

**Learning Outcomes Based Curriculum Framework  
(LOCF)  
For  
B.A History Programme**



**Undergraduate Programme  
Government College for Women  
Parade Ground  
Jammu**



## **Part-A Theory (Major)**

**Programme: Under Graduate Programme in History (FYUGP)**

**Course Type: Major-Theory Course (Semester I)**

**Course Title- An Introduction to Ancient India: From Pre-Historic Times to Vedic Era**

**Course Code: UHTMJP101**

**Total Credits: 4**

**Total Teaching Hours: 60**

**Total Marks: 100**

**Objectives of the Course:** This course explores various stages and processes of Indian history from Pre-historic period to Vedic period. It examines the significant developments pertaining to early phase of Ancient India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. This also aims at providing right perspective to study and understand Ancient Indian History.

### **Learning Outcomes of the Course:**

After the successful completion of the core course, it is hoped that the students

- i) Will develop a comprehensive understanding to the evolution of Early Indian society and will be able to identify the forces and factors that shaped the course of Early Indian history.
- ii) Will develop a critical awareness of various categories of sources for the study of Ancient Indian history.
- iii) Will learn the analytical skills to explore the development of India's religious systems and cultural accomplishments in historical perspective.
- iv) Will be able to explore the connections between multiple causative factors and assess their relative historical significance.



## **UNIT-I: SOURCES OF ANCIENT INDIAN HISTORY**

- I. Epigraphy
- II. Numismatics
- III. Literary Sources

## **UNIT-II: PRE- HISTORIC PERIOD**

- I. Palaeolithic Culture- Characteristic features
- II. Mesolithic Culture - Characteristic Features
- III. Neolithic Culture- Characteristic Features

## **UNIT-III: HARRAPAN CIVILIZATION**

- I. Origin and Extent.
- II. Characteristic features: Town planning, Trade and Religious Practices.
- III. Decline.

## **UNIT-IV: EARLY VEDIC PERIOD**

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

## **UNIT-V: LATER VEDIC PERIOD**

- I. Polity
- II. Economy
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### **Suggested Readings:**

- *Bhattacharya D K, 1991 ,An outline of INDIAN PREHISTORY.*
- *Coomaraswamy A.K. 1990 ,History of Indian and Indonesian Art .*
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- *Zimmer. H , 1955,Art of Indian Asia.*
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- *Basham A.L,1975, A Cultural History of India.*



**Examination pattern shall be as under:-**

1. 20 marks shall be earmarked for internal assessment (5 marks for attendance +15 for assessment test).
2. Scheme for award of marks for attendance shall be same as followed by the College
3. Internal assessment test shall be conducted after the completion of 40% of the syllabus in a particular course.

**Pattern for setting internal assessment test paper**

The paper shall comprise of three units:-

- a) Short answer questions – Attempt two questions of 2 marks each out of three questions( Maximum of 30 words each)
- b) Medium answer question - Attempt two questions of 3 marks each out of 3 question ( Maximum of 50 words each)
- c) Long answer question - Attempt one question out of two questions 5 marks ( Maximum of 100 words)

Note:- Questions shall be set in such a way that the syllabi prescribed for the examination is fully represented

Duration of the paper:- 1 hour

**Pattern of External Examination:**

Total marks: - 80 Time allowed: - 3 hours

The paper shall comprise of 5 units.

- a) Short answer questions - 5 questions of 3 marks each ( one question shall be asked from each unit) .All questions are compulsory
- b) Medium answer questions – 5 questions of 7 marks each( one question shall be asked from each unit) .All questions are compulsory
- c) Long answer questions:- 5 questions be set from five units, and the students shall be asked to attempt 2 questions only. Each question shall be of 15 marks.



## Part-B (Applied Theory)

**Total marks: - 50**

**Total credits: - 2**

In addition to the 4 credits of theory as mentioned under part-A above, students will have opportunity to do applied part of the theory of 2 credits through learning by doing practice for the better understanding of the problems/issues.

**Course Objective:** This course is an advance practice where students will have an opportunity to acquire new knowledge by the process of learning by doing exercise about the applied part of the theory in real world based on the empirical strategies. This practice will be different from the theory part as it will stimulate intellectual curiosity and research attitude in the students. It will equip students with the practical knowledge of historical issues apart from the theoretical narrations. It will help students to formulate important historical questions and articulate a persuasive and well-structured historical argument.

### Course Outcome:

- I. Students will gain a high level of understanding of the basic Historical issues by finding gap between theory and applied History.
  - II. Students will develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives.
  - III. Students will learn a variety of sound historical research practices
  - IV. Students will be able to apply their first-hand experience and present convincing and well supported arguments.
  - V. Students will be acquainted with the critical thinking and self-learning approaches which are integral part of all round development of a student.
1. Examination pattern of applied theory of internal assessment will be as under : -  
25 marks shall be earmarked for internal assessment and evaluation will be as below: -
    - 1.1 Report writing on any one of the following-  
Field visit/Case study/Project work/Documentary/Book Review/Hands on practice using Statistical tools (lab work)/Industrial Practicum/ Internships/Field Surveys. (10 marks)
    - 1.2 Class Presentations (PPT or Oral) based on the above-mentioned report. (10 marks)
    - 1.3 Internal viva-voce (5 marks)
  2. Examination pattern of external assessment/evaluation shall be as under:  
25 marks shall be earmarked for external assessment and evaluation will be as below:
    - 2.1 Written Examination in the presence of External Expert based on the report already prepared by the student as mentioned in point 1.1 above (20 marks)



2.2 External Viva-voce (5 marks)

### **Part-A Theory (Minor)**

**Programme: Under Graduate Programme in History (FYUGP)**

**Course Type: Minor-Theory Course (Semester I)**

**Course Title- An Introduction to Ancient India: From Pre-Historic Times to Vedic Era**

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**Total Marks: 100**

**Total Teaching Hours: 60**

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#### **Learning Outcomes of the Course:**

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- i) Will develop a comprehensive understanding to the evolution of early Indian society and will be able to identify the forces and factors that shaped the course of early Indian history.
- ii) Will develop a critical awareness of various categories of sources for the study of ancient Indian history.
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Duration of the paper :- 1 hour

**Pattern of External Examination:**

Total marks: - 80 Time allowed: - 3 hours

The paper shall comprise of 5 units.

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**Total marks: - 50**

**Total credits: - 2**

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**Course Objective:** This course is an advance practice where students will have an opportunity to acquire new knowledge by the process of learning by doing exercise about the applied part of the theory in real world based on the empirical strategies. This practice will be different from the theory part as it will stimulate intellectual curiosity and research attitude in the students. It will equip students with the practical knowledge of historical issues apart from the theoretical narrations. It will help students to formulate important historical questions and articulate a persuasive and well-structured historical argument.

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Field visit/Case study/Project work/Documentary/Book Review/Hands on practice using Statistical tools (lab work)/Industrial Practicum/ Internships/Field Surveys. (10 marks)
    - 1.2 Class Presentations (PPT or Oral) based on the above-mentioned report. (10 marks)
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    - 2.1 Written Examination in the presence of External Expert based on the report already



prepared by the student as mentioned in point 1.1 above (20 marks)

2.2 External Viva-voce (5 marks)

## **Part-A Theory (Major)**

**Programme: Under Graduate Programme in History (FYUGP)**

**Course Type: Major-Theory Course (Semester II)**

**Course Title- History of Ancient India (From 600 B.C-300 A.D)**

**Course Code: UHTMJP201**

**Total Credits: 4**

**Total Marks: 100**

**Total Teaching Hours: 60**

**Objectives of the Course:** This course explores various stages and processes of Indian history from Post Vedic to post Mauryan period. It examines the significant developments pertaining to early phase of Ancient India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. This also aims at providing right perspective to study and understand Ancient Indian History and will familiarize the students with major political, social and religious transformations that unfolded from roughly c. 600 B.C till 300 A.D.

### **Learning Outcomes of the Course:**

After the successful completion of the core course, it is hoped that the students

- i) Will develop a comprehensive understanding to the evolution of early Indian society and will be able to identify the forces and factors that shaped the course of early Indian history.
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- iii) Will be able to explore the connections between multiple causative factors and assess their relative historical significance.
- iv) Will be able to understand the process of the rise and decline of imperial states in early India.



## **UNIT-I: TERRITORIAL STATES AND RISE OF MAHAJANPADAS**

- I. Factors responsible for 2<sup>nd</sup> Urbanization
- II. Mahajanapadas
- III. Rise of Magadha : Causes

## **UNIT-II: RELIGIOUS MOVEMENTS**

- I. Rise of Religious Movements : Causes
- II. Jainism: Rise and Spread
- III. Buddhism: Rise and Spread

## **UNIT-III: RISE OF MAURYAN EMPIRE**

- I. Alexander's Invasion and its Impact
- II. Mauryas : Sources
- III. Chandragupta : Early Life and Conquests

## **UNIT-IV: MAURYAN EMPIRE**

- I. Ashoka: Kalinga war and Policy of Dhamma
- II. Mauryan Administration
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## **UNIT-V: KUSHANAS**

- I. Conquests of Kanishka and Extent of Empire
- II. Religion
- III. Cultural Contribution



### **Suggested Readings:**

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    - 2.2 External Viva-voce (5 marks)

**Programme: Under Graduate Programme in History (FYUGP)**  
**Course Type: Multidisciplinary Course (Semester I, II, III)**

**Course Title- History of Modern India (From 1857 A.D-1947 A.D)**

**Course Code: UHTMDT101**

**Total Credits: 3**

**Total Marks: 75**

**Total Teaching Hours: 45**

**Objectives of the Course:** This paper provides a thematically arranged overview of the history of National Movement in India from the middle of nineteenth century till 1947. It examines the after effects of British colonial expansion in the political settings of nineteenth-century India. With a long-term perspective on the ideological, institutional and political formations, it introduces the major tendencies in the anti-colonial nationalist and popular movements in colonial India.

**Learning Outcomes of the Course:**

After the successful completion of the core course, it is hoped that the students will be able to:

- i) Identify the key factors that led to the rise of the feeling of Nationalism.
- ii) Discuss the First War of Indian Independence as a response to British colonialism.
- iii) Explain the various forms of anti-colonial struggles.
- iv) Describe the core ideas of national movement in its contextuality



### **UNIT-I: FIRST WAR OF INDEPENDENCE: 1857**

- I. Causes
- II. Consequences
- III. Nature

### **UNIT-II: RISE OF INDIAN NATIONALISM**

- I. Factors leading to the rise of Indian Nationalism
- II. Formation of Indian National Congress
- III. Moderates and Extremists

### **UNIT-III: GANDHIAN NATIONALISM**

- I. Non-cooperation Movement
- II. Civil Disobedience Movement
- III. Cripps Mission

### **UNIT-IV: TOWARDS PARTITION AND INDEPENDENCE**

- I. Quit India Movement
- II. Cabinet Mission Plan
- III. Mountbatten Plan and Indian Independence Act, 1947



### **Suggested Readings:**

- Shekhar Bandyopadhyay: From Plassey to Partition
- Sumit Sarkar: Modern India 1885 to 1947.
- Bipan Chandra: Nationalism and Colonialism.
- Dr. G.S Chhabra: Advanced Study in the History of Modern India Vol. I, II and III.
- Bhartiya Vidya Bhavan Series: Vol. X and IX
- Tara Chand: History of Freedom Movement Vol.-I & II
- R.C. Majumdar: History of Freedom Movement
- B.P.S. Raghuvanshi: Indian National Movement & Thoughts
- A.R. Desai: Social Background of Indian Nationalism
- Bipan Chandra: Indian Freedom Struggle
- P.L. Gautam: Modern Indian History
- Bipan Chandra: India's Struggle for Independence
- Ishita Banerjee Dube : A History of Modern India. Delhi
- Biswamoy Pati (Ed.): The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities.
- Nalini Taneja: "The 1857 rebellion." in K. N. Panikkar, (Ed.). Perspectives of Modern Indian History





**Examination pattern shall be as under:-**

**Internal Assessment 15 marks**

1. 15 marks shall be earmarked for internal assessment (5 marks for attendance +10 for assessment test).
2. Scheme for award of marks for attendance shall be same as followed by the College
3. Internal assessment test shall be conducted after the completion of 40% of the syllabus in a particular course.(10 marks)

**Pattern for setting internal assessment test paper**

The paper shall comprise of two units:-

- a) Short answer questions –Attempt two questions of 1 mark each out of three questions ( Maximum of 20 words each)
- b) Medium answer question - Attempt two questions of 2 marks each out of 3 question ( Maximum of 30 words each)
- c) Long answer question - Attempt one question out of two questions 4 marks ( Maximum of 50 words)

Questions should be set in such a way that the entire syllabus prescribed for the examination is represented

Duration of the paper:- 3/4hour( 45 Minutes)

**Pattern of External Examination:**

Total marks: - 60 Time allowed: - 2.5 hours

The paper shall comprise of 3 units.



- a) Short answer questions - 4 questions of 3 marks each. The questions shall be set in such a way that the whole syllabus prescribed for a course is represented. All questions are compulsory.
- b) Medium answer questions – 4 questions of 6 marks each( one question shall be asked from each unit) .All questions are compulsory
- c) Long answer questions:- 4 questions be set from four units, and the students shall be asked to attempt 2 questions only. Each question shall be of 12 marks.

**Programme: Under Graduate Programme in History (FYUGP)**

**Course Type: Value Added Course (Semester I, II)**

**Course Title- Understanding India**

**Course Code: UHTVAT101**

**Total Credits: 2**

**Total Marks: 50**

**Total Teaching Hours: 30**

**Objectives of the Course:** To make students aware about the trajectories of Historical and Cultural development of India and the making of Unity in Diversity. To understand the major forms and phases of freedom struggle. To make students aware about the major contributors to our struggle for independence. To make students aware about the major contribution of India to world civilization in the field of Science and Technology.

#### **UNIT I**

- I. Bharatavarsha: concept and its evolution: Vedic, Epic and Puranic traditions and the making of Modern India
- II. State and Imperial formation: Rise of Janapadas, The Mauryas, the Kushanas, the Guptas, Pallava, Cholas and Vijayanagara empire
- III. Origin and growth of major religious streams: Vedic, Jainism, Buddhism, Bhakti and Sufism, BrahmoSamaj, Arya Samaj, Religious philosophy of Sri Aurobindo
- IV. Development of literary traditions: Panini, Kalidasa, Veda Vyasa, Valmiki

#### **UNIT-II**



- I. India's Struggle for freedom: 1857 as the First War of Independence
- II. Important heroes of Freedom struggle: Birsa Munda, Bhagat Singh, Chandrasekhar Azad, Subhash Chandra Bose.
- III. Formation of India National Congress and Contribution of Mahatama Gandhi; Making of Indian constitution and its salient features.
- IV. Re-emergence of Swadeshi Movement in India; Flagship Programmes: Jan Dhan Yojana; Skill India Mission; Make in India; AtamNirbar Bharat.

### UNIT-III

- I. India's contribution to the world: Medical science: Charaka, Sushruta
- II. Mathematics and Astronomy: Aryabhata, Baudhyana, Brahmagupta, Ramanujam
- III. Physics: Kanad, P.C.Ray, Raman

### Suggested Readings:

- Basu, D. (2012) 'Introduction to the Constitution of India', New Delhi, Lexis Nexis.
- Bhikku, Parekh (1989). Colonialism, Tradition and Reforms: An Analysis of Gandhi's Political Discourses, New Delhi, Sage Publications.
- Bipan Chandra (1987). India's Struggle for Independence, Penguin, Delhi.
- Dhar, P.K. (2000): Growing Dimensions of Indian Economy. Kalayani Publishers. New Delhi.
- Dhingra, I.C (2020): Indian Economy, Sultan Chand & sons, New Delhi.
- Dutt, R. and Sundharam (2018): Indian Economy, S. Chand & Co. Ltd.. New Delhi.
- Gautam A (2009): Advanced Geography of India, Sharda Pustak Bhawan, Allahabad.
- Godschalk, D.R. (et.al.) (1999): Natural Hazard Mitigation Recasting Disaster Policy and Planning, Island Press, Washington, D.C.
- Gore, M. S. (2002) Unity in Diversity: The Indian Experience in Nation-Building. Rawat Publication, Jaipur.
- Government of India, Economic Survey (Annual), Economic Division, Ministry of Finance. New Delhi.
- K. Roy, C. Saunders and J. Kincaid (2006) (eds.) 'A Global Dialogue on Federalism'. Volume 3 Montreal, Queen's University Press.
- Kabir, Humayun (1946). Our Heritage, National Information and Publications Ltd., Mumbai.
- L. Rudolph and S. Rudolph, (2008) 'Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006', Volume 2, New Delhi, Oxford University Press.
- M. Singh, and R. Saxena (2011) (eds.), 'Indian Politics: Constitutional Foundations and Institutional Functioning', Delhi: PHI Learning Private Ltd.
- Malik, S. C. (1975). Understanding Indian Civilization: A Framework of Enquiry. Indian Institute of Advanced Study, Shimla,
- Ministry of Human Resource Development.
- Ministry of Skill Development and Entrepreneurship.



- Misra, S.K and Puri (2020), V.K.: Indian Economy, Himalaya Publishing House. Mumbai