

Post Graduate Curriculum Framework

With effect from the Academic Session 2026–27, the M.A. in History programme in the Universities of Bihar shall be offered in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) and the provisions of the National Education Policy (NEP), 2020.

The programme provides flexibility to students to pursue either a Two-Year Master's Degree Programme or a One-Year Master's Degree Programme for candidates who have completed a four-year undergraduate degree with the requisite credits and qualifications as prescribed by UGC.

The curriculum is designed under the Choice Based Credit System (CBCS) and comprises a combination of Core Courses (CCs), Discipline Specific Electives (DSEs), Generic Electives (GEs), Skill Enhancement Courses (SECs), Ability Enhancement Courses (AECs), and Value-Added Courses (VACs). The programme seeks to impart advanced theoretical knowledge, computational proficiency, research aptitude, and practical skills in Statistics and its applications.

Each academic year shall consist of two semesters. Students shall be required to successfully complete the prescribed combination of Core, Elective (Discipline/Generic/Open), Skill Enhancement, Ability Enhancement, and Value-Added Courses in each semester to fulfil the credit requirements of the programme.

The curriculum incorporates contemporary developments in History, including IKS, Historical Tourism, Archives & Museology and Environment. The syllabus and reading materials shall be reviewed periodically to ensure alignment with emerging developments in academia, research, industry, and public policy.

Teaching-learning methodologies may include lectures, tutorials, seminars, laboratory sessions, statistical computing exercises, case studies, project work, field-based applications, and research assignments. Practical training shall provide hands-on experience in the use of statistical software packages, data analysis techniques, computational tools, and real-world problem-solving.

Assessment shall be conducted through a combination of continuous evaluation and end-semester examinations, including assignments, presentations, practical examinations, projects, viva-voce examinations, and written tests, as prescribed by the authorities concerned from time to time.

Students shall have the opportunity to choose elective and generic courses in accordance with their academic interests, subject to the availability of courses and institutional regulations, thereby promoting interdisciplinary learning and specialization within the broad domain of History.

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COURSE OF STUDIES**[HISTORY / MASTER OF ARTS]**

Programme Level	Master of Arts (MA)
Subject / Discipline	History
Faculty	Faculty of Social Sciences
University	Universities of Bihar Established under the BSU AC 1976/PU Act 1976.
Duration	Two Years / Four Semesters
NHEQF Level	Level 6.5
Effective from	2026-27 onwards

A**PART A — PROGRAMME OVERVIEW & OBJECTIVES****A.1 Graduate Attributes (GAs)**

The programme nurtures the following Graduate Attributes in alignment with the National Higher Education Qualifications Framework (NHEQF) Level 6.5:

- To be able to trace the critical understanding of historiographical interventions that moulded the discipline of History from the earliest times up to the present.
- To be able to a complex examine historical narrative, evaluate its deployment of evidence and understand its argument.
- To be able to identify patterns of change and continuity with regards to issues of contemporary significance to distinguish between
- To be able to display sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- To be able to possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- To be able to acquire skills of the academician in using information from varied sources, displaying analytical ability, knowledge of context and ability to utilise evidence into a coherent argument.
- To be able to acquire knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.
- To be able to cull out Historical facts from non-Historical ones in the context of continuity and change, and in the context of time and space.

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A.2. Programme Outcomes (POs)

The Programme Educational Objectives describe the career and professional accomplishments that graduates are expected to attain within three to five years of graduation.

1. PEO1: Develop advanced knowledge and understanding of ancient, medieval, modern, and contemporary history.
2. PEO2: Analyse historical events critically using primary and secondary sources.
3. PEO3: Understand historical methodologies, historiography, and interdisciplinary approaches.
4. PEO4: Interpret social, political, economic, cultural, and intellectual developments across different periods.
5. PEO5: Apply research skills, digital resources, archives, and modern research tools, in historical writing, archival study, and project work.
6. PEO6: Develop analytical, communication, and presentation skills in academic discussions and research.
7. PEO7: Understand regional, national, and global historical perspectives and their contemporary relevance.
8. PEO8: Promote ethical values, cultural awareness, and preservation of heritage.
9. PEO9: Prepare for higher studies, teaching, research, archaeology, museology, and related fields.

A.3 Programme Specific Outcomes (PSOs)

Upon successful completion of this programme, a student shall demonstrate the following learning outcomes:

1. **PSO 1:** Understand historical theories, historiography, and research methodology for academic and professional purposes.
2. **PSO 2:** Assess comparative understanding of regional, national, and global historical developments.
3. **PSO 3:** Enhance critical thinking, academic writing, and communication skills through historical inquiry prepare dissertations, seminar papers, and research articles.
4. **PSO4:** Apply historical knowledge in teaching, civil services, heritage management, tourism, museums, and cultural institutions.

B

PART B — COURSE STRUCTURE (CBCS/NHEQF FRAMEWORK)

B.1 Semester-wise Course Structure

The following table presents the full four-semester course structure. Column headings: L = **Lectures per week**; T = Tutorials per week; P = Practicals per week; CC = Core Course; DSE = Discipline Specific Elective; GE/OE = Generic/Open Elective; SEC = Skill Enhancement Course; PROJ = Project/Dissertation.

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S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
SEMESTER I								
1	MAHIS-CC101	Historiography	3	1	0	4	100	CC
2	MAHIS-CC102	Asian Resurgence	3	1	0	4	100	CC
3	MAHIS-CC103	History of Communication	3	1	0	4	100	CC
4	MAHIS-CC104	History of Indian Art and Architecture	3	1	0	4	100	CC
5	MAHIS-GE105/ MAHIS-GE106	Understanding Archaeology/Outline of Historical Tourism	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester I			17	5	0	22	600	
SEMESTER II								
1	MAHIS-CC201	History of Ideas	3	1	0	4	100	CC
2	MAHIS-CC202	Women in Indian History	3	1	0	4	100	CC
3	MAHIS-CC203	Revolution and Revolutionary Thoughts	3	1	0	4	100	CC
4	MAHIS-CC204	History of Bihar	3	1	0	4	100	CC
5	MAHIS-GE205/ MAHIS-GE206	History of Archives and Museology/ Environment and Bhartiya Thought	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester II			17	5	0	22	600	

Particulars	Semester	Course Code	Course Title
Basket I	I	MAHIS-GE105	Understanding Archaeology
		MAHIS-GE106	Outline of Historical Tourism
Basket II	II	MAHIS-GE205	History of Archives and Museology
		MAHIS-GE206	Environment and Bhartiya Thought

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PART C — COURSES OF STUDIES**C.1. Paper Identification**

PAPER PROFILE	
Paper Code	MAHIS-CC101
Title of the Paper	Core Course I: [Historiography]
Programme / Subject	[MA] — [History]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	To understand the meaning of historiography — the history of historical writing itself — and its differences from simply studying historical events.
CO 2	To analyse key intellectual traditions such as Rankean empiricism, Marxist history, the French Annales school (Braudel, Febvre, Bloch), Subaltern Studies, and postmodern/poststructuralist approaches to history.
CO 3	To engage with issues like: Objectivity and Subjectivity of History, causes of historical change, and the ways historians construct narratives.
CO 4	To inculcate practical skills to read archival documents, evaluate bias in sources, distinguish primary from secondary evidence, and apply internal/external criticism.

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to understand the nature and scope of history
CLO 2	To be able to trace the development of historical traditions
CLO 3	To be able to compare and contrast different schools of thought.

- CLO 4 To be able to apply methods of historical Research and criticism
- CLO 5 To be able to critique the concept of objectivity and subjectivity in history
- CLO 6 To be able to construct an original historical perspective.

C.5 Syllabus — Unit-wise Breakdown

Course Name: HISTORIOGRAPHY (MAHIS-CC101)		
Unit	Content	Suggested Lectures hours
I	Definition & Meaning of History Meaning & Nature of History History as Narrative & Oral History. Sources, Use and Misuse of History Objectivity and Subjectivity in History.	12-15
II	Scope of History Relationship of History with other disciplines: - Archaeology, Geography, Anthropology, Linguistic, Sociology, Philosophy, Political Science and Applied Science and Literature	12-15
III	Fundamentals of History Historicism, Historians Craft, Cyclical and Linear History, Causations in History and Chance in History	12-15
IV	School of History Orientalist, Imperialist, Nationalist, Marxist and Neo – Marxist, Cambridge, Subaltern	12-15
V	New Approaches Modernism, Deconstructionism, Annales, Structuralism, Post-Structuralism, Post Modernism, Feminism, Post Colonialism	8-10

Total Suggested Lectures 45L+15T

60 (For 4 Credit Course)

C.6-7 References:-

1. Carr, E. H. (1961). *What is history*, Penguin Books.
2. Marwick, A. (1970). *The nature of history*. Macmillan.
3. Collingwood, R. G. (1946). *The idea of history*. Oxford University Press.
4. Ali, B. S. (1978). *History: Its theory and methods*. Macmillan India.
5. Sreedharan, E. (2004). *A textbook of historiography: 500 B.C. to A.D. 2000*. Orient Longman.
6. Verma, L. B. (2003). *Understanding history*. Itihas Bodh Prakashan.
7. Verma, L. B. *इतिहास के बारे में* Itihas Bodh Prakashan.
8. Habib, I. (Ed.). (1992). *Interpreting Indian history*. Department of History, Aligarh Muslim University.
9. Kosambi, D. D. (1956). *An introduction to the study of Indian history*. Popular Prakashan.
10. Guha, R. (Ed.). (1982-1989). *Subaltern studies: Writings on South Asian history and society* (Vols. 1-6). Oxford University Press.
11. बुद्धप्रकाश. *इतिहास दर्शन*. हिंदी माध्यम कार्यान्वय निदेशालय.
12. पांडेय, गोविन्दचन्द्र. *इतिहास: स्वरूप एवं सिद्धान्त*, राजस्थान हिंदी ग्रंथ अकादमी.
13. चौबे, झारखंड. *इतिहास दर्शन*
14. सिंह, परमानन्द. *इतिहास दर्शन*

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C

PART C — COURSES OF STUDIES

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-CC102
Title of the Paper	Core Course II: [Asian Resurgence]
Programme / Subject	[MA] — [History]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2. Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the concept of Asian Resurgence and analyse the historical factors that contributed to the political, economic, and cultural revival of Asian societies in the twentieth century.
CO 2	Evaluate the impact of anti-colonial and nationalist movements in shaping modern Asian states like China, Japan, Korea and Vietnam and regional identities.
CO 3	Examine the social, cultural, and intellectual dimensions of Asia's resurgence, including modernization, globalization, and the preservation of cultural heritage
CO 4	Analyse the role of major Asian countries such as China, India, Japan, and South Korea in driving economic growth, technological advancement, and regional

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	development.
CO 5	Critically evaluate contemporary challenges and opportunities facing Asian nations, including economic competition, environmental concerns, security issues, and regional cooperation.

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to understand the historical background of Asia from the colonial period to the emergence of independent nation-states and explain the concept of Asian Resurgence.
CLO 2	To be able to analyse the causes, nature, and impact of nationalist and anti-colonial movements in various Asian countries.
CLO 3	To be able to critically evaluate the political, economic, and social transformations that contributed to the rise of major Asian powers such as China, India, Japan, and South Korea.
CLO 4	To be able to assess the role of industrialization, technological advancement, globalization, and economic reforms in the resurgence of Asian economies.

C.5 Syllabus — Unit-wise Breakdown

Course Name: ASIAN RESURGENCE (MAHIS-CC102)		
Unit	Content	Suggested Lectures hours
I	Rise of Nationalities & Cultures Geographical Outline of Asia & Concept of Resurgence. Historical Development of China & Japan. Rise of Nationalities in West & Central Asia. History & Culture of South East Asia.	12–15
II	Resistance & Resurgence of Japan Crisis & Challenges: Opium Wars and opening of Japan. National Identity and Japan's Meiji Restoration, 1868-1894. Rise of Imperial Japan in the beginning of 20th Century. Rise of Japan as World Power 1919-1939.	12–15
III	East Asia in the Age of Imperialism and Nationalism, 1868-1945 China's reaction to imperialism; the nationalist movement 1911-1927. Chinese search for identity 1930-1947. Age of Chinese domination 1947-1990. Prosperity and Growth of China	12–15
IV	Asia and its resistance to Cold War Communism and East Asia Cold War and Korea. Occupation, Reconstruction, and Prosperity in Japan The Resistance in Vietnam.	12–15
V	Asia in 21st Century Economic rise of China and India; ASEAN, SAARC, BIMSTEC and regional cooperation; Globalization and Asian economies; Technology, trade, and development; Asia's role in the emerging world order	8–10
Total Suggested Lectures 45L+15L		60 (For 4 Credit Course)

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C.6 -7 References:-

1. Azad, A. K. (1988). *India wins freedom: The complete version*. Orient Longman.
2. Bagchi, A. K. (1982). *The political economy of underdevelopment*. Cambridge University Press.
3. Bhagavan, M. (2010). A new hope: India, the United Nations and the making of the universal declaration of human rights. *Modern Asian Studies*,
4. Chowdhury, A. (2009). *Microfinance as a poverty reduction tool: A critical assessment* (Working Paper No. ST/ESA/2009/DWP/89). United Nations Department of Economic and Social Affairs.
5. Cumings, B. (1984). The legacy of Japanese imperialism in Korea. In R. H. Myers & M. R. Peattie (Eds.), *The Japanese colonial empire, 1895–1945*. Princeton University Press.
6. Feeny, D. (1982). *The political economy of productivity: Thai agricultural development, 1880–1975*. University of British Columbia Press..
7. Ingram, J. C. (1971). *Economic change in Thailand, 1850–1970*. Stanford University Press.
8. Jolly, R., Emmerij, L., Ghai, D., & Lapeyre, F. (2004). *UN contributions to development thinking and practice*. Indiana University Press.
9. Manarungsan, S. (1989). *Economic development of Thailand, 1850–1950: Response to the challenge of the world economy*. Institute of Asian Studies.
10. Myers, R. H., & Peattie, M. R. (Eds.). (1984). *The Japanese colonial empire, 1895–1945*. Princeton University Press.
11. Robinson, E. A. G., & Griffin, K. (Eds.). (1974). *The economic development of Bangladesh within a socialist framework: Proceedings of a conference by International Economic Association*. Macmillan.
12. Sapir, J. (1996). Inflation and transition: From Soviet experience to Russian reality. In S. Sen (Ed.), *Financial fragility, debt and economic reforms*. Macmillan.
13. Simmons, C. (1985). "De-industrialization", industrialization and the Indian economy, c. 1850–1947. *Modern Asian Studies*
14. Wightman, D. (1963). *Toward economic co-operation in Asia: The United Nations Economic Commission for Asia and the Far East*. Yale University Press.
15. Yong, T. T. (2005). *The garrison state: Military, government and society in colonial Punjab, 1849–1947*. Sage Publications.
16. Pruthi, R. K., & Bhandari, D. (2017). *Adhunik Asia ka itihas*. Arjun Publishing House.
17. Pandey, D. (1997). *Adhunik Asia ka itihas*. Motilal Banarasidas.
18. Vinake, H. M. (1994). *Purva Asia ka adhunikitihas* (M. Mishra, Trans.). Uttar Pradesh Hindi Sansthan.
19. Upadhyay, V. (1987). *Dakshin purva Asia ka rajneetik itihas*. Bihar Hindi Granth Akadami.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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PART C — COURSES OF STUDIES**C.1. Paper Identification**

PAPER PROFILE	
Paper Code	MAHIS-CC103
Title of the Paper	Core Course III: [History of Communication]
Programme / Subject	[MA] — [History]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the concept, nature, and historical origin and evolution of communication from oral traditions.
CO 2	Analyse the development of major communication technologies, including writing, printing, telegraphy, radio, television, and new media, and their impact on society.
CO 3	Evaluate the role of art, folk art, performing art as means of communications
CO 4	Critically evaluate the role of language, writing, literature, archives and museum as means of communications
CO 5	Analyse various forms and modes of communication in ancient, medieval, modern, and contemporary societies and changing dimensions of communications in modern times

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to define the concept of communication and explain its origin and evolution from prehistoric oral traditions.

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- CLO 2 To be able to explain the emergence and growth of major communication technologies such as writing, printing, telegraphy, telephone, radio, television, and new media, and their impact on society.
- CLO 3 To be able to evaluate role of communication systems in influencing social structures, cultural practices, political institutions, and economic development across different historical periods.
- CLO 4 To be able to compare communication methods and networks in ancient, medieval, modern, and contemporary societies, highlighting continuity and change.

C.5. Syllabus — Unit-wise Breakdown

Course Name: History of Communication (MAHIS-CC103)		
Unit	Content	Suggested Lectures hours
I	Communication: Concept and History Communication: Definition, Concept, Elements & Scope. Types of communication: Formal and Informal, Verbal and Non-Verbal, Oral and Graphic Different Process, Functions, Theories and Philosophy of Communication. History of Communication: A Brief Survey, Primitives, Petroglyphs, Pictogram, Ideograms, Writing, Printing.	12-15
II	Means of Communication in Historical Prospective Art as means of Communication: Painting, Sculpture, Symbols, Signals Folk and Community Communication- Folk songs, Folklore, Folk craft, Legends. Performing Art as effective Communication: Dance, Drama, Theatre, Puppetry, and Storytelling. Changing dimensions of Communication in Modern times. Basic Knowledge of new means of Communication: Telephone /Phonograph /Radio/Television/Fax/ Mobile/computer/Internet/ Digital	12-15
III	Writing and Language as Communication: Inscription as a source of Communication Evolution of Printing in India. History of Newspaper in India. An Introduction of the History of Advertisement	12-15
IV	History of the Ideas of Communication in India History of the Communication in India: Buddha, Shankar, Vivekananda and Gandhi. Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas. Live examples of Visual arts in India: Bhattichitra, Rock Art and Potteries	12-15
V	Museum & Archive Communication Museum and archives as a source of historical and cultural communication Museum: Artifacts, Galleries, Exhibition and outreach programme. Monument as a living Museum. Case study of any Art Museum.	8-10

Total Suggested Lectures 45L+15T

60 (For 4 Credit Course)

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C.6-7. References:-

1. Vatsyayan, K. (1980). Traditional Indian theatre: Multiple streams. National Book Trust.
2. Vatsyayan, K. (1976). Traditions of Indian folk dance. Indian Book Company.
3. Vatsyayan, K. (1996). Bharata: The Natyashastra. Sahitya Akademi.
4. Mason, B. Painted rock shelters of India.
5. Mukharji, A. (1956). Folk art of India. Firma KLM.
6. Singhal, A., & Rogers, E. M. (2001). India's communication revolution: From bullock carts to cyber marts. Sage Publications.
7. Ahuja, B. N. (1987). History of Indian press. Surjeet Publications.
8. Das, S. The book industry in India: Context, challenges and strategy.
9. Diring, D. (1953). The book before printing: Ancient, medieval and oriental. Dover Publications.
10. Mukhopadhyay, D. D. Folk arts and social communication.
11. Zimmer, H. (1946). Myths and symbols in Indian art and civilization. Princeton University Press.
12. Werner, S., & Tankard, J. W. (2001). Communication theories: Origins, methods and uses in the mass media (5th ed.). Longman.
13. Pandey, R. Indian rock paintings: Their chronology, technique and preservation.
14. Pandey, S. K. (1993). Indian rock art. Aryan Books International.
15. Chakravarti, S. Interpreting rock art in India: A holistic and cognitive approach.
16. Wakankar, V. S. Painted rock shelters of India.
17. Williams, R. (1981). Communication, culture and media. Penguin Books.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 mark

C**PART C — COURSES OF STUDIES****C.1. Paper Identification**

PAPER PROFILE	
Paper Code	MAHIS-CC104
Title of the Paper	Core Course IV: [History of Indian Art and Architecture]
Programme / Subject	[MA] — [History]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

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C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3. Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the evolution and development of art and architectural traditions from ancient to modern periods in India.
CO 2	Assess the major styles, schools, techniques, and characteristics of various forms of art and architecture.
CO 3	Analyse the social, cultural, religious, political, and economic factors that influenced artistic and architectural developments across different historical periods and the contributions of important artists, architects, patrons, and artistic movements in shaping cultural heritage.
CO 4	Evaluate the regional and global traditions of art and architecture, identifying patterns of continuity, change, and cultural interaction.
CO 5	Apply historical and art-historical methods to analyse visual and material culture, including heritage sites and architectural monuments.

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain the origin, evolution, and significance of Indian art and architecture from ancient to modern periods.
CLO 2	To be able to analyse the growth and transformation of architectural styles, including Buddhist, Hindu, Jain, Indo-Islamic, Mughal, and colonial traditions.
CLO 3	To be able to explore monuments, sculptures, paintings, inscriptions, and other artistic remains as sources for historical reconstruction and to be able to differentiate between major regional styles of Indian architecture and art, such as Nagara, Dravida, Vesara, Mughal, and Rajput traditions.
CLO 4	To be able to explain the importance of conservation, preservation, and management of cultural heritage sites and artistic traditions in contemporary India.

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C.5. Syllabus — Unit-wise Breakdown

Course Name: HISTORY OF INDIAN ART& ARCHITECTURE (MAHIS-CC104)		
Unit	Content	Suggested Lectures hours
I	Art and Architecture in Prehistoric India and the Sindhu-Saraswati Civilization Art in Prehistoric India-Bhimbetka Caves: Hunting And Dancing Scenes, Depiction of Animal And Human Forms; Sindhu-Saraswati Civilization-Architecture: Town Planning, Great Bath. Citadels; Art: Jewellery; Seals: Pashupati Seal, Bull Seal; Sculpture: Terracotta Sculptures, Dancing Girl, Bearded Man.	12-15
II	Mauryan Art and Architecture Mauryan Age Sources of Inspiration of Mauryan Architecture: Indigenous and Foreign; Ashokan Pillars: Lion Capital from Sarnath; Persian Influences: Lohanipur Torso, Yakshini of Didarganj, Parkham Yaksha.	12-15
III	Shunga to Kushana: Evolution of Indian Art and Iconography Shunga Art Traditions: Introduction of the Bhaja caves, Origin of Stupa, Chaitya and Vihara Architecture Theoretical Aspects: Study of Important Stupas: Sanchi, Bharhut Structural Monasteries, Iconography: Kushana Age: Gandhara, Mathura, and Amravati Schools of Art, Buddha's Iconography: Bamiyan Buddha	12-15
IV	Gupta and Post Gupta Age Art Traditions During the Gupta Age: Introduction of the Golden Period of Art, Changes in the Iconography of Buddha: Vakatakas and Rashtrakutas Introduction to Ellora and Elephanta Caves: Emergence and Development of Iconography of Gods (Vishnu, Shiva, Brahma, Etc.) and Goddesses (Durga, Lakshmi, Saraswati, and Yamuna); Kailashnath Temple at Ellora: Trimurti And Various Sculptures From Elephanta Caves.	12-15
V	Evolution and Pinnacle of Temple Architecture Evolution and Pinnacle of Temple Architecture: Nagara, Dravida, and Vesara: Brihadeshwar and Meenakshi Temples in Tamil Nadu; Sun Temple at Konark; Kandariya Mahadev Temple in Madhya Pradesh.	8-10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

C.6-7. References:-

1. Agrawal, P. K. (1994). *Studies in Indian iconography*. Publication Scheme.
2. Agrawal, V. S. (1972). *Indian art*. Prithvi Prakashan.
3. Gupta, S. P. (1980). *Roots of Indian art*. B.R. Publishing Corporation.
4. Huntington, S. L., & Huntington, J. (1985). *The art and architecture of India*. Weatherhill.
5. Huntington, S. L., & Huntington, J. C. (2014). *The art of ancient India: Buddhist, Hindu, Jain*. Motilal Banarsidass.
6. Ray, N. (1965). *Maurya and Sunga art*. Indian Studies Past and Present.
7. Saraswati, S. K. Architecture. In *The history and culture of the Indian people* (Vols. 2-3). Bharatiya Vidya Bhawan.
8. Singh, U. (2009). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Pearson Longman.
9. Todgell, C. *The history of architecture in India*.

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10. Asher, C. B. (1992). *Architecture of Mughal India*. Cambridge University Press.
11. Brown, P. (1942). *Indian architecture: Buddhist and Hindu periods*
12. Chakrabarti, D. K. (1995). *The archaeology of ancient Indian cities*. Oxford University Press.
13. Coomaraswamy, A. K. (1927). *History of Indian and Indonesian art*. Edward Goldston.
14. Dehejia, V. (1997). *Indian art*. Phaidon Press.
15. Fergusson, J. (1876). *History of Indian and Eastern architecture*. John Murray.
16. Flood, F. B., & Necipoglu, G. (Eds.). (2017). *A companion to Islamic art and architecture*. Wiley Blackwell.
17. Harle, J. C. (1994). *The art and architecture of the Indian subcontinent* (2nd ed.). Yale University Press.
18. Vatsyayan, K. (1996). *Bharata: The Natyashastra*. Sahitya Akademi.
19. Zimmer, H. (1946). *Myths and symbols in Indian art and civilization*. Princeton University Press.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C PART C — COURSES OF STUDIES

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-GE105
Title of the Paper	General Elective Course I: [Understanding Archaeology]
Programme / Subject	[MA]— [History]
Semester	Semester I
Nature of Course	General Elective Course (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3. Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the Nature and Scope of Archaeology and its significance in reconstructing human history and prehistory
CO 2	Analyse major Archaeological concepts, methods, and approaches used in the discovery, excavation, and interpretation of archaeological remains.
CO 3	Develop knowledge of Archaeological Sources, including coins, artifacts, structures, inscriptions, and material culture.
CO 4	Evaluate the relationship between Archaeology and History and the role of archaeological evidence in historical reconstruction at various archaeological sites in Bihar.
CO 5	Understand the Nature and Scope of Archaeology and its significance in reconstructing human history and prehistory

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain the meaning, scope, objectives, and significance of archaeology as a discipline for understanding human history and culture.
CLO 2	To be able to identify and classify various types of archaeological sources, including coins, artifacts, monuments, inscriptions, and material remain.
CLO 3	To be able to describe the major methods and techniques used in archaeological exploration, excavation, documentation, and analysis.
CLO 4	To be able to basic archaeological concepts and scientific dating methods to interpret archaeological evidence and reconstruct past societies.

C.5 Syllabus — Unit-wise Breakdown

Course Name: UNDERSTANDING ARCHAEOLOGY (MAHIS-GE105)		
Unit	Content	Suggested Lectures hours
I	Fundamentals of Archaeology Definition and Scope of Archaeology; Significance of Archaeology; Relation of History. Anthropology, Geology with Archaeology; Antiquarian Laws.	12-15
II	Types of Archaeological Sources: Numismatics, Monuments, Excavation, Epigraphy, Artifacts	12-15
III	Developments in Archaeology Development of Archaeology in India; Contribution of Archaeological Survey of India; Determining Chronology; Stratification and Methods of Dating.	12-15
IV	Exploration in Archaeology Exploration: Tools, Techniques and Methods; Excavation methods; Documentation; Recent Archaeological Findings in Bharat.	12-15

V	Archaeological Sites of Bihar and their Significance Nalanda, Rajgir, Chechar, Chirand, Telhara, Vaishali, Kurkihar, BalirajGarh, Jai Mangla Garh, Kumhrar,	8-10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6-7. References:-

1. Aitken, M. J. (1990). *Science based dating in archaeology*. Longmans.
2. Atkinson, R. J. C. (1953). *Field archaeology*. Methuen and Co.
3. Banning, E. B. *Archaeological survey*.
4. Barker, P. (1982). *Techniques of archaeological excavation*. Batsford.
5. Bintliff, J. (Ed.). (2004). *A companion to archaeology*. Blackwell.
6. Chakrabarti, D. K. (1988). *A history of Indian archaeology: From the beginning to 1947*. Munshiram Manoharlal.
7. Crawford, O. G. S. (1953). *Archaeology in the field*. Phoenix.
8. Daniel, G. (1975). *A hundred and fifty years of archaeology*. Duckworth.
9. Daniel, G. *A short history of archaeology*.
10. Fagan, B. (1988). *In the beginning: An introduction to archaeology*. Scott, Foresman and Company.
11. Harris, E. C. (1979). *Principles of archaeological stratigraphy*. Academic Press.
12. Hendricks, R. A. *Archaeology made simple*.
13. Hodder, I. (1992). *Theory and practice in archaeology*. Routledge.
14. Hodder, I. (1995). *Interpreting archaeology: Finding meaning in the past*. Routledge.
15. Rajan, K. *Archaeology: Principles and methods*.
16. Raman, K. V. *Principles and methods of archaeology*.
17. Renfrew, C., & Bahn, P. *Archaeology: Theories, methods and practice*.
18. White, A. T. *All about archaeology*.
19. Whitley, D. S. (Ed.). *Reader in archaeological theory: Post-processual and cognitive approaches*.
20. Sinha B.P., *Archaeology in Bihar*, K.P.Jaiswal Institute, Bihar
21. Sinha B.P. *Directory of Bihar Archaeology*, Bihar puravid parishad
22. Jha Amarjit, *Bihar ek Khoj*, Bihar hindi granth academy
23. ओझा, रामप्रकाश. *पुरातत्व विज्ञान* (प्रथम खण्ड).
24. पाण्डेय, जयनारायण. *पुरातत्व विमर्श*.
25. पाण्डेय, राकेश प्रकाश. *भारतीय पुरातत्व*.
26. पुरी, बैजनाथ. *भारतीय पुरातत्व*.
27. सिंह, के. पी. *पुरातत्व मीमांसा*.
28. हवीलर, आर. ई. एम. *पृथ्वी से पुरातत्व*

C.8. Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)

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- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C PART C — COURSES OF STUDIES**C.1. Paper Identification**

PAPER PROFILE	
Paper Code	MAHIS-GE106
Title of the Paper	General Elective Course II: [Outline of Historical Tourism]
Programme / Subject	[MA] — [History]
Semester	Semester I
Nature of Course	General Elective Course (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3. Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the Concept and Scope of Historical Tourism and its significance in promoting cultural heritage and historical awareness.
CO 2	Explain significance of Major Historical and Heritage Tourism Resources, including archaeological sites, monuments, museums, forts, palaces, and sacred places.
CO 3	Analyze the Historical Development of Tourism and its impact on cultural preservation and economic growth.
CO 4	Assess the Socio-Cultural, Economic, and Environmental Impacts of historical tourism on

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	local communities and heritage resources.
CO 5	Enhance Skills in Heritage Documentation, Site Interpretation, and Tourism Promotion using historical knowledge.

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain the importance of historical tourism in heritage preservation.
CLO 2	To be able to evaluate significant historical tourism destinations.
CLO 3	To be able to understand the role of museums, monuments, and archaeological sites in tourism.
CLO 4	To be able to analyze challenges and opportunities in heritage tourism management.

C.5 Syllabus — Unit-wise Breakdown

Course Name: OUTLINE OF HISTORICAL TOURISM (MAHIS-GE106)		
Unit	Content	Suggested Lectures hours
I	Introduction: Meaning of Tourism, History of Tourism; Types and Forms of Tourism; Components of Tourism	12–15
II	Understanding Built Heritage: Temple Architecture as Built Heritage and Tourist Attraction: Kandariya Mahadev Temple, Sun Temple, Konark, Kailashnath Temple, Great Chola Temples, Kakatiya Rudreshwar Temple; Buddhist and Jain Architecture: Stupa, Chaitya, Monasteries and Jain Temples; Fort Architecture	12–15
III	Indo-Persian Architecture:- Nature and Features; Major Monuments: Taj Mahal, Red Fort, Humayun's Tomb; Regional Styles in Architecture; Colonial Architecture.	12–15
IV	Social and Cultural (Intangible) Heritage Hindu, Baudha and Jain Sculpture and Paintings; Indian Handicrafts and Textiles; Literary and Art Heritage	12–15
V	Tribal Tourism Overview of Tribal Tourism in India: Nature and Scope; Concept of Hill Stations: Hill Stations as Tourist Destinations.	8–10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

C.6-7. References:-

1. Biswas, S. S. (1999). Protecting the cultural heritage. INTACH.
2. Brown, P. (1940). Indian architecture.
3. Ghosh, B. (1998). Tourism and travel management
4. Harle, J. (1994). The art and architecture of the Indian subcontinent
5. Layton, R., Stone, P., & Thomas, J. (Eds.). (2001). Destruction and conservation of cultural property. Routledge.
6. Thakur, L. S. (2001). Buddhism in the western Himalaya: A study of the Tabo monastery. Oxford University Press.

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C.8 . Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

SEMESTER II

C

PART C — COURSES OF STUDIES

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-CC201
Title of the Paper	Core Course V: [History of Ideas]
Programme / Subject	[MA] — [History]
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2. Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the concept, scope, and significance of the History of Ideas as a field of historical inquiry.
CO 2	Analyse the origins, evolution, and impact of key ideas like ideas of state, modern western and Indian ideas and contemporary Indian ideas.

CO 3	Critically evaluate the relationship between ideas and historical change in different societies and time periods.
CO 4	Apply concepts and methods from intellectual history to interpret historical texts, debates, and social movements.
CO 5	Develop analytical, critical thinking, and research skills for studying the historical development and influence of ideas.

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain the meaning, scope, methods, and significance of the History of Ideas as a field of historical inquiry.
CLO 2	To be able to identify and describe the development of key philosophical, political, social, religious, and cultural ideas across different historical periods.
CLO 3	To be able to examine the contributions of major thinkers, philosophers, reformers, and intellectual movements in shaping human thought and society.
CLO 4	To be able to compare the evolution and characteristics of major intellectual traditions in India, Asia, Europe, and other regions of the world.

C.5 Syllabus — Unit-wise Breakdown

Course Name: HISTORY OF IDEAS (MAHIS-CC201)		
Unit	Content	Suggested Lectures hours
I	Theory of State Plato, Machiavelli Kautilya (Saptanga & Mandal), M. K. Gandhi	12-15
II	Theory of Democracy: Indian Context Western Context	12-15
III	Modern Western Ideas: Hobbes, Locke- Social Contract Rousseau General Will Jeremy Bentham & James Mill - Utilitarians Theory Hegel -Dialecticals Karl Marx -Dialecticals Materialism & Class Struggle	12-15
IV	Modern Indian Ideas Swami Vivekanand - Nationalism & Vedanta Aurobindo Ghosh - Spritual Nationalism M.K. Gandhi - Satya, Ahimsa & Satyagrah B.R. Ambedkar - Social Justice	12-15
V	Contemporary Indian Ideas: Acharya Vinoba Bhave - Sarvodaya Deen Dayal Upadhyay - EkatmManavvad Ram Manohar Lohia - Socialism Jai Prakash Narayan - Sampooran Kranti	8-10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

C.6-7. References:-

1. Althusser, L. (1969). *For Marx*. Penguin Books.
2. Barker, E. (1906). *Plato and his predecessors*. Oxford University Press.
3. Barker, E. (1946). *Aristotle's politics*. Oxford University Press.
4. Barker, E. (1947). *Greek political theory*. Methuen.
5. Chaudhary, R. K. *Political ideas and institutions in Kautilya's Arthashastra*.
6. Chou, H. K. *Political thought of China*.
7. Durant, W. (1926). *The story of philosophy*. Simon & Schuster.
8. Frank, A. G. (2009). *ReOrient: Global economy in the Asian age*. University of California Press.
9. Gandhi, L. (1998). *Postcolonial theory: A critical introduction*. Columbia University Press.
10. Giddens, A. (n.d.). *Modern political ideas* (Vols. 1–2)
11. Gramsci, A. (1971). *Selections from the prison notebooks*. Lawrence & Wishart.
12. Heilbroner, R. L. (1953). *The worldly philosophers*. Simon & Schuster.
13. Joad, C. E. M. (1938). *Guide to the philosophy of morals and politics*. Gollancz.
14. Karunakaran, K. P. *New perspectives on Gandhi*.
15. Keer, D. (1954). *Dr. B. R. Ambedkar: Life and mission*. Popular Prakashan.
16. Lancaster, M. *Masters of political thought*.
17. Lohia, R. M. *Samta aur sampanata*, Lokbharti Prakashan, Delhi
18. McLellan, D. (1971). *The thought of Karl Marx*. Macmillan.
19. Mehta, V. R. (1992). *Foundations of Indian political thought*. Manohar Publications.
20. Mill, J. S. (1863). *Utilitarianism*. Parker, Son, and Bourn.
21. Popper, K. R. (1944). *The poverty of historicism*. Routledge.
22. Popper, K. R. (1945). *The open society and its enemies* (Vols. 1–2). Routledge.
23. Russell, B. (1945). *A history of western philosophy*. Simon & Schuster.
24. Sabine, G. H. (1937). *A history of political theory*. Henry Holt and Company.
25. Said, E. (1978). *Orientalism*. Pantheon Books.
26. Sharma, R. S. (1959). *Aspects of political ideas and institutions in ancient India*. Motilal Banarsidass.
27. Sinha, B. P. *Studies in Kautilya's Arthashastra*.
28. Narayan, Jay Prakash; samajwad, sarvoday aur loktantra, Bihar Hindi Granth Academy
29. Brahmanand(ed.): *Towards Total revolution; search for ideology*, popular Prakashan, Bombay
30. तिवारी, गंगाधर, *पाश्चात्य राजनीति चिंतन का इतिहास* (2 भाग). [Publisher unknown].
31. Vaughan, R. *A history of political thought*.
32. Verma, V. P. (1954). *Studies in Hindu political thought and its metaphysical foundations*. Motilal Banarsidass.
33. Verma, V. P. (1961). *Modern Indian political thought*. Lakshmi Narain Agarwal.
34. Wayper, C. L. (1954). *Political thought*. English Universities Press.
35. कोहली, नरेंद्र. *स्वामी विवेकानंद*, NBT
36. केलकर, इंदुमति. *राम मनोहर लोहिया*, NBT
37. देशपांडे, निर्मला. *विनोबा*, NBT

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C.8 . Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
 - Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C

PART C — COURSES OF STUDIES

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-CC202
Title of the Paper	Core Course VI: [Women in Indian History]
Programme / Subject	[MA] — [History]
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2. Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the status, roles, and contributions of women in different phases of Indian history from ancient to contemporary times.
CO 2	Analyse the social, economic, political, and cultural conditions that shaped women's lives in various historical periods.
CO 3	Evaluate the role of women in major historical developments, including social reform movements, nationalist movements, and post-independence nation-building.
CO 4	Critically assess historical sources, historiographical debates, and feminist interpretations related to women's history in India.
CO 5	Identify the contributions of prominent women leaders, reformers, writers, activists, and freedom fighters in shaping Indian history.

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C.4. Course Learning Outcomes (CLOs)

CLO	Course Learning Outcome
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No.	
CLO 1	To be able to explain the status and position of women in Indian society from ancient, medieval, modern, and contemporary periods.
CLO 2	To be able to analyse the influence of social, economic, religious, and political institutions on the lives of women in different historical contexts.
CLO 3	To be able to evaluate the contributions of women to literature, education, religion, social reform, politics, and national movements.
CLO 4	To be able to analyse the emergence and development of women's movements, feminist thought, and gender-based reforms in modern India and assess the significance of legal and constitutional measures aimed at promoting women's rights and gender equality in post-independence India.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Women in Indian History (MAHIS-CC202)		
Unit	Content	Suggested Lectures hours
I	Sources of Study Archaeological Sources and Literary; Women in Bharatiya Culture: Vedic, Jain, Bauddh and Sikh; Women in Semitic Cultures: Christianity and Islam	12–15
II	Reform Movements and Women: Bhakti Movement, Women Bhakti Saints; Women and Modern Socio-Cultural Movements: Brahma Samaj, Arya Samaj	12–15
III	Customary and Legal Status of Women Ancient India, Medieval India, Colonial India, Post-Independence India, and Tribal Societies; Role of Women in Agriculture and Industry; Property Rights	12–15
IV	Education and Women Ancient India, Medieval India, Colonial India, Post-Independence India; Rise and Growth of Women's Organizations in Colonial and Post-Independence India; Political Participation of Women	12–15
V	Various Movements of Women in Colonial and Post-Independence India: Role of Women in India's Struggle for Independence; Women and Partition of India; Women and Popular Culture: Women Representation and Participation in Legislature, Literature, Art, Sculpture, Music, Dance, Cinema, Historical Writings and Media.	8–10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

C.6-7 References:-

1. Agnew, V. (1979). *Elite women in Indian politics*. Vikas Publishing House.
2. Boserup, E. (1970). *Woman's role in economic development*. St. Martin's Press.
3. Chakravarti, U. (1998). *Rewriting history: The life and times of Pandita Ramabai*.
4. Chakravarti, U., & Roy, N. (Eds.). (1988). *In search of our past: A review of the status of women's studies in India*. Economic and Political Weekly.
5. Chatterjee, P. (1989). *The nationalist resolution of the women's question*.

6.

Chen, M. A. (1995). *A matter of survival: Women's right to work in India and Bangladesh*. Oxford University Press.

7.

Chowdhry, P. (1994). *The veiled women: Shifting gender equations in rural Haryana, 1880–1990*. Oxford University Press.

8.

Datta, K. (Ed.). (2004). *Gender and power in India*. Manohar Publications.

9.

Forbes, G. (1996). *Women in modern India*. Cambridge University Press.

10.

Gandhi, N., & Shah, N. (1992). *The issues at stake: Theory and practice in the contemporary women's movement in India*.

11.

Ghosh, B. (2009). *Women in Indian history: Social, economic, political and cultural perspectives*. Stree Publications.

12.

Guha, S. (Ed.). (1999). *Health and population in South Asia: From earliest times to the present*. Permanent Black.

13.

Jacobson, D., & Wadley, S. S. (1977). *Women in India: Two perspectives*. Manohar Publications.

14.

Jain, D., & Banerjee, N. (Eds.). (1985). *Tyranny of the household: Investigative essays on women's work*. Shakti Books.

15.

Joshi, V. (Ed.). (1991). *Polygamy and purdah: Women and society among Rajputs*. Rawat Publications.

16.

Karve, I. (1953). *Kinship organization in India*. Deccan College.

C.8. Assessment Pattern & Question Paper Design

- The End-Semester shall be conducted as per the following question paper design:
- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
 - Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
 - Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
 - Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C

PART C — COURSES OF STUDIES

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-CC203
Title of the Paper	Core Course VII: [Revolution and Revolutionary Thoughts]
Programme / Subject	[MA] — [History]
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3. Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the concept, nature, and theories of revolution and their significance in historical change.
CO 2	Evaluate major revolutions in world history and the causes, processes, and consequences of major revolutionary movements, including political, social, and ideological revolutions
CO 3	Analyze the ideas and contributions of prominent revolutionary thinkers and leaders from different historical contexts.
CO 4	Compare different revolutionary ideologies such as liberalism, nationalism, socialism, communism, anarchism, and anti-colonial thought.
CO 5	Assess the role of revolutionary movements in shaping modern states, democratic institutions, and social transformations.

C.4. Course Learning Outcomes (CLOs)

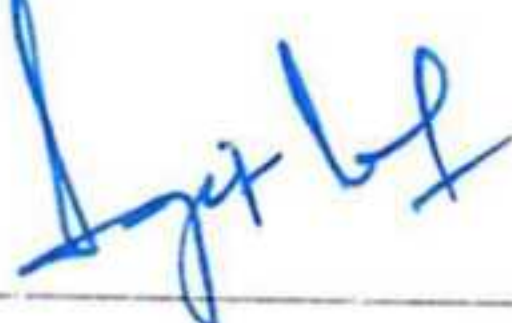
CLO No.	Course Learning Outcome
CLO 1	Understand the concept, nature, and theories of revolution and their significance in historical change.
CLO 2	Evaluate major revolutions in world history and the causes, processes, and consequences of major revolutionary movements, including political, social, and ideological revolutions
CLO 3	Analyze the ideas and contributions of prominent revolutionary thinkers and leaders from different historical contexts.
CLO 4	Compare different revolutionary ideologies such as liberalism, nationalism, socialism, communism, anarchism, and anti-colonial thought.



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- CLO 4 Compare different revolutionary ideologies such as liberalism, nationalism, socialism, communism, anarchism, and anti-colonial thought.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Revolution and Revolutionary Thoughts (MAHIS-CC203)		
Unit	Content	Suggested Lectures hours
I	Modern Western Revolutions Glorious Revolution of England (1688) American Civil War (1865) French Revolution (1789)	12-15
II	Modern Asian Revolutions Russian Revolution and Counter Revolution Chinese Revolution - New Democracy, Cultural Revolution	12-15
III	Modern Indian Revolutions(I) Revolutionary Nationalism and its significance Theorizing a Revolution Post-1857 Revolutionary Scenario-Rise of Revolutionary Centres and Secret Societies; Regional Variants in Bengal, Maharashtra and Other Parts of India; Revolutionary Philosophies and British Imperatives-Cases of Anushilan Samitis, Jugantar Party, Abhinav Bharat Society; Revolutionary Societies Abroad-India House, Ghadar Party and Berlin Committee.	12-15
IV	Modern Indian Revolutions(II) Shifting Spaces and Paradigms of Revolution-Revolutionary Nationalism in the Aftermath of Rowlatt Act and Jallianwallah Bagh; Naujawan Bharat Sabha, Hindustan Socialist Association and Hindustan Socialist Republican Army. 1930 to 1947-Causes; Rise of Indian National Army, Revolt of Indian Naval Ratings and INA Trials; Consequential Aftermath	12-15
V	Prominent Revolutionary : B.G. Tilak, Aurobindo Ghosh, V.D. Savarkar, Bhagat Singh and Subhash Chandra Bose	8-10

Total Suggested Lectures 45L+15T

60 (For 4 Credit Course)

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2. Gandhi, M. K. (2009). *Hind swaraj and other writings*. Cambridge University Press.
3. Hobbes, T. *Behemoth or the long parliament*. Clarendon Press.
4. Lenin, V. I. (1992). *State and revolution*. Penguin.
5. Locke, J. (1988). *Two treatises of government*. Cambridge University Press.
6. Mao, T. T. (1960s). *Selected works*. Foreign Language Press.
7. Pincus, S. (2009). *1688: The first modern revolution*. Yale University Press.
8. Popkin, J. D. (2019). *A new world begins: The history of the French Revolution*. Basic Books.
9. Sanyal, S. (2023). *Revolutionaries: The other story of how India won its freedom*. HarperCollins Publishers.
10. Bijlani, R. (2024). *Sri Aurobindo: The diary divine — daily dose of timeless wisdom*. National Book Trust.
11. Guha, R. *Bal Gangadhar Tilak: The militant nationalist*. Penguin Publishing House.
12. Gupta, D. N. (Ed.). *Bhagat Singh: Select speeches and writings*. National Book Trust.
13. Sampath, V. (2019). *Savarkar: Echoes from a forgotten past* (Vol. 1). Penguin Publishing House.
14. Sampath, V. (2021). *Savarkar: A contested legacy, 1924–1966* (Vol. 2). Penguin Publishing House.
15. Toye, H. (2007). *Subhash Chandra Bose: The springing tiger*. Jaico Publishing House.
16. देशपांडे, निर्मला. *विनोबा*, NBT
17. सिंह, भगत. *भगत सिंह की जेल डायरी*, Rupa prakashan

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-CC204
Title of the Paper	Core Course VIII: [History of Bihar]
Programme / Subject	[MA] — [History]
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

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C.2. Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
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End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	Explain the geographical features of Bihar and analyse their influence on the historical, cultural, and economic development of the region from ancient times.
CO 2	Examine the rise and growth of ancient kingdoms and republics in Bihar, including Magadha, Vajji Confederacy, and their contribution to Indian civilization.
CO 3	Analyse the role of Bihar as a centre of religious and philosophical movements, particularly Gautama Buddha and Mahavira, and evaluate their impact on society.
CO 4	Assess the political, administrative, economic, and cultural achievements of the Maurya Dynasty and Gupta Dynasty with special reference to Bihar.
CO 5	Evaluate the contributions of Bihar to education, literature, art, and architecture through institutions such as Nalanda University and Vikramashila University.

C.4 . Course Learning Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain a comprehensive understanding of the historical development of Bihar from ancient times to the contemporary period.
CLO 2	To be able to analyse the political, social, economic, and cultural transformations that shaped the history of Bihar across different eras.
CLO 3	To be able to evaluate the significance of ancient centers of learning such as Nalanda University and Vikramashila University in the intellectual history of India.
CLO 4	To be able to assess the role of Bihar in major historical movements, including the rise of Buddhism, Jainism, regional kingdoms, and the Indian National Movement.

C.5 Syllabus — Unit-wise Breakdown

Course Name: History of Bihar(MAHIS-CC204)		
Unit	Content	Suggested Lectures hours
I	History of Bihar - 600BC to 1200AD State formation in Bihar Mahajanpadas of Bihar and Rise of Magadh from 6th Century BC-200 BC Archaeology & History of Patliputra	12-15
II	History of Bihar under the Sultanate and Mughals Educational centres of early Medieval Bihar Contributions of Afghans & Mughals. Karnatas of Mithila Bhakti-Sufism and its impact on Bihar	12-15

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III	Beginning of Modern Bihar Early European Trading Companies in Bihar. Impact of Permanent Settlement of 1793. Revolt of 1857-Role of Veer Kunwar Singh	12-15
IV	Creation of Modern Bihar (1912) Role of Bihari Press Makers of Modern Bihar with Special reference to Sachchidanand Sinha, Mahesh Narayan and Ali Imam	12-15
V	National Movement in Bihar: Champaran Movement, Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement, Kisan Sabha Movement	8-10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

C.6-7. References:-

1. Ahmad, Q. *Patna through the ages*.
2. Arya, S. N. Some aspects of socio-economic significance of the pilgrimage of Gaya in the early medieval period.
3. Askari, S. H., & Ahmad, Q. (Eds.). *Comprehensive history of Bihar* (Vol. 1, Parts I-II).
4. Chaudhary, R. K. *History of Bihar*.
5. Chaudhary, R. K. *University of Vikramshila*.
6. das, P., & Kumar, A. *बिहार: इतिहास एवं संस्कृति* [Bihar: History and culture].
7. Datta, K. K. *Biography of Kunwar Singh and Amar Singh*.
8. Datta, K. K. *History of freedom movement in Bihar* (03 Vol.)
9. Datta, K. K., & Narain, V. A. (Eds.). *Comprehensive history of Bihar* (Vol. 3, Parts I-II).
10. Diwakar, R. R. *Bihar through the ages*.
11. Gopal, S. *Patna in the 19th century*.
12. Kumar, R. V. *Role of the middle class in nationalist movement, 1912-1947*.
13. Mishra, Y. *An early history of Vaishali*.
14. Patil, D. R. *Antiquarian remains in Bihar*.
15. Sarkar, J. N. *Glimpses of medieval Bihar economy*.
16. Sharma, R. S. *The state and varna formation in the mid-Ganga plains*.
17. Sinha, B. P. (Ed.). *Comprehensive history of Bihar* (Vol. 2, Parts I-II).
18. Sinha, R. *Aspects of society and economy of Bihar, 1765-1856*.
19. Singh, A. *History of Gaya*.
20. Thakur, U. *History of Mithila*.
21. Thakur, V. K. *Urbanization in ancient India*.

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Officer-On-Special Duty (Judl.)**C.8. Assessment Pattern & Question Paper Design**

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C.1. Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-GE205
Title of the Paper	General ElectiveIII: [History of Archives& Museology]
Programme / Subject	[MA] — [History]
Semester	Semester II
Nature of Course	General Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2. Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the Concepts, Nature, and Scope of Archives and Museology and their importance in preserving historical and cultural heritage.
CO 2	Examine the Historical Development of Archives and Museums at the global, national, and regional levels and analyses various types of Archival Records and Museum Collections, including manuscripts, documents, artifacts, photographs, and digital resources.
CO 3	Analyze the Role of Museums in Education, Research, and Cultural Preservation and their contribution to public history.
CO 4	Evaluate the Contribution of Archives and Museums to Historical Research and the reconstruction of the past.
CO 5	Develop Practical Skills in Handling, Preserving, and Interpreting Historical Records and Museum Objects for academic and professional purposes.

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C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain the evolution and significance of archives and museums.
CLO 2	To be able to apply basic principles of archival and museum management.
CLO 3	To be able to analyze the role of archival sources and museum collections in historical research.
CLO 4	To be able to understand conservation and preservation techniques for cultural heritage materials.

C.5 Syllabus — Unit-wise Breakdown

Course Name: History of Archives & Museology (MAHIS-GE205)		
Unit	Content	Suggested Lectures hours
I	Outlines of Museums and Archives History and Evolution of Museums and Archives Definition of Archives and Museum Collection, Documentation, Preservation in Museums & Archives Difference between archives, museum, and library	12–15
II	Types of Museums and Archives Art, Archaeological, Ethnographic, Science, Natural History, Community Museums, Digital, Virtual, Crafts, Media	12–15
III	Important Museums and Archives in India National Museum, Salar Jung Museum, Victoria Memorial, Bihar Museum, Patna Museum, National Archives, State Archives	12–15
IV	World Identity UNESCO and International Conventions on Cultural Heritage	12–15
V	Visit Report Any local museum/archive (skill-based project work),	8–10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

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C.6-7. References:-

1. Agrawal, O. P. (2007). *Care and preservation of museum objects*. National Museum Institute.
2. Agrawal, O. P. (2007). *Essentials of conservation and museology*. [Publisher unknown].
3. Ambrose, T., & Paine, C. (2018). *Museum basics* (4th ed.). Routledge.
4. Barton, J., & Wellheiser, J. (1995). *An ounce of prevention: Integrated disaster planning for archives, libraries, and record centres*. ICA.
5. Bhattacharya, S. (2018). *Archiving the Raj: History of archival policy of the Government of India with selected documents, 1858–1947*. Oxford University Press.

A. K. Kumar

S. K. Singh

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6. Breckenridge, C. (1989). Aesthetics and politics of colonial collecting: India at world fairs. *Comparative Studies in Society and History*,
7. Brodie, N., & Renfrew, C. (2000). Looting and the world's archaeological heritage: The inadequate response. *Annual Review of Anthropology*,
8. Guha-Thakurta, T. (2004). *Monuments, objects, histories: Institutions of art in colonial and post-colonial India*. Columbia University Press.
9. Harvey, R. (2010). *Digital curation: A how-to-do-it manual*. Neal-Schuman.
10. ICOM. (2017). *Running a museum: A practical handbook*. International Council of Museums.
11. ICOM-CIDOC. (2007). *International guidelines for museum object information: The CIDOC information categories*. International Council of Museums.
12. Kathpalia, Y. P. (1973). *Conservation and restoration of archive material*. UNESCO.
13. Lull, W. P., & Banks, P. N. (2010). *Conservation environment guidelines for libraries and archives*. Canadian Council of Archives.
14. Mathur, S. (2000). Living ethnological exhibits: The case of 1886. *Cultural Anthropology*
15. Pearce, S. M. (1990). *Objects of knowledge: The material culture of museums*. Routledge.
16. Singh, K. (2003). Museum is national: The nation as narrated by the National Museum, New Delhi. In G. Sen (Ed.), *India: A national culture*. Sage.
17. Swanson, B. (1997). *A practical guide to museum documentation*. Museums and Galleries Commission.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

C.1 . Paper Identification

PAPER PROFILE	
Paper Code	MAHIS-GE206
Title of the Paper	General Elective Course IV: [Environment and Bhartiya Thought]
Programme / Subject	[MA] — [History]
Semester	Semester II
Nature of Course	General Elective Course (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3. Course Objectives (COs)

CO No.	Course Objectives
CO 1	Understand the Concept of Environment and its significance in human life through the lens of Bharatiya (Indian) philosophical and cultural traditions and the Ethical and Spiritual Dimensions of Environmental Protection embedded in Indian philosophical traditions
CO 2	Examine Environmental Ideas in Ancient Indian Texts, including the Vedas, Upanishads, Puranas, Epics, Buddhist, and Jain literature.
CO 3	Analyse the Relationship between Nature and Society as reflected in Bharatiya thought and traditional ecological practices and explore Indigenous Knowledge Systems related to environmental conservation, sustainable resource use, and ecological balance.
CO 4	Evaluate the Contribution of Religious and Cultural Practices to environmental awareness and conservation in India in the context of traditional Indian ecological wisdom and sustainable development.
CO 5	To Analyse traditional practices of environmental conservation in India.

C.4. Course Learning Outcomes (CLOs)

CLO No.	Course Learning Outcome
CLO 1	To be able to explain key environmental concepts found in Bharatiya thought.
CLO 2	To be able to understand ecological ideas in Indian religious and philosophical traditions.
CLO 3	To be able to examine the relevance of Bharatiya ecological values in promoting environmental stewardship and sustainable development.
CLO 4	To be able to apply indigenous environmental knowledge to contemporary sustainability challenges.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Environment and Bhartiya Thought (MAHIS-GE206)		
Unit	Content	Suggested Lectures hours
I	Environmental Thoughts in Ancient Literature Veda, Vedanga and Upangas; Pauranic Literature; Environment and Karma-Kanda	12–15
II	Environmental Thoughts in Other Religion Jain Teachings and Jain Lifestyle; Environmental Thoughts and Baudh Philosophy; Environment and Sikh Scriptures	12–15

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III	Environmental Practices in Tribal Hindu Culture Environmental Thoughts and Tribal Rituals: Local Deities, Festivals and Environment; Hindu Reformers in the Field of Environment	12–15
IV	Environment Conservation Man Nature Relationship , Conservation through Ages	12–15
V	Resistance for Environmental Conservation: Chipko, Narmada Bachao Andolan, Arawali Movement	8–10
Total Suggested Lectures 45L+15T		60 (For 4 Credit Course)

C.6-7. References:-

1. Dwivedi, O. P. (1987). *Environmental crisis and Hindu religion*. Gitanjali Publishing House.
2. Gosling, D. L. (2001). *Religion and ecology in India and Southeast Asia*. Routledge.
3. Malla, B. L. (2000). *Trees in Indian art, mythology and folklore*. Aryan Books International.
4. Narayan, R., & Kumar, J. (2003). *Ecology and religion: Ecological concepts in Hinduism, Buddhism, Jainism, Islam, Christianity and Sikhism*. Deep and Deep Publications.
5. Sahni, P. (2008). *Environmental ethics in Buddhism: A virtual approach*. Routledge.
6. Sensarma, P. (2012). Conservation of biodiversity in Manu Samhita. *Indian Journal of History of Science*.
7. Singh, V. (2012). *The human footprint on environment: Issues in India*. Macmillan India.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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Note: Generic/Open Elective-I (Course Code) and II (Course Code) courses in Semester- I and Generic/Open Elective-III (Course Code) and IV (Course Code) courses in Semester- II of 2 Year Postgraduate Programme may be offered by an institution based on student demand, academic interest, and the availability of qualified faculty members. These courses shall be open to students of the concerned discipline as well as students from other disciplines, with the objective of promoting multidisciplinary and interdisciplinary learning in accordance with the principles of the National Education Policy (NEP), 2020.

For fulfilment of the programme requirements, a student shall be required to successfully complete any one of the Generic Elective courses offered during the semester. The institution may decide to offer either or both of the Generic Elective courses, subject to academic feasibility, availability of faculty expertise, and student enrolment.

D**PART D — GENERAL REGULATIONS & PROVISIONS****D.1 Attendance & Eligibility**

- A student must have a minimum of 75% attendance in each paper to be eligible to appear in the Semester / Annual Examination.
- Condonation of attendance deficiency shall be governed by the Regulation.
- A student detained due to shortage of attendance may appear to the examinations of same semester in the next academic session subject to payment of prescribed fees.

D.2 Examination & Promotion Rules

- A student is required to clear at least 60%(4 out of 6) papers of a particular Semester before being promoted to the succeeding Semester.
- Back / Ex-Student candidates shall be governed by the rules in force at the time of their original admission unless otherwise specifically notified.
- A candidate who fails in one or more papers shall be required to appear only in the failed paper(s) (Carry Forward System) in subsequent examinations of the same Semester.
- A candidate is required to clear all his papers within a maximum of Five Years of duration to qualify for the degree.

D.3 Grading System (CBCS)

Letter Grade	% Range	Grade Point	Performance Description	Remarks
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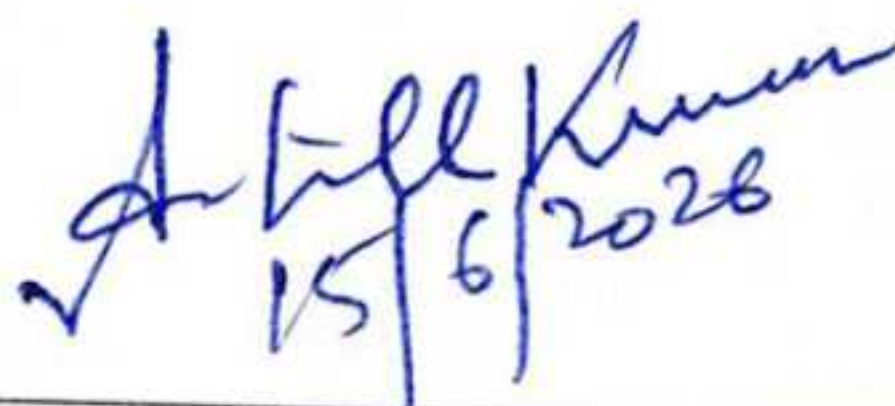
O	≥90-100	10	Outstanding	Pass
A+	≥80<90	9	Excellent	Pass
A	≥70<80	8	Very Good	Pass
B+	≥60<70	7	Good	Pass
B	≥55<60	6	Above Average	Pass
C	≥50<55	5	Average	Pass
P	≥45<50	4	Pass	Pass
F	<45	0	Fail	Fail
Ab/M	0	0	Absent/Malpractice	Fail / Reappear

E**PART E — ABBREVIATIONS & AUTHENTICATION****E.1 List of Abbreviations**

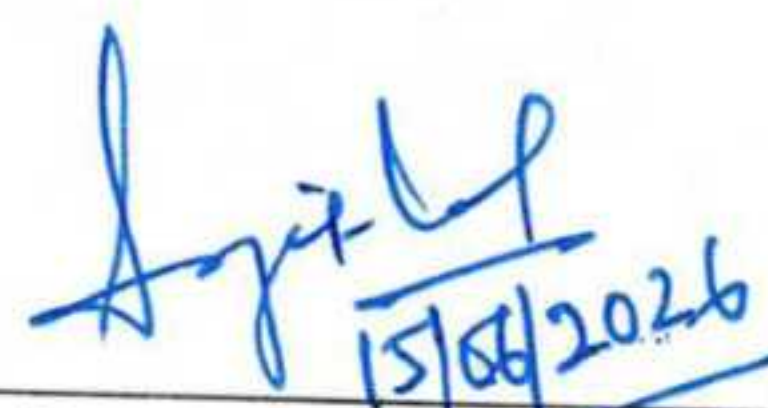
Abbr.	Expansion	Abbr.	Expansion
CC	Core Course	DSE	Discipline Specific Elective
GE	Generic Elective	OE	Open Elective
AEC	Ability Enhancement Course	VAC	Value Added Course
SEC	Skill Enhancement Course	IKS	Indian Knowledge System
L	Lecture (hours per week)	T	Tutorial (hours per week)
P	Practical (hours per week)	IA	Internal Assessment
CCA	Continuous & Comprehensive Assess.	CLO	Course Learning Outcome
PLO	Programme Learning Outcome	GA	Graduate Attribute
NHEQF	National HE Qualifications Framework	PROJ	Project / Dissertation

E.2 Authentication


Prof. Rajeev Ranjan
Department of History
Patliputra University, Patna
Date: 15/06/2026



Dr. Amitabh Kumar
University Department of History
Lalit Narayan Mithila University
Date: 15/06/2026



Dr. Sanjit Lal
Department of History
A. N. College
Patliputra University, Patna
Date: 15/06/2026



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