



HISTORY MAJOR

SYLLABUS

FOUR-YEAR UNDERGRADUATE PROGRAM (FYUGP)

KOLHAN UNIVERSITY, CHAIBASA

HISTORY		FYUGP		KOLHAN UNIVERSITY		
SEMESTER-WISE COURSES IN HISTORY MAJOR FOR FYUGP						2022 Onward
Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	The Idea of Bharat	4	25	75	---
II	MJ-2	World Civilizations	4	25	75	---
	MJ-3	History of India (From Earliest Times to 300 BCE)	4	25	75	---
III	MJ-4	History of India (From 300 BCE to 550 AD)	4	25	75	---
	MJ-5	Medieval Societies of the World	4	25	75	---
IV	MJ-6	Early Medieval India (From 550 AD to 1200 AD)	4	25	75	---
	MJ-7	History of Jharkhand (Up to 1857 AD)	4	25	75	---
	MJ-8	History of Europe (From 13th Century to 1789 AD)	4	25	75	---
V	MJ-9	History of India (From 1200 AD to 1526 AD)	4	25	75	---
	MJ-10	History of Jharkhand (From 1857 AD to 2000 AD)	4	25	75	---
	MJ-11	History of Modern World (From 1919 AD to 1947 AD)	4	25	75	---
	IAP	Internship/Apprenticeship/Field Work/Disertation/Project	4	---	---	100
VI	MJ-12	History of India (From 1526 AD to 1707 AD)	4	25	75	---
	MJ-13	History of India (From 1707 AD to 1857 AD)	4	25	75	---
	MJ-14	History of Europe (From 1789 AD to 1919 AD)	4	25	75	---
	MJ-15	History of China and Japan (From 1800 AD to 1950 AD)	4	25	75	---
VII	MJ-16	Indian National Movement (From 1857 AD to 1947 AD)	4	25	75	---
	MJ-17	Contemporary India (From 1947 to 2000 AD)	4	25	75	---
	MJ-18	History of Southeast Asia in the 20th Century	4	25	75	---
	MJ-19	History of USA (From 1763 AD to 1945 AD)	4	25	75	---

VIII	MJ-20	History of the USSR (From 1917 AD to 1964 AD)	4	25	75	---
	AMJ -1	Concept of Historiography	4	25	75	---
	AMJ -2	Contemporary World	4	25	75	---
	AMJ -3	Contribution of women in the Indian Nation Making (From 1857 AD to 1947 AD)	4	25	75	---
	or	Research Methodology	4	25	75	---
	RC -1 RC - 2	Project Dissertation/ Research Internship/ Field Work	8	---	---	200
		Total Credits	96			

Major Paper-1

The Idea of Bharat

Learning objectives

Introduces students to the concept of Bharatvarsha.

Provides a comprehensive understanding of the Indian knowledge systems.

Highlights the achievements of ancient India in science, technology, medicine, and mathematics.

Examines the socio-economic systems, trade, and agricultural practices in ancient India.

Appreciates the unity in diversity inherent in the Indian knowledge system.

Learning outcomes

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

Explain the concept of Bharatvarsha.

Appreciate major Indian literary and philosophical texts.

Understand the development of Indian scripts and languages, art and architecture.

Assess ancient India's contributions to science, technology, medicine, and mathematics.

Understand concepts such as Dharma, Darshan, and Vasudhaiva Kutumbakam.

Course Structure

UNIT I: Concept of Bharatvarsha (15 lectures/contact hours)

I. Understanding of Bharatvarsha

II. Indian conception of time and space

III. Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smritis and Puranas

UNIT II: Indian Knowledge System, Art and Culture (15 lectures)

I. Evolution and growth of language and script: Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, etc

II. Salient features of Indian art, architecture and culture

III. Indian educational system

UNIT III: Dharma, Darshan and Vasudhaiva Kutumbakam (12 lectures)

I. The concept of Dharma, Darshan Vasudhaiva Kutumbakam

II. Polity and governance in Ancient India; Janpada and Gram Swarajya

UNIT IV: Science, Technology, Environment and Medicine (12 lectures)

- I. Science and technology in ancient India: An overview
- II. Environmental conservation: Indian views and practices
- III. The growth of Ayurveda, Yoga and Naturopathy
- IV. Indian numeral system and Mathematics

UNIT V Indian Economic Traditions (6 lectures)

- I. Indian economic thoughts
- II. Concept of land, forest and agriculture
- III. Industry and trade

Suggested Readings

- A. S. Altekar, *State and Government in Ancient India*, Motilal Banarsidass, 1996
- A. L. Basham, *A Wonder that was India*, Rupa, New Delhi, 1994
- D.D. Kosambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, 1976
- D.N. Jha, *Prachin Bharat*, Hindi Madhyam Karyanvaya Nideshalay, Delhi University, 1995
- J.L. Mehta, Sarita Mehta, *History of Ancient India*, Lotus Press, 2008
- R.S. Sharma, *India's Ancient Past*, OUP, 2005
- R.S. Sharma, *Prarambhik Bharat ka Parichay*, Orient Longman, 2004
- R.S. Tripathi, *History of Ancient India*, Motilal Banarsidass, 1999
- Romila Thapar, *The Penguin History of Early India: From The Origins to AD 1300*, Penguin, 2003
- U.N. Ghosal, *Studies in Indian History and Culture*, Orient Longman, 1965
- Uma Chakravarti, *Trade and Traders in Early Indian Society*, New Delhi, 2007
- Upinder Singh, *A History of Ancient and Early Medieval India: From Stone Age to the 12th Century*, Pearson, 2009
- Upinder Singh, Nayanjot Lahiri, *Ancient India: New Research*, OUP, 2010

Major Paper-2

World Civilizations

Learning objectives

- Understand the origins and growth of major world civilizations.
- Develop a critical perspective on the legacy of ancient civilizations.
- Analyze the socio-political and cultural structures of ancient and classical civilizations.
- Examine the contributions of each civilization to human progress.
- Evaluate primary and secondary sources related to the ancient world.

Learning outcomes

- Students completing this course will be able to:
 - Demonstrate knowledge of major ancient civilizations.
 - Articulate the lasting legacies of these civilizations in contemporary society.
 - Conduct a basic historical analysis using credible sources.
 - Appreciate the diversity and richness of early human history.
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Course Structure

UNIT I: Egyptian and Mesopotamian Civilizations (20 lectures)

- I. Egyptian Civilization: Political developments, Art, Architecture and Religion
- II. Mesopotamian Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Architecture, Administration and Education

UNIT II: Classical Greece (15 lectures)

- I. Homeric Age
- II. Athens, Sparta
- III. Persian war and the Peloponnesian war
- IV. Main features of the Periclean age

UNIT III: Roman Empire (15 lectures)

- I. Roman Republic and Roman law
- II. Expansion of Rome
- III. Imperial Age in Rome

UNIT IV: Rise of Christianity and Islam (10 lectures)

- I. Rise, establishment and growth of Christianity; fall of western empire

II. Birth and expansion of Islam; contribution of Arab civilization

Suggested Readings

- A.H.M. Jones, *The Greek City from Alexander to Justinian*, Clarendon Press, London, 1984
- Antony Andrews, *Greek Society*, Harmondsworth, 1991
- Antony Andrews, *The Greeks*, London, 1968
- Amar Farooqi, *Prachin aur Madhyakalin Samajik Sanrachanayen aur Sanskritiyan*, Granth Shilpi, 2003
- Antony Andes, *Greek Society*, Penguin Books, London, 1975
- B. Trigger, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, 2003
- Cyril Aldred, *The Egyptians*, Thames and Hudson, London, 1998
- D. Oates, *The Rise of Civilization*, Oxford, 1976
- D.T. Potts, *Mesopotamian Civilization: The Material Foundation*, London, 1997
- George Roux, *Ancient Iraq*, Penguin, 1992
- Ian Shaw, *The Oxford History of Ancient Egypt*, OUP
- J. Romer, *History of Ancient Egypt*, Penguin Books
- Jacques Gernet, J. R. Foster, Charles Hartman, *A History of Chinese Civilization*, Cambridge
- James Henry Breasted, *History of Egypt*, London, 1941
- Marc Van De Mieroop, *History of Ancient Egypt*, Wiley-Blackwell
- Nicholas Postgate, *Early Mesopotamia: Society and Economy at the Dawn of History*, Routledge, 1992
- Redman, *The Rise of Civilization*, San Francisco, 1978
- S.P. Shukla and Rajender Singh, *Vishva ki Prachin Sabhayatayen evam Sansthayen*, Pointer Publication, Jaipur, 2003
- Shriram Goyal, *Vishva ki Prachin Sabhyatayen*, Vishvavidyalaya Prakashan, Varanasi, 1994
- Susan Pollock, *Ancient Mesopotamia: An Eden that Never Was*, 1999
- Sushil Madhav Pathak, *Visva ki Prachina Sabhyataon ka Itihas*, Bihar Hindi Granth Academy, Patna, 1986
- Uday Naraiyan Ray, *Vishva Sabhyata ka Itihas*, Lok Bharti, Allahabad, 1982

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP)
History, MJ-3, Credits: 4, Sem-II

Major Paper-3

History of India (From Earliest Times to 300 BCE)

Learning objectives

Understand the nature and variety of sources for early Indian history.
Explore key developments in prehistoric and early historic India.
Analyze archaeological and textual data to understand early social formations.
Learn to critically assess historiographical debates about the early Indian past.

Learning outcomes

After successful completion, students will be able to:
Identify and interpret primary sources like inscriptions, tools, seals, and texts.
Explain the features and significance of the Harappan Civilization.
Describe the socio-political developments during the Vedic period.
Analyze the emergence of Janapadas, Mahajanapadas, and early states.
Reflect on early religious and philosophical traditions like Jainism and Buddhism.

Course Structure

UNIT I: Sources and Prehistoric India (20 lectures)

I. Sources of ancient Indian History up to 300 BCE: archaeology, epigraphy, numismatics, literary sources; religious and non-religious
II. Prehistoric India: Palaeolithic, Mesolithic, Neolithic and Chalcolithic cultures
III. Indus Valley Civilization: significant features of Indus Valley Civilization (agriculture, technology and crafts, trade, religious practices), major cities, town planning, decline of the civilization, post urban phase

UNIT II: Vedic Culture (20 lectures)

I. Early Vedic and post Vedic literature
II. Vedic polity, society and economy
III. Vedic religion and philosophy
IV. Iron age cultures with special reference to Painted Grey Ware and Northern Black Polished Ware cultures, megaliths

UNIT III: India from Sixth Century BCE to Fourth Century BCE (20 lectures)

- I. New religious movements: Jainism, Buddhism, Ajivikas
- II. Emergence of urban centres: social and material life
- III. Rise of territorial states: Mahajanpadas, growth of urban centres, rise of Magadhan imperialism

Suggested Readings

- A. S. Altekar, *State and Government in Ancient India*, Motilal Banarsidass, 1996
- A. L. Basham, *A Cultural History of India*, Oxford University Press, 1997
- A. L. Basham, *A Wonder that was India*, Rupa, New Delhi, 1994
- D.D. Kosambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, 1976
- D.N. Jha, K.M.Srimali (eds), *Prachin Bharat ka Itihas*, Delhi University, 2007
- D.N. Jha, *Ancient India in Historical Outline*, Manohar, New Delhi, 1998
- D.N. Jha, *Prachin Bharat*, Hindi Madhyam Karyanvaya Nideshalay, Delhi University, 1995
- D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986
- Hemchandra Raychadhuri, *Political History of Ancient India*, OUP, 1996
- Irfan Habib, *Prehistory*, Tulika, New Delhi, 2001
- J.L. Mehta, Sarita Mehta, *History of Ancient India*, Lotus Press, 2008
- R.K. Mukherjee, *Prachin Bharat*, Raj Kamal Prakashan, New Delhi, 1990
- R.S. Sharma, *India's Ancient Past*, OUP, 2005
- R.S. Sharma, *Prarambhik Bharat ka Parichay*, Orient Blackswan, 2004
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, 1996
- R.S. Tripathi, *History of Ancient India*, Motilal Banarsidass, 1999
- Romila Thapar, *The Penguin History Of Early India: From The Origins to AD 1300*, Penguin, 2003
- Sheeren Ratnagar, *Understanding Harappa*, Tulika, 2001
- U.N. Ghosal, *Studies in Indian History and Culture*, Orient Longman, 1965
- Uma Chakravarti, *Trade and Traders in Early Indian Society*, New Delhi, 2007
- Upinder Singh, *A History of Ancient and Early Medieval India: From Stone Age to the 12th Century*, Pearson, 2009
- Upinder Singh, Nayanjot Lahiri, *Ancient India: New Research*, OUP, 2010

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, Code: MJ-4, Credits: 4, Sem-III

Major Paper - 4
History of India
(From 300 BCE to 550 AD)

Learning objectives

Understanding of the political, social, economic, and cultural developments from 300 BC to 550 AD.

Critical Analysis of Sources to reconstruct the history of this period.

Study the rise, administration, and decline of significant empires and dynasties.

Assess the socio-economic structures prevalent during this period.

Learning outcomes

On successful completion of the course, students will be able to:

Demonstrate the ability to identify and analyse various historical sources

Explain the political history of major empires and dynasties

Evaluate the socio-economic conditions and their impact on society

Course Structure

UNIT I: Mauryan Age (20 lectures)

- I. Sources of Mauryan Empire – Archaeological, Literary and Foreign Travelers' Accounts
- II. Political Development of Mauryan Empire with special reference to Chandragupta Maurya and Ashoka
- III. Mauryan Administration, Economy, Society and Culture
- IV. Art and Architecture
- V. Decline of the Mauryan Empire

UNIT II: Post Mauryan Age (20 lectures)

- I. Sources – Archaeological and Literary
- II. Age of the Shunga, Satavahanas, Kushanas: Political Achievements
- III. Economy, Society, Culture, Art and Architecture
- IV. Sangam Age: Literature, Society and Culture

UNIT III: Gupta Age (20 lectures)

- I. Sources of Guptas – Archaeological, Literary and Foreign Travelers' Accounts
- II. Political Development of Gupta Dynasty with special reference to Samudragupta and Chandragupta II
- III. Gupta Administration, Economy, Society and Culture
- IV. Gupta Art & Architecture and Development of Science & Technology
- V. Decline of the Gupta Empire

Suggested Readings

- A. L. Basham, *A Wonder that was India*, Rupa, New Delhi, 1994
- B. N. Mukherjee, *The Character of the Maurya Empire*, Kolkata, 2000
- D.D. Kosambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, New Delhi, 1976
- D.N. Jha, *Ancient India in Historical Outline*, Manohar, New Delhi, 1998
- J.L. Mehta, Sarita Mehta, *History of Ancient India*, Lotus Press, 2008
- K.A.N. Sastri, *History of South India*, OUP, 1975
- R.K. Mukherjee, *Prachin Bharat*, Raj Kamal Prakashan, New Delhi, 1990
- R.S. Sharma, *India's Ancient Past*, OUP, 2005
- R.S. Sharma, *Prarambhik Bharat ka Parichay*, Orient Longman, 2004
- R.S. Sharma, *Prarambhik Bharat ka Aarthik aur Samajik Itihas*, Hindi Madhyam Kriyanvan Nidishalay, Delhi University, 2000
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 1996
- R.S. Sharma, *Material Culture and Social Formations in Ancient India*, Macmillan, 1983
- Romila Thapar, *The Penguin History Of Early India: From The Origins to AD 1300*, Penguin, 2003
- Romila Thapar, *Ashok aur Maurya Samrajya ka Patan*, Granth Shilpi, Delhi, 1997
- Upinder Singh, Nayanjot Lahiri, *Ancient India: New Research*, OUP, 2010

Major Paper - 5

Medieval Societies of the World

Learning objectives

Understand the development of medieval societies in different regions.
Identify the major political, economic, social, and religious institutions of the medieval period.
Evaluate the long-term impacts of medieval institutions and ideas on modern societies.
Analyze the impact of trade, conquest, and religious expansion.

Learning outcomes

After completing this course, students will be able to:
Demonstrate knowledge of significant developments in medieval societies around the world.
Critically assess the legacy of medieval institutions and their impact on modern societies.
Construct coherent historical arguments.

Course Structure

Unit I: Rise of Christianity and Islam (10 lectures)

- I. Rise, establishment and expansion of Christianity and its impact
- II. Rise, establishment and expansion of Islam and its impact

Unit II: Early Medieval Europe (13 Lectures)

- I. Origin and growth of European Feudalism
- II. Decline of Feudalism
- III. Crusades – Causes and Impact

Unit III: Transition from Ancient society to Medieval Society in Europe (12 Lectures)

- I. Socio-Religious Condition
- II. Science and Technology
- III. Economic Structure

Unit IV: Transition from Medieval to Modern Age in Europe (15 lectures)

- I. Renaissance
- II. Reformation
- III. Commercialization of Agriculture and its impact

Unit V: Urbanization and Discoveries (10 Lectures)

- I. Geographical Discoveries

- II. Industrial Revolution
- III. Medieval Universities

Suggested Readings

B. Virottam, Madhyakalin Europe ka Itihaas, Patna, 1987.

Dhanpati Pandey, Madhyakalin Europe, Motilal Banarasi Das, Patna, 1998.

E. Duby, Rural Economy and Country Life in the Medieval West, London, 1968.

George Burton Adams, Civilization during the Middle Age, 1898.

Jaid F. Gies, Life in a Medieval City, New York, 1973.

K.P. Sahu, Islam Udhbhav aur Vikas.

Marc Bloch, Feudal Society (2 vols.) Routledge, Chicago, 1961.

Thompson and Jhonson, An Introduction of Medieval Europe (300-1500AD), W.W. Norton Incorporated, 1965.

Von Kramer, Contribution to Islamic Civilization.

Will Durant – The Age of Faith, Simon & Schuster, 1980.

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-6, Credits: 4, Sem-IV

Major Paper – 6
Early Medieval India
(From 550 AD to 1200 AD)

Learning objectives

Analyze the post Gupta situation in India.

Assess the impact of external invasions and conquests on Indian society, politics, and culture.

Examine changes in economic structures, including land revenue systems, trade, and urbanization.

Explore the evolution of caste, gender roles, and the status of marginalized groups.

Interpret the cultural and religious developments.

Learning outcomes

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

Understand the role and achievements of key dynasties such as the Harshavardhana dynasty, Chalukyas, Pallavas, Pratiharas, Palas, Rashtrakutas, and Cholas.

Assess the impact of foreign invasions, particularly the Arab conquest of Sindh and the Ghaznavid and Ghurid invasions, on Indian political and cultural life.

Describe the economy of early medieval India.

Evaluate the structure of early medieval Indian society.

Course Structure

UNIT I: Post-Gupta Developments (10 lectures)

- I. Harshvardhana: Achievements and Administrative Institutions
- II. Chalukyas and Pallavas: Polity, Society and Economy

UNIT II: Political Developments up to c.AD 1200 (20 lectures)

- I. Nature of Regional Politics: Pratiharas, Palas, Rashtrakutas and Cholas
- II. Arab Conquest of Sindh: Nature and Impact
- III. Ghaznavid and Ghurid Invasions: Nature and Impact

UNIT III: Economy (10 lectures)

- I. Agriculture and Land Revenue
- II. Growth of Urban Centers
- III. Trade and Commerce

UNIT IV: Society (10 lectures)

- I. Varna-Jati: Caste System, Rise of New Social Classes
- II. Position of Shudras, Untouchability
- III. Status of Women

UNIT V: Culture and Religion (10 lectures)

- I. System of Knowledge: Schools of Philosophy, Science, Mathematics and Astronomy
- II. Temple and Cave Architecture; Sculpture
- III. Overview of Main Religious Sects: Buddhist, Vaishnavite, Shaivite, Bhakti

Suggested Readings

- A.B. Pandey, Early Medieval India, 1960
- A. L. Basham, A Cultural History of India, Oxford University Press, 1997
- A. L. Basham, A Wonder that was India, Rupa, New Delhi, 1994
- B. N. Sharma, Social Life in Northern India (AD 600-1200), Munshiram Manoharlal, 1966
- B.D. Chattopadhyay, The Making of Early Medieval India, OUP, 1994
- K.A. Nizami, Politics and Society during the Early Medieval Period, Vol. I, 1981
- Oursel and Stern, Ancient India and Indian Civilization, Routledge, NY, 1996
- R.K. Mukherjee, Prachin Bharat, Rajkamal Prakashan, Delhi, 1962
- Romila Thapar, The Penguin History of Early India: From The Origins to AD 1300, Penguin, 2003
- R.S. Sharma, Material Culture and Social Formations in Ancient India, Macmillan, 1983
- Romila Thapar, The Penguin History of Early India: From The Origins to AD 1300, Penguin, 2003
- Romila Thapar, Cultural Past: Essays in Early Indian History, OUP, 2000
- U.N. Ghosal, Studies in Indian History and Culture, Orient Longman, 1965
- Upinder Singh, A History of Ancient and Early Medieval India: From Stone Age to the 12th Century, Pearson, 2009
- Upinder Singh, Nayanjot Lahiri, Ancient India: New Research, OUP, 2010

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-7, Credits: 4, Sem-IV

Major Paper – 7
History of Jharkhand
(Up to 1857 AD)

Learning objectives

Understand the social, economic, political, religious, and cultural life of major tribes of Jharkhand.

Explain the settlement patterns and local administrative

Analyze the contributions and governance of early dynasties in Jharkhand

Evaluate the impact of British colonial rule, including changes in revenue and judicial systems.

Investigate the causes, events, and outcomes of tribal resistances and revolts

Learning outcomes

After successful completion of the course, students will be able to:

Identify major tribes of Jharkhand and explain their traditional way of life.

Discuss the tribal settlement patterns and indigenous systems of local governance.

Compare and contrast the rule of local dynasties

Demonstrate knowledge of how external forces like the Mughals and British impacted Jharkhand.

Analyze tribal revolts, understanding their causes, leadership, and significance.

Course Structure

Unit I. Tribes of Jharkhand (15 Lectures)

- I. Munda, Oraon, Kharia, Ho, Santhal: Political, Social, Economic, Religious and Cultural life.
- II. Settlement of Tribes in Jharkhand
- III. Local Administration: Parha-Panchayat, Manki-Munda, Parganait-Manjhi

IV. Unit II. Early dynasties of Jharkhand (15 Lectures)

- I. Nagvanshi Raj, Chero Raj, Singhbhum Raj
- II. Turko-Afghans in Jharkhand
- III. Mughals in Jharkhand

Unit III. British rule in Jharkhand (15 Lectures)

- I. Advent of Britishers in Jharkhand
- II. Revenue and Judicial Administrations under the British Raj

Unit IV. Tribals resistance in Jharkhand (15 Lectures)

- I. Ho Revolt (1819-21)
- II. Kol Revolt (1831-32)
- III. Bhumij Revolt (1832-33)
- IV. Santhal Revolt (1855-56)

Suggested Readings

- B. Virottam, Jharkhand itihas aur sanskriti, Hindi grantha academy, Patna, 2008.
- B. Virottam, The Nagvanshis and the Cheros, Munshiram Manohar Lal, New Delhi, 1972.
- J.C. Jha, The Kol Insurrection of Chhotanagpur, Thacker spink & Co., Calcutta, 1964.
- K.K. Dalla, The Santhal Insurrection of 1855-57, Calcutta University, 1988.
- K.S. Singh, Birsa Movement and His Movement (1874-1901) OUP, Calcutta 1983
- M. Govind Banerjee, An Historical outline of pre-British Chotanagpur, Ranchi, 1959.
- R.R. Diwakar, Bihar through the Ages, Oriental Longman, Calcutta, 1959.
- S.C. Roy, The Munda and their country, Kuntaline press, Kolkata, 1912.
- S.C. Roy, The Oraon of Chotanagpur, Brahma mission press, Kolkata, 1915.
- Sujata Das Gupta, Adivasi and the Raj, Orient Blackswan, 2013.
- Ashok Kumar Sen, Representing Tribe the Ho of Singhbhum under Colonial Rule, concept publication, New Delhi, 2012
- Yogesh Kumar, Adivasio ki Paramparagat Nayaya Vyavastha, Parikarma parkashan, New Delhi, 2016.
- Sunil Kumar Singh, Inside Jharkhand, Ranchi Crown Publication.

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-8, Credits: 4, Sem-IV

Major Paper – 8
History of Europe
(From 13th Century to 1789 AD)

Learning objectives

Develop understanding of the key foundations of Europe in the 13th century and their transformation leading to the Renaissance.

Assessment of Renaissance and its profound impact on the modern Europe.

Understanding characteristics of absolutist states across Europe.

Analyse European socio-economic structures from feudalism to early capitalism.

Evaluate major revolutions—scientific, political, and industrial—and their roles in shaping modern Europe.

Learning outcomes

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

Analyze the political, social, and religious structure of 13th-century Europe and the significance of the fall of Constantinople.

Evaluate the impact of the Renaissance on European thought, culture, and art.

Assess the causes and consequences of the Reformation, Counter-Reformation, and religious conflicts.

Examine the decline of feudalism and the transition to early capitalism.

Course Structure

UNIT I: Prelude and Renaissance Years (15 Lectures)

I. Political, Social and Religious Structure of Europe in 13th century and fall of Constantinople

II. Renaissance: Role of philosophers, Spread of Humanism, Art and Architecture

III. Theocracy: Reformation and Counter Reformation, Religious Warfare: The Thirty Years War

IV. Rise of Mercantilism, Commercial Revolution and Colonialism

UNIT II: Age of Absolutism (15 Lectures)

- I. Spain (Philip II) and France (Louis XIV)
- II. Russia (Peter the Great)
- III. England (Henry VIII)
- IV. Emergence of Nation-State system

UNIT III: Transition from Feudalism to Capitalism (10 Lectures)

- I. Structure of Feudalism in Europe
- II. Post Feudal State and Transition to Capitalism

UNIT IV: Scientific Revolution and Enlightenment (20 Lectures)

- I. The Scientific Revolution
- II. Foundations of Enlightenment
- III. Glorious Revolution and Growth of Parliamentary System in England
- IV. Industrial Revolution: Causes and Effects

Suggested Readings

Acton: Lectures on Modern History, London, Macmillan and Co. Ltd

Arvind Sinha, Sankrantikaleen Europe, Granth Shilpi, Delhi, 2009

Bal Mukund Virottam, Madhyakalin Europe ka Itihas, Bihar Hindi Granth Academy, 1985

Beat Kumin (ed.), The European World 1500-1800: An Introduction to Early Modern History. New York: Routledge, 2013

Bernard Waites, Europe and the Third World: From Colonization to Decolonization, c 1500-1998, Palgrave Macmillan, 1999

Carlo Cipolla, Before the Industrial Revolution, Routledge, 1993

Cipola Carlo: M. Before the Industrial Revolution, European Society and Economy 1000- 1700

Diarmaid MacCulloch, Reformation: Europe's House Divided, 1490-1700, London: Penguin, 2001

Euan Cameron, (ed.), Early Modern Europe, An Oxford History, OUP, 2001

H.W.C. Davis, Medieval Europe, Camp Press, 2011

Hanns J Hummer, Politics and Power in Early Medieval Europe, CUP, 1992

Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500- 1830), London, Macmillan

Hazen C.D (1937): A History of Europe in Modern times, Henry Holt and Company

Helen Parish, A Short History of the Reformation, New York, 2018

Henry Kamen, *European Society, 1500-1700*, London: Routledge, 1996 Henry Heller, *Birth of Capitalism: A 21st Century Perspective*, London, 2011

Henri Pirenne, *Economic and Social History of Medieval Europe*, Routledge, 1958 Holmes, *The Oxford History of Medieval Europe*, OUP, 2002

Georges Duby, *Early Growth of European Economy: Warrior and Peasants from the Seventh to the Twelfth Century*, Cornell, 1974

J.M. Blaut, et al, *1492-The Debate on Colonialism, Eurocentrism, and History*. Trenton, N J: Africa World Press, Inc., 1992

John Haywood, *Medieval Europe*, Raintree, 2009

Lynn White, *Medieval Technology and Social Change*, Oxford University Press, 1966 Perry Anderson, *Passages from Antiquity to Feudalism*, Verso Publication, London, 1978 Phukan Meenaxi: (2012) *Rise of Modern West*, Trinity Press Pvt. Ltd.

R. H. Bautier, *The Economic Development of Medieval Europe*, London, 1971

Rodney Hilton (ed.), *The Transition from Feudalism to Capitalism*, London: Verso, 1985

Robin W Winks, *Medieval Europe and the World: From Late Antiquity to Modernity, 400- 1500*, Oxford University Press, 2005

Roger Collins, *Early Medieval Europe*, Palgrave Macmillan, 2010

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-9, Credits: 4, Sem-V

Major Paper – 9
History of India
(From 1200 AD to 1526 AD)

Learning objectives

Trace the establishment and consolidation of Indo-Islamic rule in medieval India.
Study and assess administrative innovations introduced during the Delhi Sultanate period.
Examine religious and cultural developments, including the Bhakti and Sufi movements.
Appreciate the artistic and architectural contributions of the Sultanate period.

Learning outcomes

After completing the course, students will be able to:
Identify and describe the major dynasties and regional powers of medieval India.
Trace the evolution of Indo-Islamic administrative structures
Explore the socio-economic and religious developments, including the Bhakti and Sufi movements.
Critically evaluate Akbar’s governance, policies, and their long-term impact.
Examine the architectural and artistic contributions of the period within their historical context.

Course Structure

UNIT I: Emergence of Delhi Sultanate and Provincial Dynasties (15 lectures)

- I. Phases of Delhi Sultanate: Mamluk, Khilji, Tughlaq, Sayyid & Lodi Dynasty
- II. Theories of Kingship: Balban, Alauddin Khilji, Muhammad bin Tughlaq
- III. Emergence of Provincial Dynasties: Vijaynagar Empire, Bahamani Kingdom

UNIT II: Economy (20 lectures)

- I. Agricultural and Non-Agricultural Production
- II. Land Revenue – Iqta System
- III. Growth of Urban Centers & Trade and Commerce
- IV. Condition of Peasants

UNIT III: Society (10 lectures)

- I. Composition of Rural Society: Village Community

- II. Composition of Urban Society: Classes and Communities

UNIT IV: Culture and Religion (15 lectures)

- I. Bhakti Movement in North and South India
- II. Origin and Growth of Sufism
- III. Architecture and Sculpture: Central and Regional

Suggested Readings

- A.B.M. Habibullah, The Foundation of Muslim Rule in India, Central Book Depot, Allahabad, 1967
- Burton Stein, Vijayanagara, CUP, 1989
- H.K. Sherwani, The Bahmanis of Deccan, Munshiram Manoharlal, 1985
- H.C. Verma (ed), Madhyakaleen Bharat, Vol.1, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2002
- I.H. Qureshi, The Administration of the Sultanate of Delhi, Pakistan Historical Society, Karachi, 1958
- K. S. Lal, History of the Khaljis, 1290-1320, The Indian Press, Allahabad, 1967
- Irfan Habib, Bhartiya Itihas mein Madhyakaal, Granth Shilpi, Delhi, 2002
- Irfan Habib, Madhyakaleen Bharat ka Aarthik Itihas: Ek Sarvekshan, Rajkamal, 2016
- K.A. Nizami, Religion and Politics in India during the Thirteenth Century, Aligarh, 1961
- S.A.A. Rizvi, Mughalkaleen Bharat, Rajkamal Prakashan
- S.A.A. Rizvi, Khalji Kalin Bharat, Rajamal Prakashan, 2008
- S.A.A. Rizvi, Tughlaq Kalin Bharat, Rajamal Prakashan, 2008
- Satish Chandra, Medieval India, From Sultanate to the Mughal, Part-I &II, Har-Anand Publications, New Delhi, 2009
- Satish Chandra, History of Medieval India, Orient Blackswan, 2007
- Satish Chandra, Madhyakalin Bharat: Rajniti, Samaj avam Sanskriti, Orient Blackswan, New Delhi, 2007
- Sunil Kumar, Emergence of the Delhi Sultanate, Permanent Black, Delhi, 2007
- Sunil Sharma, Amir Khusraw: the Poet of Sultans and Sufis, Oneworld, 2005
- J.L. Mehta – Madhyakalin Bharat ka Brihad Itihas, 2000

Kolhan University, Chaibasa

Four Year Undergraduate Programme (FYUGP-NEP)

History, MJ-10, Credits: 4, Sem-V

Major Paper – 10
History of Jharkhand
(From 1857 AD to 2000 AD)

Learning objectives

Understand the socio-political background of tribal resistance in Jharkhand.

Analyze key movements such as Birsa Munda's uprising and the Revolt of 1857 in the region.

Understand the significance of tenancy laws like CNT and SPT Acts in protecting tribal land rights.

Trace the phases of the Jharkhand Movement from its inception to statehood.

Learning outcomes

After completing the course, students will be able to:

Students will identify major tribal uprisings and explain their causes.

Students will discuss land alienation and legal safeguards for tribals.

Outline the history and key leaders of the Jharkhand movement.

Students will assess the impact of industrial growth on tribal livelihoods.

Course Structure

Unit I. Anti-British Movements in Jharkhand (15 Lectures)

- I. Birsa Movement
- II. Safa Hor Movement
- III. Tana Bhagat Movement
- IV. The Revolt of 1857 and Raja Arjun Singh of Porahat

Unit II. Jharkhand and Indian National Movement (10 Lectures)

- I. Non-Co-operation Movement in Jharkhand
- II. Civil Disobedience Movement in Jharkhand
- III. Quit India Movement in Jharkhand

Unit III. Social & Cultural Transformation (15 Lectures)

- I. Education among the tribes of Jharkhand

- II. Role of Christian Missionaries in Health and Education
- III. Tribal Festivals, Music, Dance and Art
- IV. Tourism in Jharkhand

Unit IV. Economic Transformation and Tenancy Act (10 Lectures)

- I. Industrialization and its Impact on Jharkhand
- II. Impact of deforestation in Jharkhand
- III. Chhotanagpur Tenancy (CNT) Act, Santhal Pargana Tenancy (SPT) Act

Unit V. Jharkhand Movement and the formation of Jharkhand state (10 Lectures)

- I. Different phases of Jharkhand Movement
- II. Formation of Jharkhand State

Suggested Readings

- B. Virottam, Jharkhand Itihas Evam Sanskriti, Bihar Hindi Granth Akadamy, 2013.
- Amit Prakash, Jharkhand Politics of Development and Identity, Orient Logman, 2001.
- Balbir Dutt, Kahani Jharkhand Andolan Ki, Crown Publication, 2005.
- K.K. Dutta, History of Freedom Movement in Bihar (3 vol), Government of Bihar, Patna, 1957.
- K.S. Singh, Birsa Munda and His Movement, 1874-1901, OUP, Calcutta, 1982.
- S. Mishra, History of Freedom Movement in Chotanagpur, 1885-1947, KPSRL, Patna, 1990.
- Abha Khalkho, Britishkalin Jharkhand ke kuchh Aitihasic Adhayan, Xavier publications, Purulia Road, Ranchi.
- Kumar Suresh Singh, Birsa Munda aur Unka Andolan, Vani Prakashan, New Delhi.
- L.N. Rana, Jharkhand: Aspects of Freedom Struggle and Constitution Making, K.K. Publication, 2010.
- S. Mahto, Hundred years of Christian Missions in Chotanagpur since 1845, Bhartiya Vidya Shodh Sansthan, Patna.
- Sajal Basu, Jharkhand Movement, Indian Institute of Advanced Studies, 1994.
- Shailendra Mahto, Jharkhand Ki Samargatha, Nidhi Book, 2011.
- B.P. Keshri, Jharkhand Andolan Ki Vastavikta, Jharkhand Samanvay Samiti, Ranchi.
- Yogesh Kumar, Adivasio ki Paramparagat Nayaya Vyavastha, Parikarma parkashan, New Delhi, 2016.
- Yogesh Kumar, Jharkhand Ek Parichay, Forth Coming, Bhasha Prakashan, Ranchi.
- Manoj Kumar Saw, Ranchi Zila ke Pramukh Dharmik Sthaloan ka Aitihasic Adhyayan, Jharkhnad Jharokha, Ranchi, 2017.
- Ashoka Kumar Sen, The Making of a Village: The Dynamics of Adivasi Rural Life in India. London and New York, Routledge, 2021
- Chitranjan Kumar Paty, History of Seraikella and Kharsawan States (1620-1956)
- Lalita Sundi, Singhbhum Ka Itihas: Pracheen Se Purv-Aupniveshik Kaal Tak, Rajkamal Prakashan 2024

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-11, Credits: 4, Sem-V

Major Paper – 11
History of Modern World
(From 1919 AD to 1947 AD)

Learning objectives

Analyze the political and economic shifts post-WW-I,
Study the emergence and impact of totalitarian regimes and nationalist movements.
Evaluate the Great Depression and WW-II, along with international efforts for peace and security.
Investigate anti-imperialist movements and the quest for independence in Asia and Africa.

Learning outcomes

After completing the course, students will be able to:
Assess the formation and effectiveness of international organizations, League of Nations, UNO.
Evaluate the rise and impact of ideologies such as Nazism, Fascism, Communism, and Militarism.
Understand the global economic crises and the policy responses like the New Deal.
Analyze the causes and outcomes of WW-II.

Course Structure

UNIT I: 1919- A New World Order (15 lectures)

- I. Formation of the League of Nations: Organization, Achievements & Failures
- II. Formation of the International Court of Justice (ICJ) and International Labour Organization (ILO)
- III. Neo Imperialism: Mandate System

UNIT II: Rise of Totalitarianism (15 Lectures)

- I. Rise of Nazism in Germany
- II. Factors leading to the Growth of Fascism in Italy
- III. Rise of Communism in Russia
- IV. Rise of Militarism in Japan

UNIT III: Anti-Imperialist Movements between the Great Wars (10 Lectures)

- I. Nationalist Movement in China: Role of Dr. Sun Yat-Sen
- II. Anti-Imperialist Movement in Egypt

UNIT IV: Crisis on Capitalism (10 Lectures)

- I. The Great Economic Crisis
- III. New Deal Policy

UNIT V: Quest for Security and Road to Second World War (10 Lectures)

- I. International Issues Leading to the Second World War
- II. Formation of U.N.O, Organization and its Agencies
- III. A New Bi-Polar World

Suggested Readings

- Ben Walsh, Essential Modern World History, Hodder Murray, 2002
David Thomson, Europe Since Napoleon, Penguin books, New Delhi
Devender Singh Chauhan, Europe ka Itihas, Madhya Pradesh Hindi Granth Academy, Bhopal, 1996
Devesh Vijay, Adhunik Europe ka Itihas, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2010
Devesh Vijay (ed), Europeeya Sanskriti (1400-1800), Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2010
Dharamvir Bhardwaj, Adhunik Vishwa, Gyan Books, 2004
Harishankar Sharma, Adhunik Vishwa, Malik & Company, Delhi, 2009
Indira Arjun Dev and Arjun Dev, History of the World, Orient Blackswan, 2009
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Jain and Mathur, Adhunik Vishva ka Itihas (1500-2000), Jain Prakashan Mandir, Jaipur, 2002
James Joll, Europe since 1870, Penguin, 1983
James Joll, Europe 1870 se, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 1991
L. Mukherjee, A Study of Modern Europe and the World: 1815-1950, Kolkata, 1950
Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe, Macmillan, Delhi, 1998
Norman Lowe, Mastering Modern World History, Macmillan, 2005
Parthasarathi Gupta (ed), Europe ka Itihas, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 1993
Satyaketu Vidyalankar, Adhunik Vishwa ka Itihas, Sri Saraswati Sadan, Masuri, 1992 f the World, Orient Blackswan, 2009
Ajay Shukla, History of the Modern World, S. Chand and Company Ltd., Ghaziabad, 2023

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, IAP, Credits: 4, Sem-V

IAP- Internship/Apprenticeship/Project Course

Learning Objectives:

Apply academic knowledge and skills in real-world contexts.
To provide exposure to career pathways in various sectors.
To enhance critical thinking, research, writing, and project management skills.

Learning Outcomes:

By the end of the Internship/Apprenticeship/Project course, students will be able to:
Understand the application of historical knowledge in diverse settings.
Gain practical skills in research, documentation, and communication.
Exhibit proficiency in professional communication, including writing reports, emails, and presenting ideas effectively.
Manage and complete projects efficiently, demonstrating strong organizational and time-management skills.

Course Structure

This course enables undergraduate history students to explore practical applications of historical knowledge beyond the classroom. Through internships, apprenticeships, or supervised projects, students directly engage with institutions and professionals in various fields, including archival management, museum studies, heritage conservation, academic research, media, publishing houses, and industry. By participating in experiential learning, this course promotes professional development, critical thinking, and problem-solving skills by immersing students in hands-on work environments. This course prepares the students for successful careers in their chosen paths.

In this Internship/Apprenticeship/Project Course, students may opt for one of the following:

Internship: Work for 8-week or 2-month duration at an organization, such as museums, archives, historical societies, NGOs, cultural heritage bodies, or media houses related to the student's discipline.

Apprenticeship: Skill-based training under a historian, archivist, museum curator, archaeologist, or heritage expert for 8-week or 2-month duration.

Project Work: Carry out a Field Project based on a topic to be assigned by the concerned department.

The Internship/Apprenticeship avenues may include the following:

Museums, archives, historical societies, NGOs, cultural heritage bodies, or media houses.

Local governments such as Panchayats, Municipalities and other such bodies, offices of Parliamentarians or other elected representatives, government and non-government social service organisations.

Media organisations, publication houses, academic institutions, literary and cultural organisations, artists and craft persons.

The students should undertake their Apprenticeship or Internship training preferably in their related discipline in order to enhance their learning.

On successful completion of Internship/Apprenticeship the students will be required to:

Produce a certificate of having undergone an Internship/Apprenticeship training of 8-week or two-month duration.

Submit a report of about 40 to 50 pages based on their Internship/Apprenticeship training.

Alternatively, the students who do not opt either for Internship or Apprenticeship training will be required to carry out a Field Project on a topic to be assigned by the concerned department. The students will prepare their Project/Dissertation of about 40 to 50 pages on their assigned topics under the supervision of a faculty.

Examination and Evaluation

The students opting for Internship/ Apprenticeship training will prepare a Project Report based on their I/A training and submit the same to the department along with a proper certificate of their I/A training of 8-week or 2-month duration.

The students opting to write a project or dissertation on the topic assigned by the concerned department will submit a Dissertation /Project of about 40-50 pages.

The Project Reports/Dissertations submitted by the students will be examined by an external examiner who will also conduct a viva voce examination of the students to assess their understanding of the Dissertation/ Project Report prepared by them.

Distribution of Marks (credits 4)

Internship/Apprenticeship/Project Report: **75 marks**

Viva voce: **25 marks**

Total= **100 marks**

Kolhan University, Chaibasa

Four Year Undergraduate Programme (FYUGP-NEP)

History, MJ-12, Credits: 4, Sem-VI

Major Paper - 12
History of India
(From 1526 AD to 1707 AD)

Learning objectives

Get an idea of the primary sources related to the Mughal period.

Trace the political and military foundations of the Mughal Empire from Babur to Aurangzeb.

Understand the administrative innovations introduced by emperors like Akbar and Sher Shah.

Analyse the relationship between state, religion, and ideology under various Mughal rulers.

Evaluate the causes of internal challenges and the gradual decline of Mughal authority.

Learning outcomes

After completing this course, students will be able to:

Identify major sources on Mughal history.

Explain the Mughal empire's establishment and expansion.

Discuss the key features of Mughal administration.

Assess Akbar's religious policy and its long-term implications.

Discuss the factors that contributed to the decline of the Mughal Empire.

Course Structure

Unit I: Sources (10 Lectures)

I. Sources and Historiography: Abul Fazl, Abdul Qadir Badauni, Abdul Hamid Lahori

II. Vernacular Sources

III. Travelogues: Bernier, Manucci

Unit II: Foundation of the Mughal Rule (15 Lectures)

I. A Brief Overview of India on the Eve of Babur's Invasion

II. Struggle for Empire in North India- Significance of Babur and Humayun's Reign

III. Sher Shah and his Administrative Reforms

Unit III: Expansion and Consolidation of the Empire (15 Lectures)

I. Imperial and Administrative System under Akbar

II. The Mansabdari System

III. Mughal Nobility, Zamindars and Jagirdars

IV. The Mughals in the Deccan, North-Western Frontier and Central Asia

Unit IV: State, Ideology and Religion (10 Lectures)

I. Akbar's Sulh-i-Kul; Akbar's Attitude towards Religion and the State

II. Post-Akbar Religious Policy

III. The Mughals and the Rajputs in the 16th and 17th Centuries

Unit V: Crisis of the Mughal Empire (10 Lectures)

I. Rise of the Marathas under Shivaji, Administrative System

II. Popular Revolts within the Mughal Empire – The Jats, Satnamis, Afghans and The Sikhs

III. The Decline of the Mughal Empire

Suggested Readings

Beni Prasad, History of Jahangir, Allahabad, 1962

Banarsi Prasad Saksena, History of Shahjahan of Dihli, Allahabad, 1958

Catherine B. Asher, Architecture of Mughal India, Cambridge, 1992

H.C. Verma (ed), Madhyakaleen Bharat (1540-1761), Vol. 2, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2002

Harbans Mukhia, Perspectives on Medieval India, Delhi, 1994

Harishankar Srivastava, Mughal Sashan Pranali, Vani Prakashan, New Delhi, 1999

I. H. Qureshi, The Administration of the Mughal Empire, OUP, Karachi, 1966

Irfan Habib, Medieval India: The Study of a Civilization, National Book Trust, 2008

Irfan Habib, The Economic History of Medieval India: A Survey, Tulika, 2001

Irfan Habib, The Agrarian System of Mughal India, 1556-1707, OUP, 1999

Jadunath Sarkar, A Short History of Aurangzeb, reprint, Orient Blackswan, 2009

Jadunath Sarkar, Shivaji and his Times, Calcutta, 1952

M.S. Nagaraja Rao, Vijayanagar, Mysore, 1988

Milo Cleveland Beach, Mughal and Rajput Painting, Cambridge, 1992

P.N. Ojha, Some Aspects of North Indian Social Life, 1556-1707, Nagari Prakashan, Patna, 1961

Satish Chandra, Medieval India, From Sultanate to the Mughals, Part II, Mughal Empire (1526-1748), Har-Anand Publications, New Delhi, 2009

Satish Chandra, History of Medieval India, Orient Blackswan, 2007

Satish Chandra, Madhyakaleen Bharat: Rajniti, Samaj aur Sanskriti, Orient Blackswan, 2007

Tapan Raychaudhari and Irfan Habib (ed), The Cambridge Economic History of India, 1200-1700, Vol. I, reprint edition, Orient Longman, 2007

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-13, Credits: 4, Sem-VI

Major Paper - 13
History of India
(From 1707 AD to 1857 AD)

Learning objectives

Understand the social, economic, and political landscape of India in the mid-18th century.
Examine the consolidation of British power in different regions of India.
Analyse the administrative and ideological foundations of British colonial governance.
Assess the impact of colonial policies on Indian rural economy, trade, and industrial growth.
Explore major socio-religious reform movements.

Learning outcomes

After completing the course, students will be able to:

Describe the socio-political and economic conditions in India during the decline of the Mughal Empire.

Explain the British dominance in various region, like Bengal, Mysore, Marathas, Punjab, and Sindh.

Evaluate colonial administrative systems, and land revenue systems, agriculture, trade, industry.

Assess the objectives and contributions of socio-religious reform movements in India, such as the Brahma Samaj, Arya Samaj, Aligarh Movement, and others.

Course Structure

Unit I: India in the mid-18th century (10 Lectures)

- I. Society
- II. Economy
- III. Polity

Unit II - Rise and Consolidation of British Power (10 Lectures)

- I. Bengal and Awadh
- II. Mysore and Maratha
- III. Punjab and Sindh

Unit III: Colonial State and Ideology (10 Lectures)

- I. Administrative Structures – Army, Police and Law
- II. Subsidiary Alliance – Merits and Demerits
- III. Doctrine of Lapse – Ideology and Reforms

Unit IV: Rural Economy and Trade and Industry (20 Lectures)

- I. Land revenue Settlements and Forest policy
- II. Commercialization of Agriculture
- III. Trade and Commerce
- IV. Growth of Industries
- V. Drain of Wealth

Unit V: Socio-Religious Movement (10 Lectures)

- I. Brahmo Samaj, Arya Samaj, Theosophical Society, Ramakrishna Mission
- II. Deoband School
- III. Aligarh Movement

Suggested Readings

Shekhar Bandhopadhyaya, From Plassey to Partition and After, Orient Blackswan.

Bipan Chandra, Adhunik Bharat ka Itihaas, Orient Blackswan, Pvt. Ltd, 2010.

B.L. Grover, Adhunik Bharat ka Itihaas-ek Mulyankan, S. Chand and Company.

P.E. Robert, British kalin Bharat ka Itihaas, S. Chand and Company.

P.N. Chopra, V.N. Puri, M.N. Das, Bharat ka Samajik Sanskritik aur Arthik Itihaas, Part 1,2,3, Mackmillan India Ltd.

P.L. Gautam, Adhunik Bharat ka Itihaas avam Virasat (1757-1964), Antarctic Publication Pvt. Ltd.

Savyasachi Bhattacharya, Adhunik Bharat ka Arthik Itihaas, Rajkamal Prakashan.

L.P. Sharma, Adhunik Bharat, Laxmi Narayan Agarwal, Agra.

Arvind Bhaskar, Adhunik Bharat, Part 1,2, Kalam Publication.

Jawaharlal Nehru, Hindustan ki Kahani.

Sumit Sarkar, Adhunik Bharat, Rajkamal Publication, Delhi, 1999

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-14, Credits: 4, Sem-VI

Major Paper – 14
History of Europe
(From 1789 AD to 1919 AD)

Learning objectives

Understand the causes and significance of the French Revolution.

Examine the rise and fall of Napoleon Bonaparte, the conservative reaction after 1815 and the revolutionary movements of the 19th century.

Study the rise of nationalism and trace the processes of Italian and German unification.

Explore the diplomatic and military developments leading to the First World War and the Russian Revolution.

Learning outcomes

After completing this course, students will be able to:

Explain the French Revolution and assess its long-term legacy.

Evaluate Napoleon's role in shaping modern Europe.

Describe Congress of Vienna and the resistance it faced from liberal and nationalist movements.

Discuss the unification of Italy and Germany.

Interpret alliances and conflicts in late 19th-century Europe, including the Balkan crises.

Evaluate the causes and consequences of the First World War and the significance of the 1917 Russian Revolution in a global context.

Course Structure

Unit I: The French Revolution (10 Lectures)

- I. Socio-Economic and Political Background of the French Revolution
- II. Role of the Philosophers
- III. Legacy of the French Revolution

Unit II: Napoleon Bonaparte (10 Lectures)

- I. Emergence of Napoleon Bonaparte
- II. Reorganization of France and Europe
- III. Fall of Napoleon Bonaparte

Unit III: Restoration and Revolution: c. 1815-1848 (10 Lectures)

- I. Congress of Vienna 1815

II. Metternich and the Conservative Order

III. Revolution of 1830 and 1848

Unit IV: Changes and Developments: c. 1848-1871 (15 Lectures)

I. The Emergence of Nation-States in Central Europe

II. Unification of Italy

III. Unification of Germany

Unit V: International Relations: New Era and the Balance of Power (15 Lectures)

I. Creation of Alliance and Entente

II. The Crumbling of Ottoman Empire: The First and Second Balkan Wars

III. First World War – Causes and Effects

IV. Russian Revolution of 1917

Suggested Readings

Devender Singh Chauhan, Europe ka Itihas, Madhya Pradesh Hindi Granth Academy, Bhopal, 1996

Devesh Vijay, Adhunik Europe ka Itihas, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2010

Devesh Vijay (ed), Europeeya Sanskriti (1400-1800), Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2010

Dharamvir Bhardwaj, Adhunik Vishwa, Gyan Books, 2004

Harishankar Sharma, Adhunik Vishwa, Malik & Company, Delhi, 2009

Indira Arjun Dev and Arjun Dev, History of the World, Orient Blackswan, 2009

Indira Arjun Dev and Arjun Dev, Samkalin Vishwa ka Itihas, Orient Blackswan, 2009

J.A.R. Marriott, The Remaking of Modern Europe, 1789-1878, London, 1923

Jain and Mathur, Adhunik Vishva ka Itihas (1500-2000), Jain Prakashan Mandir, Jaipur, 2002

L. Mukherjee, A Study of Modern Europe and the World, 1815-1950, Kolkata, 1950

Norman Lowe, Mastering Modern World History, Macmillan, 2005

Parthasarathi Gupta (ed), Europe ka Itihas, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 1993

Satyaketu Vidyalankar, Adhunik Vishwa ka Itihas, Sri Saraswati Sadan, Masuri, 1992

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-15, Credits: 4, Sem-VI

Major Paper – 15
History of China and Japan
(From 1800 AD to 1950 AD)

Learning objectives

Understand the major political, social, and economic structures in 19th-century China and Japan.

Study the effects of Western imperialism on China and Japan.

Examine the rise of nationalism in China and Japan and the role of key figures and movements.

Study the emergence of communism in China.

Explore Japan's transition from feudalism to capitalism through the Meiji Restoration.

Investigate Japan's rise as an imperial power and its involvement in global conflicts.

Learning outcomes

Describe the structure of Chinese society and economy in the 19th century.

Analyse the causes and consequences of the Opium Wars and the 'Open Door' policy in China.

Evaluate the role of nationalist movements such as the Boxer Rebellion and the 1911 Revolution, and the contributions of Sun Yat-sen.

Explain the political struggles in China from 1920 to 1949.

Interpret the significance of the Meiji Restoration in Japan's modernization and its transformation into a capitalist society.

Trace Japan's military expansion and analyse the causes and consequences of its involvement in the Sino-Japanese War, Russo-Japanese War, and World Wars.

Course Structure

Section A – China

Unit I: China during the 19th century (10 Lectures)

- I. Chinese Society: Social Groups and Classes
- II. The Canton Commercial System
- III. Opium Wars, The 'Open Door' Policy

Unit II: Growth of Nationalism in China (10 lectures)

- I. Boxer Rebellion
- II. Revolution of 1911: Causes, Nature and Significance

- III. Sun Yat-Sen and his Contribution: Emergence of the Republic and Yuan Shih Kai

Unit III: Communism in China -1921-1949 (10 Lectures)

- I. Political Crisis in the 1920's; Formation of the CCP
- II. The Kuomintang (Nationalist Party or KMT); The First United Front
- III. Rise of Mao Tse-tung; The Second United Front

Section B – Japan

Unit IV: Transition from Feudal Society to the Capitalist Society (10 Lectures)

- I. Meiji Restoration: Its Nature and Significance
- II. Political Reorganization; Constitutional Development and Military Reforms
- III. Socio-economic development.

Unit V: Emergence of Japan as an Imperial Power (10 Lectures)

- I. Sino-Japanese War
- II. Russo-Japanese war
- III. Japan and the First World War

Unit VI: Democracy and Militarism (10 Lectures)

- I. Rise of Political Parties and Failure of the Democratic System
- II. Rise of Militarism - Nature and Significance
- III. Japan and the Second World War

Suggested Readings

- D.N. Verma, *Asia ka Adhunik Itihas*, Bharati Bhawan, reprint, 2006
- George M Backmann, *Modernization of China and Japan*, Harper and Raw, 1962
- J. Spence, *The Search for Modern China*, Norton, 1990
- Jermo Chen, *MaoTse-Tung and the Chinese Revolution*, CUP, 1970
- Franke Wolfgang, *A Century of Chinese Revolution*, OUP, 1980
- Immannuse Y. Hsu, *The Rise of Modern China*, OUP, 1989
- L. Mitchison, *China in the Twentieth Century*, OUP, 1970
- M. Lynch, *China: From Empire to People's Republic*, Hodder & Stoughton, 1996
- R. Storry, *Japan and the Decline of the West in Asia 1894-1043*, Macmillan, 1979
- P. Steele, *China under Communism*, Arnold, 1987
- W.E. Beasley, *Japanese Imperialism, 1894-1945*, OUP, 1987
- W.E. Beasley, *The Rise of Modern Japan*, Weiden field & Nicholson, 1990

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-16, Credits: 4, Sem-VII

Major Paper – 16

Indian National Movement (From 1857 AD to 1947 AD)

Learning objectives

Understand the key events, ideologies, and figures that shaped the Indian National Movement from 1857 to 1947.

Examine the factors behind rise of nationalism in colonial India.

Critically assess the various phases of the Indian freedom struggle.

Evaluate the impact of major national movements and constitutional reforms.

Learning outcomes

Demonstrate knowledge of the major phases of the Indian National Movement, from 1857 to the Gandhian mass movement.

Analyze the contributions of prominent leaders, including Mahatma Gandhi, Subhash Chandra Bose, and others, in the broader context of India's struggle for freedom.

Critically evaluate the causes and consequences of important developments such as the Partition of Bengal, the Lucknow Pact, the Civil Disobedience Movement, and the Quit India Movement.

Assess the role of constitutional initiatives, including the Cripps Mission and Mountbatten Plan, in the eventual independence and partition of India.

Course Structure

Unit I: First War of Independence and Rise of Nationalism (10 lectures)

- I. Revolt of 1857 – Nature, Causes and Effects
- II. Political ideology and organizations; Factors leading to the growth of Nationalism in India

Unit II: National Movement up to 1919 (20 lectures)

- I. Formation of the Indian National Congress; Moderates and Extremists
- II. Partition of Bengal and Swadeshi Movement
- III. Formation of Muslim League and Congress Split at Surat
- IV. Home Rule Movement and Lucknow Pact

Unit III: Emergence of Mahatma Gandhi and Mass Movements (20 lectures)

- I. Mahatma Gandhi: His Perspectives and Methods
- II. Khilafat Movement and Non-Cooperation Movement
- III. Civil Disobedience Movement
- IV. Subhash Chandra Bose and Indian National Army
- V. Quit India Movement

Unit IV: Constitutional Reforms, Partition and Independence (10 lectures)

- I. Cripps Mission, Cabinet Mission and Mountbatten Plan
- II. Partition and Independence of India

Suggested Readings

Sumit Sarkar, Modern India 1885 to 1947, Macmillan, 1983.

Bipin Chandra, Freedom Struggle.

M.N. Gupta, History of the Revolutionary Movement in India.

Desai A.R., India's Path of Development.

Desai A.R., Social Background of Indian Nationalism.

Dutta K.K., Social History of Modern India.

Agarwal R.C., Rashtriya Andolan Evam Samvaidhanik Vikas.

Sundar Lal, Bharat me Angrezi Raj, NBT, Delhi.

Tara Chand, History of Freedom Movement in India, Vol. 3.

Ram Lakhan Shukla (ed), Adhunik Bharat Ka Itihas, University of Delhi, 1990.

Subhash Kashyap, Swatantrata Andolan ka Itihas, University of Delhi, 1997.

Ayodhya Singh, Bharat ka Mukti Sangram.

B. L. Grover, A New Look at Modern Indian History.

Ram Bilas Sharma, Indian National Movement and Constitution of India.

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-17, Credits: 4, Sem-VII

Major Paper – 17
Contemporary India
(From 1947 AD to 2000 AD)

Learning objectives

Examine the historical impact of Partition.
Understand the framing and significance of the Indian Constitution.
Evaluate major political, military, and socio-economic events from the 1960s to 2000.

Learning outcomes

After completing this course, students will be able to:
Describe the immediate challenges faced by independent India.
Explain the significance of the Indian Constitution in shaping a democratic republic.
Analyse India's approach to foreign policy during the Cold War era.
Assess the success and limitations of India's planned economic development and mixed economy.
Evaluate the impact of the Indo-China and Indo-Pak wars, the Emergency, and the rise of popular movements such as the J.P. Movement.
Discuss the shift in India's economic policy post-1991, including liberalization and globalization.

Course Structure

Unit I: Emergence of the New States (10 lectures)

- I. Partition and its Scars, Riots and Rehabilitation
- II. Integration of Princely States

Unit II: Making of the Republic (10 lectures)

- I. The Constituent Assembly
- II. Drafting of the Constitution
- III. Reorganization of States

Unit III: Era of Development and Progress (20 lectures)

- I. Nehruvian Policy of International Relations; Non-Alignment Movement
- II. Relation with China–Panchasheel
- III. Association with Regional Associations–Commonwealth, SAARC
- IV. Planned Development–Mixed economy

Unit IV: India since 1960 (20 lectures)

- I. Challenges from Outside: China War, Pakistan War
- II. Emergence of India as a Nuclear Power
- III. Emergency and the J. P. Movement
- IV. Economic Liberalization, Globalization and Environmental Issues

Suggested Readings

- Anita Inder Singh, *The Origins of the Partition of India 1936-1947*, OUP, 1987
- Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman, 1979
- Bipan Chandra, *India Since Independence*, Penguin Books, 2008
- Bimal Prasad, *Gandhi, Nehru and J.P.: Studies in Leadership*, Delhi, 1985
- C.P. Bhambri, *The Indian State: Fifty Years*, Delhi, 1997
- Daniel Thorner, *The Shaping of Modern India*, New Delhi, 1980
- David Arnold, *Gandhi*, London, 2001
- M.S. Gore, *The Social Contest of an Ideology: Ambedkar's Political and Social Thought*, Bombay, 1993
- Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, Sage Publications, New Delhi, 2000
- Sunil Khilnani, *The Idea of India*, London, 1997
- V.P. Dutt, *India's Foreign Policy since Independence*, 2000

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-18, Credits: 4, Sem-VII

Major Paper - 18

History of Southeast Asia in the 20th Century

Learning objectives

Understand the nature and impact of colonial rule in Southeast Asia by major Western powers.
Examine the emergence and evolution of nationalist and reform movements in response to colonialism.

Evaluate the impact of World War II and Japanese occupation on the political transformation of Southeast Asia.

Understand the formation of modern Southeast Asian nations and their roles in regional and global affairs.

Learning outcomes

Identify key colonial powers in Southeast Asia, and assess their impact.

Demonstrate a critical understanding of anti-colonial struggles.

Explain how World War II contributed to the emergence of independent Southeast Asian nations.

Analyse economic and social transformations in Southeast Asia from the mid-20th century onward.

Describe the development of Malaysia and Singapore as modern nation-states.

Course Structure

Unit I: Beginning of Colonial Rule in Southeast Asia (10 lectures)

- I. Portugal, Spain, Holland, England, France and U.S.A.

Unit II: Struggle against Colonial rule in Southeast Asia (10 lectures)

- I. Rise of Nationalism
- II. Modern Reform Movements

Unit III: World War II and the End of Colonial Rule in Southeast Asia (10 lectures)

- I. Japanese Occupation
- II. Colonial Restoration
- III. Struggle for Independence

Unit IV: Southeast Asian States after Independence (15 lectures)

- I. Changes in Political Structure (democracy, monarchy, authoritarian regimes)
- II. Social and Economic Changes

Unit V: Post War Southeast Asia (15 lectures)

- I. The Malay and the making of modern Malaysia
- II. The Port and City in Southeast Asia: Singapore
- III. Southeast Asia as a Regional Power: Non-aligned Movement (NAM), Association of Southeast Asian Nations (ASEAN)

Suggested Readings

- B. Kieran, Ben, Vietnam: A History from earliest times to the present, Oxford University Press, 2017.
- Breman, Jan, Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia, Oxford University Press, Delhi 1989.
- G. Knapman, Race and British Colonialism in South-East Asia, 1770-1870: John Crawford and the Politics of Equality, Routledge, 2016.
- James Scott, The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia, Yale University Press, 2009.
- L.Y. Andaya, Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka, University of Harvard Press, 2008.
- Michael Adas, State, Market and Peasants in Colonial South and South East Asia, 1998, Ashgate.
- Muhamad Ali, Islam and Colonialism: Becoming Modern in Indonesia and Malaya, Edinburgh University Press, 2016.
- M.W. Charney, Michael W., A History of Modern Burma, Cambridge University Press, 2010
- N. Hussin, Trade and Society in the Straits of Melaka: Dutch Melaka and English Penang, 1780-1830, NUS, 2007
- N.G. Owen, The Emergence of Modern Southeast Asia: A New History, University of Hawaii Press, Honolulu, 2005

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-19, Credits: 4, Sem-VII

Major Paper – 19
History of USA
(From 1776AD – 1945 AD)

Learning objectives

Understand the historical foundations of the United States.

Analyse the causes, ideologies, and consequences of the American Revolution and the making of the U.S. Constitution.

Evaluate the roots, dynamics, and impact of the Civil War.

Examine the expansion of U.S. influence through imperialism and foreign policy.

Interpret major shifts in U.S. political, social, and diplomatic history during this period.

Learning outcomes

Describe the cultural, social, and political landscapes of pre-colonial and colonial North America.

Explain the causes and consequences of the American Revolution.

Describe the formation of the U.S. Constitution,

Critically assess the Civil War in terms of its causes, major events, and long-term implications.

Evaluate the emergence of U.S. imperialism.

Discuss the significance of U.S. involvement in World War I and World War II.

Course Structure

UNIT- I: The Background (15 lectures)

- I. The land and indigenous people
- II. Settlement and colonization by the Europeans
- III. Early colonial society and politics

UNIT- II: Making of the Republic (15 lectures)

- I. Revolution: Sources of conflict, Revolutionary groups
- II. Ideology: The War of Independence and its historical interpretations
- III. Processes and Features of Constitution making: Debates, Historical interpretations

UNIT- III: Civil War (15 lectures)

- I. Abolitionism and Sectionalism.
- II. Issues and Interpretations
- III. Rise of Republicanism

UNIT- IV: U.S. Imperialism (15 lectures)

- I. Spanish-American War
- II. Expansion in the Far East and Latin America
- III. World War I and Fourteen Points
- IV. U.S.A. in World War II: Hiroshima and Nagasaki

Suggested Readings

- Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History
- Raghvendra Panthri, Sanyukt Rajya America ka Itihas
- Kanklin Ascher, Sanyukt Rajya America ka Sanchipt Iihas
- Devki Nandan Vibhav, America ka Swadhinta ka Itihaas
- Banarsiprasad Saxena, America ka Iitihās
- Henry Bebhcord Parcus, Trans. Vishva Prakash Gupta, America ka Itihas
- Khurana& Chauhan, America ka Ithas
- A. K. Chaturvedi, America Ka Itihas

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, MJ-20, Credits: 4, Sem-VIII

Major Paper – 20
History of Russia
(From 1917AD to 1964 AD)

Learning objectives

Understand the social, political, and economic background of the Russian Revolution.
Analyse the causes, events, and outcomes of the March and October Revolutions of 1917.
Examine the impact of civil war, Lenin's leadership, and the creation of the USSR.
Study the rise of Stalin, and the role of the Communist Party.
Evaluate the Soviet role in World War II.
Develop an understanding of the transformation of Russia into a socialist state.

Learning outcomes

After completing this course, students will be able to:
Describe the main reasons behind the Russian Revolution.
Understand the difference between the March and October Revolutions.
Explain how the USSR was formed, what happened during the civil war.
Understand how the Soviet Union took part in World War II.
Describe the key changes under Khrushchev.

Course Structure

Unit I: Background of the Russian Revolution (10 lectures)

- I. Peasant and Woman's Movement
- II. Russo-Japanese War, 1905
- III. Russia and the First World War

Unit II: The Russian Revolution of March and October 1917 (10 lectures)

- I. Menshevik Revolution, March 1917
- II. Bolshevik Revolution, October 1917

Unit III: Russia Between 1918 – 1924 (15 lectures)

- I. Civil War
- II. Establishment of the USSR

- III. Vladimir Lenin: Career and achievements
- IV. New Economic Policy of Lenin

Unit IV: Russia Between 1924 – 1941 (15 lectures)

- I. Joseph Stalin: Career and achievements
- II. The Communist Party of Russia
- III. Five-year plan and its Success
- IV. Foreign policy of Stalin
- V. Soviet Industrialization

Unit – V - Russia Between 1941- 1964 (10 lectures)

- I. Role of Russia in the Second World War
- II. Reconstruction of Russia After the Second World War
- III. Domestic and Foreign Policies of Khrushchev

Suggested Readings:

Alec Nove: An Economic History of the USSR (1993)
H. Carr: A History of Soviet Russia (4 Volumes), The Macmillan Company, 1952
David Lane, Politics and Society in the USSR, 1971
Geoffrey Hosking, A history of the Soviet Union, William Collins Publication
Jain and Mathur, Adhunik Vishwa ka Itihas, Jain Publication
Koleshwar Ray, Roos ka Itihas (Hindi), Kitab Mahal
Om Prakash Prasad, Roos ka Itihas, Rajkamal Prakashan
Parth Sarathi Gupta, Europe ka Itihas (Hindi), Vishwavidyalay Prakasan Delhi
Praveen Jha, Roos Russia aur Rasputin (Hindi) Vani Prakasan
Rahul Sankrityayan: Saviat Bhumi (Hindi) Kashi Nagari Pracharini Sabha
Rambriksh Benipuri, Roos ki Kranti, Lok chetna prakashan
R. V Burks, The Dynamics of Communism in Eastern Europe, Princeton, 1961
Satyaketu Vidyalkar, Europe ka Adhunik Itihas, Sarswati Sadan Publication

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, AMJ- 1, Credits: 4, Sem-VIII

Advanced Major Paper – 1

Concept of Historiography

Learning objectives

Understand the concepts of history—its meaning, scope, nature and importance.

Analyse the interdisciplinary nature of history by examining its connections with archaeology, anthropology, geography, political science, sociology, and economics.

Critically examine the debates surrounding objectivity and subjectivity in historical writing,

Identify, classify, and evaluate various types of historical sources.

Trace the evolution of historical writing across different periods and regions

Learning outcomes

After completing this course, students will be able to:

Define and articulate the key characteristics and purpose of historical inquiry.

Demonstrate an ability to view history through an interdisciplinary lens.

Critically assess historical narratives with awareness of objectivity and subjectivity.

Effectively utilize various sources of history for research.

Compare and contrast major historiographical traditions.

Course Structure

Unit I: Definition and Scope of History (15 lectures)

- I. Definition, Scope, Meaning, Nature, Importance of History; Science and History
- II. History and other Disciplines: Archaeology, Anthropology, Geography, Political Science
- III. Sociology, Economics
- IV. Micro history

Unit II: Objectivity and Subjectivity in History (15 lectures)

- I. Objectivity in History; Meaning of Objectivity; The Problem of Objectivity in History
- II. Subjectivity in History; Bias, Distortion and Generalization in History

Unit III: Sources (15 lectures)

- I. Primary Sources

- II. Secondary Sources
- III. Oral Sources
- IV. Web Sources

Unit IV: Tradition of Historical Writing (15 Lectures)

- I. Ancient – Greek, Roman and Indian Historiography
- II. Medieval – Arabic and Persian
- III. Modern – Empiricism and Positivism, Marxist, Annales School and Subaltern School

Suggested Readings

- R. G Collingwood, The Idea of History, Oxford University Press, Delhi
- B. Sheik Ali, History: Its Theory and Method, Macmillan, New Delhi, Reprint, 2001
- K. L Khurana, Concepts and Methods of Historiography, Lakshmi Narain Agrawal, Agra
- E. H Carr, what is History, Penguin Book, 1967
- J. W. Thompson, History of Historical Writing, (2vols), New York, 1942
- Parmanand Singh, Itihas Darshan, Motilal Banarsidas, Varanasi, 1996, (In Hindi)
- Arther Marwick, Itihas ka Swarupa (Anuvadaka Lal Bahadur Verma) Granth Shilpi, Delhi
- Govind Chandra Pandey, Itihas Swarupa Ewam Sidhanta, Rajasthan Hindi Granth Academy, Jaipur
- E. H. Carr, Itihas kya hai, Macmillan, 1993(In Hindi)
- Tej Ram Sharma, Reasearh methodology in History, Concept Publishing
- John, C. B. Webster, Studying History, Macmillan, Delhi S. R. Tikekar, On Historiography, Bombay, 1964
- Kirit K. Shah, Meher Joti (Eds.), Historiography Past & Present, Rawat Publication, New Delhi
- J. S. Grewal, Studies in Local & Regional History, Guru Nanak Dev University, Amritsar, 1974

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, AMJ- 2, Credits: 4, Sem-VIII

Advanced Major Paper – 2

Contemporary World

Learning objectives

Learn about how Asian countries gained independence and how colonial rule ended.
Understand the reasons behind the Cold War and how it shaped world politics.
Know how the United Nations (UN) was formed and how it helped in global peace efforts.
Explore major social movements like the fight for civil rights, end of Apartheid, and the rise of feminism.
Understand how the world changed after the Cold War, including the rise of globalization.

Learning outcomes

Explain how and why countries in Asia became independent.
Describe what the Cold War was and its effect on global politics.
Talk about the role of the United Nations in solving world problems.
Understand the goals and impact of major social movements in the 20th century.
Explain how global politics changed after the Cold War and how globalization affects us today.

Course Structure

Unit I: New Political Order (10 lectures)

- I. Nationalist Movements and the Process of Decolonization in Asia

Unit II: Cold War (15 lectures)

- I. Ideological and Political Basis of Cold war
- II. Bilateralism in World Politics
- III. Emergence of the Third World: Non-Aligned Movement

Unit III: The Concept of World Peace (10 lectures)

- I. Origin and Establishment of UNO
- II. Role of UNO in Palestine, Vietnam War

Unit IV: Social Movements (10 lectures)

- I. Civil Rights Movement, Apartheid and Feminism

Unit V: Rise of Unipolar World (15 lectures)

- I. Disintegration of the Socialist Block
- II. End of the Cold War: Impact on World Politics
- III. Globalization: Its Economic and Political Impact

Suggested Readings

- Ajay Pratap Singh, Vishwa ka Itihas, University Publication, 2011
- Arjun Dev, Samkalin Vishwa ka Itihas, 1890-2008, Orient Blackswan, 2009
- Dharamvir Bhardwaj, Adhunik Vishwa, Gyan Books, 2004
- Harishankar Sharma, Adhunik Vishwa, Malik & Company, Delhi, 2009
- J. Robert Wegs and Robert Ladrech, Europe Since 1945 A Concise History, Palgrave, 2006
- Jain and Mathur, Adhunik Vishva ka Itihas (1500-2000), Jain Prakashan Mandir, Jaipur, 2002
- K. Nagori, S.L. Nagori, Vishwa ka Sampoorna Itihas, Sublime Publication, 2005
- S. Bailey, The United Nations, Macmillan, 1989
- Satyaketu Vidyalankar, Adhunik Vishwa ka Itihas, Sri Saraswati Sadan, Masuri, 1992
- W.M. Spellman, A Concise History of the World since 1945, Palgrave Macmillan, 2006
- T.C.W. Blanning, The Oxford History of Modern Europe, OUP, NY, 2000
- Trotsky: The History of the Russian Revolution (translated by Max Eastman), 1959

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, AMJ-3, Credits: 4, Sem-VIII

Advanced Major Paper – 3

Contribution of Women in the Indian Nation Making

(From 1857 AD to 1947 AD)

Learning objectives

Learn about the roles played by women leaders in the Revolt of 1857.

Understand social and religious reform movements that helped improve the status of women in India.

Explore the contributions of women in the Gandhian phase of the freedom struggle.

Recognize the courage and sacrifices of women involved in revolutionary nationalist activities.

Study the key roles played by women in the final phase of India's fight for independence.

Learning outcomes

After completing the course, students will be able to:

Explain the contributions of women in the 1857 revolt.

Describe how reform movements worked to uplift women.

Identify the contributions of women in Gandhi-led movements and their leadership roles.

Understand the participation of women in underground revolutionary activities against British rule.

Discuss the impact of women leaders in the last phase of the freedom struggle and their legacy in Indian history.

Course Structure

Unit I: The Revolt of 1857 and Women (15 lectures)

- I. Rani Laxmi Bai of Jhansi
- II. Rani Avanti Bai of Ramgarh
- III. Begum Hazrat Mahal

Unit II: Socio-religious Movement and Women (15 lectures)

- I. Impact of Western Education on Indian Society, especially Women
- II. Role of Brahma Samaj, Arya Samaj, Ramkrishna Mission and Theosophical Society in Awakening Women
- III, Ishwar Chandra Vidyasagar and the Widow Remarriage Act

Unit III: Gandhian Movement and Women (10 lectures)

I. Pandita Ramabai, Swarna Kumar Devi, Ramabai Ranade, Kasturba Gandhi, Sarojini Naidu, Sarala Devi

Unit IV: Revolutionary Nationalists (10 lectures)

I. Bhikaji Rustom Cama, Bina Das, Kalpana Datta, Pritilata Waddedar, Rani Gaidinliu

Unit V: Women in the Last Phase of the Freedom Movement (10 lectures)

I. Rajkumari Amrit Kaur, Mira Behn, Khurshed Behn, Usha Mehta, Sucheta Kripalani, Aruna Asaf Ali

Suggested Readings

Bharati Ray (ed), Women of India: Colonial and Post-Colonial Periods, PHISPC Series, Vol. IX, Part 3, New Delhi, 2005

Devaki Jain (ed), Indian Women, Publications Division, Delhi, 1976

Geraldine Forbes, Women in Modern India, Cambridge University Press, 1998

Geraldine Forbes, Women in Colonial India - Essays on Politics, Medicine, and Historiography, Orient Blackswan, 2004

Gedge and Choksi (eds), Women in Modern India, Bombay, 1929

Gopa Joshi, Bharat Mein Stri Asamanta: Ak Vimarsh, Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2006

J. Nair, Women and Law in Colonial India, Kali for Women, Delhi, 1999

K. M. Malati, Stri-Vimarsh: Bhartiya Pariprekshsha, Vani Prakashan, 2010

K. Bhasin and R. Menon (eds), Borders and Boundaries: Women in India's Partition, Rutgers Press, 1998

Leela Kasturi and Vina Mazumdar, Women and Indian Nationalism, Vikas, Delhi, 1994

Manmohan Kaur, Women in India's Freedom Struggle, Sterling, Delhi, 1985

Radha Kumar, The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990, Delhi, 1993

Radha Kumar, Stri Sangarsh Ka Itihas, 1800-1990, Vani Prakashan, 2005

Rajan Mahan, Women in Indian National Congress (1921-1931), Rawat Publications, Jaipur, 1999

Sumit Sarkar and Tanika Sarkar (eds), Women and Social Reform in Modern India, 2 vols, Orient Blackswan, 2011

Uma Chakravarti, Rewriting History: The Life and Times of Pandita Ramabai, Kali for Women, Delhi, 1998

Research Course (RC) -1

Research Methodology

Learning objectives

Understand what research is, why it's done, and the different types of research used in social sciences.

Learn how to choose a research topic, find information from books and articles, and make a research plan.

Use different ways to collect information, like surveys, interviews, and observations.

Look at the information you collect and make sense of it using basic analysis methods.

Write and present your research clearly, using correct formats and styles for citations and references.

Learning outcomes

After completing the course, students will be able to:

Explain what research is and why it is important in understanding social issues.

Make a good research plan with clear goals and methods.

Collect useful information using the right tools and techniques.

Analyse data and explain what it means in a simple and clear way.

Write a research report that follows proper format and avoids plagiarism.

Follow the ethical rules of doing research.

Course Structure

Unit I: Introduction to Research (10 lectures)

- I. Meaning, characteristics, and objectives of research
- II. Types of research: basic and applied, qualitative and quantitative, descriptive and exploratory
- III. Importance of research in social sciences

Unit 2: Preparation of Research Proposal (10 lectures)

- I. Defining a research problem
- II. Review of literature, Formation of hypothesis
- III. Research designs, Methods of research

Unit 3: Data Collection Methods (10 lectures)

- I. Sampling, survey method, questionnaires and schedule, observation, interview, case study; archives and libraries.

Unit 4: Data Analysis and Interpretation (5 lectures)

- I. Methods of data analysis: Qualitative and Quantitative data analysis

Unit 5: Communication of Research: Report Writing (15 lectures)

- I. Structure of a research report
- II. Citation and referencing styles (APA, MLA, Chicago, Harvard)
- III. Referencing: Footnotes, Endnotes, Bibliographies
- IV. Plagiarism and ethical considerations
- V. Writing research findings: Thesis/Project writing

Unit 6: Ethics in Social Science Research (10 lectures)

- I. Ethical issues and challenges in research: Avoiding plagiarism and academic misconduct
- II. Informed consent and confidentiality
- III. Avoiding bias and misinterpretation in research

Suggested Readings

C.R. Kothari, *Research Methodology: Methods and Techniques*, New Age International Publishers, 2004

Earl Babbie, *The Practice of Social Research*, 13 edn., Wadsworth, 2013

Jacques Barzun, Henry F. Graffv, *The Modern Researcher*, Wadsworth, 2004

K. Punch, *Developing Effective Research Proposals*, Sage, 2006

M. Henn, M. Weinstein and M. Foard, *A Short Introduction to Social Research*, Vistaar, 2006

Nicolas Walliman, *Research Methods: The Basics*, Routledge, 2011

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP-NEP)
History, RC-2, Credits: 8, Sem-VIII

Research Course (RC)- 2

Synopsis and Dissertation Writing

Learning Objectives:

Learning the basics of historical research and academic writing.
Enable students to engage with sources

Learning Outcomes:

Students should be able to:
Conduct independent research.
Formulate a research question.
Conduct literature review.
Write a coherent project report.

Course Structure

Unit 1: Topic Selection and Formulation of Research Proposal

1. Selection of a research topic (The title, possibly with a subtitle).
2. Preparation of a research proposal between 500-1000 words which may include the following:
 - I. Brief summary of arguments (specifying the problem/problem statement).
 - II. Literature review (showing awareness of other scholarly writing on the subject and positioning your approach).
 - III. Hypothesis formation
 - IV. Research Design/Methodology: i) Data collection methods (research techniques/ways of collecting data); ii) Methods of data analysis: Qualitative or Quantitative data analysis
 - V. Tentative chaptalisation
 - VI. Limitations or scope of the study
 - VII. Significance of the proposed work
 - VIII. Preliminary bibliography

Unit 2: Collection of Data

1. Collection of data as text and documentary evidences, both primary and secondary, found in libraries, archives and various research repositories.

2. Collection of data through sampling, survey method, questionnaires and schedule, observation, interview, case study.

Unit 3: Analysis of collected data

Methods of data analysis: Qualitative and Quantitative data analysis

Unit 4: Preparation of Research Report/Dissertation

Each student must prepare a research report and submit it in the department for evaluation. For preparing a research report, the following preferable layout may be followed:

Title Page

Table of Contents (chapter list and corresponding page numbers)

Acknowledgements

Introduction: (will include outline of the research work and review of literature)

Chapters: There may be variation in the number of chapters depending upon the nature of the work.

Conclusion

Bibliography (standard citation style e.g., Chicago style, APA style should be followed).

Appendix/Appendices (wherever applicable).

Unit 5: Final Submission

Submission of a final, bound copy of dissertation within the stipulated time-frame given by the department.

Unit 6: Viva voce

The students are required to defend their projects before an evaluation committee.

General Guidelines

A. Preferable Format for Submission

- i. The Project dissertation should be between 3,000 to 5,000 words.
- ii. It can be written in Hindi or English.
- iii. It should be typed on A4 paper, double-spaced, and bound properly.
- iv. Handwritten projects must be legible and written on A4 size paper.
- v. Photographs, maps, and illustrations may be included wherever needed.

B. Ethical Considerations

Plagiarism and academic misconduct are strictly prohibited.

All sources must be properly cited

C. Distribution of Marks (Credits 8)

Assessment of Research Proposal (synopsis) and Dissertation: **150 marks**

Viva voce: **50 Marks**

Suggested Readings

Arthur Marwick, *The New Nature of History*, Bloomsbury Publishing, 2001

B. Sheikh Ali, *History: Its Theory and Method*, Macmillan, 1978

C. R. Kothari, *Research Methodology: Methods and Techniques*, 2004

Earl Babbie, *The Practice of Social Research*, 13th edition, Wadsworth, 2013

K. Punch, *Developing Effective Research Proposals*, Sage, 2006

M. Henn, M. Weinstein and M. Foard, *A Short Introduction to Social Research*, Vistaar, 2006

Marc Bloch, *The Historian's Craft*, Manchester University Press, 2004

Nicolas Walliman, *Research Methods: The Basics*, Routledge, 2011

Nicolas Walliman, *Your Undergraduate Dissertation: The Essential Guide for Success*, London, Sage, 2004

W. Strunk and E.B. White, *The Element of Style*, Needham Heights, 2000