

# **SIDO KANHU MURMU UNIVERSITY, DUMKA**

(A State University recognized under Section 2(f) & 12(B) of the UGC Act, 1956)



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# **SYLLABUS**

**OF**

## **FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)**

**FOR**

## **HISTORY HONOURS/RESEARCH/PG DIPLOMA**

**Accordance with the**

### **Implementation of FYUGP in State Universities of**

### **Jharkhand Regulations, 2024**

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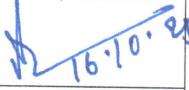
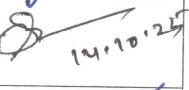
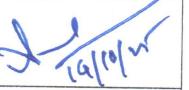
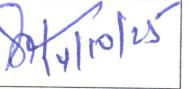
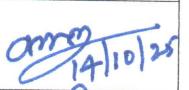
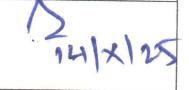
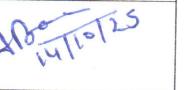
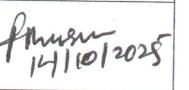
*Implemented from  
Academic Session 2025-2029 Onwards*

## Board of Studies Proceedings

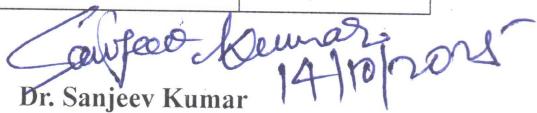
A meeting of the Board of Studies for the revision and finalization of the **HISTORY (HONS. /RESEARCH/ DIPLOMA COURSE)** syllabus for the Four-Year Undergraduate Programme (FYUGP), in accordance with the Implementation of FYUGP in State Universities of Jharkhand Regulations, 2024, was convened on **14 Oct. 2025**.

The following members of the Board of Studies were present in this meeting. The committee unanimously accepted and recommended the syllabi, incorporating major modifications.

Members of the Board of Studies Committee:

S. NO.	MEMBERS	SIGNATURE
1.	<b>Dr. Sanjeev Kumar (Chairperson)</b> HOD, University Department of History, SKMU, Dumka	 14/10/25
2.	<b>Prof. (Dr.) Archana Kumari Sah (External Expert)</b> HOD, University Department of History, TMBU, Bhagalpur	 14/10/25
3.	<b>Deepak Kumar (Invitee Member)</b> NEP, Coordinator, SKMU, Dumka	 14/10/25
4.	<b>Dr. Snehlata Murmu (Member)</b> Assistant Professor, University Department of Commerce, SKMU, Dumka	 14/10/25
5.	<b>Amita Kumari (Member)</b> Assistant Professor, University Department of Commerce, SKMU, Dumka	 14/10/25
6.	<b>Dr. Sumitra Hembrom (Member)</b> Assistant Professor, Department of History, S.P. College, SKMU, Dumka	 14/10/25
7.	<b>Dr. Rupam Kumari (Member)</b> Assistant Professor, Department of History, S.P. College, SKMU, Dumka	 14/10/25
8.	<b>Dr. Kamal Shivkant Hari (Member)</b> Assistant Professor, Department of History, S.P. College, SKMU, Dumka	 14/10/25
9.	<b>Dr. Avinash Hasdak (Member)</b> Assistant Professor, Department of History, S.P. College, SKMU, Dumka	 14/10/25
10.	<b>Dr. Satyam Kumar (Member)</b> Assistant Professor, Department of History, S.P. College, SKMU, Dumka	 14/10/25
11.	<b>Jyotsna Baa (Member)</b> Assistant Professor, Department of History, S.P. Mahila College, SKMU, Dumka	 14/10/25
12.	<b>Dr. Premlata Murmu</b> Assistant Professor, Department of History, S.P. Mahila College, SKMU, Dumka	 14/10/25

  
14/10/25  
PS Dean  
Faculty of Social Sciences  
S.K.M. Univ. Dumka  
(Jharkhand)

  
14/10/2025  
Dr. Sanjeev Kumar  
(Chairperson)  
  
Head  
Univ. Dept. of History  
S.K.M. Univ., Dumka

**Semester wise Subject Combination for B.A. (HISTORY)**

Semester	Course Category	Code	PAPER NAMEs	Credits
First Semester	Major	MJ-1	Ancient Indian History: Early Times to Mauryan Age	4
	Associated Core/Associated Vocational	AC-1A	Select any one subject from the Associated Core Table with the guidance of the Class Teacher.	4
	Multidisciplinary Course	MDC-1	<b>Choose any one of the following:</b> <ul style="list-style-type: none"> <li>Mathematical and Computational Thinking Analysis</li> <li>Gender Studies</li> <li>Goods and Services Tax (GST)</li> <li>Pollution Control and Waste Management</li> </ul>	3
	Ability Enhancement Course	AEC-1	Hindi (Compulsory)	2
	Skills Enhancement Course	SEC-1	Introduction to Computer and IT (Compulsory)	2
	Value Added Course	VAC-1	Understanding India (Compulsory)	3
	Indian Knowledge System	IKS-I	Indian Knowledge System (Compulsory)	2
Second Semester	Major	MJ-2	Ancient Indian History: Post Mauryan to 650 A.D.	4
	Associated Core/Associated Vocational	AC-2B	Select any one subject either from the Associated Core subjects not studied in Semester-I or from the Associated Vocational subjects, with the guidance of the Class Teacher.	4
	Multidisciplinary	MDC-2	<b>Choose any one of the following:</b> <ul style="list-style-type: none"> <li>Nutrition and Health education</li> <li>Digital Marketing</li> <li>Introduction to Indian Values and Ethics</li> <li>Santhal Tribes and Culture</li> </ul>	3
	Ability Enhancement	AEC-2	English (Compulsory)	2
	Skills Enhancement	SEC-2	Digital Communication and Data Management (Compulsory)	3
	Value Added Course	VAC-2	Environmental Studies (Compulsory)	2
	Indian Knowledge System	IKS-2	Social Awareness (Compulsory)	2

**FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

<b>Third Semester</b>	Major	MJ-3	Early Medieval Indian History (650 A.D. to 1206 A.D.)	4	
		MJ-4	Medieval Indian History (1206 A.D. to 1526 A.D.)	4	
	Elective Course	ELC-1A	Elective PAPER-1 from the Chosen Associated Core Subject in Semester I	4	
	Multidisciplinary	MDC-3	<p><b>Choose any one of the following:</b></p> <ul style="list-style-type: none"> <li>• Indian Philosophy</li> <li>• Indian Cultural Studies</li> <li>• Kautilya's Arthashastra</li> <li>• Vedic Mathematics</li> </ul>	3	
	Ability Enhancement	AEC-3	<p><b>Select One Language Course:</b> Students must choose <b>one</b> of the following languages: <b>Hindi, English, Bangla, Sanskrit, Urdu, Santali, Persian, or Maithili.</b></p> <p><b>Note:</b> Students are required to study <b>PAPER-I</b> of the language they choose.</p>	2	
	Skills Enhancement	SEC-3	Computer Software, Programming and AI (Compulsory)	3	
	Major	MJ-5	Indian Knowledge System	4	
<b>Fourth Semester</b>		MJ-6	History of Modern India (1707 A.D. to 1857 A.D.)	4	
		MJ-7	History of Modern India (1858 A.D. to 1947 A.D.)	4	
Elective Course	ELC-1B	Elective PAPER-1 from the Chosen Associated Core/Associated Vocational Subject in Semester-II	4		
Ability Enhancement	AEC-4	PAPER-2 of Selected Language course in Semester-III	2		
Value Added Course	VAC-3	Health& Wellness, Yoga Education, Sports & Fitness (Compulsory)	2		
MJ-8	Medieval Indian History (1526 A.D. to 1707 A.D.)	4			
<b>Fifth Semester</b>	Major	MJ-9	History of Modern Europe (1789 A.D. to 1870 A.D.)	4	
		MJ-10	History of Modern Europe (1871 A.D. to 1945 A.D.)	4	
		MJ-11	British Constitutional History (1485 A.D. to 1714 A.D.)	4	

	Elective Course	ELC-2A	Elective PAPER-2 from the Chosen Associated Core Subject in Semester I	4
Sixth Semester	Major	MJ-12	History of China and Japan (1839 A.D. to 1939 A.D.)	4
		MJ-13	History of Independent India (1947-2000)	4
		MJ-14	Contemporary World (1945 A.D. to 2000 A.D.)	4
		MJ-15	History of USA (1776 A.D. to 1945 A.D.)	4
	Elective Course	ELC-2B	Elective PAPER-2 from the Chosen Associated Core/Associated Vocational Subject in Semester-II	4

- In the fourth year, students have two pathways: they can either complete their graduation with **Honours**, or with **Honours with Research**.
- Those who wish to graduate with **Honours only** must follow **Table-A**, while those opting for **Honours with Research** must follow **Table-B**.

**TABLE-A FOR HONOURS ONLY**

**FOURTH YEAR**

Seventh Semester	Major	MJ-16	History of Women in India	4
		MJ-17	History of World Civilizations	4
		MJ-18	Indian Constitutional Development (1773-1947)	4
	Advance Major	AMJ-1	Historiography	
	Elective Course	ELC-3A	Elective PAPER-3 from the Chosen Associated Core Subject in Semester I	4
Eighth Semester	Major	MJ-19	Social History of India	4
		MJ-20	Group Discussion and Dissertation	
	Advance Major	AMJ-2	History of Jharkhand (1757 A.D. to 2000 A.D.)	4
		AMJ-3	History of Santal Parganas	4
	Elective Course	ELC-3B	Elective PAPER-3 from the Chosen Associated Core/Associated Vocational Subject in Semester-II	4

**TABLE-B FOR HONS WITH RESEARCH**

**FOURTH YEAR**

Seventh Semester	Major	MJ-16	History of Women in India	4
		MJ-17	History of World Civilizations	4
		MJ-18	Indian Constitutional Development (1773-1947)	4
	Research Methodology	RM-1	Research Methodology	4
	Elective Course	ELC-3A	Elective PAPER-3 from the Chosen Associated Core Subject in Semester I	4

Eighth Semester	Major	MJ-19	Social History of India	4
		MJ-20	Group Discussion and Dissertation	4
	Research Project/ Dissertation	RC-2	Research Project/ Dissertation	8
	Elective Course	ELC-3B	Elective PAPER-3 from the Chosen Associated Core/Associated Vocational Subject in Semester-II	4

**Compulsory Summer Internship:**

**1. If a student exits after Semester II, IV, or VI:**

To receive a Certificate/Diploma/Bachelor's Degree, students must complete a summer internship/project/dissertation worth 4 credits. This should be done during the summer break of any semester within the first three years.

**Note:** The Certificate/Diploma/Bachelor's Degree will not be awarded without completing this internship.

**2. If a student exits after Semester VIII:**

Under the National Education Policy (NEP), all students must complete a 4-credit summer internship to get a Bachelor's Hons/Hons with Research/P.G. Diploma Degree.

There are two ways to complete this requirement:

- a. Two internships of 4 weeks each (2 credits each), or
- b. One internship of 8 weeks (4 credits total)

The college will help arrange the internship, and students can complete it any time between Semester 1 and Semester 6 Summer Vacation.

**Note:** The Bachelor (Hons)/Hons with Research, or P.G. Diploma will not be awarded without completing the internship.

**INSTRUCTIONS FOR QUESTION SETTER**

**1. Semester Internal Examination (25 Marks)-**

The **Semester Internal Examination (SIE)** will be of **25 marks** in total, which includes **20 marks for the test** and **5 marks for attendance/Class Overall Performance**. The question PAPER NAME will have **two groups**.

**Group A** will have two questions:

- **Question 1:** Five very short answer questions (1 mark each, total 5 marks)
- **Question 2:** One short answer question of 5 marks

**Group B** will have two descriptive questions of 10 marks each. Students will have to answer **any one** (total 10 marks).

The remaining **5 marks** will be given based on **class attendance** as follows:

- Up to 45% attendance: 1 mark
- 46% to 54%: 2 marks
- 55% to 64%: 3 marks
- 65% to 74%: 4 marks

- 75% and above: 5 marks

## 2. End Semester Examination (75 Marks)

The **End Semester Examination (ESE)** will be of **75 marks** and will also have **two groups**.

**Group A** is compulsory and will have:

- **Question 1:** Five very short answer questions (1 mark each, total 5 marks)
- **Questions 2 and 3:** Two short answer questions (5 marks each, total 10 marks)

**Group B** will have **six descriptive questions**, each carrying **15 marks**. Students need to answer **any four** (total 60 marks).

Note: Some questions may be divided into smaller parts if needed.

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Question format for 20 Marks:

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

Question format for 75 Marks:

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

**PROMOTION CRITERIA**

- All students will be promoted in odd Semesters (I, III, V & VII).
- To get a promotion from Semester II to Semester III, from Semester IV to Semester V, and from Semester VI to Semester VII a student has to procure a minimum of 4 CGPA.
- However, it will be necessary to obtain a minimum credit (4) to pass in each of the subjects individually before completion of the course.

**CALCULATION OF MARKS FOR THE PURPOSE OF RESULT**

The passing in a subject will be based on the combined marks obtained in both the internal and external examinations of the semester. However, the student must pass the theory and practical examinations separately.

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**SEMESTER – I**

**COURSE: MAJOR -1 (MJ-1)**

**PAPER NAME: ANCIENT INDIAN HISTORY: EARLY TIMES TO MAURYAN AGE**

**TOTAL CREDITS: THEORY-04**

**TEACHING HOURS: THEORY-60**

<b>EVALUATION</b>		
	<b>External Exam</b>	<b>Internal Exam</b>
<b>Full Marks</b>	<b>75</b>	25 (20 Written + 5 Attendance/Overall Class Performance)
<b>Duration of Exam</b>	3 Hours	1 Hour
<b>Pass Marks</b>		40 Marks

**COURSE OBJECTIVES:** The Course aims at familiarizing students with India's heritages well as the important developments in the period covered under this PAPER NAME. It further seeks to enable them to appreciate the complexity of the changes occurring in the past and to critically analyse the several contexts and processes related to India's ancient past.

**COURSE OUTCOMES:** After the completion of this course, a student is expected to –

- Appreciate the various historical sources and their role in the reconstruction of India's past
- Develop a sensitive attitude towards the various debates and perspectives related to India's ancient history
- Identify the continuities and changes in a particular historical period
- Formulate and express arguments related to historical events and processes
- Understand the close relationship between past events and contemporary developments

**COURSE CONTENTS:**

**UNIT-I:**

- Survey of Sources and approaches to Ancient Indian History
- Pre-History: Paleolithic Age, Mesolithic Age, Neolithic Age and Chalcolithic age
- Proto-History: Harappan civilization-origin, distribution, features and decline.
- Vedic Period: Society, economy, polity and religion

**UNIT-II:**

- Religious movement: Jainism and Buddhism
- Janapada & Mahajanapada; Early monarchical and republican states and their expansion
- Rise of Magadha as paramount political power (from Haryak dynasty to Nand dynasty)
- Iranian Invasion and Alexander's Invasion: Causes and Impact

**UNIT-III:**

- The Mauryan Empire: Chandragupta Maurya, Bindusara, Ashoka
- Dhamma of Ashoka: concept and propagation
- Later Mauryas and causes of the decline of Mauryas
- Mauryan administration: nature and features

**UNIT-IV:**

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Cultural developments during this period: Art and Architecture
- Nature of Society during this period: Status of women and slaves, Varna and Caste system
- Technological developments during this period
- Nature of Economy: Agriculture and Trade

### **SUGGESTED READINGS:**

1. Romila Thapar: Early India (Hindi translation as प्राचीन भारत)
2. Romila Thapar: Ancient Indian Social History
3. R. S. Sharma: Ancient India (Hindi translation as प्राचीन भारत)
4. R. S. Sharma: Material culture and Social Formations in Ancient India
5. D. N. Jha: Ancient India (Hindi translation as प्राचीन भारत)
6. A. L. Basham: The Wonder that was India
7. D. D. Kosambi: An Introduction to the Study of Indian History
8. डी. एन. झा एवं श्रीमाली: प्राचीन भारत का इतिहास
9. विशुद्धानंद पाठक: उत्तर भारत का राजनीतिक इतिहास
10. वी. डी. महाजन: प्राचीन भारत का इतिहास
11. उपिंदर सिंह: प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास

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**SEMESTER – II**

**COURSE: MAJOR -2 (MJ-2)**

**PAPER NAME: ANCIENT INDIAN HISTORY: POST MAURYAN TO 650 A.D**

**TOTAL CREDITS: THEORY-04**

**TEACHING HOURS: THEORY-60**

<b>EVALUATION</b>		
	<b>External Exam</b>	<b>Internal Exam</b>
<b>Full Marks</b>	<b>75</b>	25 (20 Written + 5 Attendance/Overall Class Performance)
<b>Duration of Exam</b>	3 Hours	1 Hour
<b>Pass Marks</b>		40 Marks

**COURSE OBJECTIVES:** The Course aims at encouraging students to appreciate the significance of the events of the historical period covered under this PAPER NAME and also reflect upon the interconnectedness of different historical processes and changes. It further seeks to enable them to critically examine the multiple perspectives related to this historical period and also formulate their own arguments and ideas about India's past

**COURSE OUTCOMES:** After the completion of this course, a student is expected to –

- Have an overall understanding of the historical changes in this period
- Analyse the processes that led to a transition from ancient to medieval period.
- Develop a critical lens to the contexts and factors related to historical events Appreciate the interconnectedness between contemporary India and its past.

**COURSE CONTENTS:**

**UNIT-I:**

- Shungas, Bactrian Greeks, Scythians: Polity
- Kushanas: Polity
- Religion and culture: Emergence of Mahayana Buddhism, Vajranana, Post Mauryan Art and Literature.

**UNIT-II:**

- Satavahanas: Polity, administration, land grants
- Sangam Polity
- Sangam Age: society, literature, art and culture

**UNIT-III:**

- Age of Guptas: Chandragupta I, Samudragupta, Chandragupta II
- Administration, Art-architecture, Economy during Gupta period
- Harshavardhana: Polity and Administration

**UNIT-IV:**

- Feudalism: Main features, difference between European and Indian feudalism

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Social changes during the period: Position of women, caste system, rise of new social classes
- Economic developments during the period: Agriculture, Land revenue, Trade and trade routes

### **SUGGESTED READINGS:**

1. Romila Thapar: Early India (Hindi translation as प्राचीन भारत)
2. Romila Thapar: Ancient Indian Social History
3. R.S. Sharma: Ancient India (Hindi translation as प्राचीन भारत)
4. R.S. Sharma: Material culture and Social Formations in Ancient India
5. D.N. Jha: Ancient India (Hindi translation as प्राचीन भारत)
6. A.L. Basham: The Wonder that was India
7. D.D. Kosambi: An Introduction to the Study of Indian History
8. डी. एन. झा एवं श्रीमाली: प्राचीन भारत का इतिहास
9. विशुद्धानन्द पाठक: उत्तर भारत का राजनीतिक इतिहास
10. वी. डी. महाजन: प्राचीन भारत का इतिहास
11. उपिंदर सिंह: प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास

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**SEMESTER – III**

**COURSE: MAJOR -3 (MJ-3)**

**PAPER NAME: EARLY MEDIEVAL INDIAN HISTORY (650 A.D. TO 1206 A.D.)**

**TOTAL CREDITS: THEORY-04**

**TEACHING HOURS: THEORY-60**

<b>EVALUATION</b>		
	<b>External Exam</b>	<b>Internal Exam</b>
<b>Full Marks</b>	<b>75</b>	25 (20 Written + 5 Attendance/Overall Class Performance)
<b>Duration of Exam</b>	3 Hours	1 Hour
<b>Pass Marks</b>		40 Marks

**COURSE OBJECTIVES:** A course on Early Medieval Indian History (650 A.D. to 1206 A.D.) typically aims to provide a comprehensive understanding of the political, social, economic, cultural, and religious developments in India during this transformative period.

Analyze the decline of centralized empires like the Guptas and the rise of regional kingdoms such as the Gurjara-Pratiharas, Palas, Rashtrakutas, Cholas, and Chalukyas, examining their political structures, conflicts, and contributions to Indian polity.

**COURSE OUTCOMES:** The learning outcomes for a course on Early Medieval Indian History (650 A.D. to 1206 A.D.) are designed to reflect the knowledge, skills, and perspectives students are expected to gain by the end of the course. Below is a concise list of key learning outcomes aligned with the course objectives:

- Students will be able to identify and explain the major political developments, including the rise and fall of regional kingdoms (e.g., Gurjara-Pratiharas, Palas, Rashtrakutas, Cholas) and their contributions to Indian history.
- Students will assess the continuities and transformations in political, social, economic, and cultural spheres, recognizing their significance in shaping medieval and modern India.
- Students will connect the historical developments of this period to broader themes in Indian and world history, fostering an appreciation for the complexity and diversity of early medieval India.

**COURSE CONTENTS:**

**UNIT-I:**

- History of Rajputs
- Palas, Senas, Pratiharas: Polity and Administration
- Pallavas, Chalukyas, Rashtrakutas: Polity and Administration
- Tripartite Struggle

**UNIT-II:**

- Rise of Cholas
- Polity and administration of Cholas
- Local Self Government in Chola empire

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-III:**

- Other Regional States: Solankis, Cheras, Yadavas
- Contact with South-East Asia
- Art-Architecture, Trade and Commerce during Early Medieval Period

### **UNIT-IV-**

- Arab Invasion of Sind: Causes and Impact
- Ghazni invasions; nature, causes and impact
- Ghori invasions: nature, causes and impact

### **SUGGESTED READINGS:**

1. J. L. Mehta: An advanced study in the History of Medieval India
2. Irfan Habib: Medieval India
3. Satish Chandra: Medieval History (Vol 1 and 2)
4. S Rizvi: The Wonder that was India (Vol 2)
5. उपिंदर सिंह: प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास
6. सतीश चन्द्र: मध्यकालीन भारत (भाग 1 एवं 2)
7. इम्तियाज अहमद: मध्यकालीन भारत
8. जे. एल. मेहता: मध्यकालीन भारत
9. ए. के. मित्तल: मध्यकालीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास

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**SEMESTER – III**

**COURSE: MAJOR -4 (MJ-4)** **TOTAL CREDITS: THEORY-04**  
**PAPER NAME: MEDIEVAL INDIAN HISTORY (1206 A.D. TO 1526 A.D.)** **TEACHING HOURS: THEORY-60**

<b>EVALUATION</b>		
	<b>External Exam</b>	<b>Internal Exam</b>
<b>Full Marks</b>	<b>75</b>	25 (20 Written + 5 Attendance/Overall Class Performance)
<b>Duration of Exam</b>	3 Hours	1 Hour
<b>Pass Marks</b>		40 Marks

**COURSE OBJECTIVES:** A course on Medieval Indian History (1206 A.D. to 1526 A.D.) typically focuses on the Delhi Sultanate period, a transformative era in Indian history marked by the establishment of Muslim rule, cultural synthesis, and significant socio-political changes.

Examine the establishment and evolution of the Delhi Sultanate, including the rule of dynasties like the Mamluks, Khaljis, Tughlaqs, Sayyids, and Lodis, and analyze their administrative systems, military campaigns, and political challenges.

**COURSE OUTCOMES:** After studying this course/module, students will be able to:

- Explain the political conditions of India on the eve of Turkish invasions.
- Assess the causes and consequences of Muhammad Ghori's conquests.
- Identify and compare the five dynasties of the Delhi Sultanate.
- Mamluk (Slave), Khilji, Tughlaq, Sayyid, and Lodi dynasties.
- Evaluate the administrative, military, and economic policies of each dynasty.
- Examine the social structure, caste dynamics, and condition of women.
- Study agricultural patterns, trade (internal and external), and urbanization.
- Understand the patronage of art, architecture, literature, and education under the Sultans.

**COURSE CONTENTS:**

**UNIT-I:**

- Historiography, Sources and their interpretation.
- Establishment of Turkish Rule in India: Mamluk Dynasty
- Khilji Dynasty with special focus on Alauddin-Khilji

**UNIT-II:**

- Tughlaq Dynasty with special focus on Muhammad-bin-Tughlaq, Firoz Tughlaq
- Mongol Threat
- Timur's invasion

**UNIT-III:**

- Administration of Delhi Sultanate: Central, Provincial and Military organization, Iqta System
- Disintegration of the Delhi Sultanate.

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Religion and Culture: Sufism and Bhakti Movement, Art & Architecture.

### **UNIT-IV:**

- Nature of state, different theories of kingship
- Causes of downfall of Delhi Sultanate
- Central and provincial administration, army organization.
- Development of literate and architecture.

### **SUGGESTED READINGS:**

1. दिल्ली सल्तनत- ए० एल० श्रीवास्तव
2. दिल्ली सल्तनत- एल० पी० शर्मा
3. पूर्व मध्यकालीन भारत- ए० बी० पाण्डेय
4. खिलजी वंश का इतिहास- के० एस० लाल
5. दिल्ली सुल्तनत- के० ए० निजामी
6. Medieval Indian History – Ishwari Prasad
7. Some Aspects of Muslim Administration – R. P. Tripathi
8. History of Qaraunah Truks in India – Ishwari Prasad
9. Firoz Shah Tughlaq – K. K. Basu
10. The Administration of Sultanate of Delhi- I. H. Quraishi



**SEMESTER – IV**

**COURSE: MAJOR -5 (MJ-5)**  
**PAPER NAME: INDIAN KNOWLEDGE SYSTEM IN HISTORY**

**TOTAL CREDITS: THEORY-04**  
**TEACHING HOURS: THEORY-60**

<b>EVALUATION</b>		
	<b>External Exam</b>	<b>Internal Exam</b>
<b>Full Marks</b>	<b>75</b>	25 (20 Written + 5 Attendance/Overall Class Performance)
<b>Duration of Exam</b>	3 Hours	1 Hour
<b>Pass Marks</b>		40 Marks

**COURSE OBJECTIVES:** The main objective of this PAPER NAME of the syllabus is to provide information about the golden and glorious Indian history and to inspire the students to learn from it and work towards achieving the goal of rebuilding India.

**COURSE OUTCOMES:** After studying this course/module, students will be able to:

- Students gain knowledge about the primitive life of the people of ancient India and the early Indian cultural condition
- Students will be able to get information about the political, social, cultural and religious aspects of ancient Indian history.
- By acquiring information about contemporary education, philosophy, science and technology, they can make good use of the Indian knowledge system for sustainable development in the future.

**COURSE CONTENTS:**

**UNIT-I: Concept of Bharat Varsha**

- Definition concept and scope of IKS. Historical development and evolution of Indian intellectual traditions.
- Sources of Information on Ancient Indian Knowledge System
- The glory of Indian Literature: Ved, Vedanga, Upanishads. Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.

**UNIT-II: Indian Knowledge Tradition, Art and Culture**

- Evolution of Script and language: Brahmi, Kharoshiti, Sanskrit, Pali, Prakrit & Abhatt etc.
- Ancient Indian Art & Culture
- Indian education system
- The Ethics & Social Value System

**UNIT-III: Religion and Philosophy in Indian Knowledge System**

- Vedic Philosophy and Education
- Jain Philosophy and Education
- Buddhist Philosophy and Education
- Educational Thinking of Indian Ideal Personality

**UNIT-IV: Science, Environment and Economic Traditions**

- Science and Technology in Ancient India
- Environmental conservation: Indian View
- Health consciousness of Early Society: Ayurveda, Yoga and Naturopathy
- Study of economic concept in Indian text: Arthashastra, Concept of land, forest and agriculture, Ancient Indian trade and commerce

**SUGGESTED READINGS:**

1. भारतबोध सनातन और सामयिक - रजनीश कुमार शुक्ल
2. इंडिया अर्थात भारत- उपनिवेशिकता, सभ्यता, संविधान- जे० साई० दीपक
3. आइंडिया ऑफ भारत (भारत की अवधारणा)- डॉ० हिमांशु शेखर
4. Mother of Democracy India – ICHR
5. Ancient Indian Wisdom: Spiritual Heritage- P. Sethuraman
6. भारतीय ज्ञान परंपरा में पर्यावरण एवं पारिस्थितिकी- Prof. Meera Deevedi
7. भारतीय ज्ञान परंपरा: अवधारणाएँ और अनुप्रयोग- बी. महादेवन, विनायक रजत भट, नागेंद्र पवन आर. एन.
8. कौटिल्य का अर्थशास्त्र

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**SEMESTER – IV**

**COURSE: MAJOR -6 (MJ-6)** **TOTAL CREDITS: THEORY-04**  
**PAPER NAME: HISTORY OF MODERN INDIA (1707 A.D. TO 1857 A.D.)** **TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** This course explores key historical developments in India from the fall of the Mughal Empire to the Revolt of 1857, focusing on political, economic, social, and cultural changes. Students will examine the decline of the Mughals, the rise of successor states, and the strategies used by the British East India Company—such as diplomacy, warfare, and annexation—along with major events like the Battles of Plassey and Buxar, and policies like the Subsidiary Alliance and Doctrine of Lapse.

**COURSE OUTCOMES:** After successful completion of this course, the student will be able to:

- Analyze the factors responsible for the disintegration of the Mughal Empire after 1707.
- Identify and evaluate the role of regional powers such as the Marathas, Sikhs, Hyderabad, Bengal, Awadh, and Mysore.
- Understand the administrative changes introduced by the British East India Company.
- Critically assess the impact of land revenue systems like Permanent Settlement, Ryotwari, and Mahalwari.
- Identify the political, economic, military, and religious causes of the revolt.
- Analyze its course, leadership, limitations, and consequences.

**COURSE CONTENTS:**

**UNIT-I: Expansion of British Rule**

- Rise of British Power in Bengal: Battle of Plassey and Buxar
- Anglo-Maratha relation
- Anglo-Mysore relation
- Anglo-Sikh relation
- Annexation of Sindh

**UNIT-II: Administrative structure and policies under the east India company**

- The Home Government
- Civil Service
- Judicial organization

**UNIT-III: Economy Under Colonial Rule:**

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Land Revenues Systems and their Impact: Permanent Settlement, Mahalwari and Ryotwari settlements
- Drain of Wealth
- Deindustrialization

### **UNIT-IV: Anti-colonial rebellions**

- Peasant Revolts
- Tribal Revolts
- Revolt of 1857: Causes, nature, expansion, result and impact.

### **SUGGESTED READINGS:**

1. आधुनिक भारत का इतिहास-रामलखन शुक्ला
2. आधुनिक भारत का इतिहास- बी० एल० ग्रोवर, यशपाल, अल्का मेहता
3. आधुनिक भारत का इतिहास- वी० डी० महाजन
4. History of India (1707-1857) – Subramanian, Lakshmi
5. The Oxford History of Modern India (1740-1975) – Percival Spear
6. A History of Modern India – Shekhar Bandyopadhyay

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**SEMESTER – IV****COURSE: MAJOR -7 (MJ-7)****PAPER NAME: HISTORY OF MODERN INDIA (1858 A.D. TO 1947 A.D.)****TOTAL CREDITS: THEORY-04****TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide students with a comprehensive understanding of the major political, economic, social, and cultural developments in India during the colonial period from 1858 to 1947. The course aims to:

Analyze the nature and impact of British colonial rule post-1857, including administrative changes, economic policies, and social reforms. Understand the growth and evolution of Indian nationalism, focusing on the role of various freedom movements, leaders, ideologies, and strategies that shaped the Indian independence struggle. Examine key events such as the formation of the Indian National Congress, the Partition of Bengal, the Swadeshi and Non-Cooperation Movements, the Civil Disobedience and Quit India Movements, and other significant resistance efforts. Study the socio-religious reform movements and their role in the modernization of Indian society and the emergence of socio-political consciousness. Explore the role of diverse groups—including women, peasants, workers, Dalits, and tribal communities—in the nationalist movement. Assess the impact of World Wars, British policies, and international developments on India's struggle for independence.

**COURSE OUTCOMES:** Describe the key phases of British colonial rule in India after 1858 and evaluate their administrative, political, economic, and social impact. Explain the causes, nature, and consequences of major resistance movements against British rule, including both moderate and radical nationalist efforts. Assess the role of major national leaders and organizations such as the Indian National Congress, Mahatma Gandhi, Subhas Chandra Bose, B.R. Ambedkar, and others in shaping the independence movement. Analyze the emergence and influence of socio-religious reform movements like the Brahmo Samaj, Arya Samaj, Aligarh Movement, and others in modernizing Indian society. Interpret the significance of landmark events such as the Partition of Bengal (1905), Jallianwala Bagh massacre (1919), Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement. Evaluate the impact of British economic policies on Indian agriculture, industry, trade, and society, including the consequences of deindustrialization and rural poverty. Understand the dynamics of communalism and constitutional developments, including the Government of India Acts, the role of the Muslim League, and the eventual partition of India. Demonstrate the ability to use historical sources and evidence critically, and construct logical, evidence-based historical arguments.

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **COURSE CONTENTS:**

#### **UNIT-I:**

- Rise and growth of nationalism in India
- British Policy of Divide & rule
- Birth Congress
- Rise of extremism in Indian politics & Surat split of 1907
- Birth of Muslim league and rise of communalism in India

#### **UNIT-II:**

- Home rule league & movement and Lucknow Pact, 1916
- Revolutionary movement of India
- Emergence of Gandhi
- Non-Cooperation movement
- Simon commission & Nehru Report

#### **UNIT-III:**

- Civil Disobedience movement
- Round Table Conferences
- Quit India Movement
- Cripps Mission
- Cabinet Mission plan, Interim government & Constituent Assembly
- Mountbatten Plan

#### **UNIT-IV:**

- INA Movement & Naval mutiny
- Growth of communalism: Muslim and Hindu communalism
- Partition and Independence of India

### **SUGGESTED READINGS:**

1. आधुनिक भारत का इतिहास: रामलखन शुक्ला
2. आधुनिक भारत: सुमित सरकार
3. Bipan Chandra, Sucheta Mahajan: India's Struggle for Independence (Also in Hindi as भारत का स्वाधीनता संघर्ष)
4. Bipan Chandra: Modern India (Hindi translation as आधुनिक भारत)
5. B L Grover: Modern India (Hindi translation as आधुनिक भारत)
6. वी डी महाजन: आधुनिक भारत
7. तराचंद: भारत के स्वाधीनता संग्राम का इतिहास
8. शेखर बंदोपाध्याय: प्लासी से विभाजन तक
9. Nationalism Without Nation in India: G. Aloysius
10. The History of India (1857-2000): Aroop Chakravarti
11. India's Struggle for Independence: Bipan Chandra
12. Social Background of Indian Nationalism: A. R. Desai
13. Nationalism and Social Reform in a Colonial Situation: Arvind Ganachari
14. Emergence of Indian National Congress: S. R. Mehrotra

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**SEMESTER – V****COURSE: MAJOR -8 (MJ-8)****PAPER NAME: MEDIEVAL INDIAN HISTORY (1526 A.D. TO 1707 A.D.)****TOTAL CREDITS: THEORY-04****TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** This course aims to provide students with a comprehensive understanding of the political, social, economic, religious, and cultural developments in India during the Mughal period (1526–1707 A.D.). The course focuses on the foundation, expansion, and consolidation of the Mughal Empire, its administrative structures, art and architecture, interreligious interactions, and the regional powers that emerged during this era. Students will also critically analyze the causes of the decline of the Mughal Empire and its historical legacy in shaping medieval Indian society.

**COURSE OUTCOMES:** Upon successful completion of this course, students will be able to:

Understand the foundation and expansion of the Mughal Empire and evaluate the role of major rulers like Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb in shaping medieval Indian polity. Analyze the administrative, military, and revenue systems introduced by the Mughals, with special emphasis on the Mansabdari and Jagirdari systems. Critically examine the religious policies of the Mughal emperors, especially Akbar's policy of Suhūk and Aurangzeb's orthodox approach. Assess the socio-economic conditions of the period, including agrarian structure, trade, commerce, and urbanization. Explore the development of art, architecture, literature, and culture under Mughal patronage and understand their syncretic nature. Evaluate the interaction between the Mughal Empire and regional powers, such as the Rajputs, Sikhs, Marathas, and Deccan sultanates. Identify the causes and consequences of the decline of the Mughal Empire after Aurangzeb's death in 1707.

Critically engage with primary and secondary sources, demonstrating the ability to construct historical arguments and interpretations.

**COURSE CONTENTS:**

**UNIT-I:**

- Historiography, Sources
- Babar: Conqueror and Empire builder
- Humayun and Shershah: Early Life, Conquest, Administration and Revenue Policy

## FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA

### UNIT-II:

#### **Mughal Emperors**

- Akbar: Religious Policy, Rajput Policy
- Jahangir
- Shahjahan: North-West and Central Asiatic policy, War of succession.
- Aurangzeb: Deccan Policy and Religious Policy

#### **Mughal Administration: Theory of Kingship**

- Mansabdari and Jagirdari System
- The Mughal Ruling Classes
- Revenue administration: Dahsala System

### UNIT-III:

#### **Cultural Development**

- Language, Literature, Painting
- Architecture
- Formation of Religious Identities: Sikh, Kabirpanthis and Dadupanthis

#### **Society and Economy**

- Agricultural Technology, Land Relations, Revenue System
- Trade Routes and the Pattern of Trade: External and Internal
- Craft and Industries
- Rise of Towns and Cities

### UNIT-IV:

- Decline and Disintegration the Mughal Empire
- Later Mughals
- Rise of Maratha and Sikh power
- Advent of European Powers: Portuguese, French and English

### SUGGESTED READINGS:

1. मुगलकालीन भारत- ए० एल० श्रीवास्तव
2. उत्तर मध्यकालीन भारत- ए० बी० पाण्डेय
3. मुगल साम्राज्य का उत्थान और पतन- आर० पी० त्रिपाठी
4. अकबर महान भाग-पृ० और पृ०- ए० एल० श्रीवास्तव
5. जहाँगीर-बेनी प्रसाद
6. शाहजहाँ -बनारसी प्रसाद सक्सेना
7. औरंगजेब-जदुनाथ सरकार
8. शिवाजी- जी० एस० सरदेसाई
9. J L Mehta: An advanced study in the History of Medieval India
10. Irfan Habib: Medieval India
11. Satish Chandra: Medieval History (Vol 1 and 2)
12. S Rizvi: The Wonder that was India (Vol 2)
13. उपिंदर सिंह: प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास
14. सतीश चन्द्र: मध्यकालीन भारत (भाग 1 एवं 2)
15. इमित्याज अहमद: मध्यकालीन भारत
16. जे एल मेहता: मध्यकालीन भारत
17. हरबंस मुखिया: भारतीय मुगल

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**SEMESTER – V**

**COURSE: MAJOR -9 (MJ-9)**

**PAPER NAME: HISTORY OF MODERN EUROPE (1789 A.D. TO 1870 A.D.)**

**TOTAL CREDITS: THEORY-04**

**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The primary objective of this course is to provide students with a comprehensive understanding of the major political, social, economic, and intellectual developments in Europe from the outbreak of the French Revolution in 1789 to the unification of Germany in 1870. The course seeks to:

- Analyze the causes, course, and consequences of the French Revolution and the Napoleonic era, and their impact on Europe and the world.
- Understand the rise of modern ideologies such as liberalism, nationalism, socialism, and conservatism in 19th-century Europe.
- Examine the process of political and social change through revolutions (1830, 1848) and reforms across various European countries.

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

- Explain the causes and impact of the French Revolution and assess its role in shaping modern political ideologies and institutions in Europe.
- Describe the rise and fall of Napoleon Bonaparte, and evaluate the effects of Napoleonic reforms and wars on Europe.
- Analyze the Congress of Vienna (1815) and the role of the Conservative Order in post-Napoleonic Europe.
- Identify and interpret the emergence and influence of major ideologies such as liberalism, conservatism, socialism, and nationalism during the 19th century.
- Assess the significance of the Revolutions of 1830 and 1848, their causes, outcomes, and long-term impact on European society and politics.
- Examine the unification of Italy and Germany, including the contributions of key figures like Cavour, Garibaldi, and Bismarck.
- Critically engage with primary and secondary sources, demonstrating the ability to construct historical arguments and interpretations.

**COURSE CONTENTS:**

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-I: French Revolution**

- Causes and Impact, Role of Intellectuals
- Works of the National Assembly
- Reign of Terror
- Participation of Social Classes
- Legacy of the Revolution

### **UNIT-II: Napoleonic Bonaparte**

- Rise of Napoleonic
- Napoleon as Empire Builder
- Downfall

### **UNIT-III:**

- Congress of Vienna, 1815
- Concert of Europe
- Metternich System
- Revolution of 1830 and 1848

### **UNIT-IV:**

- Domestic and Foreign Policy of Napoleonic III
- Crimean War
- Unification of Italy and Germany

### **SUGGESTED READINGS:**

1. A Short History of Modern Europe : C. D. M. Ketelbey
2. A History of Europe : J. A. R. Marriott
3. Europe in the Last Five Centuries : A. J. Grant
4. History of Modern Europe : R. S. Rao
5. A History of Modern Times : C. D. M. Keltelbey
6. Europe Since Napoleon : D. Thomson
7. कल्पना राजाराम (संपादक) : विश्व इतिहास
8. पारथसार्थी गुप्ता : यूरोप का इतिहास
9. जैन एवं माथुर : विश्व का इतिहास

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**SEMESTER – V**

**COURSE: MAJOR -10 (MJ-10)**

**PAPER NAME: HISTORY OF MODERN EUROPE (1871 A.D. TO 1945 A.D.)**

**TOTAL CREDITS: THEORY-04**

**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The primary objective of this course is to provide students with a comprehensive understanding of the political, social, economic, and ideological transformations that shaped Modern Europe between 1871 and 1945. The course focuses on major historical events and processes such as the unification of Germany, imperialism, the causes and consequences of the two World Wars, the rise of totalitarian regimes, and the challenges to liberal democracy. Through critical analysis of these events, students will explore how Europe's internal developments and global engagements influenced the modern world.

**COURSE OUTCOMES:** Upon successful completion of this course, students will be able to :

- Understand and explain the major political and diplomatic developments in Europe from the unification of Germany in 1871 to the end of World War II in 1945.
- Analyze the causes and consequences of World War I and World War II, including their global impact and implications for European society and politics.
- Evaluate the rise of ideologies such as nationalism, socialism, fascism, and Nazism, and their roles in shaping modern European states and conflicts.
- Critically assess the failure of the interwar peace system, including the Treaty of Versailles and the League of Nations.
- Discuss the effects of economic crises, particularly the Great Depression, on European political structures and societies.
- Identify the factors leading to the rise of totalitarian regimes in Germany, Italy, and the Soviet Union, and assess their domestic and foreign policies.

**COURSE CONTENTS:**

**UNIT-I:**

- Colonialism and Imperialism
- Rise of Nation states
- Congress of Berlin
- Foreign Policy of Bismarck

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-II:**

- First World War: Causes and Impact
- Treaty of Versailles
- The League of Nations: Achievement and Failure

### **UNIT-III:**

- The Russian Revolution of 1917: Causes, Nature and Effects
- Fascism: Rise of Mussolini
- Nazism: Rise of Hitler

### **UNIT-IV:**

- Second World War, 1939-45: Causes and Impact.
- United Nations Organisation: Organs and Functions

### **SUGGESTED READINGS:**

1. A Short History of Modern Europe : C. D. M. Ketelbey
2. A History of Europe : J. A. R. Marriott
3. Europe in the Last Five Centuries : A. J. Grant
4. History of Modern Europe : R. S. Rao
5. A History of Modern Times : C. D. M. Keltelbey
6. Europe Since Napoleon : D. Thomson
7. कल्पना राजाराम (संपादक) : विश्व इतिहास
8. पारथसर्थी गुप्ता : यूरोप का इतिहास
9. जैन एवं माथुर : विश्व का इतिहास
10. दीनानाथ वर्मा : आधुनिक विश्व
11. लाल बहादुर वर्मा : आधुनिक विश्व इतिहास की झलक



**SEMESTER – V****COURSE: MAJOR -11 (MJ-11)****TOTAL CREDITS: THEORY-04****PAPER NAME: BRITISH CONSTITUTIONAL HISTORY (1485 A.D. TO 1714 A.D.) TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide students with a comprehensive understanding of the evolution of the British constitution from the accession of the Tudor dynasty in 1485 to the end of the Stuart period in 1714. This course explores the gradual transformation of England from a feudal monarchy into a constitutional monarchy, highlighting the dynamic relationship between the monarchy, Parliament, and the judiciary. Through a detailed study of key events, legal developments, political institutions, and ideological debates, students will gain insight into the foundational principles of modern constitutionalism.

**COURSE OUTCOMES:** Upon successful completion of this course, students will be able to:

- Explain the major constitutional developments in England from the rise of the Tudors (1485) to the end of the Stuart dynasty (1714).
- Analyze the transformation of English governance from absolute monarchy to constitutional monarchy, especially through the evolution of the powers of the Crown and Parliament.
- Understand the impact of key historical events—such as the English Reformation, the Civil War, the execution of Charles I, the Restoration, and the Glorious Revolution—on constitutional development.
- Demonstrate an understanding of the ideological debates between absolutism and constitutionalism and their impact on English political thought.
- Identify and describe the development of key institutions such as the monarchy, Parliament (House of Commons and House of Lords), and judiciary, and their roles in the constitution.
- Interpret and analyze historical constitutional texts and understand their influence on later democratic systems, including those of Britain and other parliamentary democracies.

**COURSE CONTENTS:****UNIT-I:**

- Tudor Age (1485 to 1603)
- Tudor Despotism
- Tudor Parliament

**UNIT-II: Stuart Age**

- Divine Right theory of James-I
- 11 years tyranny of Charles-I
- Long Parliament
- Cromwellian Experiment
- Restoration Charles-II

Glorious Revolution

**UNIT-III: Hanover Age**

- George I & II
- George-III

**UNIT-IV:**

- 17<sup>th</sup> Century as creative age
- Problem of personal liberty
- Age of Settlement

**SUGGESTED READINGS:**

1. इंग्लैण्ड का इतिहास - एल० पी० शर्मा
2. भारत का वैधानिक एवं संवैधानिक इतिहास -डॉ० वसन्ती लाल एवं डॉ० मधु शास्त्री
3. भारत का संवैधानिक इतिहास- डॉ० अशोक कुमार चटर्जी एवं डॉ० देवेश कुमार सिंह
4. भारत का वैज्ञानिक एवं संवैधानिक इतिहास- डॉ० एन० पी० परांजपे
5. Indian Legal & Constitutional History – Dr. N. V. Paranjape
6. Constitutional History of India – M. S. Ishshan
7. G B Adams: Constitutional History of England
8. Henry Hallam: Constitutional History of England
9. A M Chambers: A Constitutional History of England



**SEMESTER – VI****COURSE: MAJOR -12 (MJ-12)****PAPER NAME: HISTORY OF CHINA AND JAPAN (1839 A.D. TO 1939 A.D.)****TOTAL CREDITS: THEORY-04****TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide a comprehensive understanding of the political, social, economic, and cultural transformations in China and Japan between 1839 and 1939. It aims to explore the internal dynamics and external influences that shaped the modernization, resistance, and adaptation processes in both nations during a critical century marked by imperialism, reform, revolution, and nationalism. The course also seeks to develop a comparative perspective on the divergent responses of China and Japan to Western encroachment and the emergence of these nations on the world stage by the early 20th century.

**COURSE OUTCOMES:** After completing the course *History of China and Japan (1839 A.D. to 1939 A.D.)*, students will be able to: Analyze how Western powers influenced and disrupted the traditional political and social systems of China and Japan beginning with the Opium Wars and the arrival of Commodore Perry. Compare the reform efforts such as the Self-Strengthening Movement in China and the Meiji Restoration in Japan, highlighting their successes, failures, and long-term consequences. Examine the causes and consequences of revolutionary movements in China, including the 1911 Revolution and the rise of the Kuomintang, as well as nationalist and militarist trends in Japan. Examine the causes and consequences of revolutionary movements in China, including the 1911 Revolution and the rise of the Kuomintang, as well as nationalist and militarist trends in Japan. Understand Japan's transformation into an imperial power and analyze its conflicts with China, including the First Sino-Japanese War (1894–95) and the invasion of Manchuria.

**COURSE CONTENTS:****UNIT-I: Relation of China with England**

- 1<sup>st</sup> Opium War
- 2<sup>nd</sup> Opium War
- Taiping Rebellion
- Boxer Rebellion

**UNIT-II: Republic and Communism in China**

- Dr. Sun-Yat-Sen
- Principle of Kuo-mintang
- Chiang-Kai-Shek and his achievement

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Rise of communist Movement in china

### **UNIT-III:**

- Japan Before Modernisation
- Open Door Policy
- Meiji Restoration
- Modernisation of Japan

### **UNIT-IV: Rise of Japan as a Modern World Power**

- Sino Japanese war of 1894-95
- Anglo-Japanese alliance : 1902
- Washington Conference
- Manchurian Crisis

Rise and Fall of Japanese Imperialism

### **SUGGESTED READINGS:**

1. मध्य पूर्व का इतिहास- धनपति पाण्डेय
2. आधुनिक एशिया का इतिहास-दीनानाथ वर्मा
3. एशिया का इतिहास- ए० पी० शर्मा
4. History o far East –Paul Clyde
5. A Short History of Far East in Modern time – S. L. Roy
6. Modernisation of China and Japan – George M. Backmann
7. History of Far East in Modern time – H. M. Vinacke



**SEMESTER – VI**

|                                                             |                                  |
|-------------------------------------------------------------|----------------------------------|
| <b>COURSE: MAJOR -13 (MJ-13)</b>                            | <b>TOTAL CREDITS: THEORY-04</b>  |
| <b>PAPER NAME: HISTORY OF INDEPENDENT INDIA (1947-2000)</b> | <b>TEACHING HOURS: THEORY-60</b> |

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide students with a comprehensive understanding of the political, economic, social, and cultural developments in India from the time of independence in 1947 up to the year 2000. The course aims to:

- Examine the challenges faced by newly independent India, including nation-building, integration of princely states, and framing of the Constitution.
- Analyze the evolution of Indian democracy, major political developments, and leadership transitions.
- Explore India's foreign policy, economic planning, and reforms from Nehruvian socialism to liberalization in the 1990s.
- Understand the socio-cultural transformations and movements related to caste, religion, language, and gender.

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

- Understand the foundational challenges India faced after independence, including partition, refugee crisis, integration of princely states, and constitution-making.
- Analyze the evolution of Indian democracy, including major political developments, the role of key leaders, the functioning of political parties, and electoral trends.
- Evaluate the economic policies and development models, from Nehruvian planning to the 1991 economic reforms and their impact on Indian society and economy.
- Interpret India's foreign policy choices and shifts, including relations with neighboring countries, non-alignment, and participation in international organizations.
- Examine key social and cultural movements, such as the Dalit movement, women's movement, language politics, and identity-based regional movements.
- Assess the impact of major events, such as the Emergency (1975–77), Indo-Pak wars, Green Revolution, Mandal Commission, and communal conflicts.

**COURSE CONTENTS:**

**UNIT-1:**

- Making of the Constitution
- Integration of Native States with special reference to Kashmir, Junagarh and Hyderabad

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Linguistic Reorganisation of Indian states

### **UNIT-II:**

- Indo-China War (1962)
- Indo-Pak War (1965)
- Indo-Pak War (1971)

### **UNIT-III:**

- Operation Blue Star and Emergency Years
- J.P. Movement – Rise of Coalition politics
- Emergence of India as a Nuclear Power

### **UNIT-IV:**

- Five Year Plans
- Green Revolution and other technological and economic advancements
- Economic Liberalisation and Globalisation

### **SUGGESTED READINGS:**

1. Bipan Chandra et al: India After Independence
2. Ramachandra Guha: India After Gandhi
3. Partha Chatterjee : Wages of Freedom – Fifty Years of the India Nation State
4. C P Bhambri: Bureaucracy and Politics in India
5. रामचन्द्र गुहा: गांधी के बाद भारत
6. बीपन चन्द्र: आजादी के बाद भारत



**SEMESTER – VI**

|                                                                |                                  |
|----------------------------------------------------------------|----------------------------------|
| <b>COURSE: MAJOR -14 (MJ-14)</b>                               | <b>TOTAL CREDITS: THEORY-04</b>  |
| <b>PAPER NAME: CONTEMPORARY WORLD (1945 A.D. TO 2000 A.D.)</b> | <b>TEACHING HOURS: THEORY-60</b> |

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide students with a comprehensive understanding of the major political, economic, social, and cultural developments in the world from the end of the Second World War to the beginning of the 21st century. It aims to analyze the global impact of the Cold War, the process of decolonization, the emergence of new nations, the rise of global institutions, major conflicts, and the evolution of international relations. The course encourages critical thinking about historical causation, continuity and change, and the interconnectedness of global events in the contemporary world.

**COURSE OUTCOMES:** After successful completion of this course, students will be able to :

- Analyze the consequences of the Second World War and the subsequent realignment of global powers.
- Examine the ideological, political, and military rivalries between the United States and the Soviet Union, and their global implications.
- Understand the emergence of new nations in Asia, Africa, and Latin America, and the challenges they faced post-independence.
- Assess the causes and outcomes of conflicts such as the Korean War, Vietnam War, Arab-Israeli conflicts, Cuban Missile Crisis, and the Gulf War.
- Evaluate the functioning and impact of the United Nations and other global institutions in maintaining peace, security, and development.

**COURSE CONTENTS:**

**UNIT-I: Cold War (1945-1985)**

- Meaning, Causes of cold war and security pacts.
- Conflicts in cold war- Germany, Korea and Cuba
- Economic Revival of Western Europe; Soviet's relation with Eastern Europe.

**UNIT-II: Europe, USSR and USA (1985-2000) :**

- Disintegration of U.S.S.R.
- Re-drawing of political borders of Germany, Yugoslavia and Czechoslovakia, Emergence of the European Union (EU) in Western Europe
- U.S.A as the Super world power

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-III: Monuments for Equal Rights and Challenging the Bipolar World (1945-2000) :**

- Campaigns within and outside South Africa against Apartheid.
- Civil Rights movement in U.S.A.
- Non-Aligned Movement.

### **UNIT-IV: Major Trends:**

- Globalization
- Sustainable Development
- Women's Liberation Movement

### **SUGGESTED READINGS:**

1. The Renaissance: Peter Burke
2. Modern Europe up to 1945: C. D. Hazen
3. From Reformation to Industrial Revolution: Christopher Hill
4. The Age of Renaissance: J. H. Parry
5. Mastering Modern World History: Norman Lowe
6. A little History of the world: E. M. Gombrich
7. Vishwa Itihas : Kalpana Rajaram (Editor)
8. Yurop ka Itihas : Parthsarthy Gupta
9. Vishwa ka Itihas : Jain and Mathur
10. Aadhunik vishwa Itihas ki jhalak : Lal Bahadur Verma



**SEMESTER – VI**

**COURSE: MAJOR -15 (MJ-15)**  
**PAPER NAME: HISTORY OF USA (1776 A.D. TO 1945 A.D.)**

**TOTAL CREDITS: THEORY-04**  
**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide a comprehensive understanding of the political, social, economic, and cultural evolution of the United States from the time of its independence in 1776 to the end of World War II in 1945. It aims to explore the foundational principles of the American Republic, the challenges of nation-building, territorial expansion, civil war and reconstruction, industrialization, reform movements, global emergence, and the impact of major wars on American society and the world.

**COURSE OUTCOMES:** After successful completion of this course, students will be able to:

- Explain the origins and consequences of the American Revolution and assess its impact on the creation of a new political order and national identity.
- Analyze the development of the U.S. Constitution and the federal system of governance, including key debates on federalism, rights, and democracy.
- Evaluate the causes, events, and outcomes of the American Civil War, and understand the complexities of the Reconstruction era.
- Interpret the major trends of 19th-century U.S. expansion, including Manifest Destiny, Native American displacement, and U.S.-Mexico relations.

**COURSE CONTENTS:**

**UNIT-I:**

- The land and indigenous people: Settlement and colonization by Europeans
- Early colonial society and polities.

**UNIT-II: Making of the Republic:**

- Revolution: Sources of conflict, Revolutionary groups.
- War of Independence – Causes & Significance
- George Washington
- Process and features of constitution making

**UNIT-III: Civil War:**

- Abraham Lincoln
- Causes of Civil War
- Reconstruction

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-IV: Emergence of U.S.A as Imperial Power**

- American Imperialism in Latin America
- Spanish-American War
- World War I and Fourteen Points
- Isolationism
- World War II: Bombing of Hiroshima and Nagasaki

### **SUGGESTED READINGS:**

1. अमेरिका का इतिहास-ए0 के0 चतुर्वेदी
2. अमेरिका का इतिहास- खुराना और चौहान
3. अमेरिका का इतिहास-बनारसी प्रसाद सक्सेना
4. अमेरिका के स्वाधिनता के इतिहास-देवकी नंदन वैभव
5. संयुक्त राज्य अमेरिका का संक्षिप्त इतिहास-कनक लीन आचर
6. संयुक्त राज्य अमेरिका का इतिहास-रघुवेन्द्र पंथरी
7. Themes and perspectives in American History – Deviyendra Tripathi and S. C. Tiwari.



**SEMESTER – VII**

**COURSE: MAJOR -16 (MJ-16)**  
**PAPER NAME: HISTORY OF WOMEN IN INDIA**

**TOTAL CREDITS: THEORY-04**  
**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** This course primarily aims at helping the students comprehend the gendered aspect of Indian history. It seeks to acquaint the students not only with the role of women in different historical events and processes, but also with the challenges that they encountered as women in the largely male-dominated society. Further, the course aims at helping the students comprehend causes behind the invisibility of women in history writing and urging them to understand the need to making them visible.

**COURSE OUTCOMES:** After the completion of this course, a student is expected to:

- Identify the gaps in history writing from a gendered point of view
- Appreciate the need for a gendered approach to history writing
- Narrate the historical role and achievements of women, social reform initiatives and women's movements
- Critically analyse the position and rights of women in different religions and societies

**COURSE CONTENTS:**

**UNIT-I:**

- Primary sources for the History of women
- Conceptual differences between sex and gender
- Meaning and significance of gendered approach to History writing

**UNIT-II:**

- Women in Hinduism: Portrayal, Position and rights
- Women in Islam and Christianity: Portrayal, Position and rights
- Adivasi Women: Portrayal, Position and rights

**UNIT-III:**

- Women and Education
- Women and socio-religious reform movements
- Constitutional rights of women

**UNIT-IV:**

- Women rulers in ancient and medieval period

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Women in freedom struggle with special emphasis on Adivasi women
- Women in democratic politics: Local Bodies, State assemblies and Parliament
- Women's movements in pre and post independent India

### **SUGGESTED READINGS:**

1. A. S. Altekar: The Positon of women in Hindu Society
2. Prof. Indra: Status of Women in Ancient India
3. Claresse Boadar: Women in Ancient India
4. M. H. Zaidi: Position of women under Islam.
5. Y. B. Mathur: Women's education in India
6. B. A. Gupta: Position of women among Hinduism, Muslims, Buddhists & Jains
7. Meera Desai: Women in Modern India
8. J. Krishna Murty (ed): Women in Colonial India.
9. Bharati Ray & Aparna Basu (ed): From freedom to Independence
10. Radha Kumar: The History of Doing
11. Janaki Nair: Women & Law in colonial India.
12. Renu Deewan (ed): Jharkhand Ki Naari.



**SEMESTER – VII**

**COURSE: MAJOR -17 (MJ-17)**  
**PAPER NAME: HISTORY OF WORLD CIVILIZATIONS**

**TOTAL CREDITS: THEORY-04**  
**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The primary objective of the History of World Civilizations course is to provide students with a comprehensive understanding of the development of major world civilizations from ancient times to the early modern era. The course aims to explore the political, economic, social, religious, and cultural aspects of civilizations across different regions, fostering a global historical perspective and an appreciation for the diversity and interconnectedness of human societies.

**COURSE OUTCOMES:** After successful completion of this course, students will be able to:

- Identify and explain the key features, contributions, and timelines of major world civilizations such as Mesopotamian, Egyptian, Greek, Roman, Chinese, Indian, Islamic, African, and Mesoamerican.
- Analyze the political, social, economic, and religious structures of various civilizations and how these influenced their development and decline.
- Evaluate the impact of major historical movements such as urbanization, empire-building, religious reformations, and trade networks on world civilizations.
- Compare and contrast the development and interactions of civilizations across different regions, including Europe, Asia, Africa, and the Americas.
- Interpret primary and secondary historical sources to reconstruct and understand the lived experiences, beliefs, and cultural practices of past societies.

**COURSE CONTENTS:**

**UNIT-I: History of Early World Civilization:**

- Egyptian Civilization, Political development, Art, Architecture and Religion
- Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Art & Architecture, Administration and Education.
- Indus Valley Civilization

**UNIT-II: Classical Greece:**

- Home Age: Evolution of classical Greece
- The Pericles Age in Greece, growth of state and society, development of Science, Art and Philosophy.

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-III:**

- Roman Empire:
- Origin, Rise and Evolution of Roman Republic.
- Imperial Age in Rome.

### **UNIT-IV:**

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

### **SUGGESTED READINGS:**

1. The Wonder that was India- A. L. Basham
2. Education in Ancient India – A. S. Altekar
3. Brihad Bharat ka itihas – Bhagvadatt
4. Bhartiya Sanskriti – Narendra Mohan
5. Drashtaya Jagat ka Yatharth – Omprakash Pandey
6. Panini Kalin Bharat Arsh - Vasudev Sharan Aggarwal
7. The Fundamental Unity of India – R. K. Mookherjee
8. New Light on our Numerals – Zekuthial Ginshurg
9. Deshke Abhidhan – Vishambhar Sharan Pathak
10. Indian Antiquities – Thomas Maurice



**SEMESTER – VII**

**COURSE: MAJOR -18 (MJ-18)**

**PAPER NAME: INDIAN CONSTITUTIONAL DEVELOPMENT (1773-1947)**

**TOTAL CREDITS: THEORY-04**

**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The primary objective of this course is to provide students with a comprehensive understanding of the historical evolution of constitutional development in India under British rule. The course aims to:

- Examine the gradual growth of constitutional institutions in India from 1773 to 1947.
- Analyze the impact of major legislative acts passed by the British Parliament affecting India's governance.
- Understand the political and administrative changes brought about by various Acts and reforms.
- Explore the relationship between the Indian nationalist movement and constitutional changes.
- Assess how colonial constitutional developments laid the foundation for independent India's Constitution.

**COURSE OUTCOMES:** After successful completion of this course, students will be able to :

- Explain the historical background and political context of British constitutional interventions in India.
- Identify and evaluate key legislative measures such as the Regulating Act of 1773, Pitt's India Act of 1784, Charter Acts, and the Government of India Acts.
- Understand the evolution of British policies from centralization to devolution of power and the emergence of Indian representation.
- Analyze the role of constitutional developments in shaping colonial administration and the emergence of Indian political consciousness.
- Assess the link between constitutional reforms (like the Acts of 1909, 1919, 1935) and the growth of Indian nationalism.

**COURSE CONTENTS:**

**UNIT-I:**

- The Home Government under the East India Company
- Regulating Act, 1773
- Pitts Indian Act, 1784
- First Charter Act, 1793

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-II:**

- Second Charter Act, 1813
- Third Charter Act, 1833
- Fourth Charter Act, 1853
- Government of India Act of 1858 (1<sup>st</sup> Transfer of power act)

### **UNIT-III:**

- Indian Councils Act, 1861
- Indian Councils Act, 1892
- Indian Councils Act, 1909
- Montague Chelmsford Reforms, 1919
- Government of India Act 1935

### **UNIT-IV:**

- Cripps Mission, 1942
- Wavell Plan, 1945
- Cabinet Mission, 1946
- Act of 1947 (2<sup>nd</sup> Transfer of power act)

### **SUGGESTED READINGS:**

1. भारत का संवैधानिक विकास-मानिक लाल गुप्त
2. भारत में संवैधानिक विकास- डॉ० के० सी० सामोता
3. भारतीय राष्ट्रीय आन्दोलन एवं संवैधानिक विकास- डॉ० एस० सी० सिंघल
4. भारत का संवैधानिक इतिहास- डॉ० अशोक कुमार चटर्जी एवं डॉ० देवेश कुमार सिंह
5. भारत के स्वाधीनता संग्राम का इतिहास-ताराचन्द्र
6. आधुनिक भारत-बिपीन चन्द्रा
7. Constitutional Development and National movement in India – R. C. Agarwal& Dr. Mahesh Bhatnagar
8. British Administration in India: George Anderson
9. The Development and Impact of British Administration in India: Bernard S Cohn
10. Evolution of the Constitutional History of India – V. B. Mishra

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**SEMESTER – VIII**

**COURSE: MAJOR -19 (MJ-19)**  
**PAPER NAME: SOCIAL HISTORY OF INDIA**

**TOTAL CREDITS: THEORY-04**  
**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The primary objective of this course is to explore the evolution and transformation of Indian society from ancient to modern times. It aims to analyse the structures, institutions, customs, values, and everyday life of people across different periods of Indian history. The course emphasizes the role of caste, class, gender, religion, family, and community in shaping Indian social fabric. It also critically examines the impact of political, economic, and cultural forces on social change.

**COURSE OUTCOMES:** After successful completion of this course, students will be able to:

- Understand and explain the key concepts, theories, and methodologies used in the study of social history, especially in the Indian context.
- Trace the evolution of Indian society from ancient to modern times, highlighting the continuity and changes in social institutions and practices.
- Critically analyse the roles of caste, class, gender, religion, and region in shaping Indian society across different historical periods.
- Assess the impact of major historical events (e.g., invasions, colonialism, reform movements, independence) on Indian social structures and everyday life.
- Discuss the development and transformation of key social institutions like family, marriage, kinship, education, and occupations over time.

**COURSE CONTENTS:**

**UNIT-I:**

- a. Introduction of Modern Education in India: Social Impact
  - British appointed Educational Commissions
  - Role of modern education in the rise of nationalism
- b. Rise of new social classes: Zamindars, modern intelligentsia, Indian capitalists, modern proletariat
- c. Role of Modern Press in social transformation

**UNIT-II:**

- a. Social and religious reform movements:

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Brahmo Samaj
- Arya Samaj
- Prarthana Samaj
- Ramakrishna Mission
- Ishwar Chandra Vidyasagar
- Deoband School and Aligarh movements
- Reform movements among Sikhs and Parsees

### **UNIT-III-**

- a. Movement against caste system and untouchability:

- Jyotiba Phule
- Narayan Guru
- Annadurai
- B R Ambedkar

### **UNIT-IV-**

- a. Movement for women's emancipation:

- Women's movements and organizations
- Women's education
- Role of Savitribai Phule, Fatima Bibi, Pandita Ramabai
- Crusade against Sati, Widowhood, Child marriages, Female infanticide

- b. Tribal organization and movements in twentieth century: Role of Jaipal Singh Munda

### **SUGGESTED READINGS:**

1. भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि: ए. आर. देसाई
2. भारत में समाज एवं धर्म सुधार आन्दोलन: मोहन लाल गुप्ता
3. आधुनिक भारत में सामाजिक परिवर्तन: एम. एन. श्रीनिवास
4. भारत में सामाजिक आन्दोलन: वी. एन. सिंह व जनमजेय सिंह
5. भारत में दलित: सुखदेव ठोरत
6. आदिवासी संघर्ष गाथा: विनोद कुमार
7. एक रोमांचक अनकही कहानी: जयपाल सिंह-बलबीर दत्त
8. Social Background of Indian Nationalism: A. R. Desai
9. Resurgent India: Sisir Kumar Mitra
10. Social Reform in India: S. Natarajan
11. Women and Social Reform in Modern India: Sumit Sarkar & Tanika Sarkar

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**SEMESTER – VIII**

**COURSE: MAJOR -20 (MJ-20)**  
**PAPER NAME: GROUP DISCUSSION & DISSERTATION**

**TOTAL CREDITS: THEORY-04**  
**TEACHING HOURS: THEORY-60**

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**Course Objectives:**

- To enhance students' communication skills through active participation in seminars and group discussions.
- To prepare students for professional and academic settings where effective communication and collaboration are essential.

**Course Outcomes:**

- Students will be prepared to apply the communication and collaboration skills developed in this course to professional and academic contexts, enhancing their overall employability and academic success.

**Guideline for Major PAPER -20**

**Course Contents:**

The **Head of the Department (HOD)** will divide the class into small groups. Each group will be assigned a specific topic related to their subject area. Students must work on the assigned topic under the guidance of a departmental teacher and prepare a **dissertation** based on their research.

Each student is required to submit a **typed and hardbound copy** of their dissertation **at least one week before the examination**.

**Evaluation Process**

1. A **group discussion** will be held within each group, conducted at the department level and chaired by the HOD. Based on their performance in this discussion, students will be awarded **internal marks out of 25**.

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

2. Each student's **presentation** and **dissertation report** will be evaluated by:
  - o **One internal examiner** (from the department), and
  - o **One external examiner**

The **external examiner** will be appointed by the HOD and will be either:

- o A **permanent Professor/Associated Professor/ Assistant Professor** from the university's postgraduate department or another constituent college,  
**OR**
- o A **retired Professor, Associate Professor, or Assistant Professor** of the university.

### **Evaluation Breakdown (Total 100 Marks)**

- **Group Discussion** - 25 marks
- **Dissertation Report** - 25 marks
- **Presentation** - 50 marks

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**SEMESTER – VII**

**COURSE:** ADVANCE MAJOR -1 (AMJ-1)  
**PAPER NAME:** HISTORIOGRAPHY

**TOTAL CREDITS:** THEORY-04  
**TEACHING HOURS:** THEORY-60

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of the Historiography course is to provide students with a comprehensive understanding of the methods, principles, and evolution of historical writing and interpretation. It aims to:

- Introduce the nature and scope of historiography as an academic discipline.
- Familiarize students with major historical traditions and schools of thought from ancient to modern times.
- Analyze the evolution of historical writing from classical, medieval, and modern perspectives.
- Understand the methodological approaches used by historians in constructing history.
- Critically evaluate different historiographical trends, including nationalist, Marxist, feminist, subaltern, and postmodern interpretations.
- Encourage the development of analytical skills to assess historical sources and narratives with critical insight.

**COURSE OUTCOMES:** After successfully completing the course on Historiography, students will be able to:

- Define historiography and distinguish it from general historical writing and narrative traditions.
- Identify major historiographical traditions such as Greco-Roman, Christian, Islamic, Indian, and Chinese, and understand their unique approaches to history.
- Explain the evolution of historical methods from ancient times through the Enlightenment to modern scientific history.
- Critically analyze the contributions of key historians like Herodotus, Thucydides, Ibn Khaldun, Leopold von Ranke, Karl Marx, E.H. Carr, and others.

**COURSE CONTENTS:**

**UNIT-I:**

- Meaning & Scope of History
- Periodisation : Meaning and rationale
- Objectivity and Bias in History
- Idea of Progress in History

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

- Causation, Relativism and Historicism

### **UNIT-II:**

- Graeco – Roman History writing
- Medieval – History writing
- History during the age of enlightenment.
- Positivism & History writing
- Brief Overview of different approaches to History: Imperialist, Nationalist, Marxist, Subaltern, Post-modernist
- Regional History

### **UNIT-III:**

- History and Archaeology
- History and Anthropology
- History and Geography
- History and Political Science
- History and Literature.

### **UNIT-IV:**

- Kalhan
- Al-Beruni
- AbulFazl
- Herodotus
- V.A. Smith
- R.C. Majumdar
- D.D. Kosambi

### **SUGGESTED READINGS:**

1. E.H. Carr: What is History
2. E.H. Carr: इतिहास क्या है
3. A. J. Toynbee: A study of History
4. R. G. Kollingwood: The Idea of History
5. E. Sreedharan: A Textbook of Historiography
6. कौलेश्वर राय: इतिहास दर्शन
7. झारखण्डे चौबे: इतिहासदर्शन
8. गोविंद चन्द्र पांडे: इतिहास दर्शन एवं स्वरूप
9. लाल बहादुर वर्मा: इतिहास के बारे में
10. एच सी पांचाल व एच एस बाघेला : इतिहास के सिद्धान्त एवं पद्धतियाँ



**SEMESTER – VIII**

**COURSE:** ADVANCE MAJOR -2 (AMJ-2)  
**PAPER NAME:** HISTORY OF JHARKHAND (1757 A.D. TO 2000 A.D.)

**TOTAL CREDITS:** THEORY-04  
**TEACHING HOURS:** THEORY-60

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The objective of this course is to provide a comprehensive understanding of the historical developments in Jharkhand from the colonial era to the end of the 20th century. It aims to:

- Examine the impact of British colonialism on the tribal and non-tribal societies of Jharkhand.
- Explore the resistance movements, particularly tribal uprisings like the Santhal Hul, Kol Rebellion, and Birsa Munda's Ulgulan.
- Analyze socio-economic and political transformations during the colonial and post-independence periods.
- Study the processes of industrialization, land alienation, and displacement in Jharkhand.
- Understand the evolution of regional identity and the struggle for a separate Jharkhand state.

**COURSE OUTCOMES:** After completing the course History of Jharkhand (1757 A.D. to 2000 A.D.), students will be able to:

- Identify and explain key events and developments in Jharkhand from the colonial period to the formation of the state in 2000.
- Analyze the nature and causes of major tribal uprisings such as the Santhal Rebellion, Kol Rebellion, and Birsa Munda's Ulgulan, and assess their impact on colonial policies.
- Understand the socio-economic changes brought about by British policies, including land revenue systems, forest laws, and industrialization.
- Evaluate the impact of post-independence industrial and mining activities on tribal communities, environment, and regional development.
- Discuss the emergence and growth of Jharkhandi regionalism, the identity politics of tribal assertion, and the movement for statehood.
- Critically examine the role of significant personalities and political groups in the freedom movement and post-1947 regional mobilizations.

**COURSE CONTENTS:**

**UNIT-I:**

- Arrival of the English in Jharkhand
- Establishment of British Power in Bengal (with special reference to Jharkhand)
- Colonial Policies and its impact on agriculture, land, forest & railway

## FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA

- Formation of Santal Parganas

### UNIT-II:

- SPT Act
- CNT Act
- Tana Bhagat movement
- Gandhian movements in Jharkhand

### UNIT-III:

- Ramgarh Congress 1940
- Jharkhand movement origin & different stages
- Christian Missionary: their works & impact on tribal's society

### UNIT-IV:

- a. Resistance to the Colonial Rule and Tribal Movement:

- Santal Hul
- KolBirsa Ulgulan
- Saphahor
- Kherwar Movement

### SUGGESTED READINGS:

1. राज महल का इतिहास: एस० नाथ और डी० एन० वर्मा
2. पहाड़िया जनजाति का इतिहास: एस० नाथ और डी० एन० वर्मा
3. सिदो कान्हु-जीवन व उपलब्धियाँ: जगन्नाथ दास
4. पूर्वी भारत के पहाड़िया: अनूप बाजपई
5. झारखण्ड-समाज व संस्कृति: बी. विरोत्तम
6. Bihar through the ages: R. R. Diwakar
7. History of Bihar: R. K. Choudhary
8. The Santal, A Tribe in search of a tradition.
9. Santal Pargana Gazetteers: O Maulley, S.C. Mukherjee and P.C. Roy Choudhary
10. The Santali Insurrection : K. K. Dutta.
11. Santal Parganas Tenancy Manual Patna: B. M. Prasad
12. Report on Survey and settlement of Santal Parganas: Mcpherson.

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**SEMESTER – VIII**

**COURSE:** ADVANCE MAJOR -3 (AMJ-3)  
**PAPER NAME:** HISTORY OF SANTAL PARGANA

**TOTAL CREDITS:** THEORY-04  
**TEACHING HOURS:** THEORY-60

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | <b>75</b>            | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** The primary objective of this course is to provide a comprehensive understanding of the historical evolution of the Santal Pargana region—from its early settlement patterns to its socio-political, economic, and cultural transformations under colonial and post-colonial rule. The course aims to highlight the distinct identity of the Santal Pargana, focusing on the role of tribal movements, especially the Santhal Hul of 1855–56, and the development of indigenous institutions and leadership.

**COURSE OUTCOMES:** After successful completion of this course, students will be able to:

- Identify and describe the geographical features and socio-cultural landscape of the Santal Pargana region.
- Demonstrate understanding of the origins and development of tribal societies in the region, especially the Santals.
- Explain the causes, nature, and consequences of the Santhal Rebellion (1855–56) within the larger context of tribal resistance against colonial rule.
- Analyze the impact of British administrative and revenue policies on tribal life, land, and forest systems in Santal Pargana.
- Evaluate the role of traditional tribal institutions, customs, and leadership in shaping regional identity.

**COURSE CONTENTS:**

**UNIT-I:**

- Conquest of Akbar in Santal Parganas.
- Emergence of Khetauri States.
- Social and cultural life during the Mughal Period
- History under Jahangir and Shahjahan

**UNIT-II:**

- Establishment of British Rule in the region
- Early opposition to British rule: Revolt of Zamindars and paharia
- The system of Brooke, Browne and Cleveland
- Migration and settlement of Santal-Creation of Damin-i-Koh.

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

### **UNIT-III:**

- The Santal Insurrection-Causes, Nature and Effects.
- Creation of the district of Santal Parganas: Non-regulation administration and its features.
- Santal Pargana settlement Acts of 1872.
- Revenue Settlement of Wood, Mcpherson, Gantzer.

### **UNIT-IV:**

- Baidyanath Dham and Basukinath Dham
- Saphahor Movement in Santal Parganas
- Art and Architectural remains at Rajmahal, Maluti and the temples of Baidyanath Dham and Basukinath Dham.

### **SUGGESTED READINGS:**

1. राज महल का इतिहास: एस० नाथ और डी० एन० वर्मा
2. पहाड़िया जनजाति का इतिहास: एस० नाथ और डी० एन० वर्मा
3. सिदो कान्हु-जीवन व उपलब्धियाँ: जगन्नाथ दास
4. पूर्वी भारत के पहाड़ियाँ: अनूप बाजपई
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6. Bihar through the ages : R. R. Diwakar
7. History of Bihar : R. K. Choudhary
8. The Santal, A Tribe in search of a tradition.
9. Santal Pargana Gazetteers : O Maulley, S.C. Mukherjee and P.C. Roy Choudhary
10. The Santali nsurrection : K. K. Dutta.
11. Santal Parganas Tenancy Manual Patna : B. M. Prasad
12. Report on Survey and settlement of Santal Parganas : Mcphersen.

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**SEMESTER - VII**

**COURSE:** RESEARCH METHODOLOGY – 1(RM-1)  
**PAPER NAME:** RESEARCH METHODOLOGY

**TOTAL CREDITS:** THEORY-04  
**TEACHING HOURS:** THEORY-60

| <b>EVALUATION</b>       |                      |                                                             |
|-------------------------|----------------------|-------------------------------------------------------------|
|                         | <b>External Exam</b> | <b>Internal Exam</b>                                        |
| <b>Full Marks</b>       | 75                   | 25<br>(20 Written + 5 Attendance/Overall Class Performance) |
| <b>Duration of Exam</b> | 3 Hours              | 1 Hour                                                      |
| <b>Pass Marks</b>       |                      | 40 Marks                                                    |

**COURSE OBJECTIVES:** Students will be able to gain knowledge in conducting research. Develop skills in fieldwork methodologies and data collection techniques. Enhance critical thinking, analytical, and problem-solving skills. Developing the methods of writing good research and formation of research design. Apply ethical standards and principles in research practices.

**COURSE OUTCOMES:** Practical research experience and skills development. Enhanced employability and graduate school readiness. Contribution to academic and scholarly knowledge. Opportunity to network with professionals and researchers in the field.

**COURSE CONTENTS:**

**UNIT-I: Concept of Research**

Concept of social Research and its implication; Scientific research and its characteristics; types of research, Formation of research problem; Research Design.

**UNIT-II: Methods of Data Collection**

Types of Data, Methodology of Data Collection, Census and Sample method of Data collection, tools of Data Collection; Sampling; purpose and types of sampling, and Sampling design, Review of literature and its methods.

**UNIT-III: Planning of Investigation**

Editing, classification & tabulation of Data- Methods of framing of good Questionnaire/Schedule, Framing master sheet of collected Data,

**UNIT-IV: Analysis of Data**

Analysis of Data through Statistical Method: Average, Dispersion, Correlation, Regression and Analysis of Variance; Interpretation of Data, Steps for testing of hypothesis; Methods of writing good Research Report; Qualities of good Researcher; Research ethics.

**SUGGESTED READINGS:**

1. Kothari, C. R., Gaurav Garg. Research Methodology, Methods and Techniques, New Age International Publishers.
2. Ethridge Don, Research Methodology in Applied Economics, John Wiley and Sons Ltd.

## **FYUGP SYLLABUS OF HISTORY HONS/RESEARCH/PG DIPLOMA**

3. W. Lawrence Neumann, Social Research Methods: Quantitative and Qualitative Approach, Pearson, New York 2012
4. कोठारी, सी आर (2023) शोध पद्धति, न्यू ऐज इंटरनेशनल पब्लिशर्स
5. प्रसाद, के लोकेश, अनुसंधान पद्धतिशास्त्र, कावेरी बुक्स
6. कोली, लक्ष्मी नारायण, रिसर्च मैथडोलॉजी, वाई के पब्लिशर्स, आगरा

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## SEMESTER - VIII

**COURSE:** RESEARCH PROJECT/DISSERTATION – 1(RP/D-1)  
**PAPER NAME:** RESEARCH PROJECT/DISSERTATION

**TOTAL CREDITS:** 08

**Objectives:** The objectives of the course are to facilitate students to carry out extensive research and develop as self-guided learning and analytical skills through problem and gap identification, development of research methodology, interpretation of findings and presentation of results.

**Course Outcomes:** After completion of the course, the learners will be able to:

- Gain in-depth knowledge in the major field of study.
- Design and justify research methodology.
- Utilize appropriate research methodology for data collection
- Analyze the collected data and draws conclusions accordingly.

### Dissertation Guidelines:

Students who secure **75% marks or above** in the first six semesters and are interested in pursuing research at the undergraduate level may opt for the **Research Stream in the fourth year**.

In **Semester VIII**, students will undertake an **8-credit course** that includes a **dissertation** and the **preparation of a dissertation/thesis**. This course may involve laboratory work, practicums, field projects, survey analyses, or internship-based projects. Students are required to submit a comprehensive **research report** and defend their dissertation/thesis.

The HOD of the department has to allot supervisor to the students from among the permanent faculty members who have PhD degree, after that the students have to select a research problem with the help of the supervisor and they have to submit a summary or research proposal to the department. Thereafter, the HOD of the department will organize a meeting of the Departmental Research Committee and after the presentation of the student the committee will approve or reject his/her synopsis/research proposal. Students will start their research work after getting approval from the department research committee.

At the end of the semester the student has to submit the project thesis/ dissertation to the department and after that the department will conduct an open viva-voce examination for the students in the presence of the external member as well as the internal member.

The Department Research Committee will be constituted from the following persons:

1. HOD of the Department-Chairmen
2. Dean, Faculty of Commerce- External member
3. HOD, University Department- External member
4. At list two permanent faculty member of the department (Nominated by HOD)- Member

**External members can be any of the following:**

1. Permanent professors working in the postgraduate department of the university or other colleges who have the qualification to become PhD supervisors.

OR

2. Retired Professor/Associate Professor/Assistant Professor of the university who has been supervise PhD scholar.

OR

3. Professor/Associate Professor/Assistant Professor of the outside university who has been supervise PhD scholar.

**Note-** Minimum three external examiner lists will be sent by HOD through concern college principal to controller of examination, SKMU, Dumka for final approval. In that list priority will be given as per order mentioned above.

**The evaluation will be based on the following criteria:**

- Project dissertation design
- Methodology and content depth
- Participation in an internship programme with a reputed organization
- Application of research techniques in data collection
- Data analysis
- Report presentation
- Presentation style
- Results and discussion
- Future scope
- References

**Marks Distribution**

Marks will be distributed as follows:

- Assessment of Project Synopsis: **50 marks**
- Assessment of Project Thesis: **100 marks**
- Viva-voce: **50 marks**

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