

NEW SYLLABUS

**RANCHI WOMEN'S COLLEGE, RANCHI
DEPARTMENT OF HISTORY
RANCHI UNIVERSITY, RANCHI**



**COURSES OF STUDY
B.A. (HISTORY)
Choice Based Credit System**

Under Semester System w.e.f. Academic Session

2021-2024

Meeting of Board of Studies

Department of History, Ranchi Women's College, Ranchi

A meeting of Board of studies was held in the Department of History, Ranchi Women's College, Ranchi on 26.05.2021 from 11:00 A.M. onwards through "Google Meet". Agenda of the meeting - To introduce and review the new syllabus for the Under Graduate Courses in History under the Ranchi University Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) from the Academic Year 2021. The CBCS course in M.A. has already been introduced from 2016 onward.

No Changes Introduced in 2021-2024

Resolutions:-

The Syllabus for the Under Graduate Courses under the New Regulations of Ranchi University for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) were discussed, reviewed, formulated and slightly modified incorporating the valuable suggestions and inputs given by the experts and members.

Following Members of the Board of Studies were Present in the meeting.

1. Head, Department of History- Dr. Beena Pandey (Associate Professor) Chairperson
2. Faculty, Department of History:
 - I. Dr. Aabha Xalxo, (Associate Professor) Member *A. Xalxo 26.5.2021*
 - II. Mrs Amrita Ekka, (Contractual Teacher) Member *Amrita Ekka 26.5.2021*
 - III. Mrs Seema Kumari, (Contractual Teacher) Member *Seema Kumari 26.5.2021*
 - IV. Ms K. Swarupa, (Guest Faculty) Member *K. Swarupa 26.5.2021*
 - V. Mrs Sangeeta Minj (Guest Faculty) Member *Sangeeta Minj 26.5.2021*
3. Experts from other colleges
 - I. Dr Meena Soren, (Retired Associate Professor, Dept. of History, RWC)- Expert *Meena Soren 26.5.2021*
 - II. Dr Mohit Kumar Lal, (Assistant Professor, S.S.M College, RU)- Expert *Mohit Kumar Lal 26.5.2021*
4. University Nominee- Dr Anil Kumar, (Associate Professor, Dept. of History, DSPMU) *Anil Kumar 26.5.21*
5. Expert, Special Courses- Dr Diwakar Minj, (Associate Professor, PG Head, Dept. of History, RU)
6. Meritorious Students
 - I. Seema Kacchap – PG Semester IV
 - II. Utkarsha Mery Ekka- UG Semester IV *Utkarsha Mery Ekka 26.5.2021*

Beena Pandey
26.5.2021
Head, Department of History,
Ranchi Women's College
RWC

Approved by the Experts of the
Academic Council in the meeting held
on 26th May 2021.

Ranchi Women's College, Ranchi

Department of History

Constitution of Board of Studies

04.03.2021

Board of Studies of Department of History has been constituted with the following members under various categories for Academic session 2021-22 and 2022-23 (Tenure valid for 2 years)

1. Head, Department of History- Dr. Beena Pandey (Associate Professor)
Chairperson

2. Faculty, Department of History:

I. Dr. Aabha Xalxo, (Associate Professor)

Member A. Xalxo
26-5-2021

II. Mrs Amrita Ekka, (Contractual Teacher)

Member Amrita Ekka
26/5/2021

III. Mrs Seema Kumari, (Contractual Teacher)

Member Seema Kumari
26-5-2021

IV. Ms K. Swarupa, (Guest Faculty)

Member K. Swarupa
26/5/2021

V. Mrs Sangeeta Minj (Guest Faculty)

Member Minj
26/5/2021

3. Experts from other colleges

I. Dr Meena Soren, (Retired Associate Professor, Dept. of History, RWC) - Expert Meena Soren
26/5/2021

II. Dr Mohit Kumar Lal, (Assistant Professor, S.S.M College, RU) - Expert Mohit Kumar Lal
26/5/2021

4. University Nominee - Dr Anil Kumar, (Associate Professor, Dept. of History, DSPMU) Anil Kumar
26.5.21

5. Expert, Special Courses- Dr Diwakar Minj (Associate Professor, PG Head, Dept. of History, RU) Diwakar Minj
26/5/21

6. Meritorious Students

I. Seema Kacchap - PG Semester IV

Seema Kacchap
26/05/21

II. Utkarsha Mery Ekka- UG Semester IV

Utkarsha Mery Ekka
26/05/21

Beena Pandey
4.3.2021
Head, Department of History
Ranchi Women's College
Ranchi
Head, Department of History,
RWC

Chairperson
CHAIRPERSON
ACADEMIC COUNCIL
RANCHI WOMEN'S COLLEGE

Seema Kacchap
Member Secretary
Academic Council
Ranchi Women's College

REGULATION AND UNDER GRADUATE PROGRAMME FOR Choice Based Credit System (CBCS)

For Under Graduate Courses



UNDER GRADUATE PROGRAMME

- The University is offering several undergraduate courses in its different constituent and affiliated colleges in the Faculty of Science, Faculty of Social Science, Faculty of Humanities and Faculty of Commerce for the award of degree for B. Sc., B.A., and B. Com., Honours and General degree Programmes.
- A participant of the programme is a student who registered himself/ herself with the University for a Course study (as specified in para 4.i) and attends the same.
- Full-time programme are those programme where the participants study as per schedule and are not employed.

Seema Kumari
26.5.2021

Anurag
26/5/2021

K. Singh
26/5/2021

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26/5/2021

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Ranchi Women's College
Ranchi

Head

University Department of History
Ranchi University, Ranchi

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Prof Mahmood Alam (Member)

Prof Satendra N Singh (Member)

Sanjay Kumar (Member)

Jiendar Sonar (Member)

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Ranchi University, Ranchi

Head, Department of History
Ranchi Women's College, Ranchi

5. DURATION (TIME FRAME)

- The UG (TDC) programme for a regular student shall be for a period of three years to be completed in a maximum of five years period from the date of admission of the candidate.
- Each academic year shall comprise of two semesters, viz. Odd and Even semesters.
- Odd Semesters shall be from June / July to October / November and the Even Semester shall be from November / December to April / May.

6. CHOOSING PROGRAMME STUDY COURSES

- At the time of admission each student will identify a Honours (Main/ Major) subject in which he / she will concentrate and two Elective (Allied/ Minor) subjects, which he / she would choose to study.
- Honours would be the programme in which the student will have to take core courses (hard and soft core and / or elective) as defined below prescribed by the concerned UG Board of Studies and the Faculty.
- Honours once selected would not be changed unless the student quits a programme and joins a new programme.
- Elective on the other hand would be the subjects that would be choose by the subject out of a number of subject contributions at least two subjects in each subject combination suggested and approved by the UG BOS of Ranchi University.
- In these subjects the student will be required to accumulate a certain minimum number of credits (as defined in case of Honours Programme & General Programme) in order to qualify for the UG degree.
- For CBCS Programme and course details and combination of choices for B.Sc./B.A./B.Com. Hons. and General programme have been annexed as Annexure – I
- Scheme details for each programme has been annexed in Annexure – II

7. ELIGIBILITY – FOR ADMISSION

- The candidate seeking admission in Honours course must have obtained at least 45% marks in the subject concerned at the Intermediate / equivalent examinations.

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Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Saish Chandra Gupta (Member Secretary)

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26/05/21
Head
University Department of History
Ranchi University, Ranchi

[Signature]
26/5/2021
Head
Department of History
Ranchi Women's College
Ranchi

[Signature]
26/5/2021
Seemakumari Ail
26.5.21
Department of History
Ranchi University, Ranchi

[Signature]
26.5.2021
A. Xalxo
26.5.2021
Head
Department of History
Ranchi University, Ranchi

[Signature]
26/5/2021
Head
Department of History
Ranchi Women's College
Ranchi

- b) The students passing Intermediate / equivalent examination in Science securing 45% shall be eligible for admission either in Arts or Commerce Honours. Likewise students who have passed with Intermediate Arts or Commerce for faculty change provided they had secured 45% in aggregate.

"The passing I.A. / +2 examination or equivalent examinations in Arts are allowed to opt for Honours course in any subject in Arts Faculty (Humanities & Social Science). Whether or not the subject was offered at +2 level, in Bachelor of Arts programme (Humanities & Social Science) provided that they have obtained at least 45% marks in aggregate. However, if such students opt for Honours course in one of the subject offered in I.A. / +2 examination or equivalent examination in Arts, they must have obtained at least 45% marks in the subject concerned". This will be effective from the Academic year 2015-16.

- c) 85% seats in all undergraduate including self financing degree and diploma courses shall be filled up from, against the student belonging in the territorial jurisdiction of Ranchi University.
- d) Selection for the remaining 15% seats be made open for all i.e. Ranchi University as well as other University students on the basis of merit. These seats shall also be filled up to by the students belonging to all categories. For admission in any programme of U.G. and other self financing course under Ranchi University Constituent College Affiliated College, the Admission - in - Charge principal / HOD must see that 50% of the seats are filled up by open merit (i.e. irrespective of sex / caste etc or even students belonging to SC/ST/OBC, may complete under this category because of their merit, and the rest 50% of the seats are to be filled up exclusively by the students belonging to the reservation category.

Thus, the name of students seeking admission should first be arranged in order of merit. The 50% name of the sanctioned number of seats be admitted irrespective of caste/ community. In the rest 50% of the seats following % of reservation be followed:

- | | | | |
|------|-----------------------|-----------------------------|-----|
| i) | Schedule Tribe | - | 26% |
| ii) | Scheduled Caste | - | 10% |
| iii) | Other Backward Caste- | 14% (BC-I - 8%; BC-II - 6%) | |

- e) The criteria for admission under the heads shall be the minimum pass marks at the lower examination. A separate panel for SC/ ST and OBC students, based on merit shall

Prof M Raziuddin, Chairman

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Prof Saindra N Singh (Member)

Sanjay Kumar (Member)

Jitendar Sonar (Member)

Braj Kishore Sinha (Member)

Satish Chandra Gupta (Member Secretary)

Head, Department of History
Ranchi Women's College
Ranchi

Head, Department of History
Ranchi Women's College
Ranchi

be prepared separately. In case some seats remain unfilled by any of these above three categories (ST/SC/ OBC) of students the vacant seats shall be filled up in the following manner –

- i) Against the vacant seats of SC, the ST candidates be admitted
 - ii) Against the vacant seats of ST, the SC candidates if available, be admitted
 - iii) If no candidates of SC and ST are available for admission, the vacant seats be filled up by the students belonging to OBC in addition to their quota.
 - iv) If the specific reservation quota for SC/ST/OBC remain unfilled, the admission of general category students be made in order of merit.
- f) A weightage of 10% marks shall be given to the employees/wards of employees of the university (Ward would mean – son/daughter/husband/wife/dependent own brother and sisters) subjects to be the conditions that it should not exceed 10 per cent of the total seats.
 - g) A weightage 5% in total marks obtained at the last examination shall be given to all the girls students (Except in Women Colleges) including those who belong to reservation categories. However, the benefit on account of such a weightage in marks shall be restricted to 50% of the total sanctioned seats.
 - h) NCC cadets holding "C" Certificate be given weightage of 5% marks over the marks obtained at their respective examination and 3% weightage on "B" Certificate in matter of admission.
 - i) The Scouts & Guide recipient of Rastrapati Award shall be given weightage of 5% marks on total marks obtained in the last examination.
 - j) A weightage of 2% marks shall be given to trained First Class third stage of Jharkhand State Institute of Scout and Guide.
 - k) Admission rules for undergraduate courses will be followed for admission on Intermediate classes also in under Ranchi University.
 - l) In addition to the above 3% of seats may be allotted for outstanding sports person cultural activates / NSS of all categories who represented the National/ State/University at the University College / School level.
 - m) The principal is authorized to admit the wife / son/ daughter of military personnel in active service whose family is residing in territorial jurisdiction of Ranchi University in addition to regular sanctioned number of seat.

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University Department of History

Prof Satendra N Singh (Member)

Sanjay Kumar (Member)

Jitender Sonar (Member)

Brj Kishore Sinha (Member)

Satish Chandra Gupta (Member Secretary)

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Seema Kumari
26.5.2021
A. Xalxo
26.5.2021

26.5.2021
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26.5.21

A. Xalxo
Head, Department of History
Ranchi Women's College, Ranchi

sanction of the different academic (Board of Studies, Faculty, Academic Council) and executive (Senate / Executive Council, Finance Committee) bodies of the University extended over a semester as defined above 8 (i-vii).

- b. Each course is designed variously under instructions given as Lectures, Tutorials, and Practicals (laboratory and field exercises). Usually these components are referred to as *L*, *T*, and *P* components. The credits for each course determine the volume of the course content. Courses of a programme:
- c. Ability Enhancement Course (AEC) / Foundation Courses (FC): Foundation courses are the courses based upon the content that leads to knowledge enhancement and man-making education
- d. Core Courses (CC): These courses are to be compulsorily be studied by a student as a core requirement of a Honours programme in a said discipline of the study. It comprise of two courses:
- e. Honours Course (HC): these courses belong to a subject in which student receives degree of Honours.
- f. Discipline Specific Elective Core Subjects (DSSES): these courses belong to Honours specific elective subjects opted by a student from allowed subject combination along with the Honours Course Subject during 5th and 6th Semester
- g. Generic Elective Subject (GES): these courses may be selected from the pool of subjects which will be supportive to the student in a discipline of study
- h. Skill Enhancement Course (SEC): will enable exposure to some other discipline/domain, and will nurture student's proficiency/skill.
- i. Allowed Course Combinations: The Board of Studies (BOS) will revise subject combination time to time. Combinations of subjects are presented in the annexed tables.
- i. The BOS will add or delete subjects in the combination of subjects.
- j. Each UG Hons Programme shall be designed as 140 credits, full-time undergraduate degree programme delivered in six (06) semesters.
- k. Each UG General Programme shall be designed as 120 credits, full-time undergraduate degree programme delivered in six (06) semesters.

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Prof Anjani Kumar Srivastav (Member)

Prof Mahmood Alam (Member)

Prof Satendra N Singh (Member)

Sanjay Kumar (Member)

Jitendar Sonar (Member)

Braj Kishore Sinha (Member)

Satish Chandra Gupta (Member Secretary)

Head, Department of History
Ranchi Women's College, Ranchi

l. At the time of admission a student will identify a Honours (140 Credits) / General programme (120 Credits) in which he/she shall concentrate and two allied subjects which he/she opt to study.

m. Each programme shall be structured with a common compulsory subject/s Hindi (MIL) /English/ Environmental Studies

ii. Credit

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. This explains why usually 'credit' is taken to mean 'credit hours'. The credits also determine the volume of course contents and delivery of programme such as lectures tutorials, practical, assignments etc. Credit will mean as per definition:

Credit: Credit stands for following in the context of CBCS. Term Credit has a connotation of achievement or earning through learning effort.

- It also implies successful completion of a course of study measured in terms of class room instruction hours/week in the courses being studied in that semester. It also implies learning effort required on the part of the learner.
- It also measures the volume of the content to be delivered in the course being studied CBCS for Undergraduate Courses. Credits of a course also indicates the weightage of a course for calculating Grade Point Average (GPA). Though credits are not directly related to marks, as thumb rule we may consider 1 credit = 25 marks
- For the purpose of credit determination, instruction is divided into three components:

Lectures (L) – Classroom lectures of one hour duration.

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

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

- Each one of these components is considered as equal to one credit. One lecture (L) as well as one Tutorial (T) of one hour a week is considered

Prof M Razuddin, Chairman

Prof Anjana Kumar Sinhasrav (Member)

Prof Mahmood Alam (Member)

Prof Satendra N Singh (Member)

Sanjay Kumar (Member)

Jitendar Sonar (Member)

Brj Kishore Sinha (Member)

Satish Chandra Gupta (Member Secretary)

Head, Department of History
Ranchi University, Ranchi

Head, Department of History
Ranchi Women's College, Ranchi

Head, Department of History
Ranchi Women's College, Ranchi

one credit, whereas one Practical (P) of two hours a week is considered as one credit. The total weightage given to a course in terms of credits will be equal to $L + T + P$, where L is the number of one hour Lectures per week, T is the number of one hour Tutorials per week, and P is the number of two hours Practical per week. This can be written in symbols as:

$$C = L + T + P$$

Where, C is the credit weightage for a particular course.

- e. The total minimum credits required for an under graduate degree programme is one hundred and forty (140) or one hundred twenty (120) as defined in the para 7[xi, xii].
- f. All courses needed not carry the same weight. The course should define learning objectives and learning outcomes. A Course is designed to comprise lecture/tutorials/laboratory work/field work/ project work/ viva/ seminars/ assignments/presentations etc. or a combination of some of these
- g. Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit shall mean one hour of teaching (lecture or tutorial) or two hours of laboratory /practical work per week in a semester of 18/20 weeks.
- h. One credit = 14 Hours of teaching i.e., 14 Credit Hours

9. GRADING:

- a. Credit Weighed Marking System: Performance of a student is evaluated in terms of earned credit weighed marking system. Earned credits are defined as the sum of course credits in which grade points above a certain cut off have been obtained for declaring learner pass in that course.
- b. An absolute grading will be followed where the marks are converted directly to the grades based on pre-determined class intervals.
- c. A 10-point grading system with the following letter grades as given below followed:

Prof M Razuddin, Chairman

Prof Anjani Kumar Srivastav (Member)

Prof Mahmood Alam (Member)

Prof Sandeep N Singh (Member)

Sanjay Kumar (Member)

Vitendar Sonar (Member)

Braj Kishore Sinha (Member)

Salish Chandra Gupta (Member Secretary)

26/5/2021

Seema Kumari
26.5.2021

A. Xalxo
26.5.2021

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Head, Department of History
Ranchi Women's College, Ranchi
26/5/21

- Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F and Ab.
- Grade Point:** It is a numerical weight allotted to each letter grade on a 10- point scale (Table No. 1 – 3).

Table No. 1. Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

Table No. 2. Grades and Grade Points Conversion for Undergraduate Honours Programme ie – B. Sc. Honours Programme/B. A. Honours programme/ B.Com Honours Programme

Class interval of % of marks	Grade point on the 10 point grade scale in Absolute Grade System	Letter Grade
90 % and above	10	O
75 to less than 90 % marks	9	A+
60 to less than 75 % marks	8	A

Head
University Department of History
Ranchi University, Ranchi
Head Department of History
Ranchi Women's College
Ranchi

Prof M Raziuddin, Chairman Prof Anjani Kumar Srivastava (Member) Prof Mahmood Alam (Member) Prof Satendra N Singh (Member)

Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Satish Chandra Gupta (Member Secretary)

26/5/2021
Seema Kumari
26/5/2021
K. Jyoti
26/5/2021
A. Xalxo
26.5.2021
26/5/2021

Ailke
26.5.21

Axalxo
26.5.2021
Head, Department of History
Ranchi Women's College, Ranchi

55 to less than 60 % marks	7	B+
50 to less than 55 % marks	6	B
45 to less than 50 % marks	5	C
Less than 45 % marks	0	F
Absent	0	Ab

Table No. 3. Grades and Grade Points Conversion for Undergraduate General Programme i.e. – B. Sc. General Programme/B. A. General Programme/ B.Com General Programme

Class interval of % of marks	General	Letter Grade
90 % and above	10	O
75 to less than 90% Marks	9	A+
60 to less than 75% Marks	8	A
55 to less than 50% Marks	7	B+
50 to less than 55% Marks	6	B
45 to less than 50% Marks	5	C+
40 to less than 45 % marks	4	C
33 to less than 40 % marks	3	P
Less than 33% marks	0	F
Absent	0	Ab

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University Department of History
Ranchi University, Ranchi
Head Department of History
Ranchi Women's College
Ranchi

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Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Satish Chandra Gupta (Member Secretary)

Table No. 4. Grades and Grade Points for Undergraduate Programme – Compulsory Course (Ability Enhancement Course (AEC)/Foundation Courses (FC))

Class interval of % of marks	General	Letter Grade
90 % and above	10	O
75 to less than 90 % marks	9	A+
60 to less than 75 % marks	8	A
55 to less than 60 % marks	7	B+
50 to less than 55 % marks	6	B
45 to less than 50 % marks	5	C-
40 to less than 45 % marks	4	C
33 to less than 40 % marks	3	D
Less than 33 % marks	2	F
Below 20 % marks	1	Below C

10. CUMULATIVE GRADE POINT AVERAGE (CGPA):

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

11. COMPUTATION OF SGPA AND CGPA

Prof M Raziuddin, Chairman Prof Anjani Kumar Srivastav (Member) Prof Mahitood Aksh (Member) Prof Satendra N Singh (Member)

Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Satish Chandra Gupta (Member Secretary)

AXalxo
Head, Department of History
Ranchi Women's College, Ranchi

- The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)
- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \sum(C_i \times G_i) / \sum C_i$$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

12. Illustration of Computation of SGPA and CGPA and Format for Transcripts

- Computation of SGPA and CGPA (Table No. 4 – 5)

Table No. 5. Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit Point (Credit X Grade)
Course 1	3	A	8	3X8=24
Course 2	4	B+	7	4X7=28
Course 3	3	B	6	3X6=18
Course 4	3	O	10	3X10=30
Course 5	3	C	5	3X5=15

Prof M Raziuddin, Chairman

Prof Anjani Kumar Srivastav (Member)

Prof Mahmood Akara (Member)

Prof Satendra N Singh (Member)

Sanjay Kumar (Member)

Jitendar Sonar (Member)

Bray Kishore Sinha (Member)

Satish Chandra Gupta (Member Secretary)

Unnikrishna
26/5/2021

Seema Kumar
26.5.2021

A. Xalxo
26.5.2021

Asi Lu
26.5.21

A. Xalxo
Head, Department of History
Ranchi Women's College, Ranchi
26/5/2021

Course 6	4	B	6	4X6=24
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Total 20

139

Thus, SGPA = $139/20 = 6.95$

Table No. 6

Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 20 SGPA: 6.9	Credit : 22 SGPA: 7.8	Credit : 25 SGPA: 5.6	Credit : 26 SGPA: 6.0
Semester 5	Semester 6		
Credit : 26 SGPA: 6.3	Credit : 25 SGPA: 8.0		

Thus, CGPA =

$$\frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144}$$

144

- b. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HELs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

13. VALIDITY OF REGISTRATION

- Validity of a registration will be for maximum for five years from the date of registration.
- If an examinee fails to obtain minimum marks to secure honours he/she awarded maximum five (5) marks as grace marks in one paper.

14. LATERAL ENTRY

- There will be lateral entry of the students only in semester III and V.
- Provided that he/she must have cleared all (total) the credits of previous semester.

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Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Sarish Chandra Gupta (Member Secretary)

$$138 + 171.6 + 140 + 156 + 163.8 + 200 = 969.4$$

Seema Kumari
26.5.2021

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26/5/2021

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A. Xalxo
26.5.2021

Anil Kumar
26.5.21

A. Xalxo
Head, Department of History
Ranchi Women's College, Ranchi

Head
Department of History
Ranchi University, Ranchi
Head Department of History
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**Table AII-2: Under Graduate (Honours)
Distribution of 140 Credits
B**

Details of courses under B.A. (Honours)

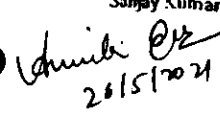
Course	*Credits	
	Theory + Practical	Theory + Tutorial
I. <u>Core Course</u> (14 Papers)	14X4=56	14X5=70
Core Course practical/Tutorial* (14 Papers)	14X2=28	14X1=14
II. <u>Elective Course</u> (8 PAPERS)		
A.1. Discipline Specific Elective (4 Papers)	4X4=16	4X5=20
A.2. Discipline Specific Elective Practical/ Tutorial* (4 Papers)	4X2=8	4X1=4
B.1 Generic Elective/ Interdisciplinary (4 Papers)	4X4=16	4X5=20
B.2 General Elective Practical Tutorial* (4 papers)	4X2=8	4X1=4
• Optional Dissertations or projects in place of an Discipline Specific Elective paper is Creditless in 6 th Semester.		
III. <u>Ability Enhancement Courses</u>		
1. <u>Ability Enhancement Compulsory Courses (AECC)</u> (2 Papers of 2 Credits each)	2X2=4	2X2=4
Environmental Science English/ MIL Communication		
2. <u>Skill Enhancement Course (SEC)</u> (Minimum 2) (2 Papers of 2 credit each)	2X2=4	2X2=4
Total Credit	140	140

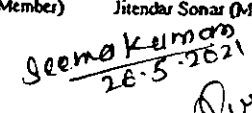
Institute should evolve a system / policy about ECA/ General Interest/ Hobby/ Sports / NCC/ NSS/ related courses on its own.

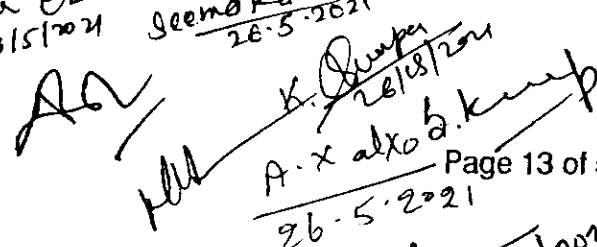
*Wherever there is a practical there will be no tutorial and vice-versa.

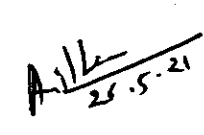

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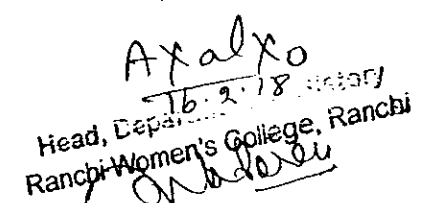
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 Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Satish Chandra Gupta (Member Secretary)

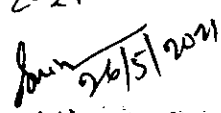

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- c. The material contain of the syllabus must be equivalent and there should not be variation in syllabus more than 30%.

15. PROMOTION, RE-ADMISSION AND TIME FOR COMPLETION OF COURSE:

- A candidate who has undergone a regular course of study in Semester I, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination shall be eligible for promotion to Semester II. He/she will have to earn a minimum of 12 Credits in Semester I.
- A candidate who has successfully completed all the courses of Semester I, but not all the courses of Semester II shall be eligible for promotion to Semester III. He/she will be required to complete all courses of Semester II before migrating to Semester IV.
- A candidate who has undergone a regular course of study in Semester III, fulfill the required criteria of attendance and has secured marks equal to passing standard both in Internal and External Examination and having earned a minimum of 12 Credits shall be eligible for promotion to Semester IV.
- A candidate who has successfully completed all the courses of Semester I and II but not all the courses of Semester III shall be eligible for promotion to Semester IV. He/she will be required to complete all courses of Semester III before migrating to Semester V.
- The same rules shall be applied for promotion from Semester IV to V and from V to VI respectively.
- A candidate will be allowed two blank semesters continuously in case he/she may have to leave his/her study halfway due to unforeseen circumstances. However he/she have to pay the prescribed registration fee as per the College/University norms for such semesters.
- A candidate shall have maximum of 10 semesters (five academic years) for completion of a said programme in case he/she wishes to go at a slower pace by registering a minimum of 12 credits per semester. However he/she will have to pay the prescribed registration fee for each of the semester in addition to the course fee for the courses he/she avails during each semester.

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Sanjay Kumar (Member) Jitendar Sonar (Member) Braj Kishore Sinha (Member) Satish Chandra Gupta (Member Secretary)

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- h. A candidate shall have a choice of going at fast pace by registering for 23 credits per semester.
- i. The minimum and maximum number of credits may increase provided a candidate opts for Add on courses.
- j. The tentative/provisional grade shall be issued at the end of every semester indicating the courses completed successfully. The final Grade Card may be issued by the Registrar of the concerned university after a candidate has successfully completed all the courses of the said programme.

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Table AII-2.1: Proposed scheme for choice based credit system in B.A. Honours

S. No	CORE Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective Discipline Specific DSE (4)	Elective : Generic (GE) (4)
I.	C-1	(English Communication/ MIL) / Environmental Science			GE-1
	C-2				
II.	C-3	Environmental Science / (English/MIL Communication)			GE-2
	C-4				
III.	C-5		SEC-1		GE-3
	C-6				
	C-7				
IV.	C-8		SEC-2		GE-4
	C-9				
	C-10				
V.	C-11			DSE-1	
	C-12			DSE-2	
VI.	C-13			DSE-3	
	C-14			DSE-4	

Part I

Part II

Part III

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Ranchi

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B.A (Hons) History

Core Papers(C): 14, Credits: 6 each, 5 classes, 1 tutorial

Paper I: History of India-I

Paper-II: History of Jharkhand upto 1857 AD

Paper III: History of India-II

Paper IV: History of Jharkhand (1857- 2000 AD)

Paper V: History of India-III (c. 750-1206)

Paper VI: Rise of Modern West-I

Paper VII: History of India IV (c. 1206-1550)

Paper VIII: Rise of Modern West -II

Paper IX: History of India-V (c. 1550-1605)

Paper X: History of India-VI (c. 1750-1857)

Paper XI: History of Modern Europe I (c. 1780-1939)

Paper XII: History of India-VII (c. 1605-1750)

Paper XIII: History of India-VIII (c. 1857-1950)

Paper XIV: History of Modern Europe II (1780-1939)

Discipline Specific Elective (Any Four) Credits- 6

Each, 5 classes, 1 Tutorial

Paper I-I: History Of United States Of America -I (C. 1776 n 1945)

Paper2- II: History Of United States Of America -II (C.1776 n 1945)

✓ Paper3- I: History Of The USSR-I (c. 1917- 1964)

✓ Paper4-II: History Of The USSR-II (c. 1917- 1964)

Paper5-I: History Of Africa (c. 1500 - 1960s)

Paper 6: History Of Latin America (c. 1500 - 1960s)

Paper 7: History Of Southeast Asia -The 19TH Century

Paper 8: History Of Southeast Asia - The 20TH Century

✓ Paper 9-History of Modern East Asia-1 (c. 1840-1919)

✓ Paper 10-History of Modern East Asia II (c. 1868-1939)

Generic Elective (Interdisciplinary Any Four)

CREDITS-6 Each, 5 Classes, 1 Tutorial

✓ Paper-1: Environmental Issues In India

Paper-II: Research Methodology in History

✓ Paper-III: Making of Contemporary India

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- ✓ Paper IV: History of west Asia
- ✓ Paper V : Indian and her Neighbours
- Paper VI: Issues in Contemporary world

Ability Enhancement Course (AEC)
Compulsary-2 Papers, Credits-2 Each, 2 Classes
 Environmental Science
 English/ MIL

Skill Enhancement Courses (SEC)
Any Two Papers, Credits-2 Each, 2 Classes

- ✓ Paper-I Understanding Heritage
- Paper-II: Art Appreciation: An Introduction to Indian Art
- Paper-III: Archives and museums
- ✓ Paper-IV: Understanding Popular Culture

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B.A. Sem. I

CC HIS - I - 100 Marks

Mid Sem - 25

End Sem - 75

HISTORY Hons.

Detailed Syllabus

Core Courses- 14

BA (Hons), History

End Sem - 75

10 Marks - Objective

05 Mark - One short
ans

15X4 - 4 long answers

PAPER I: HISTORY OF INDIA- I

I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction.

[c] Historical interpretations (with special reference to gender, environment, technology, and regions).

II. Pre-historic hunter-gatherers

[a] Paleolithic cultures

[b] Mesolithic cultures

III. The advent of food production

Neolithic and Chalcolithic cultures

IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

V. Cultures in transition

settlement patterns, technological and economic development, social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

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B.A. Sem I

HISTORY Hons

End Sem 75.

CC HIS-II - 100 Marks

Mid Sem - 25

End Sem - 75

10 Marks - Objective

05 Marks - One short answer

15X4 - 4 long answer

Core Paper - II

History of Jharkhand upto 1857 AD

Unit 1: Geography and People :

a) Physiography of Jharkhand

i. Land, Climate, forests, minerals

b) People : The Oraons, The Mundas, The Kharias and The Santals

i. Their settlements in Jharkhand

ii. Social, religious and Cultural systems

c) Village administration of the tribals in Chotanagpur.

Unit 2 : The Nagvanshi Raj :

a) Origin

b) Nature and achievements

Unit 3 : British Raj :

a) British entry into Jharkhand and its early relation with the Rajas of Palamau, Singhbhum and Chotanagpur.

b) Revenue administration under the British Raj

c) Judicial administration under the British Raj.

Unit 4 : Revolts :

a) Kol Revolt

b) The Bhumij Revolt

c) The Santhal Hul

Guided Learning Hours - 60

Unguided Learning Hours - 15

Total Learning Hours - 75

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B.A. Sem. II HISTORY HONS.

CC HIS III - 100 Marks

Mid Sem - 25

End Sem - 75

PAPER III : HISTORY OF INDIA II

F.M. 75 (End Sem)

10 Marks - Objective

05 Marks - One Short answer

15X4 - 4 long answers

I. Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage.
- [c] Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

II. Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire
- [b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

III. Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban Settlements.
- [c] Varna, proliferation of jatis: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities - Pallavas, Chalukyas, and Vardhanas.
- [a] Theistic cults (from circa second century BC) : Mahayana; the Puranic tradition.
- [b] Art and architecture & form and patronage; Mauryan, Post-Mauryan
- [c] Art and architecture & form and patronage; Guptas and Post-Guptas

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B.A. Sem. II
CC HIS IV

HISTORY Hons.

F.M. 75
10 Marks Objective
05 Marks One short answer
15X4 = 4 long answer

Core Paper - IV

History of Jharkhand 1857-2000 A.D.

Unit 1 : The Revivalist Movements in Jharkhand :

- a) Birsa Movement
- b) Tana Bhagat Movement

Unit 2 : Jharkhand and Indian National Movement :

- a) 1857 revolt and Jharkhand
- b) Non Co-operation movement in Jharkhand
- c) Revolutionary Movement in Jharkhand
- d) Quit India Movement in Jharkhand.

Unit 3 : The Christian Missionaries in Jharkhand :

- a) Education
- b) Health

Unit 4 : Jharkhand movement and formation of Jharkhand state :

- a) Jharkhand movement during British Period
- b) Post Independence movement and formation of Jharkhand state

Guided Learning Hours - 60

Unguided Learning Hours - 15

Total Learning Hours - 75

Suggested Readings :

Balprishnan, Rajiv : Jharkhand Matters - Essay on Ethnicity, Regionalism and

Development

Datta K. K.

: History of Freedom Movement in Bihar, Vol. III

Das, J. C.

: The Tribal Revolt of Chotanagpur

Kumar, S. Singh

: The Dust Storm and Hanging Mist.

: Birsa Munda and His Movements

Mishra S.

: Hundred years of Christian Missionaries in Chotanagpur

Mishra S.

: History of Freedom movement in Chotanagpur

Severin

: The Tana Bhagat movement in Chotanagpur.

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B.A. Sem. III
C.C.H.S V

HISTORY Hons.

CORE PAPER - V

HISTORY OF INDIA III (c. 750 -1206)

F.M. 75 (End Sem)
10 Marks Objective
05 Marks One shortans
15X4 = 4 long answers

I. Studying Early Medieval India:

Historical geography Sources: texts, epigraphic and numismatic data
Debates on Indian feudalism, rise of the Rajputs and the nature of the state.

II. Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (c) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

III. Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants

IV. Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Process of urbanization
- (d) Merchant guilds of South India

V. Religious and Cultural Developments:

- (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism, popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Regional languages and literature

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Ranchi

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Head, Department of History
Ranchi Women's College, Ranchi

B.A. Sem. III
C.C. H.S. VI

HISTORY Hons.

FM-75 (encl. &
10 Marks Objective
05 Marks, one short answer
15X4 - 4 long answers

CORE PAPER - VI

RISE OF THE MODERN WEST-I

- I. **Transition from feudalism to capitalism:** problems and theories.
- II. **Early colonial expansion:** motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.
- III. **Renaissance:** its social roots, city-states of Italy; spread of humanism in Europe; Art.
- IV. **Origins, course and results of the European Reformation in the 16th century.**
- V. **Economic developments of the sixteenth century:** Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.
- VI. **Emergence of European state system:** Spain; France; England; Russia.

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Head Department of History
Ranchi Women's College
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Sreema Kumari
26.5.2021

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A. Xalxo
Head, Department of History
Ranchi Women's College, Ranchi

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B.A. Sem-III

CC HIS VII

HISTORY Hons.

FM-75 (End sem

10 Marks- Objective

05 Marks- One short

15x4-4 long ans.

CORE PAPER - VII

HISTORY OF INDIA IV (c.1206 - 1550)

I. Interpreting the Delhi Sultanate:

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy

II. Sultanate Political Structures:

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's wasion; The Lodis: Conquest of Bahiul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (b) Theories of kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage
- (c) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Maiwa, Jaunpur and Bengal
- (d) Consolidation of regional identities; regional art, architecture and literature

III. Society and Economy:

- (a) Iqta and the revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

IV. Religion, Society and Culture:

- (a) Sufi silsilas: Chishtis, and Suhrawardis; doctrines and practices; social roles
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- (c) Sufi literature: malfuzat; premakhayans

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University Department of Hist
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Ranchi Women's College
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B.A. Sem. IV

HISTORY Hons.

F.M. 75 (End Sem)

CC HIS VIII - 100 Marks.

Mid Sem. 25

CORE PAPER - VIII

End Sem. 75

RISE OF THE MODERN WEST - II

10 Marks - Objective
05 Marks - One short answer
15 X 4 - 4 long answer

- I. 17th century European crisis: economic, social and political dimensions.
- II. Glorious Revolution (background, cause and impact)
- III. Rise of modern science in relation to European society from the Renaissance to the 17th century.
- IV. Mercantilism and European economics; 17th and 18th centuries.
- V. Political and economic issues in the American Revolution.
- VII. Preludes to the Industrial Revolution.

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B.A. Sem. IV

HISTORY Hons.

CCHIS IX - 100 Marks.

75 End Sem.

CORE PAPER - IX

25 Mid Sem. HISTORY OF INDIA V (c. 1526-1605)

100 Marks
F.M. 75 (end sem)

10 Marks - Objective

05 Marks - One short an

15x4 - 4 longans

F.M. 25 (Mid Sem)

I. Sources and Historiography:

- (a) Persian literary culture; translations; Vernacular literary
- (b) Source - Hindi and other source

II. Establishment of Mughal rule:

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah and his administrative and revenue reforms

III. Consolidation of Mughal rule under Akbar:

- (a) Campaigns and conquests: tactics and technology
- (b) Evolution of administrative institutions: zabt, mansab, jagir,
- (c) Revolts and resistance

IV. Expansion and Integration:

- (a) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal

V. Rural Society and Economy:

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

VI. Political and religious ideals:

- (a) Inclusive political ideas: theory and practice
- (b) Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions

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B.A. Sem IV

HISTORY Hons.

C.C His X

100 Marks.

End Sem.

F.M. 75.

10 Marks. Objective

05 Marks - One short

15x4 - 4 long ans.

CORE PAPER - X

HISTORY OF INDIA VI (c. 1750 - 1857)

I. India in the mid 18th Century; Society, Economy, Polity

II. Expansion and Consolidation of colonial Power:

[a] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

III. Colonial State and Ideology:

[a] Arms of the colonial state: army, police, law.

[b] Colonial Ideology

[c] Economy and Society:

IV. Rural Economy and Society

[a] Land revenue systems and forest policy.

[b] Commercialization and indebtedness.

[c] Rural society: change and continuity.

[d] Famines.

[e] Pastoral economy and shifting cultivation.

V. Trade and Industry

[a] De industrialization

[b] Trade and fiscal policy

[c] Drain of Wealth

[d] Growth of modern industry

VI. Popular Resistance:

[a] Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875).

[b] Revolt of 1857

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26/5/21

Head

University Department of History
Ranchi University, Ranchi

26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

26.5.2021

26/5/2021

Seema Kumari
26.5.2021

K. Gupta
26/05/2021

A. Xalxo
26.5.2021

S. K. Singh

26/5/2021

26.5.2021
Head Department of History
Ranchi Women's College, Ranchi

B.A. Sem. V

CC XI - 100 Marks.

Mid Sem - 25

End Sem - 75 History of Modern Europe - I (c. 1780-1939)

CORE PAPER - XI

End Sem -

F.M- 75

10 Marks Objective

05 Marks One Short an

15X4 - 4 long ans

I. The French Revolution and its European repercussions:

[a] Crisis of Ancient Regime - Social & Political Crisis, Role of Philosophers

[b] Social classes - Role of Philosophers

[c] Phases of the French Revolution 1789 - 99

[d] Napoleonic consolidation - reform and empire.

II. Restoration and Revolution: c. 1815 - 1848:

[a] Social, Political and intellectual currents.

[b] Revolutionary and Radical movements, 1830 - 1848.

III. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

[a] Unification of Italy

[b] Unification of Germany

[Signature]
26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

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26.5.21

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Head
University Department of History
Ranchi University, Ranchi

Seema Kumari
26.5.2021

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26.5.2021

K. Gupta
26/05/2021

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26/05/2021

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A-Xalxo
Head, Department of History
Ranchi Women's College, Ranchi

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B.A. Sem-V

HISTORY Hons

CC HIS XII - 100 Marks

Mid Sem - 25

End Sem - 75

CORE PAPER - XII

HISTORY OF INDIA VII (c. 1605-1750s)

End Sem -

F.M. 75

10 Marks - Objective

65 Marks - One short

15X4 - 4 long ans.

I. Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

II. Rule of Jahangir and Shah Jahan:

(a) Extension of Mughal rule; changes in mansab and jagir systems;

(b) Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh,

III. Mughal Empire under Aurangzeb:

(a) Aurangzeb-war of succession and religious policy

(b) Conquest & expansion under Aurangzeb

(c) Agrarian & Jagirdari crises and revolts in the time of Aurangzeb

IV. Paintings and Architecture

V. Emergence of Regional powers and Mughal decline

(a) Rajputs

(b) Deccan kingdoms; emergence of the Marathas; Shivaji & Pansion

(c) Mughal decline; emergence of successor states

VI. Trade and Commerce:

(a) Monetary system

(b) Markets; transportation; urban centres

(c) Indian Ocean trade network

Pranab
26/5/21

Head
University Department of History
Ranchi University, Ranchi

Pranab
26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

Seema Kumari
26.5.2021

Ummuli
26/5/2021

K. Datta
26/5/2021

Pranab
26/5/2021

Pranab
26/5/2021

A. Xalxo
26.5.2021

A. Xalxo
26.5.2021
Head Department of History
Ranchi Women's College, Ranchi

B.A. VI Sem.

HISTORY Hons.

End Sem-75

CCHIS XIII - 100 Marks.

10 Marks - Objective

05 Marks - One Short answer

Mid Sem - 25

CORE PAPER - XIII

15X4 - 4 Long answers

End Sem - 75

HISTORY OF INDIA VIII (c. 1857-1950)

I. Cultures changes and Social and Religious Reform Movements:

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Caste: Sanskritising and anti Brahminical trends

II. Ideas and Movements After 1919

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swedish movement
- [d] Revolutionaries

III. Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlett Satyagraha and Jallianwala Bagh
- (iii) Non Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements

IV. Nationalism and Social Groups: Interfaces:

- [a] Landlords, Professionals and Middle Classes
- [b] Peasants
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

V. Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

VI. Independence and Partition

- [a] Negotiations for independence, and partition
- [b] Popular movements
- [c] Partition riots

Ram
26/5/21
Head
University Department of History
Ranchi University, Ranchi
Head Department of History
Ranchi Women's College
Ranchi

A. K. X
26/5/2021

A. K. X
26.5.2021
Head, Department of History
Ranchi Women's College, Ranchi

Umesh
20/5/2021

Seema Kumar
26.5.2021

X. Jyoti
26/5/2021

B.A. VI Sem.

CC HIS XIV - 100 Marks.

Mid Sem - 25

End Sem 75 - HISTORY OF MODERN EUROPE II (c. 1780 - 1939)

CORE PAPER - XIV

HISTORY Hons.

End Sem - 75

10 Marks - Objective

05 Marks - One short answer

15X4 - 4 long answers

I. The Crisis of Feudalism in Russia and Experiments in Socialism:

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

II. Imperialism, War, and Crisis: c. 1880 -1939:

- [a] Imperialism
- [b] Power blocks and alliances : expansion of European empire - First World war
- [b] The post 1919 World Order: economic crises, the Great Depression and Recovery.
- [c] Fascism and Nazism.
- [d] The Spanish Civil War.
- [e] Causes of the Second World War.

Pravin
26/5/21

Head

University Department of History
Ranchi University, Ranchi

Pravin
26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

Anil
26.5.21

Chandra
26/5/2021

Dr

Seema Kumari
26.5.2021
Unnikrishna
26/5/2021

A. Xalxo
26.5.2021
K. Jeyapriya
26/5/2021

2. K...

26/5/2021

A Xalxo
Head, Department of History
Ranchi Women's College, Ranchi

Chandra

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Discipline Specific Elective (Any Four)
PAPER 1-1
HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

I The Background:

The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour-White and Black

II Making of the Republic:

[a] Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations [b] Processes and Features of Constitution making: Debates, Historical interpretations.

III Evolution of American Democracy:

[a] Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840/1960; judiciary-role of the Supreme Court

[b] Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh; Shawnee Prophet, Munroe doctrine

[c] Limits of democracy: Blacks and women.

IV The Agrarian South:

[a] Plantation economy.
[b] Slave Society and Culture: Slave resistance.

V Civil War:

[a] Abolitionism and Sectionalism.
[b] Issues and interpretations, and
[c] Rise of Republicanism, Emancipation and Lincoln

[Signature]
26/5/21
Head
University Department of History
Ranchi University, Ranchi

[Signature]
26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

[Signature]
26.5.21

[Signature]
Seema Kumari
26.5.2021

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[Signature]
K. Jyoti
26/5/2021
A. Xalko
26.5.2021

[Signature]
AXalko
26.5.21
Head, Department of History
Ranchi Women's College, Ranchi

PAPER 2- XI: SEMESTER IV
HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

I Reconstructions: Political changes and agrarian transformation:

- [a] Conservative and Radical phases.
- [b] The New South: Participants and Reactions, Carpetbaggers; Scalawags, Blacks, Ku Klux Klan.

II Industrial America:

- [a] Growth of Capitalism and Big Business.
- [b] Business cycles; Depression.

III Resistance and Reform:

- [a] Labour movements and Unionization.
- [b] Agrarian crises and populism. Urban corruption and progressivism.
- [c] New Deal.

IV U.S. Imperialism:

- [a] Spanish-American War
- [b] Expansion in the Far East and Latin America
- [c] World War I and Fourteen Points
- [d] Isolationism
- [e] Americans in World War II: Bombing of Hiroshima and Nagasaki

V Afro-American Movements:

Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey.

AILL
26.5.21

Pr
26.5.21
Head Department of History
Ranchi Women's College
Ranchi

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26.5.21
Head
University Department of History
Ranchi University, Ranchi

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Seema Kumari
26.5.2021

A. Xalxo
26.5.2021

Ummi
26/5/2021

K. Dharma
26/5/2021
S. K. Singh
26/5/2021

AXalxo
Head Department of History
Ranchi Women's College, Ranchi

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DSE-I

100 Marks

Mid Sem - 25

End Sem - 75

HISTORY Hons.

End Sem 75

10 Marks Objective
05 Marks - One short ans.
15x4 - 4 long ans.

PAPER 3-I

V HISTORY OF THE USSR (c. 1917-64)

I. The Russia Revolutions of February and October 1917: Dual Power, Provisional government; the establishment of soviet Power; Nationalities question.

II. Civil War and War Communism 1918-1921: The first eight months; Red and White Economic Policies.

III. The New Economic Policy: Political Debates; trade unions; gender relations; Foreign Policy; the Comintern; formation of the USSR.

IV. The Great Debate of Soviet Industrialization.

V. Collectivization of Soviet Agriculture.

ESSENTIAL READINGS

E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).

Stephen F. Cohen: Bukharin and the Bolshevik Revolution: A Political Biography, 1888 - 1938 (1973).

Isaac Deutscher: Stalin (1949).

Maurice Dobb: Soviet Economic Development Since 1917 (1972).

Marc Ferro: The Russian Revolution of February 1917 (1972).

Sheila Fitzpatrick: Cultural Revolution in Soviet Russia (1978).

Arch Getty: The Origins of the Great Purges (1985).

Graeme Gill: Peasants and Government in the Russian Revolution (1979).

John Keep: The Last of the Empires : A History of the Soviet Union, 1945 to 1991 (1995).

John Keep: The Russian Revolution: A Study in Mass Mobilization (1976).

A. Kollontai: Selected Writings.

Moshe Levin: The Making of the Soviet System (1985).

Roy & Zhores Medvedev: Khrushchev: The Years in Power (1977).

Alec Nove: An Economic History of the USSR (1993).

Richard Pipes: Russia of the Old Regime.

L. Szamuely: First Models of Socialist Economic Systems.

Trotsky: The History of the Russian Revolution (translated by Max Eastman) (1959).

A.B. Ulam: Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 to 1967 (1968).

K. Vaidyanathan: The Formation of the Soviet Control Asian Nationalities.

Rajan 09/21
Head
University Department of Hist
Ranchi University, Ranchi

Seemal Kuman
26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

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26.5.21

A-Xadxo

A-Xadxo
26.5.2021
Head, Department of History
Ranchi Women's College, Ranchi

2021 AX at 18
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Department of History
College, Ranchi

PAPER 5

HISTORY OF AFRICA (c1500-1960s)

I. Main Issues in the Historiography of Africa.

II. Commerce and Migration, c. 1500-1900:

- [a] Changing patterns of trade.
- [b] The trans- Atlantic slave trade and its repercussions.
- [c] Migration of capital and labour, with special reference to southern Africa.

III. Patterns of Colonization:

- [a] Informal empire in the 19th century.
- [b] European imperialism and the partition of Africa.

IV. Structures of Colonial Control:

- [a] The French in the Maghreb and West Africa.
- [b] The British in East, West and Southern Africa.
- [c] The Belgians in Congo.

V. Economic Transformations:

- [a] Agriculture and forests.
- [b] Mining.

VI. Emergence of New Identities:

- [a] Islam, Christianity and indigenous religious.
- [b] Race and class in colonial South Africa.
- [c] Language, education and cultural forms.

VII. Popular Protests, Rebellions and National Liberation

Movements:

- [a] Peasants.
- [b] Labour.
- [c] Nationalist movements in Algeria, China, Kenya, Congo, Angola and South Africa.

ESSENTIAL READINGS

F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.

Ralph Austen, African Economic history.

Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (198 & 95), relevant Chapters.

A.A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), relevant sections only.

Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984)

Basil Davidson, Africa in Modern History (1978)

Head of History
University Department of History
Ranchi University, Ranchi

Head Department of History
Ranchi Women's College
Ranchi

Head of History
Ranchi Women's College, Ranchi

PAPER 6
HISTORY OF LATIN AMERICA (c. 1500-1960s)

- I. Conquest of America and its Repercussions, with special reference to Mexico and Peru.**
- II. Economic Transformations:**
- [a] Mining.
 - [b] Trade.
 - [c] Agriculture and forests.
- III. Social Transformation:**
- [a] Decimation of indigenous peoples.
 - [b] Demographic changes.
 - [c] Emergence of new social classes.
- IV. Transformations:**
- [a] Christianity and indigenous religions.
 - [b] Mestizo cultures.
 - [c] Language and education.
- V. Bolivar's Vision and the Emergence of New States in the first half of the 19th Century.**
- VI. Protests and Rebellions:**
- [a] Peasants.
 - [b] Labour.
 - [c] Indigenous communities.
- VII. Assertion of the U.S. Hegemony in the Twentieth Century.**

ESSENTIAL READINGS

- F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI, 1989, relevant sections only.
- Ralph Austen, African Economic History.
- Leslie Bethell, ed., Cambridge History of Latin America, 10 Vols. 1984-95, relevant chapters.
- A.A. Boahen, ed., Cambridge History of Latin America, 10 Vol. VII, 1985, relevant sections only.
- Michael Crowder, ed., Cambridge History of Africa, Vol. VIII, 1984
- Basil Davidson, Africa in Modern History (1978)
- E. Flint (ed.), Cambridge History of Africa, Vol. V, 1976, relevant sections only.
- Charles Gibson, The Aztecs under Spanish Rule, 1964.
- Andre Gunder Frank, Capitalism and Underdevelopment in Latin America, 1969.
- A.G. Hopkins, An Economic History of West Africa.
- A. Mazrui (ed.), UNESCO General History of Africa, Vol. VII, 1983, relevant sections only.

Pranav
26/5/21
Head
University Department of His
Ranchi University, Ranchi

Al
26/5/21
Department of History
Ranchi Women's College
Ranchi

Canal
26/5/21
Don

AXalxo
Head, Department of History
Ranchi Women's College, Ranchi

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26/5/21
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PAPER 7

HISTORY OF SOUTHEAST ASIA - THE 19th CENTURY

I. Pre-Colonial Structures of Power and authority c. 1800.

II. Economy and Society in early 19th c.

- [a] Patterns of Production in agriculture and the crafts.
- [b] Organization of trade and banking.
- [c] Cultural expressions: Folk and Classical.
- [d] Islam and popular culture.

III. Colonization and Colonial Transformations:

- [a] Processes of colonial control and the Informal Empire in Thailand.
- [b] Peasant society and agrarian transformations, plantations, forests, mining.
- [c] Urbanization: Colonial cities in Plural Societies.
- [d] Culture: (i) Colonial Discourses and the Creation of National Culture.
(ii) Oral traditions, literacy and the case of Malay Hikayats.
(iii) Creation of Perfect Natives.
(iv) Education.

ESSENTIAL READING

B. Anderson: Imagined Communities.

H. Benda: The Crescent and the Rising Sun.

Furnivall: Colonialism and the Plural Society.

G. Hart, ed., Agrarian Transformations: Local Processes and the State in South-east Asia.

J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.

Milton Osborne, South East Asia: An Introductory History.

Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol.II

SUGGESTED READINGS

B. Anderson: Mythology and the Tolerance of the Javanese.

C. Van Dijk, Trousers, Sarongs and Jubbahs.

C. Dobbin, Islamic Revivalism in a Changing Peasant Economy (1784-1847).

Charles F. Keys, The Golden Peninsula.

Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia II Essays on

Modern Indonesia.

Victor Purcell, The Chinese in Southeast Asia.

Tongchai Winichakul; Siam Mapped.

[Signature]
26/5/21
Head
University Department of History
Ranchi University, Ranchi

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26/5/21
Head Department of History
Ranchi Women's College
Ranchi

[Signature]
26/5/2021

[Signature]
26.5.21

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26.5.2021

[Signature]
Head, Department of History
Ranchi Women's College, Ranchi

[Signature]
Seema Kumari
26.5.2021
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PAPER 8

HISTORY OF SOUTHEAST ASIA - THE 20th CENTURY

I. Migration: Indian and Chinese Labour and Capital

II. Movements of Resistance and the making of new identities

[a] Peasant resistance.

[b] Radicalism and the Origins of the Vietnamese Revolution, 1920-1946.

[c] Indonesian Revolution, 1945-1949.

III. Emergence of Modern Nations and States

[a] The Union of Burma (Myanmar), 1948-1962.

[b] Indonesia, the Sukarno Era, 1949-1965.

[c] Cambodia under Norodom Sihanouk, 1955-1970.

ESSENTIAL READING Asian Models.

B. Anderson, Imagined Communities.

H. Benda, The Crescent and the Rising Sun.

Furnivall, Colonialism and the Plural Society.

G. Hart, ed., Agrarian Transformations: Local Processes and the State in South-east Asia.

J. Kemp ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.

Milton Osborne, South East Asia: An Introductory History.

Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol. II

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C. Van Dijk, Trousers, Sarongs and Jubbahs.

C. Dobbin, Islamic Revivalism in a Changing Peasant Economy, 1784-1847.

Charles F. Keys: The Golden Peninsula.

Daniel S. Lev and Ruth T. McVey eds., Making Indonesia: Essays on Modern Indonesia.

Victor Purcell, The Chinese in Southeast Asia.

Tongchai Winichakul; Siam Mapped.

Ram
26/5/21
Head
University Department of History
Ranchi University, Ranchi

Prof
Head Department of History
Ranchi Women's College
Ranchi
25.5.21

AX
A. Xalxo
26.5.2021
Seema Kumari
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26/5/2021

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Head, Department of History
Ranchi Women's College, Ranchi
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B.A. Sem. VI

HISTORY Hons.

End Sem - 75

D.S.E. - III

10 Marks Objectives

05 Marks One short answer

100 Marks -

Mid Sem - 25

15x4 - 4 long ans

End Sem - 75

PAPER IX

V HISTORY OF MODERN EAST ASIA - I (c. 1840 - 1919)

I. Imperialism and China during the 19th century

(a) Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system.

(b) The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.

(c) Agrarian and Popular Movements: Taiping and Yi Ho Tuan.

(d) Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.

ii. The Emergence of Nationalism in China

(a) The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism.

(b) May Fourth Movement of 1919: Nature and significance

II. History of China {c. 1919-1949}

(i) Nationalism & Communism in China (1921-1937)

(a) Formation of CCP; and the Guomintang (National Party of KMT)

(b) The First United Front

(ii) The Communist Movement (1938-1949)

(i) The Jiangxi Period and the rise of Mao Tse Tung

ESSENTIAL READINGS

George Allen, A Short Economic History of Japan.

Jean Chesneaux, et al, China from Opium War to 1911 Revolution.

Jean Chesneaux, et al, China from the 1911 Revolution to Liberation.

Tan Chung, Triton and Dragon: Studies on the Nineteenth Century China and Imperialisms.

John K. Fairbank, et al., and East Asia: Modern Transformation

Y. Immanuel Hsu, The Rise of Modern China.

Chalmers A Johnson, Peasant Nationalism and Communist Power:

The Emergence of Red China, 1937 - 1945.

Nathaniel Pfeffer, The Far East: A Modern History.

Victor Purcell, The Boxer Uprising: A Background Study.

Kenneth B. Pyle, The Making of Modern Japan.

Franz Schuramann and Orville Schell (eds.), China Readings, 2 Volumes (Imperial China, and Republican China).

Benjamin I. Schwartz, Mao and the Rise of Chinese Communism.

Hu Sheng, Imperialism and Chinese Politics.

Head
University Department of History
Ranchi University, Ranchi

26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

26/5/2021

AXALXO
Head, Department of History
Ranchi Women's College, Ranchi

B.A. VI sem

D.S.E. IV

100 Marks

Mid sem - 25

End sem - 75

HISTORY Hons

End sem 75

10 Marks - Objective

05 Marks - One short ans.

15X4 - 4 long ans.

PAPER X

V HISTORY OF Modern East Asia II (c. 1868-1945)

I. Japan (c.1868-1945)

(i) Transition from feudalism to capitalism.

(a) Crisis of Tokugawa Bakufu system

(b) Meiji Restoration

(ii) Japanese Imperialism

(a) China

(b) Manchuria

(c) Korea

(iii) Democracy and Militarism/Fascism

(a) Popular/People's Rights Movement

(b) Nature of political parties

(c) Rise of Militarism-Nature and significance

(d) Second World War; American occupation

II Emergence of Modern Korea

(a) The old order and Institutional Decay: Joseon Korea

(b) Korea's interactions with the western powers and Korea's unequal treaties with Japan

(c) Attempts at social, political and economic reforms in Korea

(d) Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945

ESSENTIAL READINGS

George Allen, A Short Economic History of Japan.

G. Beasley, The Modern History of Japan.

John K. Fairbank, et al., East Asia: Modern Transformation

Mikiso Hane, Modern Japan: A Historical Survey.

Y. Immanuel Hsu, The Rise of Modern China.

Jon Livingstone, et. al., The Japan Reader (Imperial Japan: 1800-1945), Vol. I

E.H. Norman, Japan's Emergence as a Modern State.

Nathaniel Peffer, The Far East: A Modern History.

Kenneth B. Pyle, The Making of Modern Japan.

Head
University Department of History
Ranchi University, Ranchi
Head Department of History
Ranchi Women's College
Ranchi

26/5/2021

Head
University Department of History
Ranchi Women's College, Ranchi

B.A. Sem. I

G.E.I

HISTORY

G.E.I

F.M. 100

10 Marks Objective
5+5 - 2 short ans.
20x4 - 4 long ans.

Generic Elective (Interdisciplinary Any Four) CREDITS-6
Each, 5 Classes, 1 Tutorial

✓ Paper-1: Environmental Issues In India

1. The importance of Environment.

2. Geography, Ecology and Cultures in Pre-Colonial India

-Land, Forests, Dams, Water, Pastures, Ecology of Hills and Mountains

3. Colonialism and developments in the Environment

-New Regimes of land, Forests, Water and Irrigation

-Resistance: Peasants, Tribals and Pastoralists.

4. Environmental Issues in Independent India

-Forests, Dams, Displacement, Pollution, Degradation.

5. Environmental Movements in Independent India

-Forests, Dams, Displacement, Pollution.

Suggested Readings

Mahesh Rangarajan, et al, Environmental Issues in India

Anil Agarwal, et al, The State of India's Environment, The Second Citizens' Report, Delhi, 1985

Madhav Gadgil & Ramchandran Guha, This Fissured Land, An Ecological History of India, Delhi, OUP, 1990

-----Ecology and Equity, the use & abuse of nature in contemporary India, 1995

David Arnold & Ramchandran Guha, eds, Nature, Culture, Imperialism, Delhi, OUP, 1995

Salim Ali, The Fall of a Sparrow, 1985

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Head

University Department of History
Ranchi University, Ranchi

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Head Department of History
Ranchi Women's College
Ranchi

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26.5.2021

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[Signature]
A. Xalxo
Head, Department of History
Ranchi Women's College, Ranchi

Paper-II: Research Methodology in History

I [a] Time, space, human agency

[b] Sources : written, oral, visual, and archaeological

[c] Facts and historical facts; interpretation and meaning

[d] Objectivity, causality, generalization, historical imagination

[f] Narrative and history

II History and other disciplines [a] History and Archaeology

[b] History and Anthropology [c] History and Psychology [d]

History and Literature

III Historians at work:

Representative writings of any two major historians are to be critically evaluated on the parameters of the research methodology with an emphasis on the use of the sources, methodology, arguments and conclusion. (1) Jadunath Sarkar, (2) Romila Thapar.

[Signature]
26.5.21

Head
University Department of History
Ranchi University, Ranchi

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26.5.21

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Head Department of History
Ranchi Women's College
Ranchi

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Seema Kumari
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A. Xalxo
Head Department of History
Ranchi Women's College, Ranchi
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B.A. Sem II
HISTORY - GE II

HISTORY
GE II

F.M. 100
10 Marks - Objective
5+5 - 2 Short ans.
20x4 - 4 long ans.

✓ Paper-III: Making of Contemporary India

1. Towards Independence and Emergence of the New State Government of India Act 1935; Working of the GOI Act; Negotiations for Independence and Popular Movements Partition: Riots and Rehabilitation
2. Making of the Republic; The Constituent Assembly; Drafting of the Constitution Integration of Princely States
3. Indian Democracy at Work c1950- 1970s Language, Region, Caste and Religion; Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement
4. Economy Society and Culture c 1950-1970s

The Land Question, Planned Economy, Industry and Labour Science and Education. The Women's Question: Movements and Legislation

Rajendra
26/5/21

Head
University Department of History
Ranchi University, Ranchi

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26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

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Seema Kumari
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26.5.2021
Head of History
Ranchi Women's College, Ranchi

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B.A. Sem III

HISTORY - G.E. III

HISTORY

G.E. III

F. M. 100

10 Marks - Objective

5+5 - 2 short ans -

20x4 - 4 long ans.

✓ Paper - IV

History of West Asia (C.1917-1991)

Unit I : First World War and West Asia
Mandate system in West Asia- British Mandate in Iraq, French Mandate in Syria, British Mandate in Palestine.

Unit II :
a) Ottoman Empire - decline and fall
b) Establishment of the Turkish republic & Mustafa Kemal
c) Foreign policy of Turkey between two world wars

Unit III :
Second World War and West Asia
Formation of Arab League, Arab-Israel conflict over Palestine

Unit IV : Oil diplomacy :
a) Oil diplomacy and West
b) Gulf War

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26.5.21

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Head Department of History
Ranchi Women's College
Ranchi

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Head
University Department of Hist
Ranchi University, Ranchi

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Head, Department of History
Ranchi Women's College, Ranchi

26/5/2021

B.A. Sem IV
HISTORY - G.E. IV

HISTORY

G.E. 4

F.M. 100
10 Marks. Objective
5+5- 2 shortans.
20X4- 4 long ans.

✓ Paper - V

India and her neighbours (c.1947-2000)

- Unit I : Pakistan :
- a) India's relation with Pakistan
 - b) Changing faces
 - c) Political developments
- Unit II : Bangladesh
- a) India's relation with Bangladesh
 - b) Changing faces
 - c) Political developments
- Unit III : Sri Lanka :
- a) India's relation with Sri Lanka
 - b) Changing faces
 - c) Political developments
- Unit IV : Myanmar :
- a) India's relation with Myanmar
 - b) Changing faces
 - c) Political developments
- Unit V : Bhutan & Nepal :
- a) India's relation with Bhutan & Nepal
 - b) Changing faces
 - c) Political developments

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Head
University Department of History
Ranchi University, Ranchi

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Head Department of History
Ranchi Women's College
Ranchi

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A. Xalxo
Head Department of History
Ranchi Women's College, Ranchi

Paper-VXI: Issues in Contemporary World

1. Colonialism and Nationalism: a Synoptic view; Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States
- 2 Perspectives on Development and Under development : Globalization—a long view
3. Ecological, Feminist, Human Rights issues
4. trends in Culture, Media and Consumption

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Head Department of History
Ranchi Women's College
Ranchi

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Head
University Department of History
Ranchi University, Ranchi

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AXalxo
Head, Department of History
Ranchi Women's College, Ranchi

B.A. Sem. III HISTORY
HISTORY-S.E.C-I SEC-1

F.M. 100
20X5

Ability Enhancement Course (AEC)
Compulsary-2 Papers, Credits-2 Each, 2 Classes

Environmental Science
English/ MIL

Skill Enhancement Courses (SEC)

Any Two Papers, Credits-2 each, 2 Classes

Paper-I Understanding Heritage

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

I. Defining Heritage

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

II. Evolution of Heritage Legislation and the Institutional Framework:

Conventions and Acts— national and international □ Heritage-related government departments, museums, regulatory bodies etc.
Conservation Initiatives

III. Challenges facing Tangible and Intangible Heritage

Development, antiquity smuggling, conflict (to be examined through specific case studies)

~~IV. Evolution of Heritage Legislation and the Institutional Framework:~~

~~Conventions and Acts— national and international □ Heritage-related government departments, museums, regulatory bodies etc.
Conservation Initiatives~~

~~V. Challenges facing Tangible and Intangible Heritage:~~

~~Development, antiquity smuggling, conflict (to be examined through specific case studies)~~

VI. Heritage and Travel:

Viewing Heritage Sites □ The relationship between cultural heritage,

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26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

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Head
University Department of History
Ranchi University, Ranchi

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Head Department of History
Ranchi Women's College, Ranchi

landscape and travel recent trends

Essential Readings

David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010

Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001

Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.

S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Suggested Readings

Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006 □ Chainani, S. 2007. *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

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Head Department of History
Ranchi Women's College
Ranchi

Seema Kumari
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Head
University Department of History
Ranchi University, Ranchi

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26/5/2021

Axalxo
Head, Department of History
Ranchi Women's College, Ranchi

Paper-II: Art Appreciation An Introduction to Indian Art

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

I. Prehistoric and protohistoric art: ☐ Rock art; Harappan arts and crafts

II. Indian art (c. 600 BCE – 600 CE):

World Heritage Site Managers, UNESCO World Heritage Manuals
[can be downloaded/ accessed at www.unesco.org]

Notions of art and craft ☐ Canons of Indian paintings ☐ Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography ☐ Numismatic art

III. Indian Art (c. 600 CE – 1200 CE) : ☐ Temple forms and their architectural features ☐ Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography ☐ Indian bronzes or metal icons

IV. Indian art and architecture (c. 1200 CE – 1800 CE) :
☐ Sultanate and Mughal architecture ☐ Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture

V. Modern and Contemporary Indian art and Architecture:

The Colonial Period ☐ Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks ☐ Popular art forms (folk art traditions)

Essential Readings

Neumayer, Erwin, Lines of Stone: The pre-historic rock-art of India, South Asia Books, 1993,

Goswamy, B.N., Essence of Indian Art, Asian Art Museum of San Francisco, 1986

Huntington, Susan, The Art of Ancient India: Hindu, Buddhist, Jain, Weatherhill, 1985

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Head
Department of History
Ranchi University, Ranchi

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Head Department of History
Ranchi Women's College
Ranchi

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A. Xalxo
Head, Department of History
Ranchi Women's College, Ranchi
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Guha-Thakurta, Tapati, The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920, Cambridge University Press, 1992

Suggested Readings:

Mitter, Partha, Indian Art, Oxford History of Art series, Oxford University Press, 2001 Dhar, Parul Pandya, ed., 2011, Indian Art History Changing Perspectives, New Delhi: D.K.

Printworld and National Museum Institute (Introduction).

Beach, M.C., The New Cambridge History of India I: 3, Mughal and Rajput Painting, Cambridge University Press, 1992.

Ray, Niharranjan, An Approach to Indian Art, Calcutta, 1970

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Head Department of History
Ranchi Women's College
Ranchi

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University Department of History
Ranchi University, Ranchi

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Head Department of History
Ranchi Women's College, Ranchi

Paper-III: Archives and museums

□

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

- I. **Definition and history of development (with special reference to India)**
- II. **Types of archives and museums:** □ Understanding the traditions of preservation in India Collection policies, ethics and procedures □ Collection: field exploration, excavation, purchase, gift and bequests, loans □ and deposits, exchanges, treasure trove confiscation and others □ Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration
- III. **Museum Presentation and Exhibition:**
- IV. **Museums, Archives and Society:** (Education and communication Outreach activities)

Essential Readings:

Saloni Mathur, India By Design: Colonial History and Cultural Display, University of California, 2007

Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal. 2004. Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial

Colonial India, New York, 2004 □ Kathpalia, Y. P. Conservation and Restoration of Archive Materials. UNESCO, 1973

houthary, R.D. Museums of India and their maladies. Calcutta: Agam Kala. 1988 Nair, S.M. Bio-Deterioration of Museum Material 2011 □ Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 20

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University Department of History
Ranchi University, Ranchi

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Paper-IV: Understanding Popular Culture

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the students use electronic devices to view, record, and document the subject matter.

I Introduction: ☐ Defining popular culture and understanding it historically

II Visual expressions ☐ Folk art, calendar art, photography

III. Performance: ☐ Theatre; music; folk tales/songs/swang and Nautanki: Identifying themes, functionality, anxieties

IV. The audio-visual: cinema and television:

Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s); Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s); documentary films ☐ Expressions of popular culture in television

V. Fairs, Festivals and Rituals:

Disentangling mythological stories, patronage, regional variations

VI. Popular culture in a globalized world:

The impact of the Internet and audio-visual media
Essential Readings:

Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004 John Storey, Cultural Theory and Popular Culture, London, 2001 ☐ Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009 ☐ Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998

Suggested Readings:

Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006 (Hindi) ☐ Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages (Only Introduction). ☐ Ramaswamy, V. 'Women and

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Head
University Department of History
Ranchi University, Ranchi
26.5.2021
Head Department of History
Ranchi Women's College
Ranchi

Ashwini
26/5/2021

Shubh
26/5/2021
Department of History
Ranchi University, Ranchi

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A. Xulso
26.5.2021
Head
University Department of History
Ranchi University, Ranchi
Head Department of History
Ranchi Women's College, Ranchi

the 'Domestic' in Tamil Folk Songs' in KumkumSangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999
 Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

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 Head Department of History
 Ranchi Women's College
 Ranchi

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 Head
 University Department of History
 Ranchi University, Ranchi

Syllabus approved
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B.A. Syllabus approved
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 Ranchi University, Ranchi

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Department of History
 Ranchi University, Ranchi

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