bibliography / Suggested Readings

1. Hanhimäki, Jussi M. The United Nations: A Very Short Introduction. Oxford University Press, 2008.
2. LaFeber, Walter. America, Russia, and the Cold War, 1945–2006. McGraw-Hill, 2007.
3. Gaddis, John Lewis. The Cold War: A New History. Penguin, 2005.
4. Westad, Odd Arne. The Global Cold War. Cambridge University Press, 2007.
5. Kaplan, Lawrence S. NATO and the United States: The Enduring Alliance. Twayne, 1994.
6. Varner, Steven. The Warsaw Pact: From Cold War to Collapse, 1955–1991. Palgrave Macmillan, 2012.
7. Gelvin, James L. The Israel-Palestine Conflict: One Hundred Years of War. Cambridge University Press, 2014.
8. Worden, Nigel. The Making of Modern South Africa: Conquest, Segregation and Apartheid. Blackwell, 2012.
9. Brown, Archie. The Gorbachev Factor. Oxford University Press, 1996.
10. Service, Robert. The End of the Cold War 1985–1991. Macmillan, 2015.
11. Hobsbawm, Eric. The Age of Extremes: The Short Twentieth Century 1914–1991. Vintage, 1996.

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SEVENTH SEMESTER - MJ- 16

RESEARCH METHODOLOGY

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the concept, nature, and scope of social research in historical studies, to familiarize students with different techniques of data collection such as social survey, interviews, schedules, and questionnaires, and the ability to critically examine historiography and different schools of historical writing. It is also aimed to apprise them with data visualization techniques and research skills that combine traditional methods with modern interdisciplinary approaches.

Course Structure: Six Units

COURSE CONTENT:-

1. **Social Research** – Definition of Social Research, Characteristics of Social Research, Objective of Social Research, Significance of Social Research. **Social Survey**
सामाजिक अनुसन्धान – सामाजिक अनुसन्धान की परिभाषा, सामाजिक अनुसन्धान की विशेषता, सामाजिक अनुसन्धान का उद्देश्य, सामाजिक अनुसन्धान का महत्व, सामाजिक सर्वेक्षण
2. **Interview, Schedule and Questionnaire**- Definition, types and difference between Interview, Schedule and Questionnaire
साक्षात्कार, अनुसूची और प्रश्नावली – परिभाषा, प्रकार, साक्षात्कार, अनुसूची और प्रश्नावली के बीच अंतर
3. **Historical Methodology**- Archaeological Tools, Epigraphy and Numismatics.
ऐतिहासिक प्रविधि – पुरातात्विक उपादान, अभिलेखीय अध्ययन तथा मुद्राशास्त्र
4. **Archival Research and Oral History Projects.**
अर्काइव अनुसंधान तथा मौखिक इतिहास परियोजना

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5. Digital Tools in Historiographical Research

इतिहास लेखन में डिजिटल उपादानों का प्रयोग

6. Data Visualisation for History and Role of Mapping in Historical studies.

इतिहास में डाटा विजुअलाइजेशन तथा ऐतिहासिक अध्ययनों में मानचित्रों की भूमिका

Learning Outcomes

Define social research and identify its key characteristics in the context of historical studies and apply tools like surveys, interviews, schedules, and questionnaires for collecting historical and social data. They will be able to conduct independent historical research projects with interdisciplinary methodologies.

Bibliography / Suggested Readings

1. Goode, W.J. & Hatt, Paul K. Methods in Social Research. McGraw-Hill, 1952.
2. Fowler, Floyd J. Survey Research Methods. Sage Publications, 2014.
3. Young, Pauline V. Scientific Social Surveys and Research. Prentice Hall, 1949.
4. Carr, E.H. What is History? Penguin, 1961.
5. Howell, Martha & Prevenier, Walter. From Reliable Sources: An Introduction to Historical Methods. Cornell University Press, 2001.
6. Dani, A.H. Indian Epigraphy. Munshiram Manoharlal, 1986.
7. Iggers, Georg. Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge. Wesleyan University Press, 2005.
8. Gregory, Ian & Ell, Paul. Historical GIS: Technologies, Methodologies, and Scholarship. Cambridge University Press, 2007.
9. Knowles, Anne Kelly. Placing History: How Maps, Spatial Data, and GIS are Changing Historical Scholarship. ESRI Press, 2008.

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SEVENTH SEMESTER – MJ -17
HISTORY OF CHINA - 1839 A.D. -1949 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To examine the impact of Western imperialism on China beginning with the Opium Wars, the major internal uprisings such as the Taiping and Boxer Rebellions and their social-political consequences, the significance of the 1911 Revolution, the role of Sun Yat-sen, Chiang Kai-shek and understand the rise of Chinese nationalism and the struggle between Nationalists and Communists, and success of the Communist Revolution of 1949.

Course Structure: Six Units

COURSE CONTENT:-

1. Opium Wars.
अफीम युद्ध
2. Taiping Rebellion.
ताइपिंग विद्रोह
3. Boxer Rebellion.
बॉक्सर विद्रोह
4. Chinese Revolution of 1911.
1911 की चीनी क्रांति
5. Dr. Sun –Yat – Sen and Chiang – Kai – Shek.
डॉ० सुनयात सेन और चियांग काई शेक
6. Communist Revolution in China 1949.
1949 की चीन की साम्यवादी क्रांति

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Learning Outcomes

Explain the causes and consequences of the opening China to Western imperialism, rise of Chinese nationalism, and interpret the rise of the Chinese Communist Party (CCP) and its conflict with the Nationalists and understand the conditions that led to the success of the Communist Revolution in 1949 under Mao Zedong.

Bibliography/Suggested Readings

1. Fairbank, John K. The Cambridge History of China, Vol. 10 & 12. Cambridge University Press, 1978–1983.
2. Gray, Jack. Rebellions and Revolutions: China from the 1800s to 2000. Oxford University Press, 2002.
3. Eastman, Lloyd. The Abortive Revolution: China under Nationalist Rule, 1927–1937. Harvard University Press, 1974.
4. Taylor, Jay. The Generalissimo: Chiang Kai-shek and the Struggle for Modern China. Harvard University Press, 2009.
5. Bianco, Lucien. Origins of the Chinese Revolution, 1915–1949. Stanford University Press, 1971.
6. Hsü, Immanuel C.Y. The Rise of Modern China. Oxford University Press, 2000 (latest edition).
7. Wakeman, Frederic. The Fall of Imperial China. Free Press, 1975.

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SEVENTH SEMESTER – MJ -18

HISTORY OF JAPAN (1850 -1950)

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the transformation of Japan from a feudal society into a modern nation-state, the opening of Japan and the impact of Western powers on its political and social order, analyze the causes, nature, and consequences of the Meiji Restoration, the rise of militarism in Japan and its domestic as well as international implications, the Sino-Japanese War (1894–95) and the Russo-Japanese War (1904–05), Japan's position in World War I and the World War II and the consequences of its defeat in 1945.

Course Structure: Six Units

COURSE CONTENT:-

1. Open Door Policy of Japan.
जापान की खुली द्वार नीति
2. Meiji Restoration.
मेईजी पुनर्स्थापना
3. Modernization and Militarization of Japan in 20th Century.
20 वीं शताब्दी में जापान का आधुनिकीकरण और सैन्यकरण
4. Sino – Japanese War of 1894 – 1895 and Russo - Japanese War of 1904 – 1905
1894– 1895 का चीन – जापान युद्ध और 1904– 1905 का रूस – जापान युद्ध
5. Japan and World War I
प्रथम विश्व युद्ध और जापान
6. Japan and World War II
द्वितीय विश्व युद्ध और जापान

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Learning Outcomes

Explain the background and significance of the opening of Japan and its "Open Door" interactions with the West and the consequences of Japan's defeat in 1945 and its transition toward reconstruction under Allied occupation.

Bibliography/Suggested Readings

1. Gordon, Andrew. A Modern History of Japan: From Tokugawa Times to the Present. Oxford University Press, 2020.
2. Beasley, W.G. The Rise of Modern Japan: Political, Economic and Social Change since 1850. Palgrave Macmillan, 1995.
3. Iriye, Akira. The Origins of the Second World War in Asia and the Pacific. Longman, 1987.

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EIGHTH SEMESTER - MJ-19

HISTORY OF THE MIDDLE EAST

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the political, social, and cultural transformation of the Middle East in the 20th century, the modernization of Turkey under the Young Turk Movement, the Mandate system (British in Iraq, French in Syria and Lebanon) and its long-term consequences, the political rise and state-building of Saudi Arabia under Ibn Saud (1932–1953) and the Iranian Revolution (1941–1979) and trace the trajectory of modern Egypt from Nasser to Mubarak (1952–2011).

Course Structure: Six Units

COURSE CONTENT:-

1. Modernisation of Turkey-Young Turk Movement and Foreign Policy
तुर्की का आधुनिकीकरण – युवातुर्क आन्दोलन तथा विदेश नीति
2. British Mandate in Iraq and French Mandate in Syria and Lebanon.
इराक का ब्रिटिश मँडेट तथा सीरिया और लेबनॉन का फ्रांसीसी मँडेट
3. Saudi Arabia under Ibn Saud 1932-1953.
इब्न सउद के अधीन सउदी अरब 1932-1953
4. Revolution of Iran 1941-1979
ईरान की क्रांति 1941-1979
5. Egypt during 1952 -2011- (Nasser 1954-1970, Anwar Saddat 1971-1981 and Hosni Mubarak 1981-2011)

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1952 -2011 के बीच मिस्र - (नासिर 1954-1970, अनवर सादात 1971-1981 तथा होस्नी मुबारक 1981-2011)

6. Westernization - Modernization and Rise of Nationalism in the Middle East.

पश्चिमीकरण - आधुनिकीकरण और मध्य एशिया में राष्ट्रवाद का उदय

Learning Outcomes

Critically interpret the tensions between westernization, modernization, and cultural identity in the Middle East, the rise of nationalism and pan-Arabism as responses to imperialism and modernization. They will also be able to compare and contrast the modernization trajectories of Turkey, Iran, Saudi Arabia, and Egypt. The students will be able to develop analytical skills to link regional developments in the Middle East with global political shifts in the 20th century.

Bibliography/Suggested Readings

1. Lewis, Bernard. The Emergence of Modern Turkey. Oxford University Press, 2002.
2. Tripp, Charles. A History of Iraq. Cambridge University Press, 2007.
3. Thompson, Elizabeth. Colonial Citizens: Republican Rights, Paternal Privilege, and Gender in French Syria and Lebanon. Columbia University Press, 2000.
5. Al-Rasheed, Madawi. A History of Saudi Arabia. Cambridge University Press, 2010.
6. Abrahamian, Ervand. A History of Modern Iran. Cambridge University Press, 2008.
7. Axworthy, Michael. Revolutionary Iran: A History of the Islamic Republic. Oxford University Press, 2013.
8. Vatikiotis, P.J. The History of Modern Egypt: From Muhammad Ali to Mubarak. Johns Hopkins University Press, 1991.
9. Waterbury, John. The Egypt of Nasser and Sadat: The Political Economy of Two Regimes. Princeton University Press, 1983.
10. Dawisha, Adeed. Arab Nationalism in the Twentieth Century: From Triumph to Despair. Princeton University Press, 2003.

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EIGHTH SEMESTER - MJ-20

HISTORY OF MODERN EUROPE – 1900 A.D.-1945 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To analyze the causes and consequences of the First World War (1914–1918) and evaluate the role of the Paris Peace Conference, the League of Nations, and its ultimate failure, the Russian Revolution of 1917 and its causes, nature, ideological significance, and global impact, the rise of Fascism in Italy and Nazism in Germany, focusing on their origins, ideologies, and political strategies. They will also assess the foreign policies of France, Germany, and England during the interwar years (1919–1939) and critically analyze the Second World War (1939–1945).

Course Structure: Six Units

COURSE CONTENT:-

1. Causes and Impact of First World War, 1914 – 1918 and Paris Peace Conference
प्रथम विश्व युद्ध 1914 – 1918 कारण और प्रभाव एवं पेरिस शांति सम्मेलन
2. The League of Nations: achievement and failure.
लीग ऑफ नेशन्स – उपलब्धियाँ और असफलताएँ
3. The Russian Revolution of 1917 : Causes, Nature and Effects.
रूस की क्रांति 1917 – कारण, स्वरूप और प्रभाव
4. Rise of Ideologies - Fascism and Nazism, Case Studies of Italy and Germany
विचारधाराओं का उदय – फासीवाद तथा नाजीवाद, इटली और जर्मनी का केस स्टडीज

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5. Foreign Policy During 1919-1939 (Case Study of France, Germany and England)

1919-1939 के बीच विदेश नीति (फ्रांस, जर्मनी और इंग्लैण्ड के विशेष सन्दर्भ में)

6. Second world War (1939 – 1945) : Causes and Impact.

द्वितीय विश्वयुद्ध (1939 – 1945) – कारण और प्रभाव

Learning Outcomes

To provide a comprehensive understanding of the major political, economic, and social transformations in Europe between 1900 and 1945 and explain the long-term and immediate causes of the First World War and the Russian Revolution of 1917, and the Second World War. They will also be able to apply historical perspectives to understand the linkages between war, ideology, diplomacy, and revolution in shaping the modern world.

Bibliography/Suggested Readings

1. Hobsbawm, Eric. The Age of Extremes: The Short Twentieth Century, 1914–1991. Vintage, 1994.
2. Merriman, John. A History of Modern Europe: From the Renaissance to the Present. W.W. Norton, 2019.
3. Paxton, Robert O. Europe in the Twentieth Century. Wadsworth, 2011.
4. Davies, Norman. Europe: A History. Oxford University Press, 1996.
5. Fitzpatrick, Sheila. The Russian Revolution. Oxford University Press, 2017.

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FIRST SEMESTER (ACC-01)

BUDHHIST SOURCES FOR ANCIENT INDIAN HISTORY

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the Buddhist canonical texts (Tripitaka, Pali texts, Mahavastu, Milindapanha) as historical sources for ancient India, to analyze the Ashokan edicts and evaluate the contributions of Chinese pilgrims (Fa-Hien, Hsüan-Tsang, I-Tsing) in reconstructing the political, social, and cultural history of India. They will also study Buddhist art traditions of Gandhara and Mathura as visual-historical evidence of cultural and religious interactions and examine Sanskrit Buddhist texts (such as Aśvaghōṣa's Buddhacarita and Saundarananda) as sources for historical inquiry.

Course Structure: Six Units

COURSE CONTENT:-

1. Tripitaka
त्रिपिटक
2. Pali Texts- Milindpanha and Mahavastu
पाली साहित्य – मिलिन्दपन्ह तथा महावस्तु
3. Ashokan Edicts addressed to Buddhism
बौद्ध धर्म को संबोधित अशोक के अभिलेख
4. The Accounts of Chinese pilgrims: Fa-hien, Hsuen Tsang and It-Sing
चीनी तीर्थ यात्रियों के वृत्तान्त – फाह्यान, ह्वेनसांग तथा इत्सिंग
5. Gandhar and Mathura Art
गांधार और मथुरा कला
6. Buddhist Texts in Sanskrit- Asvaghosha
संस्कृत में बौद्ध साहित्य – अश्वघोष

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Learning Outcomes

The students will be able to integrate textual, archaeological, and artistic sources to reconstruct a multi-dimensional picture of ancient Indian history. They will be able to demonstrate skills in historiographical debates about the use of Buddhist sources in reconstructing history. They will also develop an ability to compare Buddhist textual traditions in Pali and Sanskrit with epigraphic and artistic evidence.

Bibliography/Suggested Readings

1. Barua, B.M. Asoka and His Inscriptions. Calcutta, 1946.
2. Winternitz, M. A History of Indian Literature: Buddhist Literature and Jaina Literature. Vol. II. Motilal Banarsidass.
3. Thapar, Romila. Aśoka and the Decline of the Mauryas. Oxford University Press, 1998.
4. Sircar, D.C. Inscriptions of Asoka. New Delhi, 1979.
5. Sen, Tansen. Buddhism, Diplomacy, and Trade: The Realignment of Sino-Indian Relations, 600–1400. University of Hawai'i Press, 2003.
6. Huntington, Susan L. The Art of Ancient India: Buddhist, Hindu, Jain. Motilal Banarsidass, 1985.
7. Zwalf, W. A Catalogue of the Gandhara Sculpture in the British Museum. British Museum, 1996.
8. Salomon, Richard. Indian Epigraphy and the Buddhist Literary Tradition. Oxford University Press, 1998.

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SECOND SEMESTER (ACC-02)

INTRODUCTION TO VEDIC OR PAURANIC SOURCES

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To provide a comprehensive introduction to the Vedic literature (Saṃhitās, Brāhmaṇas, Āraṇyakas, Upaniṣads), the Purāṇas in preserving myths, genealogies, social traditions, and religious practices, Smṛiti literature and its relevance in understanding social order, law, and ethics in ancient India, the Vedāṅgas (auxiliary sciences) and their function in preserving, interpreting, and transmitting Vedic knowledge, Gṛhya-sūtras as sources for domestic rituals, life-cycle ceremonies, and social customs. They will also know the six classical schools of Indian philosophy (Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Pūrva-Mīmāṃsā, and Uttara-Mīmāṃsā) and their contribution to intellectual traditions.

Course Structure: Six Units

COURSE CONTENT:-

1. Introduction to the Vedic Literature
वैदिक साहित्य का परिचय
2. Introduction to the Puranas
पुराणों का परिचय
3. Introduction to the Smriti Literature
स्मृति साहित्य का परिचय
4. Introduction to the Vedangas
वेदांगों का परिचय

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5. Introduction to the Grih Sutras

गृहसूत्रों का परिचय

6. Introduction to Six Schools of Nyaya-Vaisheshik Yoga-Sankhya Purv Mimansa
Uttar Mimansa Philosophy

षडदर्शन का परिचय (न्याय – वैशेषिक, योग-सांख्य, पूर्व मीमांसा और उत्तर मीमांसा)

Learning Outcomes

Identify and describe the major categories of Vedic literature, the Purāṇas, the Smṛiti texts (like Manusmṛiti, Yājñavalkya Smṛiti, etc.), the Vedāṅgas (Śikṣā, Kalpa, Vyākaraṇa, Nirukta, Chandas, Jyotiṣa), and the Gṛhya-sūtras, the six classical schools of philosophy. They will be able to demonstrate awareness of the continuity between Vedic, Puranic, and philosophical traditions in the intellectual history of India.

Bibliography/Suggested Readings

1. Radhakrishnan, S. Indian Philosophy, Vol. I & II. Oxford University Press.
2. Macdonell, A.A. A History of Sanskrit Literature. Motilal Banarsidass.
3. Kane, P.V. History of Dharmaśāstra (5 Vols). Bhandarkar Oriental Research Institute.
4. Basham, A.L. The Wonder That Was India. Rupa & Co.
5. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarsidass.
6. Keith, A.B. Religion and Philosophy of the Veda and Upanishads. Harvard Oriental Series.
7. Pandey, R.B. Hindu Samskaras (study on Gṛhya-sūtras and domestic rituals).

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THIRD SEMESTER - ELECTIVE COURSE-1

HISTORY OF U.S.A. – 1776 A.D.- 1945 A.D.

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To study the American War of Independence (1776)-its causes, ideological foundations, results, and global significance, the problem of slavery and examine the Civil War (1861–1865) and its long-term impact on U.S. society and politics, the rise of the United States as an imperial power after the Spanish–American War (1898), the role of Woodrow Wilson in World War I and his contribution to the Paris Peace Conference (1919) and the League of Nations, the Great Depression (1929), its effects on American society and economy, and the New Deal reforms under Franklin D. Roosevelt and the role of the USA in the Second World War (1939–1945), including its military, diplomatic, and economic contributions to the Allied victory.

Course Structure: Six Units

COURSE CONTENT:-

1. American War of Independence 1776 : causes, nature, significance and result.

अमेरिका का स्वतंत्रता संग्राम 1776 : कारण, स्वरूप, महत्व तथा परिणाम

2. Slavery and Civil War : causes and effects.

दास प्रथा और गृहयुद्ध – कारण और प्रभाव

3. Emergence of USA as an Imperial Power : Spanish war.

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संयुक्त राष्ट्र अमेरिका का एक साम्राज्यवादी शक्ति के रूप में उदय : स्पेनिश युद्ध

4. Woodrow Wilson: Role in the First World War and the Paris Peace Conference.

वुड्रो विल्सन : प्रथम विश्वयुद्ध तथा पेरिस शांति सम्मलेन में भूमिका

5. Great Economic Depression 1929 and the New Deal

1929 का महान आर्थिक संकट और न्यूडील

6. USA and Second World War.

संयुक्त राष्ट्र अमेरिका और द्वितीय विश्वयुद्ध

Learning Outcomes

The students will be able to trace and analyze the rise and dominance of United States of America from its inception in 1776 to the World War II.

Bibliography/Suggested Readings

1. Morison, Samuel Eliot. The Oxford History of the American People. Oxford University Press, 1965.
2. Zinn, Howard. A People's History of the United States, 1492–Present. HarperCollins, 1980.
3. Ambrosius, Lloyd E. Woodrow Wilson and American Internationalism. Cambridge University Press, 2017.
4. Rauchway, Eric. The Great Depression and the New Deal: A Very Short Introduction. Oxford University Press, 2008.
5. Overy, Richard. Why the Allies Won. W.W. Norton, 1997.

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FIFTH SEMESTER - ELECTIVE COURSE-2

RISE OF MODERN WORLD

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

The course aims to introduce students to the major intellectual, cultural, scientific, and economic transformations that shaped the modern world between the 14th–19th centuries like the Renaissance in Italy, the Reformation in Europe, the Geographical Discoveries by Spain and Portugal and their global consequences, the Scientific Revolution and its role in challenging traditional authority and creating modern scientific thinking. They will also understand the Industrial Revolution in England, and the concepts of imperialism and colonialism and their role in transforming global relations.

Course Structure: Six Units

COURSE CONTENT:-

1. Renaissance in Italy
इटली में पुनर्जागरण
2. Reformation in Europe
यूरोप में धर्म सुधार आन्दोलन
3. Geographical Discoveries- Spain and Portugal
भौगोलिक खोज – स्पेन तथा पुर्तगाल
4. Scientific Revolution
वैज्ञानिक क्रांति

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5. Industrial Revolution in England

इंग्लैण्ड में औद्योगिक क्रांति

6. Introduction to Imperialism and Colonialism

साम्राज्यवाद और उपनिवेशवाद का परिचय

Learning Outcomes

After successful completion of this course, students will be able to explain the phases and factors which led to the ushering of Modern Age in World History. They will be able to understand the main contributions of the Scientific Revolution, the Industrial Revolution and the emergence of imperialism and colonialism as central features of modern world history. They will be able to develop historical perspectives on how transformations in Europe shaped modern global history.

Bibliography/Suggested Readings

1. Burckhardt, Jacob. The Civilization of the Renaissance in Italy. New York: Penguin, 1990 (original 1860).
2. MacCulloch, Diarmaid. The Reformation: A History. New York: Viking, 2003.
3. Chaudhuri, K. N. Trade and Civilization in the Indian Ocean. Cambridge: Cambridge University Press, 1985.
4. Shapin, Steven. The Scientific Revolution. Chicago: University of Chicago Press, 1996.
5. Dear, Peter. Revolutionizing the Sciences: European Knowledge and Its Ambitions, 1500–1700. Princeton: Princeton University Press, 2001.
6. Ashton, T. S. The Industrial Revolution, 1760–1830. Oxford: Oxford University Press, 1948.
7. Osterhammel, Jürgen. Colonialism: A Theoretical Overview. Princeton: Markus Wiener Publishers, 1997.

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SEVENTH SEMESTER - ELECTIVE COURSE-3

APPROCHES TO MODERN INDIAN HISTORIOGRAPHY

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the diverse schools and approaches of modern Indian historiography including the Imperialist and the Cambridge School. They will also examine the Nationalist approach, the Marxist approach, the Subaltern Studies school, critiques of Feminist historiography and Post-modernist, the Environmental history approach

Course Structure: Six Units

COURSE CONTENT:-

1. Imperialist and Cambridge School
साम्राज्यवादी और कैम्ब्रिज स्कूल
2. Nationalist approach
राष्ट्रवादी दृष्टिकोण
3. Marxist approach
मार्क्सवादी दृष्टिकोण
4. Sub-altern approach
सब – अलटर्न दृष्टिकोण
5. Feminist and Post Modernist approach
नारीवादी और उत्तर आधुनिकतावादी दृष्टिकोण
6. Environmental History- Approaches and Trends
पर्यावरणीय इतिहास – दृष्टिकोण एवं प्रवृत्तियाँ

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Learning Outcomes

Identify and analyze the major historiographical schools of modern Indian history. The students will be able to recognize the value of environmental history in linking ecology with socio-political changes.

Bibliography/Suggested Readings

1. Thapar, Romila. Past as Present: Essays on Historiography, Ideology and Method. New Delhi: Aleph, 2014.
2. Ali, Daud. Concepts of Indian History. New Delhi: Oxford University Press, 2009
3. Majumdar, R.C. Historiography in Modern India. Bombay: Asia Publishing House, 1970.
4. Irfan Habib. Essays in Indian History: Towards a Marxist Perception. Delhi: Tulika, 1995.
5. Spivak, Gayatri Chakravorty. Can the Subaltern Speak? In Marxism and the Interpretation of Culture. University of Illinois Press, 1988
6. Kumkum Sangari and Sudesh Vaid (eds.). Recasting Women: Essays in Indian Colonial History. New Delhi: Kali for Women, 1989.
7. Uma Chakravarti. Gendering Caste: Through a Feminist Lens. New Delhi: Stree, 2003.
8. Hayden White. Metahistory: The Historical Imagination in Nineteenth-Century Europe. Baltimore: Johns Hopkins University Press, 1973.
9. Ramachandra Guha. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: Oxford University Press, 1989.
10. Richard H. Grove. Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism. Cambridge: CUP, 1995.

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SEVENTH SEMESTER (RC-I)

REVIEW WRITING/RESEARCH DESIGN AND SEMINAR

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To introduce students to the fundamentals of academic report writing and structured presentation of historical research, the methodology of writing critical book reviews, article reviews, and survey of literature in history, the principles of research design—formulating research problems, hypotheses, objectives, and methodology. The students will learn to prepare research proposals, bibliographies, and annotated references for historical research and skills in data organization, referencing styles (MLA/Chicago/APA), and academic integrity.

COURSE CONTENT:-

1. Report Writing

प्रतिवेदन लेख

Principles of report writing and guidelines according to the style manual, Writing and Presentation of Preliminary, Main body and Reference Section of report, Evaluation of Research report.

प्रतिवेदन लेखन के सिद्धांत और शैली मार्गदर्शिका के आधार पर निर्देश, प्रतिवेदन के प्रारंभिक एवं मुख्य तथ्य तथा सन्दर्भ खंड का लेखन और प्रस्तुतीकरण, शोध प्रतिवेदन का मूल्यांकन

2. Review Work - Formatting. Title page, Abstract, Introduction, Body, Procedures, Results, Conclusions, References, Citations, Bibliographic Contents, Tables, Figures, Appendices

पुनरावलोकन कार्य- फॉर्मेट, शीर्षक, सारांश, भूमिका, तथ्य, प्रक्रिया, परिणाम, निष्कर्ष, संदर्भ, सन्दर्भ ग्रन्थ सूची की अनुक्रमिका, टेबल, चित्र तथा परिशिष्ट

3. Research Design - Selection of a Problem for research, Hypothesis formation, Review of Literature, Primary and Secondary data, Processing of Data, Planning of Review Work

शोध प्रारूप - शोध समस्या का चयन, परिकल्पना निर्माण, साहित्य पुनरावलोकन, प्राथमिक तथा द्वितीयक स्रोत, मूल्यांकन की योजना

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4. Assignment

कार्यकलाप

- i. Preparation of a Research Paper in History
इतिहास में एक शोध पत्र तैयार करना
- ii. Preparation of a Research Proposal in History
इतिहास में एक शोध प्रस्ताव तैयार करना
- iii. Pre - Submission Presentation for (i) and (ii), (Presentation should be on PPT)

(i) और (ii) के लिए पूर्व समर्पण प्रस्तुति (प्रस्तुति पी० पी० टी० पर होनी चाहिए)

Learning Outcomes

Demonstrate proficiency in academic writing by preparing structured reports, essays, and review articles in history, Design a research framework, Prepare a research proposal with proper referencing, footnotes, bibliography, and formatting. They will gain confidence to pursue independent research work, dissertations, or higher studies in history and related fields.

Bibliography/Suggested Readings

1. E. H. Carr, What is History?, Penguin, 1961.
2. Marc Bloch, The Historian's Craft, Manchester University Press, 1954.
3. Arthur Marwick, The Nature of History, Macmillan, 1989.
4. Louis Gottschalk, Understanding History: A Primer of Historical Method, Alfred A. Knopf, 1969.
5. G. J. Renier, History: Its Purpose and Method, Allen & Unwin, 1950.
6. John Tosh, The Pursuit of History, Routledge, 2015 (latest edition).
7. Beverley Southgate, History: What & Why?, Routledge, 2001.
8. Robert C. Williams, The Historian's Toolbox: A Student's Guide to the Theory and Craft of History, Routledge, 2019.
9. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research, University of Chicago Press, 2008.
10. Charles Van Doren, A History of Knowledge, Ballantine Books, 1991 (for broad review writing)

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EIGHTH SEMESTER (RC-II)
SPECIAL PAPER
DISSERTATION PAPER/PROJECT

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

- To train students in independent research through dissertation or project work based on historical themes.
- To enable learners to apply historical research methodology (formulation of research problem, use of sources, analysis, interpretation, and conclusion).
- To introduce the role of heritage, culture, and tourism in understanding and preserving history.
- To familiarize students with fieldwork, archival study, surveys, and oral history techniques while preparing dissertations/projects.

COURSE CONTENT:-

1. The Topic of the Dissertation shall be allotted to the students by the Head of the Department within a week of the commencement of the Eighth Semester.
8 वें समसत्र के शुरुआत के प्रथम पत्र में विभागाध्यक्ष के द्वारा लघु शोध प्रबंध (Dissertation) का शीर्षक विद्यार्थियों को आवंटित कर दिया जायगा ।
2. Teachers of the department shall be allotted duty to supervise the Dissertation work of the students.
विद्यार्थियों के लघु शोध-प्रबंध के शोध निर्देशन के लिए शिक्षकों के नाम आवंटित किए जायेंगे ।
3. The dissertation shall be submitted at the end of the Semester. The date of submission shall be notified by the Head of the Department.

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समसत्र के अंत में लघु शोध-प्रबंध को विद्यार्थियों द्वारा जमा कर दिया जाएगा। जमा करने की तिथि विभागाध्यक्ष सुनिश्चित करेंगे।

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EIGHTH SEMESTER (RC-II)
SPECIAL PAPER (Tourism पर्यटन)
(ALTERNATIVE PAPER TO BE CHOSEN IN PLACE OF
DISSERTATION PAPER/PROJECT)

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

- To introduce students to the basic concepts, typologies, and significance of tourism.
- To understand the socio-cultural, economic, and environmental dimensions of tourism in India with a focus on Jharkhand.
- To critically examine heritage, eco, tribal, religious, and adventure tourism in Jharkhand.
- To assess the challenges and opportunities of tourism development in Jharkhand, including policy frameworks and sustainability concerns.
- To encourage students to analyse real-life case studies of tourism in Jharkhand through field-based learning and research.

Course Structure: Six Units

COURSE CONTENT:-

Unit I: Tourism – Concepts and Perspectives

- Definition, scope, and nature of tourism
- Typologies of tourism: cultural, eco, heritage, adventure, religious, medical, rural
- Historical evolution of tourism in India
- Role of tourism in regional development and cultural understanding

Unit II: Tourism in India – Policies and Practices

- Tourism policy in India: from Independence to present

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- Institutions and organisations promoting tourism (ITDC, Ministry of Tourism, State Tourism Boards, private sector)
- Tourism and sustainable development (environmental, economic, and social concerns)
- Globalisation, digital platforms, and the changing nature of tourism

Unit III: Tourism Resources of Jharkhand – An Overview

- Natural resources: forests, wildlife, rivers, waterfalls, and hills
- Cultural resources: tribal traditions, festivals, art and crafts, cuisine
- Historical and archaeological sites: forts, temples, megaliths, industrial heritage
- Mapping potential of tourist circuits in Jharkhand

Unit IV: Heritage and Cultural Tourism in Jharkhand (Case Study)

- Tribal tourism: Santhal, Munda and Oraon traditions
- Heritage sites: Ichak and Padma Fort, Rock Art of Hazaribag and Chatra Districts
- Religious tourism: Parasnath Hills (Jain), Rajrappa and Itkhori Temples
- Folk festivals and fairs: Sarhul, Karma, Sohrai, Tusu

Unit V: Nature, Adventure, and Eco-Tourism in Jharkhand (Case Study)

- Wildlife tourism: Betla National Park, Hazaribagh Wildlife Sanctuary
- Waterfalls: Dassam, Hundru, Jonha, Tamaseen
- Adventure tourism: trekking, rock climbing, caving
- Eco-tourism initiatives, sustainability, and community participation

Unit VI: Tourism Development, Policies, and Challenges in Jharkhand (Case Study)

- Jharkhand Tourism Policy – aims and implementation

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- Role of Jharkhand Tourism Development Corporation (JTDC)
- Infrastructure, connectivity, and digital promotion of tourism
- Issues and challenges: displacement, tribal rights, environmental concerns
- Prospects of eco-friendly and inclusive tourism in Jharkhand

Assignments and Fieldwork Components

1. Students prepare a visual map of a Jharkhand tourism circuit (e.g., Ranchi–Netarhat–Betla–Palamu Fort).
 - Submit a report highlighting connectivity, resources, and challenges. Each student selects a heritage/religious/nature site in Jharkhand (e.g. Ichak and Padma Fort, Rock Art of Hazaribag and Chatra Districts, Parasnath Hills (Jain), Rajrappa and Itkhori Temples, Betla National Park, Hazaribagh Wildlife Sanctuary etc.). Present its history, tourist potential, and sustainability concerns.
2. Critical review of the *Jharkhand Tourism Policy (latest edition)*. Suggestions for improvement with emphasis on eco-tourism and community involvement. Students submit a reflective report on management, facilities, and visitor experience.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyse regional policies, challenges, and prospects for sustainable tourism development.
2. Critically evaluate Jharkhand's tourism resources and potential.
3. Develop practical skills in research, presentation, and tourism promotion to link theoretical perspectives of tourism with practical case studies of Jharkhand.
4. Identify Jharkhand's tourism and its socio-cultural, historical, and ecological dimensions.
5. Prepare for future engagement in research, heritage management, or careers in the tourism sector.

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SEVENTH SEMESTER (AMJ-1)

ANCIENT AND MEDIEVAL WORLD HISTORY

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To provide a comprehensive understanding of the rise and contributions of major ancient civilizations (Egyptian, Sumerian, Babylonian)- Hammurabi's Code, Athenian democracy, Spartan constitution, the origin, and impact of feudalism in medieval Europe, the role of medieval universities and towns in shaping European intellectual and socio-economic life and the Crusades—their causes, nature, and consequences.

Course Structure: Six Units

COURSE CONTENT:-

3. Contribution of Egyptian civilization.
मिस्र की सभ्यता की देन
2. Sumerian civilization – Early dynasty.
सुमेरिया की सभ्यता – प्रारंभिक, राजवंश
3. Babylonians – Hammurabi Code.
बेबिलोन – हम्मुराबी का कानून
4. Athenian Democracy, Solon and Periclese and Spartan Constitution.
एथेनियाई लोकतंत्र, सोलन और पेरिक्लीज तथा स्पार्टा का संविधान
5. Feudalism : Origin and Nature
सामंतवाद : उद्भव और स्वरूप
6. Medieval Universities
मध्ययुगीन विश्वविद्यालय
7. Medieval Towns
मध्ययुगीन नगर
8. Crusades – Causes and Impact
धर्मयुद्ध – कारण और प्रभाव

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Learning Outcomes

- Demonstrate knowledge of the major contributions of ancient civilizations
- To enable students to trace the continuities and changes from the ancient to the medieval world.
- To train students in appreciating global interconnections between civilizations, institutions, and cultural exchanges.
- Apply historical analysis to understand how ancient and medieval legacies shaped the modern world.

Bibliography/Suggested Readings

1. Breasted, J.H. – A History of Egypt: From the Earliest Times to the Persian Conquest
2. Kramer, Samuel Noah – History Begins at Sumer
3. Saggs, H.W.F. – The Babylonians: An Introduction

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EIGHTH SEMESTER (AMJ-2)

CONCEPT OF HISTORIOGRAPHY

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To explain the meaning, nature, and scope of history as a discipline. To examine the relationship of history with allied disciplines such as archaeology, geography, political science, and economics. To introduce the key methodological concerns of history such as causation, generalization, and interpretation. To critically analyze the problem of objectivity and subjectivity in historical writing. To acquaint students with major theoretical frameworks such as positivism and post-positivism in historiography.

Course Structure: Six Units

COURSE CONTENT:-

1. Meaning and scope of History
इतिहास का अर्थ और क्षेत्र
2. History and its relation with others disciplines: Archaeology, Geography, Political Science and Economics.
इतिहास का अन्य विषयों से सम्बन्ध – पुरातत्व, भूगोल, राजनीतिशास्त्र तथा अर्थशास्त्र
3. Causation.
कारण – कारणत्व
4. Generalization.
सामान्यीकरण
5. Objectivity and Subjectivity in History
इतिहास में वस्तुनिष्ठता और विषयनिष्ठता
6. Positivism and Post Positivism.
प्रत्यक्षवाद एवं उत्तर प्रत्यक्षवाद

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Learning Outcomes

The students will be able to define and discuss the meaning, nature, and scope of history as an academic discipline. They will develop methodological skills necessary for independent historical research. They will be able to apply historiographical concepts to understand how historical knowledge is constructed and represented.

Bibliography/Suggested Readings

1. Momigliano, Arnaldo – The Classical Foundations of Modern Historiography
2. Childe, V. Gordon – Man Makes Himself (History & Archaeology)
3. Gardiner, Patrick – Theories of History
4. Gallie, W.B. – Philosophy and the Historical Understanding
5. Southgate, Beverley – History: What and Why?
6. Chattopadhyaya, D.P. – History and Historiography in Modern India
7. Sharma, R.S. – Aspects of Historiography in India

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EIGHTH SEMESTER (AMJ – 3)

HISTORY OF MODERN POLITICAL THOUGHT

Teaching hours - 60

No. Credits – 04

Marks – 75

Learning Objectives

To study social contract theories (Hobbes, Locke, Rousseau), Montesquieu's theory of separation of powers, Utilitarianism (Bentham and James Mill), Karl Marx's dialectical and historical materialism as a critique of capitalism and its historical influence, Mahatma Gandhi's concepts of Satyagraha and Ideal State, and Vinoba Bhave's Sarvodaya and Bhoodan movements as models of socio-economic justice and alternative development.

Course Structure: Six Units

COURSE CONTENT:-

1. Hobbes (Nature of State), Locke (Natural Rights) and Rousseau (General Will and Social Contract)
हॉब्स (राज्य की प्रकृति), लॉक (प्राकृतिक अधिकार) तथा रूसो (सामान्य इच्छा सामाजिक संविदा)
2. Montesquieu - Separation of Power
मॉन्टेस्क्यू – शक्ति का पृथकीकरण
3. Utilitarianism - Bentham and James Mill
उपयोगितावाद - बेन्थम और जेम्स मिल
4. Karl Marx: Theory of Dialectical Materialism and Historical Materialism
कार्लमार्क्स – द्वंद्ववादी भौतिकवाद का सिद्धांत और ऐतिहासिक द्वंद्ववाद
5. Mahatma Gandhi - Satyagrah and concept of Ideal State
महात्मागांधी – सत्याग्रह तथा आदर्श राज्य की अवधारणा

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6. Vinoba Bhave: Sarvodaya and Bhoodan

विनोबा भावे – सर्वोदय और भूदान

Learning Outcomes

The students will be able to trace the evolution of modern political thought from the 17th to 20th century and critically examine the ideas of sovereignty, natural rights, liberty, justice, and equality. They will be able to develop the ability to link classical political theories to contemporary debates such as human rights, governance, and social justice.

Bibliography/Suggested Readings

1. Sabine, George H. – A History of Political Theory (Revised Edition).
2. Dunning, William A. – A History of Political Theories: From Rousseau to Spencer.
3. Mukherjee, Subrata & Ramaswamy, Sushila – A History of Political Thought: Plato to Marx.
4. Gettel, Raymond – History of Political Thought.
5. Parekh, Bhikhu – Gandhi's Political Philosophy: A Critical Examination.
6. Iyer, Raghavan – The Moral and Political Thought of Mahatma Gandhi.
7. Pantham, Thomas – Political Theories and Social Reconstruction: A Study of Gandhi and Marx.
8. Narayan, Shriman – The Sarvodaya Movement.

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