

**PROGRAMME PROJECT REPORT
UNDER-GRADUATE COURSE IN HISTORY
(ODL MODE)**

AS PER NATIONAL EDUCATION POLICY (NEP)-2020



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791 112**

WITH EFFECT FROM ACADEMIC YEAR: 2023-24

1.1 THE PREAMBLE

The National Education Policy (NEP) 2020 emphasizes higher education playing a pivotal role in promoting human and societal well-being and developing India into a path as envisioned in its Constitution – a democratic, just, socially conscious, cultured and humane nation upholding liberty, equality, fraternity, and justice for all. This policy recommends higher education to allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to focusing on the students to choose from a basket of subjects of major and minor as per their own choices. The system enables every graduate to possess the graduate attributes of broadening the current knowledge base and skills, gaining and applying new knowledge and skills, undertaking future studies independently, performing well in a chosen career, and playing a constructive role as a responsible citizen in society. To materialize this, therefore, this policy further recommends a set of curricular components of the undergraduate programme consisting of stream courses of varied nature – Major (CC), Minor (MC), Multidisciplinary (courses from other disciplines) (MDC), Ability Enhancement (AEC), Skills Enhancement (SEC), Value-Added (VAC), and a set of Environmental Education, Understanding India, Digital and Technological solutions, Health & Wellness, Yoga Education, and Sports and Fitness.

The One Year Certificate/Two Year Diploma/Three Year Under Graduate Degree/Four Year Under Graduate Degree (Honours without Research)/Four Year Under Graduate Degree (Honours with Research) in History is a four-year (eight semesters) programme of credits including major courses, minor courses, multi-disciplinary courses, skills enhancement courses, value-added courses and ability enhancement courses with multiple exists. In each semester the students will be offered theory and practical courses. The students will be offered several major courses throughout four years as per UGC guidelines. This programme will adopt a flexible curricular structure in order to enable creative combinations of disciplinary areas. The undergraduate degree programme of 4-year duration, with multiple exit points with appropriate certifications such as a UG certificate after completing 1 year (2 semesters) and an additional 4 credits training/internship, a UG diploma after 2 years (4 semesters) of study and additional 4 credits training/internship, a bachelor's degree after a 3-year (6 semesters) of study and UG degree with Honours and UG degree with Research with Honours degree after 4 years (8 semesters) of study.

The evaluation and examination procedures shall be as per the regulations and guidelines enshrined in the Rajiv Gandhi University examination ordinance.

1.2 PROGRAMME'S MISSION:

Institute of Distance Education is affiliated to Rajiv Gandhi University as a higher education institution offers a wide range of advanced and better-quality distance learning programs to its students.

Mission:

- a. Offer excellent higher education with special focus on providing education to the interested people through highly developed, reachable, reasonable and learner-oriented programmes which help them to contribute to the overall development of themselves and society.
- b. The institute aims is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general.

- c. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. It also intent to offer relevant and accurate programmes to meet up the needs of the student community

1.3 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The U.G. Programme in History aims to fulfil the educational objectives listed below:

- 1: This programme is designed to allow students to learn about the history of past societies and its relevance in contemporary contexts.
- 2: Another educational objective of this programme is for students to gain a good knowledge of world history and Indian history, with special references to the history of Northeast India and Arunachal Pradesh.
- 3: Furthermore, the educational objective of the programme is to instil in students a sense of historical diversity, including religion, culture, and identity, and its relevance in the present context.

1.4 PROGRAMME OUTCOMES (POs):

These courses have been designed and developed in accordance with the New Education Policy NEP 2020. Upon completing these courses, students will-

- PO1: Understand the best practices and professional standards of critical thinking in historical research and writing.
- PO2: Understand the idea of Bharat, ancient Indian history, medieval Indian history, and modern Indian history with a focus on British rule and the growth of the Nationalist movement which paved the way for independent India.
- PO3: Know about gender studies, which will enhance the understanding of gender-related issues that are currently faced in India and worldwide.
- PO4: Learn about the making of India in the post-independence period, which will enhance the understanding of students on how India, as it is today, became a nation.
- PO5: Learn oral tradition and heritage studies, which will enhance the understanding of the students on how oral history has been crucial for the reconstruction of the history of societies that did not have many written records.
- PO6: Understand history of world civilizations and the evolution of Indian Culture, which will enrich their understanding of how important civilizations in the world emerged and also how cultures in India gradually evolved.
- PO7: Gain a comprehensive understanding of historical events across various regions worldwide, including Europe, Japan, USA, and Southeast Asia.
- PO8: Learn about the history of Northeast India and Arunachal Pradesh, which will enhance their understanding of Northeast and Arunachal Pradesh in the pre-colonial and post-colonial periods.
- PO9: Come to know about research methodology and ethics of publications, which will allow them to get a deeper understanding of the methodological rubric of research and ethics in publications, which will not only be useful in their future research endeavours but also in gaining a deeper understanding of how knowledge productions are carried out in the world of academia.

PO10: Explore the potential for tourism in Arunachal Pradesh and Northeast India, thereby improving their employability in both historical and tourism-related fields; Know about Multi-disciplinary Courses (MDCs) such as courses on environmental issues and Art, Architecture, and Heritage in India as part of the larger frameworks of NEP 2020; and to familiarise students with Skill Enhancement Courses (SEC) like the importance of archives and museums in interpreting and preserving history.

1.5 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learners who complete four years will earn an Undergraduate Honours with a research degree in history. The U.G. Programme in History aims to fulfil the programme-specific outcomes listed below:

PSO 1: The students will be able to understand the various types of sources used by historians, such as literary, oral, archaeological, and ethnographic sources, in reconstructing and reinterpreting the past.

PSO 2: The students will gain a good understanding of the theories and methods often employed by historians, as well as some of the biases, so they develop the scientific rigor needed for conducting ethical research in history.

PSO 3: The programme will further enhance the students' understanding of global and Indian history, enabling them to understand and address issues facing our society.

1.6 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: HIS-1001)-Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: HIS-2001)-Students exiting the programme after securing 80 credits will be awarded a UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first-year or second-year summer term.

Three-Year UG Degree (Programme Code: HIS-3001)-Students who wish to undergo a three-year UG programme will be awarded a UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: HIS-4001)-A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

1.7 Other Key

1.7.1 Structure of the Four-Year Undergraduate Programme in History

*30 hours of learning = 1 credit [therefore, 90 hours of learning in a semester = 3 credits]

**Assignment = 1 credit

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN HISTORY

SEMESTER 9

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-1110	The Idea of Bharat	30	70	100	3:1	4	90
IDE-HIS-001-MC-1110	Minor Course-1	30	70	100	3:1	4	90
IDE-HIS-001-MD-1110	Environmental History of India	30	70	100	2:1	3	60
XXX-DDD-AE-XXXX	AECC-1*	30	70	100	3:1	4	90
IDE-HIS-001-SE-0010	Tourism in Arunachal Pradesh	30	70	100	2:1	3	60
IDE-HIS-001-VA-0010	History of Traditional Indian Knowledge System	30	70	100	1:1	2	30
Total Credit						20	420

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Learning, A=Assignment

SEMESTER II (UG Certificate)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-1210	History of Ancient India (Early Period to 1200 CE)	30	70	100	3:1	4	90
IDE-HIS-001-MC-1210	History of Early India	30	70	100	3:1	4	90
IDE-HIS-001-MD-1210	Art, Architecture and Heritage in India	30	70	100	2:1	3	60
XXX-DDD-AE-XXX	AEC-2*	30	70	100	3:1	4	90
IDE-HIS-001-SE-0020	Understanding Heritage	30	70	100	2:1	3	60
XXX-DDD-VA-XXX	VAC-2*	30	70	100	1:1	2	30
Total Credit						20	420

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Learning, A=Assignment

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN HISTORY

SEMESTER 10I

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-2110	History of Medieval India (1200-1707)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2120	History of World Civilization	30	70	100	3:1	4	90
IDE-HIS-001-MC-2110	History of Early Medieval India	30	70	100	3:1	4	90
IDE-HIS-001-MD-2110	Glimpses of the History of North East India: Early Period to 1972	30	70	100	2:1	3	60
IDE-HIS-001-SE-2110	Archives and Museum	30	70	100	2:1	3	60
XXX-DDD-VA-XXX	VAC-3	30	70	100	1:1	2	30
Total Credit						20	420

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

SEMESTER IV (UG Diploma)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-2210	History of Modern India (1707-1947)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2220	History of Europe (Thirteenth Century to 1789)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2230	History of Europe (1789-1919)	30	70	100	3:1	4	90
IDE-HIS-001-CC-2240	Cultural Heritage of India	30	70	100	3:1	4	90
IDE-HIS-001-MC-2210	History of Modern India	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

**CREDIT STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN
HISTORY PER SEMESTER**

SEMESTER V

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-3110	History of North East India (Early Period to 1826)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3120	History of Modern World (1919-1945)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3130	Making of Contemporary India	30	70	100	3:1	4	90
IDE-HIS-001-CC-3140	Oral Traditions and Heritage Studies	30	70	100	3:1	4	90
IDE-HIS-001-MC-3110	History of North East India	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

SEMESTER VI (UG Degree)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-3210	History of Arunachal Pradesh (Upto 1826)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3220	History of Southeast Asia (Nineteenth Century)	30	70	100	3:1	4	90
IDE-HIS-001-CC-3230	History and Gender Studies	30	70	100	3:1	4	90
IDE-HIS-001-CC-3240	History of Contemporary India (1947-2000)	30	70	100	3:1	4	90
IDE-HIS-001-MC-3210	History of Arunachal Pradesh (Upto 1826)	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN HISTORY

SEMESTER VII

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-4110	Ancient Societies	30	70	100	3:1	4	90
IDE-HIS-001-CC-4120	History of Medieval India	30	70	100	3:1	4	90
IDE-HIS-001-CC-4130	Expansion and Consolidation of Colonial Rule in India (1757-1858)	30	70	100	3:1	4	90
IDE-HIS-001-CC-4140	History of North East India (Upto 1947)	30	70	100	3:1	4	90
IDE-HIS-001-MC-4110	History of Europe (1870-1945)	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

SEMESTER VIII (UG Degree with Honours)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
		Internal Marks	External Marks	Total	L:A		
IDE-HIS-001-CC-4210	History of Arunachal Pradesh (Upto 1987)	30	70	100	3:1	4	90
IDE-HIS-001-DE-42010	Evolution of Indian Culture	30	70	100	3:1	4	90
IDE-HIS-001-DE-42020	Colonial Economy (1765-1939)	30	70	100	3:1	4	90
IDE-HIS-001-DE-42030	Indian National Movement (1857-1947)	30	70	100	3:1	4	90
IDE-HIS-001-MC-4210	Mahatma Gandhi and Modern India	30	70	100	3:1	4	90
Total Credit						20	450

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Learning, A=Assignment

LIST OF MINOR COURSES (MC)

Sem	Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Learning Hours
			Internal Marks	External Marks	Total	L:A		
I	IDE-HIS-001-MC-1110	Bharat That Is India	30	70	100	3:1	4	90
II	IDE-HIS-001-MC-1210	History of Early India	30	70	100	3:1	4	90
III	IDE-HIS-001-MC-2110	History of Early Medieval India	30	70	100	3:1	4	90
IV	IDE-HIS-001-MC-2210	History of Modern India	30	70	100	3:1	4	90
V	IDE-HIS-001-MC-3110	History of North-East India	30	70	100	3:1	4	90
VI	IDE-HIS-001-MC-3210	History of Arunachal Pradesh (Upto 1826)	30	70	100	3:1	4	90
VII	IDE-HIS-001-MC-4110	History of Modern Europe (1870-1945)	30	70	100	3:1	4	90
VIII	IDE-HIS-001-MC-4210	Mahatma Gandhi and Modern India	30	70	100	3:1	4	90
Total							32	720

LIST OF MULTIDISCIPLINARY COURSES (MDC)

Sem	Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:A		
I	IDE-HIS -001-MD-1110	Environmental History of India	30	70	100	3:1	4	90
II	IDE-HIS -001-MD-1210	Art, Architecture and Heritage in India	30	70	100	3:1	4	90
III	IDE-HIS -001-MD-2110	Glimpses of the History of North east India: Early Period to 1972	30	70	100	3:1	4	90
Total							12	270

1.8 Relevance of the program with HEI's Mission and Goals:

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognized for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, contributing and morally sound global citizens.

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals to improve the performance and provide leadership and service to the community.

1.9 Nature of prospective target group of learners: The target group of learners will be dropout students, women, unemployed youth, in-service, Defense personnel, Primary teacher, and individual interest in historical research etc who are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems. The entire curriculum is designed to satisfy the academic needs of the above-mentioned communities.

1.10 Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

The materials for B.A. History courses are composed to develop historical expertise by including the recent developments in the field of history. The current advancements in the theoretical as well as methodological areas are incorporated in the syllabus. Academic skills in history could be acquired only through the proper study of the subject by utilizing carefully designed curriculum and properly written study material. The BA History course is designed to equip the student community with many important skills at graduate level. The most important them are:

- a. Gaining a deeper sense in history of humanity in a rational way
- b. Acquiring the ability to clarify how and why major changes occurred in the society.
- c. Ability to analyze the social, political economic and cultural aspects behind the major and minor incidents of society.
- d. Acquiring knowledge to use the sources to reconstruct the past in a scientific way.
- e. Developing critical thinking and analytical skill.

1.11 Faculty and support staff requirements:

Faculty support is provided by the Department of History of Rajiv Gandhi University. Staff support is provided by the Institute of Distance Education itself. The IDE also receives staff support from the University.

1.12 Instructional delivery mechanisms:

The programme will be imparted with the help of suitably designed syllabus. The syllabus is developed by a group of experts. Instructions to the learners will be provided by conducting counseling. A student can choose programme centres at the time of online registration. The time table of contact and counseling classes will be sent to the students well in advance through mail and whatsapp. The counseling to the learners will be provided by the

invited experts in the concerned discipline.

1.13 Identification of media and student support service systems:

This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Facebook, Google meet etc.

1.14 Procedure for admissions, curriculum transaction and evaluation:

a. Procedure for Admission

For the B.A. in History course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board can apply. Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in the higher secondary. The admissions are held completely in the online mode. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification the candidate is admitted to the course.

b. Curriculum Transaction

For delivering the guidance to the students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the BA course there is one course coordinator, one subject coordinator and one center coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

c. Evaluation

For BA course there are six semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35 %. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 4 years to finish the course. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

1.14 Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

- a. Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

1.15 Cost estimate of the programme and the provisions:

Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. The cost estimate to run the course of BA History by Institute of Distance Education, for one batch of Distance students for the duration of 3 years is as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rupees (per Year)
1	Honorarium	₹10,80,000/-
2	Counseling	₹9,00,000/-
	Assignment Response Format	₹10,50,000/-
3	Self-Learning Materials	₹27,00,000/-
4	Examination	₹7,50,000/-
5	Evaluation	₹3,00,000/-
	Others	₹2,10,000/-
Total		₹69,90,000/-

FEE STRUCTURE OF BACHELOR OF ARTS

Details	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00							
Central Examination Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self-Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹ 4,300.00	₹ 4,050.00	₹ 4,050.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00

1.16 Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme each semester to the learners.
- vi) Above these, the academic staffs of the Institute of Distance Education takes thereby address all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. By the completion of the B.A. History programme, a student will be able to:

- a. Think, analyze and understand the past and present critically and rationally.
- b. Understand the emergence of evolution of societal development and will be able to apply and analyze the contemporary situation in it light.
- c. Able to reflect the onward move of society from the experience of the past.

SEMESTER I
IDE-HIS-001-CC-1110: THE IDEA OF BHARAT

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of ancient India.
- Another objective is to facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature.
- Learners will be able to understand ancient Indian art and culture and also ancient science and technology.
- Further, learners are expected to have a good understanding of the health consciousness among the ancient Indian people as reflected by Ayurveda and Naturopathy.

Course Outcomes:

- CO 1: Students will understand the society, culture, religion, and political history of ancient India.
CO 2: Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc.
CO 3: Students will also understand ancient Indian art and culture, science, and technology.
CO 4: Further, they will also understand health consciousness through the learning of Ayurveda and Naturopathy.

Course Contents:

UNIT-I: Concept of Bharatvarsha:

1.16.1 Understanding of Bharatvarsha

1.16.2 Eternity of Bharat

1.16.3 The Glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas etc.

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

- a) Evolution of language and script: Brahmi, Kharosthi, Pali, Prakrit, Sanskrit, Tamil, etc.
- b) Salient features of Indian Art & Culture
- c) Indian Education System

UNIT-III: Dharma, Philosophy and Vasudhaiva Kutumbakam:

- a) Indian perception of Dharma and Darshan
- b) The Concept of Vasudhaiva Kutumbakam: Man, Family, Society and World
- c) Polity and Governance

UNIT-IV: Science, Environment and Medical Science:

- a) Science and Technology in Ancient India
- b) Health Consciousness (Science of Life): Ayurveda Yoga and Naturopathy
- c) Indian Numeral System and Mathematics

Suggested Readings:

AL Basham: The Wonder that was India, Rupa, Delhi, 1994

AS Altekar: Education in Ancient India, Nand Kishore & Bros, Varanasi 1944

Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing, Delhi, 2014

Dharampal: The Beautiful Tree, Other India Press, Delhi, 1995
 Faith Roberts on Elliott: Gender Family and Society, St. Martin press, New York, 1996
 G. Arrhenius: Evolution for Space
 Radha Kumud Mookerji: Indian Shipping, South Asia Books, 1999
 Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
 Will Durant: The Story of Civilization, Five Communications, US, Jan.1993 (11Vol)
 Zekuthial Ginshurg: New Light on our Numerals.
 R.K. Mookherjee: The Fundamental Unity of India
 Sekhar Bandopadhaya (Ed), Nationalism in India

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

THE IDEA OF BHARAT

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	3	1	0	1	2	0	0	0	0	2	1	3
CO2	2	3	1	0	1	2	0	0	0	0	2	1	3
CO3	2	3	1	0	1	2	0	0	0	0	2	1	3
CO4	2	3	1	0	1	2	0	0	0	0	2	1	3
Average	2	3	1	0	1	2	0	0	0	0	2	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I

IDE-HIS-001-MC-1110: BHARAT THAT IS INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of ancient India.
- Another objective is to facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature.
- Learners will be able to understand ancient Indian art and culture and also ancient science and technology.
- Further, learners are expected to have a good understanding of the health consciousness among the ancient Indian people as reflected by Ayurveda and Naturopathy.

Course Outcomes:

CO 1: Students will understand the society, culture, religion, and political history of ancient India.

CO 2: Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc.

CO 3: Students will also understand ancient Indian art and culture, science, and technology.

CO 4: Further, they will also understand health consciousness through the learning of Ayurveda and Naturopathy

Course Contents:

UNIT-I: Concept of Bharatvarsha:

- a) Understanding Bharatvarsha
- b) Eternity of Bharat

- c) The Glory of Indian Literature: Veda, Jain and Buddhist, Puranas.

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

- a) Evolution of language and Script: Pali, Prakrit, Sanskrit
 b) Salient Features of Indian Art & Culture
 c) Indian Educational System

UNIT-III: Dharma, Philosophy and Vasudhaiva Kutumbakam:

- a) Indian Perception of Dharma
 b) Concept of Vasudhaiva Kutumbakam
 c) Polity and Governance

UNIT-IV: Science, Environment and Medical Science:

- a) Science and Technology in Ancient India
 b) Health consciousness of (Science of Life): Ayurveda
 c) Indian numeral system and Mathematics

Suggested Readings:

- A.L. Basham: The Wonder that was India, Rupa, Delhi, 1994.
 A.S. Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944.
 Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014.
 Dharampal: The Beautiful Tree, Other India Press, Delhi, 1995.
 Faith Robertson Elliott: Gender Family and Society, St. Martinpress, New York, 1996.
 G. Arrhenius: Evolution for Space
 Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
 Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
 Will Durant: The Story of Civilization, Five Communications, US, Jan. 1993 (11 Vol)
 Zekuthial Ginsburg: New Light on our Numerals.
 R.K Mookherjee: The Fundamental Unity of India
 Sekhar Bandopadhaya (Ed), Nationalism in India

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

INDIA THAT IS BHARAT

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	0	1	2	0	0	0	0	2	1	3
CO2	2	3	1	0	1	2	0	0	0	0	2	1	3
CO3	2	3	1	0	1	2	0	0	0	0	2	1	3
CO4	2	3	1	0	1	2	0	0	0	0	2	1	3
Average	2	3	1	0	1	2	0	0	0	0	2	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
IDE-HIS-001-MD-1110: ENVIRONMENTAL HISTORY OF INDIA

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to facilitate learners to learn about the concept of environmental history.
- Another objective is to enable learners to understand the importance of developing consciousness towards the environment.
- Learners will be able to equip themselves with the knowledge of the historical changes and the dynamics of human nature interface.
- Further, they will be able to understand ways in which natural landscapes, rivers, and forests in various parts of India were transformed.

Course Outcomes:

- CO 1: Students will be able to assess the role and impact of environments on historical development.
CO 2: They will be able to understand the close relationship between nature and history.
CO 3: They will be able to develop a multidisciplinary approach to historical studies.
CO 4: They will be able to have a sense of the ecological degradation and develop a sense of its preservation.

Course Contents:

UNIT-I: Appropriation of Environment & Indian Philosophy:

- a) Indian ecological philosophy (Ecosophy)
- b) Importance of environment in ancient Indian texts,
- c) Environmental ethics in India, Man-Nature Relationship

UNIT-II: Colonialism, Environment and Modern Concerns:

- a) Colonial intervention; Forest policies Resource Management
- b) Exploitation of Forest
- c) Environmental Legislation in India.

UNIT-III: Social Issues and Environment

- a) Understanding Development and Environmental Concerns
- b) Deep Ecology
- c) Social Ecology
- d) Eco-feminism.

Suggested Readings:

- Beinart, W., & Hughes, L. (2007). *Environment and empire*. Oxford University Press on Demand.
Brooke, J. L. (2014). *Climate Change and the Course of Global History: A Rough Journey*, New York: Cambridge University Press.
Carson, Rachel. (1962). *Silent Spring*, Cambridge, Riverside Press.
Cronon, W. (Ed.). (1996). *uncommon ground: Rethinking the human place in nature*. WW Norton & Company.
Davis, M. (2002). *Late Victorian holocausts: El Niño famines and the making of the third world*. Verso Books.
Gadgil, M., & Guha, R. (1993). *This fissured land: an ecological history of India*. University of California Press.
Guha, R., & Alier, J. M. (1998). *Varieties of Environmentalism: Essays North and South*. 1st Indian Edition.

Guha, Ramachandra, (2000). Environmentalism: A Global History, New Delhi: OUP.

Hughes, Donald J. (2001). An Environmental History of the World, New York: Routledge.

Hughes, Donald J. (2006). What is Environmental History? London: Polity Press.

Keith, S. (1996). Environmental Hazards. New York: Routledge.

Manivasakam, N. (1992). Environmental Pollution. New Delhi: N.B.T.

McNeill, J.R. (2000). Something New under the Sun. An Environmental History of the Twentieth Century, London: Penguin.

McNeill, John R. (2012). Biological Exchange in Global Environmental History, in J. R. McNeill and E. S. Mauldin (eds.), Companion to Global Environmental History, West Sussex: Willy-Blackwell, pp. 433-452

Muir, Cameroon. (2014). The Broken Promise of Agricultural Progress: An Environmental History. Abingdon and New York: Routledge.

Myllyntaus, T. (Ed.). (2011). Thinking through the Environment: Green approaches to global history. White Horse Press.

Ponting, C. (1991). A Green History of the World. London: Sinclair-Stevenson.

Rashid, S.M., Ishtiaq, M. (eds.). (2008). Environment, Resources and Sustainable Development: Essays in Honour of Professor Majid Hussain, New Delhi: Rawat Publications.

Richards, J. F. (2003). The Unending Frontier: An Environmental History of Early Modern World. California: University of California.

Thomas, J. A., Parthasarathi, P., Linrothe, R., Fan, F. T., Pomeranz, K., & Ghosh, A. (2016). JAS round table on Amitav Ghosh, the great derangement: Climate change and the unthinkable. The Journal of Asian Studies, 75(4), 929-955.

Worster, D. (1982). World without Borders: The Internationalizing of Environmental History. Environmental Review, 6, pp.8-13.

Worster, D. (1988). The Ends of the Earth: Essays in Modern Environmental History, Cambridge and New York: Cambridge University Press.

Worster, D. (1988). Doing Environmental History. The Ends of the Earth: Essays in Modern Environmental History, Cambridge and New York: Cambridge University Press, pp.279-307.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

ENVIRONMENTAL HISTORY OF INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	0	1	1	1	0	0	1	0	1	1	1
CO2	2	1	0	1	0	1	0	0	1	0	1	1	1
CO3	2	2	0	1	1	1	0	0	1	0	1	1	1
CO4	1	1	0	1	1	1	0	0	1	0	1	1	1
Average	2	2	0	1	1	1	0	0	1	0	1	1	1

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
IDE-HIS-001-SE-0010: TOURISM IN ARUNACHAL PRADESH

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to have a nuanced understanding of the meaning and scope of tourism and its feasibility in Arunachal Pradesh.
- Another objective is to facilitate learners to gain a good understanding of the economic prospects and also ethno-cultural tourism prospects of tourism in the state.
- Learners will be able to understand tourism through practical field engagement and also through projects and fieldwork.
- Further, they are expected to understand the food, customs, and weapons, among others which could be items of tourist attraction in the state.

Course Outcomes:

CO 1: Students will understand the meaning and scope of tourism in Arunachal Pradesh.

CO 2: They will understand the economic prospects and also ethno-cultural tourism prospects of tourism in the state.

CO 3: They will understand the practical field knowledge of tourism through projects and fieldwork.

CO 4: They will also understand the foods, costumes, weapons, and folklore which could be sources of tourist attraction in the state.

Course Contents:

Unit-I: Meaning and Scope:

- a) Tourism: Meaning and Scope
- b) Different types of Tourism: Eco-Tourism, Adventure Tourism and Cultural Tourism
- c) Historical Monuments

Unit-II: Economics of Tourism:

- a) Hospitality
- b) Technology and Communication
- c) Idea of a Destination

Unit-III: Ethno-Cultural Tourism:

- a) Dances and Festivals
- b) Folklores
- c) Food, Costumes and Weapons

Unit-IV: Project/Fieldwork

Suggested Readings:

- | | |
|--|---|
| Verrier Elwin | : A Philosophy for NEFA. |
| | : The Art of the North East Frontier of India. |
| SachinRoy | : Aspects of Padam - Minyong Culture. |
| H.Borgohain | : Handloom and Handicraft of the Adis. |
| A.AAshraf | : Prehistoric Arunachal. |
| Dallen J. Timoth, Gyan and P. Nyaupane (Eds.): | Cultural Heritage and Tourism in the Developing World |
| Andrew Holden | : Environment and Tourism. |

Mike J. Stabler, Andreas Papatheodorou, M. Thea Sinclair: The Economics of Tourism.

David A Fennell: Ecotourism.

Websites:

<http://cultural-heritage-tourism.com>

<http://arunachalpradesh.nic.in/tourism.htm>

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

TOURISM IN ARUNACHAL PRADESH

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	0	0	1	0	3	0	0	1
CO2	0	0	0	0	3	0	0	1	0	3	0	0	1
CO3	0	0	0	0	3	0	0	1	0	3	0	0	1
CO4	0	0	0	0	3	0	0	1	0	3	0	0	1
Average	0	0	0	0	3	0	0	1	0	3	0	0	1

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I

IDE-HIS-001-VA-0010: HISTORY OF TRADITIONAL INDIAN KNOWLEDGE SYSTEM

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives:

- This course is designed to enable the learners to be acquainted with the traditional Indian knowledge system.
- Another objective is to lead the learners to an understanding of various aspects of the Indian knowledge systems, particularly epistemology, metaphysics, and ethics.
- This course will enable the learners to know about the achievements of our ancestors in the fields of literature, science, medicine, etc.
- Further, this course will help the learners to develop an Indian perspective of knowledge.

Course Outcomes:

CO 1: Students will be able to understand the Indian tradition of Knowledge.

CO 2: They will be able to compare and contrast various theoretical perspectives on knowledge systems.

CO 3: They will be able to understand Indian perspectives on different aspects of the knowledge system.

CO 4: They will be able to develop a sense of pride toward the glorious past of the Indian knowledge system.

Course Contents:

UNIT I: Introduction to Indian Knowledge system

Conceptualization and Scope

Meaning and concept of Knowledge

Introduction to Ancient Indian Literature: Sanskrit, Pali and Prakrit

UNIT II: Introduction to Indian Philosophical System:

Samkhya, Yoga, Nyaya, Vaisheshik, Purva Mimansa, Uttar Mimansa

Charvaka, Jainism, Buddhism

UNIT III: Indian Epistemological System:

Prama
 Pramana
 Pratyaksha, Anuman, Shabd, Upman, Anuplabdhi, Arthapatti
 Relevance of Indian Epistemological system in modern research

UNIT IV: Indian Metaphysics

Worldview
 God
 Atman
 Law of causation

Suggested Readings:

- Agrawal, M. (2001). Six Systems of Indian Philosophy: The sutras of Six Systems of Indian Philosophy. with English Translation, Transliteration, and Indices. Chaukhamba: Sanskrit Pratishtan, Varanasi.
- Aurobindo, S. (1997). The Renaissance in India and other Essays. Pondicherry: Sri Aurobindo Ashram.
- Bapat, P.V. (1956). 2500 years of Buddhism. Govt. of India. New Delhi: Publication Division.
- Basham, A. (1975). A Cultural History of India. New Delhi: University Press.
- Bhattacharya, T. (1963). The Canons of Indian Art or a Study of Vastuvidya. 2nd Edition. Calcutta.
- Bose, D.M., Sen, S. N. & Subbarayappa B. V. (1971). Concise History of Science in India. Indian National Science Academy. New Delhi.
- Datta, B. (1932). The Science of the Sulba Sutra. Calcutta.
- Hann. T. (2015). Old Path White Clouds. New Delhi: Full Circle Publishing.
- Iyengar, B. K. (1993). Lights on The Yoga Sutras of Patanjali. London: Harper Element.
- Kapoor, K. & Singh A. K. (2005). Indian Knowledge Systems (Two Vols). IAS. Shimla.
- Lama, C. & Chattopadhyaya A. (1970). Taranath's History of Buddhism in India. Indian Institute of Advanced Study. Shimla.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF TRADITIONAL INDIAN KNOWLEDGE SYSTEM

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	0	0	3	0	0	1	1	3	1	1	3
CO2	2	2	0	0	3	0	0	1	1	3	1	1	3
CO3	1	2	0	0	3	0	0	1	1	3	1	1	3
CO4	1	3	0	0	3	0	0	1	1	3	1	1	3
CO5	1	2	0	0	3	0	0	1	1	3	1	1	3
Average	2	2	0	0	3	0	0	1	1	3	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – II
(UG Certificate)

SEMESTER II

IDE-HIS-001-CC-1210: HISTORY OF ANCIENT INDIA (UPTO 1200 CE)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the political, economic, and socio-cultural history of Ancient India until 1200 CE.
- Another objective is to facilitate learners in learning about the Indus Valley civilization, Vedic Age, and also some of the religious movements in India that had a profound impact on India.
- Learners will be able to understand some of the early empires in India like the Mauryan and Gupta empires and also the post-Gupta periods in India.
- Further, they are expected to have a good understanding of the kingdoms that emerged in India in the post-Gupta period.

Course Outcomes:

- CO 1: Students will understand the political, economic, and socio-cultural history of Ancient India until 1200 CE.
- CO 2: They will understand the Indus Valley Civilisation, Vedic Age, and also the rise of religions, such as Buddhism and Jainism.
- CO 3: They will understand the Mauryan and Gupta empires and also the post-Gupta periods in India.
- CO 4: They will also understand the post-Gupta period kingdoms such as Kushanas and Cholas.

Course Contents:

Unit-I: Background:

- a) Indus Civilization: Extent, Basic Features and Decline
- b) Vedic Age: Society and Religion
- c) Heterodox Sects: Ajivikas, Buddhism and Jainism

Unit-II: The Mauryan Period:

- a) Chandragupta Maurya- Conquest and Achievements
- b) Ashoka- Conquest and Dhamma
- c) Decline of Mauryan Empire

Unit-III: The Gupta Age:

- a) Chandra Gupta-I: Foundation and Consolidation
- b) Samudra Gupta: Conquest and Expansion
- c) Chandra Gupta-II: Administration and Cultural Achievement

Unit-IV: Post-Gupta Period:

- a) Kushanas and Kanishka: Contribution to Indian Culture
- b) Harshvardhan: Conquest and Administration
- c) Cholas: Local Administration, Art and Culture

Suggested Readings:

Majumdar R.C. and Pusalkar A.D. (edited): The History of Indian People, Vol. V,
The Struggle for Empire

Majumdar R.C. and Pusalkar A.D. (edited): The History of Indian People, Vol. IV,
The Age Imperial Kanauj

Mujumdar, A. K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
 Majumdar, R.C. and Altekar, A.S, Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
 Pande, Rekha: Religious movement in Medieval India, Gyanbook, NewDelhi.
 Raychaudhary, H.C.: Political History of Ancient India.
 Sastri, K. A. Nilakanta: A History of South India from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955.
 Sastri, K. A. Nilakanta: Studies in Chola History and Administration, University of Madras, 1932.
 Shastri, K. A. Nilakanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, 1975.
 Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, New Delhi, 2008.
 Tripathi, R. S: History of Kannauj to the Moselm Conquest, 1986.
 Vaidya, C. V. Early History of Rajputs (750to1000AD), Reprint, Gyanbooks, New Delhi, 2019.
 Vaidya, C. V.: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF ANCIENT INDIA (UPTO 1200 CE)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	0	1	2	0	0	0	2	1	2	3
CO2	2	3	1	0	1	2	0	0	0	2	1	2	3
CO3	2	3	1	0	1	2	0	0	0	2	1	2	3
CO4	2	3	1	0	1	2	0	0	0	2	1	2	3
Average	2	3	1	0	1	2	0	0	0	2	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II

IDE-HIS-001-MC-1210: HISTORY OF EARLY INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the political, economic, and Socio-cultural history of Ancient India until 1200 CE.
- Another objective is to facilitate learners in learning about the Indus Valley civilization, Vedic Age, and also some of the religious movements in India that had a profound impact on India.
- Learners will be able to understand some of the early empires in India Mauryan and Gupta empires and also the post-Gupta periods in India.
- Further, they are expected to have a good understanding of the kingdoms that emerged in India in the post-Gupta period.

Course Outcomes:

- CO 1: Students will understand the political, economic, and socio-cultural history of Ancient India until 1200 CE.
- CO 2: They will understand the Indus Valley Civilisation, Vedic Age, and also the rise of religions, such as Buddhism and Jainism.
- CO 3: They will understand the Mauryan and Gupta empires and also the post-Gupta periods in India.
- CO 4: They will also understand the post-Gupta period kingdoms such as Kushanas and Cholas.

Course Contents:

Unit-I: Background:

- a) Indus Valley Civilization: Features and Decline
- b) Vedic Age: Society and Religion
- c) Heterodox Sects: Buddhism and Jainism

Unit-II: The Mauryan Period:

- a) Chandragupta Maurya-Conquest
- b) Ashoka- Dhamma
- c) Decline of Mauryan Empire

Unit-III: The Gupta Age:

- a) Chandra Gupta-I: Foundation
- b) Samudra Gupta: Conquest
- c) Chandra Gupta-II: Cultural Achievements

Unit-IV: Post-Gupta Period:

- a) Kushanas: Contribution to Indian Culture
- b) Harshvardhan: Conquest and Administration
- c) Cholas: Local Administration and Art

Suggested Readings:

Majumdar R. C and Pusalkar A. D. (edited): The History of Indian People, vol. V, The Struggle for Empire

Majumdar R.C. and Pusalkar A.D. (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj

Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.

Majumdar, R.C. and Altekar, A. S, Vakataka: Gupta Age, MotilalBanarasiDas,2007.

Pande, Rekha: Religious movement in Medieval India, Gyanbook, New Delhi.

Raychaudhary, H.C.: Political History of Ancient India.

Sastri, K. A. Nilkanta: A History of South India from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.

Sastri, K. A. Nilkanta: Studies in Chola History and Administration, University of Maras,1932.

Shastri, K. A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition,1975

Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, New Delhi, 2008.

Tripathi, R. S: History of Kannauj to the Moslem conquest, 1986.

Vaidya, C. V. Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, NewDelhi, 2019.

Vaidya, C. V: History of Medieval Hindu India, Reprint, Gyanbooks, NewDelhi, 2018.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF ANCIENT INDIA (UPTO 1200 CE)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	0	1	2	0	0	0	2	1	2	3
CO2	2	3	1	0	1	2	0	0	0	2	1	2	3
CO3	2	3	1	0	1	2	0	0	0	2	1	2	3
CO4	2	3	1	0	1	2	0	0	0	2	1	2	3
Average	2	3	1	0	1	2	0	0	0	2	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
IDE-HIS-001-MD-1210: ART, ARCHITECTURE AND HERITAGE IN INDIA

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning objectives:

- This course intends to familiarize the students with the Indian art and architecture produced over the periods.
- This course places its focus on the diversity in the style, subject, and medium used.
- It also highlights the philosophical and aesthetical characteristics of Indian arts and architecture.
- This course stimulates the interest of the students towards the historical studies of Indian arts.

Course outcome:

- CO 1: Students will be able to learn about the robust and diverse heritage of India
 CO 2: They will be able to orient themselves toward the perspective of heritage.
 CO 3: They will have an analytical framework to understand the close relationship between socio-political changes and the evolution of arts.
 CO 4: They will be able to trace out the changes and continuity along with variations in this field.

Course Contents:

Unit – I: Background:

- a) Definition, Nature, Feature, Importance
- b) Shilp, Kala, Vriti & Concept of Caste in Indian Society

Unit – II: Harappan to Mauryan:

- a) Harappan Art - Main Features
- b) Mauryan Art - Main Features

Unit – III: Buddhism Art:

- a) Stupas - Main Features
- b) Chaitya - Main Features

Unit – IV: Gupta onwards:

- a) Gupta Art - Main Features
- b) Medieval and Modern Indian Art - Main Features

Suggested Readings:

- Agarwal, P.K. (2002). Prachin Bharatiya Kala evam vastu. Varansi.
 Agrawal, V. S. (1966). Bharatiya Kala. Prithvi Prakashan: Varanasi.
 Agrawal, V.S. (1992). Gupta Kala. Varanasi.
 Asher, C. B. (1992). Architecture of Mughal India (Vol. 4). Cambridge University Press.
 Bajpai, K.D. (1972). Bhartiya Vastukalaka Itihas. Lucknow.
 Brown, P. (1971). Indian Architecture Vol I. Bombay.
 Brown, P. (1991). Indian architecture (the Islamic period). Read Books Ltd.
 Brown, P. (1992). Indian Architecture (Buddhist and Hindu Period). Read Books Ltd.
 Coomaraswamy, A. K. (1912). Rājput Paintings. The Burlington Magazine for Connoisseurs, 315-325.
 Coomaraswamy, A. K. (1913). The Arts & Crafts of India & Ceylon. TN Foulis.
 Coomaraswamy, A. K. (1958). The Dance of Shiva. Owen.
 Coomaraswamy, A. K. (1983). Symbolism of Indian Architecture. Historical Research Documentation Programme.
 Coomaraswamy, A.K. (1923). Introduction to Indian Art. London.
 Coomaraswamy, A.K. (1934). The Transformation of Nature in Art. London.
 Dixit, M., & Sheela, C. (2006). Tourism Products. New Royal Book Company.
 Gupta, P.L. (1970). Bharatiya Sthaptya. Varansi.

- Gupta, S. P., Lal, K., & Bhattacharya, M. (2002). Cultural Tourism in India: Museums, Monuments and Art. New Delhi: DK, Print world Pvt. Ltd.
 Misra, R. N. (1975). Ancient Artists and Art-Activity. Shimla.
 Pandey, J. N. (1998). Bharatiya Kala. Allahabad.
 Shivaramamurti, C (1972). Indian Painting. NBT, New Delhi.
 Sivaramamurti, C. (1970). Indian painting. NBI.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

ART, ARCHITECTURE AND HERITAGE IN INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	0	1	3	1	0	0	0	3	2	2	3
CO2	1	2	0	1	3	1	0	0	0	3	2	2	3
CO3	1	2	0	1	2	1	0	0	0	3	2	2	3
CO4	1	2	1	1	3	1	0	0	0	3	2	2	3
Average	1	2	1	1	3	1	0	0	0	3	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II

IDE-HIS-001-SE-0020: UNDERSTANDING HERITAGE

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning objectives:

- This course is designed to impart the learner's knowledge about the significance of heritage.
- Another objective is to enable learners to understand crucial legal and institutional frameworks for the protection of heritage in India.
- Learners are also expected to understand the problems and challenges often faced in the protection of heritage sites in India.
- Further, they are expected to have a good understanding of how heritage sites in the recent period have emerged as major tourist attraction sites.

Course Outcomes:

CO 1: Students will understand the different facets of heritage and their significance.

CO 2: They will understand the legal and institutional framework for heritage protection in India.

CO 3: They will also understand the challenges of heritage protection.

CO 4: They will also learn about the heritage sites and recent trends in travelling at the heritage sites.

Course Contents:

UNIT-I: Defining Heritage:

- Meaning of Antiquity and Archaeological site
- Tangible heritage and Intangible heritage
- Art treasure

UNIT-II: Evolution of Heritage Legislation and the Institutional framework:

- Conventions and Acts
- National and International Heritage-related government departments, museums, and regulatory bodies.
- Conservation Initiatives

UNIT-III: Challenges facing Tangible and Intangible Heritage:

- Development
- Antiquity smuggling
- Conflict (to be examined through specific case studies)

UNIT-IV: Heritage and Travel:

- a) Heritage Sites
- b) Relationship between cultural heritage and landscape
- c) Recent travel trends

Suggested Readings

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

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

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

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

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

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

UNDERSTANDING HERITAGE

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	3	0	0	1	0	3	1	1	3
CO2	2	0	0	0	3	0	0	1	0	3	1	1	3
CO3	2	0	0	0	3	0	0	1	0	3	1	1	3
CO4	2	0	0	0	3	0	0	1	0	3	1	1	3
Average	2	0	0	0	3	0	0	1	0	3	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER - III

SEMESTER III**IDE-HIS-001-CC-2110: HISTORY OF MEDIEVAL INDIA (1200-1707CE)****Credit: 4; Learning Hours: 90; Full Marks: 100****Learning Objectives:**

- This course is designed to make learners develop a good understanding of the socio-political and economic history of Medieval India, especially from 1200 CE to 1707 CE.
- Another objective is to ensure learners develop a good understanding of the emergence of Delhi Sultanate, which was subsequently followed by Mughal Empire, and also the ways in which these empires consolidated their powers and territories in India.
- Learners will be able to understand the emergence of regional powers in India especially after the decline of Mughal Empire in India.
- Further, they are expected to have a nuanced understanding of the factors that contributed to the decline of the powerful Mughal Empire and also the factors that paved the way for the rise of regional powers.

Course Outcomes:

CO 1: Students will understand the political, economic, and social history of Medieval India spanning from 1200 CE to 1707 CE.

CO 2: They will understand the emergence of Delhi Sultanate and Mughal Empire and the very manner in which they consolidated their empires.

CO 3: Further, students will also understand the emergence of regional powers such as Vijayanagara, Bahamani, Bengal, Marathas, and other powers.

CO 4: They will also learn about the decline of Mughal Empire and factors that contributed to the rise of regional powers and the changes brought about in Indian history.

Course Contents:**Unit-I: Delhi Sultanate:**

- a) Slave Dynasty: Iltutmish, Raziya Sultan, Balban
- b) Alauddin Khilji: Conquest and Reforms
- c) Tughlaqs: Mohammad Bin Tughlaq, Firuz Shah Tughlaq

Unit-II: Mughal Period-I:

- a) Foundation of Mughal Empire: Babur and Humayun
- b) Akbar: Religious Policy and Rajput Policy
- c) Shah Jahan: Art and Architecture

Unit-III: Mughal Period-II:

- a) Causes of the Disintegration of Mughal Empire
- b) Aurangzeb: Religious and Deccan Policy
- c) Shivaji: Conquest & Administration

Unit-IV: Regional Powers:

- a) Vijayanagar Empire: Krishna Dev Raya
- b) Bahmani Kingdom: Administration and Decline
- c) Bengal, Marathas, and other powers

Suggested Readings:

R.C. Majumdar, H.C: An Advanced History of India

Ray choudhuri & Kalikinkar Dutta

Smith & T. Spear: The Oxford History of India

A.L. Baham: The Wonder that was India, vol. II

Ranbir Chakravarti: Exploring Early India (upto c.AD1300)

Cambridge History of India, Vols I, II&III.

Collins Davis: Historical Atlas of India: Peninsular (Oxford University press)

Romila Thapar: Early India from the Origin to AD1300.

Neelkanth Shashtri: A History of South India: From Prehistoric Times to the
Fall of Vijayanagar

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF MEDIEVAL INDIA (1200- 1707 CE)

COs	PO 1	PO2	PO 3	PO4	PO 5	PO6	PO 7	PO8	PO 9	PO1 0	PS O1	PSO 2	PSO 3
CO1	2	0	1	0	0	2	0	0	0	0	1	1	3
CO2	2	0	1	0	0	2	0	0	0	0	1	1	3
CO3	2	0	1	0	0	2	0	0	0	0	1	1	3
CO4	2	0	1	0	0	2	0	0	0	0	1	1	3
Average	2	0	1	0	0	2	0	0	0	0	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-CC-2120: HISTORY OF WORLD CIVILIZATION

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- Learners of this course are expected to have a good knowledge of the evolution and society and also the transformation of some of the earliest civilizations.
- They will be able to understand some of the early civilizations of the world and the factors that contributed to their rise and fall.
- They are also expected to have a good understanding of the rise of Christianity and Islam and the social implications of these two religions.
- Further, they are also expected to have a nuanced understanding of the emergence of the state and society and how science, art, and philosophy emerged.

Course Outcomes:

CO 1: Students will understand the factors that contributed to the gradual process of the evolution of human society and the transformation of some of the earliest civilizations.

CO 2: Students will understand about the civilizations such as Egyptians, Mesopotamia, Chinese, Persian, Greece, and Roman as part of this course.

CO 3: Further, they will also understand the social implications of the rise of Christianity and Islam.

CO 4: They will also learn about the growth of the state, and society and the development of science, art, and philosophy.

Course Contents:

UNIT-I: History of Early World Civilization:

- a) Egyptian Civilization: Political Development, Art, Architecture and Religion
- b) Mesopotamia Civilization: Sumerian, Babylonian, and Assyrian: Society and Religion
- c) Chinese and Persian Civilization: Polity and Society

UNIT-II: Classical Greece:

- a) Homer Age: Evolution of Classical Greece
- b) Athens, Sparta: Persian Warrantee Peloponnesian War.
- c) The Periclean Age: Growth of State and Society, Development of Science, Art and Philosophy.

UNIT-III: Roman Empire:

- a) Rise and Evolution: Roman Republic and Roman law.
- b) Expansion of Rome.
- c) Imperial Ageing Rome.

UNIT-IV: Rise of Christianity and Islam:

- Rise, Establishment and Growth of Christianity
- Birth and Expansion of Islam its impact.
- The Arab Civilization and its contribution.

Suggested Readings:

- Arnold J Toynbee: A study of History, Vol.I to XII, 1934- 1961, Reprint; UPUSA, 1988
 Childe, V.G.: What happened in History, Penguin Pub, 1967.
 Durrant Will: An Age of Faith, 1950, reprint 1980.
 Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
 Frankfort Henri: The Birth of Civilization to the Near East, Indian Uni, Press, 1951.
 Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
 Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Routledge, 1992.
 Ray, U.N.: Vishwa Sabhyata Kalthas, LokBharti Prakashan, 2017.
 Swain J. E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
 Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
 Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
 Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF WORLD CIVILIZATION

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	0	3	2	0	0	0	1	1	3
CO2	0	0	0	0	0	3	2	0	0	0	1	1	3
CO3	0	0	0	0	0	3	2	0	0	0	1	1	3
CO4	0	0	0	0	0	3	2	0	0	0	1	1	3
Average	0	0	0	0	0	3	2	0	0	0	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-MC-2110: HISTORY OF EARLY MEDIEVAL INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to make learners develop a good understanding of the socio-political and economic history of Medieval India, especially from 1200 CE to 1707 CE.
- Another objective is to ensure learners develop a good understanding of the emergence of Delhi Sultanate, which was subsequently followed by Mughal Empire, and also the ways in which these empires consolidated their powers and territories in India.
- Learners will be able to understand the emergence of regional powers in India especially after the decline of Mughal Empire in India.
- Further, they are expected to have a nuanced understanding of the factors that contributed to the decline of the powerful Mughal Empire and also the factors that paved the way for the rise of regional powers.

Course Outcomes:

- CO1: Students will understand the political, economic, and social history of Medieval India spanning from 1200 CE to 1707 CE.
 CO 2: They will understand the emergence of Delhi Sultanate and Mughal Empire and the very

manner in which they consolidated their empires.

CO 3: Further, students will also understand the emergence of regional powers such as Vijayanagara, Bahamani, Bengal, Marathas, and other powers.

CO 4: They will also learn about the decline of the Mughal empire; and various factors that contributed to the rise of regional powers and the changes brought about in Indian history.

Course Contents:

Unit-I: Delhi Sultanate:

- a) Slave Dynasty: Iltutmish and Balban
- b) Alauddin Khilji: Conquest and Reforms
- c) Tughlaqs: Mohammad Bin Tughlaq, Ferozeshah Tughlaq

Unit-II: Mughal Period-I:

- a) Foundation of Mughal Empire: Babur
- b) Akbar: Religious Policy
- c) Shah Jahan: Art and Architecture

Unit-III: Mughal Period-II:

- a) Aurangzeb: Religious and Deccan Policy
- b) Shivaji: Conquest and Administration
- c) Causes of the Disintegration of Mughal Empire

Unit-IV: Regional Powers:

- a) Vijayanagar Empire: Krishna Dev Raya
- b) Bahmani Kingdom: Administration and Decline
- c) Bengal and Sikh State

Suggested Readings:

R. C. Majumdar, H.C: An Advanced History of India Ray choudhuri & Kalikinkar Dutta
Smith & T. Spear: The Oxford History of India
A. L. Baham: The Wonder that was India, vol. II
Ranbir Chakravarti: Exploring Early India (up to c.AD 1300)
Cambridge History of India, Vols I, II & III.
Collins Davis: Historical Atlas of India: Peninsular (Oxford University press)
Romila Thapar: Early India from the Origin to AD 1300.
Neelkanth Shashtri: A History of South India: From Prehistoric Times to the Fall of
Vijayanagar

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF EARLY MEDIEVAL INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	1	0	0	2	0	0	0	0	1	1	3
CO2	2	0	1	0	0	2	0	0	0	0	1	1	3
CO3	2	0	1	0	0	2	0	0	0	0	1	1	3
CO4	2	0	1	0	0	2	0	0	0	0	1	1	3
Average	2	0	1	0	0	2	0	0	0	0	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-MD-2110: GLIMPSES OF THE HISTORY OF NORTH EAST INDIA: EARLY PERIOD TO 1972

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning objectives:

- This course is designed to impart learners' knowledge about the sources that provide a peek into the early period of the history of Northeast India. The pivotal state formation in the fourth century and its administration and culture are mapped.
- Focusing on the sources of the history of medieval North-east India, the two-state formations in the Brahmaputra and Barak valleys are the core thrust area.
- The colonial presence is inaugurated by the Treaty of Yandaboo. Two Regulations specific to the colonial intervention of Arunachal Pradesh are also focused on.
- Three crucial Regulations of the pre-independence period and in the post-Chinese aggression period.

Course Outcomes:

- CO 1: The students of other disciplines will be acquainted with regional history.
- CO 2: This will help to understand the political formations from the early to the post-independence period.
- CO 3: They will be able to understand how the colonial experience in Northeast India shaped the region's history and also showed the seed for many of the problems that are currently faced by the people in this region.
- CO 4: This will help students to crack public service examinations in the North-eastern States.

Course Contents:

Unit-I: Early Historical and Early Medieval Period:

- a) Sources of the History of Early North east India.
- b) The Varman Dynasty.
- c) Administration and Culture under Varmans

Unit-II: Medieval Polities:

- a) Sources of the History of Early North east India
- b) The Ahom State.
- c) The Dimasa State.

Unit-III: Colonial Rule:

- a) Treaty of Yandaboo:1826.
- b) Inner Line Regulation: 1873.
- c) McMahan Line:1914.

Unit-IV: Forward Policy:

- a) Government of India Act 1919 and 1935.
- b) Assam Frontier (Administration of Justice Regulation) 1945.
- c) Panchayat Raj Regulation,1969.

Suggested Readings:

- A.K. Sharma, Emergence of Early Culture in North East India, Munshiram.
- H.K. Barpujari, The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985.
- Nirode Baruah, Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
- P.C. Choudhury, History of the Civilization of the People of Assam.
- S.L. Baruah, A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi,1985.
- Manorama Sharma, History and History Writing in North East India (Revised Edition), Regency Publications, New Delhi.
- J.B. Bhattacharjee, Social and Polity Formation in Pre-colonial North East India,

Surajit Sinha(ed), Tribal Politics & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.

S. Endle, The Kacharies.

Alexander Mackenzie, The North East Frontier of Assam.

Amalendu Guha, Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta.

_____, Planter Raj to Swaraj.

R.B. Pemberton, The Eastern Frontier of British India.

J.B. Bhattacharjee, Cachar under British Rule.

H.K. Barpujari, Assam in the Days of Company.

_____, The Comprehensive History of Assam Vol. I, II, III, IV & V.

N.K. Barooah, David Scott in North East India.

R.M. Lahiri, Annexation of Assam.

S.K. Bhuyan, Anglo-Assamese Relations.

A.C. Talukdar, Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.

J.N. Chaudhury, Arunachal Pradesh from Frontier Tracts to Union Territory.

L.N. Chakravarty, Glimpses of the History of Arunachal Pradesh

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Glimpse of the History of Northeast India: Early Period to 1972

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	0	0	0	0	0	3	0	3	1	1	3
CO2	1	1	0	0	0	0	0	3	0	3	1	1	3
CO3	0	2	0	0	0	0	0	3	0	2	1	1	3
CO4	0	2	0	0	0	0	0	3	0	2	1	1	3
Average	1	2	0	0	0	0	0	3	0	3	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

IDE-HIS-001-SE-0030: ARCHIVES AND MUSEUMS

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- The course is designed to enable learners to learn about the ways in which literary sources, visual recordings, and material remains are stored and preserved in archives and museums.
- Another objective is to make learners understand the archives and museums and how they play a pivotal role in preserving the history of India.
- Learners also will be able to have an understanding of how archival materials and materials stored and preserved at museums are used by historians in writing histories.
- Further, they are expected to have a detailed understanding of the types of museums, and also policies regarding collection, conservation, preservation, and ethics.

Course Outcomes:

- CO 1: Students will learn how to maintain documentary, visual, and material remains of the archival materials housed in archives or museums.
- CO 2: They will understand the importance and significance of such institutions in building the history of India.
- CO 3: They will also understand how archival materials and materials housed at museums are used by historians in writing histories.
- CO 4: They will also learn about the types of museums the emergence of new Museums and allied institutions and the policies adopted for collection, conservation, preservation, and ethics.

Course Contents:

UNIT-I

- a) Definition of Archives and allied terms like Manuscripts, Documents, Record, Library, and Gallery.
- b) Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

UNIT-II:

- a) History of Archive
- b) Types of Archives
- c) History of Setting up Archives in India with some specific examples like National Archives, New Delhi, and any regional example of the local archive.

UNIT-III:

- a) Definition of Museum.
- b) Aim, Function, History of Museum.
- c) History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

UNIT-IV:

- a) Types of Museums and Emergence of New Museums and allied institutions.
- b) Understanding of Collection, Conservation, Preservation and their policies, ethics, and procedures.

Suggested readings:

- Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California, 2007.
- Sengupta, S Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004.
- Guha, Thakurta, Tapati: Monuments, Objects, Histories: Institution of Artin Colonial India, NewYork,2004.
- Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Choudhary, R.D.: Museums of India and their Maladies, Calcutta: AgamKala,1988.
- Nair, S.M.: Bio-DeteriorationofMuseumMaterials,2011.
- Agrawal, O.P.: Essentials of Conservation and Museology, Delhi,2007.
- Guha Thakurta, Tapti: The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.
- Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press,2001.
- Ray Nihar Ranjan: An Approach to Indian Art, Calcutta,1970.
- Basu, Purnendu; Records and Archives, what are they, National Achieves of India, 1960, Vol II, No.29.
- Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi,1965.
- Jain Sunjaya: Museum and Museology: Ek Parichaya (Hindi), Kanika Prakashan, 1999.
- Grace Morely: Museum Today, Uni. of Baroda, 1981.
- Abhilekh Patal Web Portal.
- Archivavia, Research Journal.
- The Indian Archives Journal.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

UNDERSTANDING HERITAGE

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13
CO1	2	0	0	0	3	0	0	1	3	3	2	2	3
CO2	2	0	0	0	3	0	0	1	3	3	2	2	3
CO3	2	0	0	0	3	0	0	1	3	3	2	2	3
CO4	2	0	0	0	3	0	0	1	3	3	2	2	3
Average	2	0	0	0	3	0	0	1	3	3	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – IV

(UG Diploma)

SEMESTER IV
IDE-HIS-001-CC-2210: HISTORY OF MODERN INDIA (1707-1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- Learners of this course are expected to have a good knowledge of the gradual expansion and consolidation of British Power in India from 1707 to 1947.
- They will be able to learn about the Diwani rights and how it was used to further British Interest in India from 1707 to 1947.
- Another objective is to enable learners to develop a good understanding of the revolt of 1857 and the formation of political associations and Indian National Congress INC).
- Further, learners of this course are expected to learn about the role of Mahatma Gandhi and the mass movements directed against British rule in India.

Course Outcomes:

- CO 1: Students will understand the gradual process of expansion and consolidation of British power in India from 1707 to 1947.
- CO 2: They will learn about the grant of the Diwani rights and measures adopted by the British to govern and rule India.
- CO 3: They will understand the early phase of the Indian freedom struggles with particular emphasis on the revolt of 1857 and the formation of political associations and the Indian National Congress (INC).
- CO 4: Further, they will understand the mass movements initiated by Mahatma Gandhi with particular emphasis on Non-cooperation, Civil Disobedience, and Quit India.

Course Contents:

- Unit-I: Beginning and Company Raj
- a) Anglo-French Rivalry
 - b) Battle of Plassey and Buxar
 - c) Dual Government in Bengal: Grant of Diwani
- Unit-II: Expansion and Consolidation of British Rule:
- a) Anglo-Maratha and Anglo-Mysore Relations
 - b) Instruments of Administration and Revenue: Cornwallis
 - c) Instruments of Expansion: Subsidiary Alliance and Doctrine of Lapse
- Unit-III: Struggle for Freedom:
- a) Revolt of 1857: Causes & Nature, Cause for its failure
 - b) Growth of Nationalism and formation of Indian National Movement
 - c) Early Political Associations and formation of INC
- Unit-IV: Gandhian Mass Movements:
- a) Non-Cooperation Movement
 - b) Civil Disobedience Movement
 - c) Quit India Movement

Suggested Readings:

- R. P. Tripathi: Rise and fall of Mughal Empire.
 Ishwari Prasad: A Short History of Muslim rule in India.
 A. L. Srivastava: The Mughal Empire.
 V. Smith: Akbar, the great Mughal.
 J. N. Sarkar: History of Aurangzeb.
 _____: Shivaji and his times.
 R. C. Majumdar, H. C., Ray Choudhuri & K. Dutta: An Advanced History of India (Relevant Chapters)
 Bipan Chandra (et.al): India's Struggle for Independence-

_____ : Nationalism and Colonialism in Modern India
 Sekhar Bandopadhyay: From Plassey to Partition.
 Bipan Chandra: A History of Modern India
 Bipan Chandra, Amallesh Tripathi & Barun De: Freedom Struggle

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF MODERN INDIA (1707-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	0	2	0	1	0	0	0	0	2	2	3
CO2	2	3	0	2	0	1	0	0	0	0	2	2	3
CO3	2	3	0	2	0	1	0	0	0	0	2	2	3
CO4	2	3	0	2	0	1	0	0	0	0	2	2	3
Average	2	3	0	2	0	1	0	0	0	0	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV**IDE-HIS-001-CC-2220: HISTORY OF EUROPE FROM THIRTEENTH CENTURY TO 1789****Credit: 4; Learning Hours: 90; Full Marks: 100****Learning Objectives:**

- This course is aimed at imparting students with knowledge of major political, social, economic, and cultural developments in Europe before and during Renaissance.
- Another objective is to enable students to learn about the transition from Feudalism to capitalism and the subsequent events of the scientific revolution and enlightenment that shaped the course of the history of Europe as well as other parts of the world.
- Learners will be able to learn about the cause and impact brought about by the French Revolution.
- Additionally, they will be able to learn about the scientific revolution, enlightenment, and also industrial revolution and how it impacted Europe and other parts of the world.

Course Outcomes:

- CO 1: Students will understand the major political, social, economic, and cultural developments in Europe before and during Renaissance.
- CO 2: They will understand the transition from Feudalism to Capitalism and the subsequent events of scientific revolution and enlightenment.
- CO 3: Further, they will understand about the French Revolution as well.
- CO 4: They will learn about the scientific revolution, enlightenment, and also the industrial revolution.

Course Contents:**UNIT-I: Prelude and Renaissance Years:**

- a) Renaissance: Role of City-states, Spread of Humanism, Renaissance Art and Architecture.
- b) Theocracy: Reformation and counter reformation, Religious Warfare: The Thirty Years' War, Edict of Nantes
- c) Voyages, Exploration, Rise of Mercantilism and Colonialism.

UNIT-II: Transition from Feudalism to Capitalism:

- a) Structure of Feudalism in Europe
- b) Post-Feudal State and Transition to Capitalism
- c) Emergence and Nature of Nation-State

UNIT-III: Scientific Revolution and Enlightenment:

- a) Scientific Revolution
- b) Enlightenment
- c) Industrial Revolution

UNIT-IV: French Revolution:

- a) Causes
- b) Stages of Revolution
- c) National Assembly

Suggested Readings:

- Acton (1906): Lectures on Modern History, London, Macmillan and Co. Ltd
- Anderson, M. S.: Europe in the 18th Century
- Andrews Stuart: Eighteenth Century Europe
- Butterfield H.: The Origins of Modern Europe
- Cipola Carlo, M.: Before the Industrial Revolution, European Society and Economy 1000-1700
- Elton G. R.: Reformation in Europe
- Fisher H. A. L. (1938): History of Europe (relevant portion only), London.
- Hale J.R.: Renaissance Europe
- Hayes C. J. H. (1936): A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Mac Millan

Hazen C. D. (1937): A History of Europe in Modern times, Henry Holt and company
 Hilton Rodney: Transition from Feudalism to Capitalism
 Kriedte Peter: Peasants, Landlords and merchant capitalist
 Miskimm Harry: The Economy of Later Renaissance
 Phukan Meenaxi (2012): Rise of Modern West, Trinity Press
 Rice F.: The Foundations of Early Modern Europe
 Scamell, G. V.: The First Imperial Age: European overseas Expansion, 1475-1715
 Schevil (1898): History of Modern Europe (Hindi or English), Charles Scribner's
 The Cambridge Economic History of Europe Vol I to IV

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Europe from Thirteenth Century to 1789

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	0	3	2	0	0	0	1	2	3
CO2	2	0	0	0	0	3	2	0	0	0	1	2	3
CO3	2	0	0	0	0	3	2	0	0	0	1	2	3
CO4	2	0	0	0	0	3	2	0	0	0	1	2	3
Average	2	0	0	0	0	3	2	0	0	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
IDE-HIS-001-CC-2230: HISTORY OF EUROPE (1789-1919)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is aimed at imparting students with knowledge of the cause of the French Revolution and experiences of the Europe during the Napoleonic era.
- Another objective is to enable learners to learn about the emergence of new states in Europe, particularly the advent of the unification of Germany, Italy, and Russia.
- Learners of this course are also expected to learn about the factors that resulted in the cause of the First World War and also the role of USA and Japan.
- Further, learners are also expected to learn about the details of the peace conference held in Paris and how a new world order gradually emerged in the post-war period.

Course outcome:

- CO 1: Students will understand the French Revolution and Napoleonic era, including the causes, course, and consequences of revolutionary upheavals in Europe.
- CO 2: They will understand the process of the rise of new states, with emphasis on the process of the unification of Germany, Italy, and Russia.
- CO 3: They will also understand the circumstances leading to the First World War and the breakup of the European monopoly especially with the intervention of USA and Japan.
- CO 4: They will also learn about the peace conference in Paris and the establishment of the new World order.

Course Contents:

UNIT I: Rise of New Nationalism in Europe:

- a) Revolutionary Transition in France: 1789-1804
- b) Age of Napoleon and Downfall
- c) Age of Reactions and Congress of Vienna

UNIT II: Rise of New Nations:

- a) Unification of Germany under Prussia
- b) Unification of Italy
- c) Russia & Problems of Eastern Nationalities

UNIT III: New Era & Balance of Power:

- a) Congress of Berlin and Creation of Alliances
- b) Decline of the Ottoman Empire and Rise of New Nationalism
- c) Third French Republic: Its Problems and Foreign Affairs

UNIT IV: Road to First World War and New World Order:

- a) Circumstances leading to First World War
- b) Break-up of European Monopoly
- c) Peace Conference of Paris & New World Order

Suggested Readings:

- Aldrich, Robert: Greater France: A history of French Overseas Expansion
 Anderson, M. S.: The Ascendancy of Europe: 1815-1914
 Bartlett, C. J.: Peace, War and the European Powers, 1814-1914 (1996) brief overview
 Blanning, T. C. W. Ed. : The Nineteenth Century Europe 1789-1914
 Short Oxford History of Europe (2000)
 Bridge, F. R. & Roger Bullen: The Great Powers and the European States System 1814-1914, (2005)
 Brunn, Geoffery: Europe and the French Imperium, 1799-1814 (1938)
 Bury, J. P. T., Ed. : The New Cambridge Modern History: Vol.10.
 Crawley, C.W. Ed. : The New Cambridge Modern History, Vol.14: Atlas (1972)
 Evans, Richard: The Pursuit of power Europe 1815-1914 (2015)
 Gildea, Robert Barricade and Bonders: Europe 1800-1914 (2003)
 Gooch, G. P: History of Modern Europe 1878-1919 (1923)
 Grab, Alexander: Napoleon and the Transformation of Europe (2003)
 Grant & Temperley: Europe in the Nineteenth and twentieth centuries
 Hayes C. J. H.: A Political and Cultural History of Europe, 1830-1839.
 Hinsley, F. H., Ed., The New Cambridge Modern History Vol.11
 Ketelbey, C. D. M., A History of Modern Times
 Lipson: Europe in the Nineteenth and Twentieth centuries
 Mason, David S.: A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011)
 Mowat, RB: A History of Europe and Diplomacy 1815-1914 (1922)
 Osterhammel, Jurgen: The Transformation of the World: A Global History of the Nineteenth Century (2015)
 Porter, Andrew, Ed. : The Oxford History of the British Empire Volume III: The Nineteenth Century (2001)
 Saimi Hannu: 19th Century Europe A Cultural History (2008)
 Sontag, Raymond European Diplomatic History: 1871-1932 (1933) Basic Summary
 Steinberg, Jonathan: Bismarck A Life (2011)
 Taylor A. J. P.: The Struggle for Mastery in Europe 1848-1918 (1954)
 Wesseling, H. L.: The European Colonial Empire 1815-1919 (2015)

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Europe (1789-1919)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	0	3	2	0	0	0	1	2	3
CO2	2	0	0	0	0	3	2	0	0	0	1	2	3
CO3	2	0	0	0	0	3	2	0	0	0	1	2	3
CO4	2	0	0	0	0	3	2	0	0	0	1	2	3
Average	2	0	0	0	0	3	2	0	0	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
IDE-HIS-001-CC-2240: CULTURAL HERITAGE OF INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to understand the cultural heritage and diversity of India over the centuries.
- Another objective of this course is to allow students to understand the dynamics of Indian festivals, rituals, fairs, legends, narratives, and cultures.
- Learners of this course are expected to learn about the traditional performing arts of India including folk dance, and Indian classical dance, among others.
- Further, they are expected to learn about the various Indian folk dances.

Course outcome:

- CO 1: Students will be able to understand the cultural heritage and diversity of India over the centuries.
- CO 2: They will also understand the Indian festivals, fairs, rituals, legends, narratives, and cultures.
- CO 3: They will also understand traditional performing arts including folk dance, Indian classical dances, etc.
- CO 4: They will also learn about folk dances such as Garba, Ghoomar, Lavani, Chang Lo, and Giddha among others and also performing arts in particular such as Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants.

Course Contents:

UNIT I: Indian Cultural Heritage: An Introduction:

- a) Meaning, Definition and Historical background of Cultural Heritage
- b) Concepts, Characteristics types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.
- c) Significance of Cultural Heritage in Human life.

UNIT II: Fairs Festivals, Rituals: Ethnic Indian Cultural Construct:

- a) Festivals: Regional, Folk, Tribal, National; Some major festivals of India: Buddha Poornima, Diwali, Dussehra, Holi, Onam, Pongal, Guru Parb, Eid-UL-Fitr, Navroz, Swatantra Diwas
- b) Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, the Urs of Ajmer, Rath Yatra, Gangaur, Hemis-Gompa.
- c) Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)

UNIT III: Legends, Narratives and Cultural Ethos:

- a) Meaning, significance, forms and tradition of legends and their historical back ground in India.
- b) Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian Fables of ethical and moral values: Panchtantra, Jataka.
- c) Nature, Culture and Environment in India; Interrelationship; Environment and Environmental consciousness in Indian ethos and philosophy.

UNIT IV: Traditional Performing Art:

- a) Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Chang Lo, Giddha, Kalbelia, etc. Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang, etc.
- b) Indian Classical dances as Cultural Heritage.
- c) Oral Tradition and Performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible Cultural Heritage

Suggested Readings:

- K.T. Achaya, Indian Food: A Historical Companion, Oxford University Press, 1998.
 Banga, I.(ed). : The City in Indian History: Urban Demography, Society and Politics, Delhi, Manohar,1991.
 A.L. Basham: The wonder that was India, Picador Publisher, 2014
 Sachin Shekhar Biswas: Protecting the Cultural Heritage, National Legislation and International Convention, Aryan Books International, 1999.
 Bhanu Shankar Mehta: Ramlila Varied Respective, B. R. Publishing Corporation, 2011
 S. Narayan: Indian Classical Dances, Shubhi Publications,2005.
 Prakash, H. S.: Shiva Traditional Theatres, Incredible IndiaSeries, NewDelhi, 2007.
 S. Radhakrishnan: “CultureofIndia” in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (May 1944).
 A. Rangacharya: The Natyashastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers.
 K. Thapiyal, S. Shukla: Sindhu Sabhyataien, Luckhnow, 2003.
 The Director General Survey of India (ed.) Guide Books: World Heritage Series,New Delhi.
 Shashi Tiwari, Origin of Environmental Science from Vedas, A Research paper presented at the National Seminar on “ScienceandTechnology in Ancient Indian Text”, Special Centre for Sanskrit Studies, JNU, 9-10th, January 2010
 Raman Varadara: Glimpses of Indian Heritage, Popular Prakashan, Bombay, 1989.
 Varapande, M. L.: History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications,1992
 V. Vasudev: Fairs and Festivals, Incredible India series, 2007

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Cultural Heritage of India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	3	0	0	1	3	3	2	2	3
CO2	2	0	0	0	3	0	0	1	3	3	2	2	3
CO3	2	0	0	0	3	0	0	1	3	3	2	2	3
CO4	2	0	0	0	3	0	0	1	3	3	2	2	3
Average	2	0	0	0	3	0	0	1	3	3	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
IDE-HIS-001-MC-2210: HISTORY OF MODERN INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to allow learners to learn about the gradual expansion and consolidation of British Power in India from 1707 to 1947.
- Another objective is to enable learners to learn about the Diwani rights and how it was used to further British Interest in India from 1707 to 1947.
- Learners will be able to have a good understanding of the revolt of 1857 and the formation of political associations and the Indian National Congress (INC).
- Further, learners of this course are expected to learn about the role of Mahatma Gandhi and the mass movements directed against British rule in India.

Course Outcomes:

- CO 1: Students will understand the gradual process of expansion and consolidation of British power in India from 1707 to 1947.
- CO 2: They will learn about the grant of the Diwani rights and measures adopted by the British to govern and rule India.
- CO 3: They will understand the early phase of the Indian freedom struggles with particular emphasis on the revolt of 1857 and the formation of political associations and the Indian National Congress (INC).
- CO 4: Further, they will understand the mass movements initiated by Mahatma Gandhi with particular emphasis on Non-cooperation, Civil Disobedience, and Quit India.

Course Contents:

Unit-I: Beginning of British Rule:

- a) Anglo-French Rivalry
- b) Battle of Plassey and Buxar
- c) Dual Government in Bengal

Unit-II: Consolidation of British Rule:

- a) British Conquest: Marathas and Mysore
- b) Cornwallis: Administration and Reforms
- c) Subsidiary Alliance and Doctrine of Lapse

Unit-III: Struggle for Freedom:

- a) Revolt of 1857: Causes
- b) Growth of Nationalism- Factors
- c) Early Political Associations and formation of INC

Unit-IV: Mass Movements:

- a) Non-Cooperation Movement
- b) Civil Disobedience Movement
- c) Quit India Movement

Suggested Readings:

- R. P. Tripathi: Rise and fall of Mughal Empire.
Ishwari Prasad: A Short History of Muslim rule in India.
A. L. Srivastava: The Mughal Empire.
V. Smith: Akbar, the great Mughal.
J. N. Sarkar: History of Aurangzeb.
_____: Shivaji and his times
R. C Majumdar, H. C., Raychoudhuri & K. Dutta: An Advanced History of India (Relevant Chapters)
Bipan Chandra (et.al): India's Struggle for Independence- Do- Nationalism and Colonialism in Modern India

Sekhar Bandopadhyay: From Plassey to Partition: A History of Modern India
 Bipan Chandra, Amalesh Tripathi & Barun De: Freedom Struggle

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

HISTORY OF MODERN INDIA

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	0	2	0	1	0	0	0	0	2	2	3
CO2	2	3	0	2	0	1	0	0	0	0	2	2	3
CO3	2	3	0	2	0	1	0	0	0	0	2	2	3
CO4	2	3	0	2	0	1	0	0	0	0	2	2	3
Average	2	3	0	2	0	1	0	0	0	0	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – V

SEMESTER V**IDE-HIS-001-CC-3110: HISTORY OF NORTH-EAST INDIA (EARLY PERIOD TO1826)****Credit: 4; Learning Hours: 90; Full Marks: 100**

Learning objectives:

- This course is designed to enable learners to gain a good foundational history of Northeast India from the earliest times to the coming of the British.
- Another objective is to enable learners to learn about the various forms of sources available such as archaeological, literary, and oral.
- Learners will be able to gain a good understanding of how states developed in the Valley areas in this region in contrast to the hill areas.
- Further, they will be able to understand the nature of traditional societies in this region.

Course Outcome:

- CO 1: Students will understand the history of Northeast India from the earliest times to the coming of the British.
- CO 2: They will understand the sources used by historians to reconstruct the history of this region such as archaeological, literary, and oral.
- CO 3: They will also understand the emergence of states in the valley areas such as Brahmaputra Valley and also the form of traditional societies in the highland areas of this region where the communities such as Khasi, Jaintia, Garo, Mizo, and Naga settled.
- CO 4: They will also learn about the nature of traditional societies in the highland areas of this region where communities such as Khasi, Jaintia, Garo, Mizo, and Naga settled.

Course Contents:

Unit-I: Sources:

- a) Archaeology
- b) Literary
- c) Oral

Unit-II: Political and Social Development in Brahmaputra Valley:

- a) Emergence of Kingdoms in Brahmaputra Valley
- b) Varnashrama Dharma
- c) Land settlement, Taxation system

Unit-III: Ahom Administration

- a) Policy of conciliation and confrontation
- b) Paik and Khel System
- c) Posa System and Kotoki

Unit-IV: Political Formations:

- a) Khasi, Jaintia
- b) Garo and Mizo
- c) Naga

Suggested readings:

- | | |
|-----------------|---|
| Gait, E.A | : History of Assam. |
| Bose, M.L | : British Policy in North East Frontier Agency. |
| Bhuyan, S.K | : Anglo-Assamese Relations. |
| Borpujari, H.K. | : Problem of the Hills Tribes of North East. Frontier (3 vols). |
| Baruah S.L. | : A Comprehensive History of Assam. |
| Mackenzie, A. | : The North East Frontier of India. |
| Hamilton, A. | : In Abor Jungles. |

Dutta, S. (ed)	: Studies in the History, Economy and Culture of	Arunachal Pradesh.
Panda. S.	: Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh.	
Verma, Rajesh	: History of North East India (Modern Period).	

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North-East India (From Earliest Time to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	0	0	0	1	0	0	3	1	2	3	2	3
CO2	2	0	0	0	2	0	0	3	1	2	3	2	3
CO3	1	0	0	0	1	0	0	3	1	2	3	2	3
CO4	1	0	0	0	1	0	0	3	1	2	3	2	3
Average	2	0	0	0	2	0	0	3	1	2	3	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V

IDE-HIS-001-CC-3120: HISTORY OF MODERN WORLD (1919-1945)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to allow learners to learn about geopolitics particularly the gradual process of the shift of worldviews from Eurocentric world order to multipolar world orders.
- Another objective is to facilitate learners learning about the emergence of a new world after the end of the First World War and also the rise of totalitarian states.
- Learners will be able to learn about anti-imperialist movements and the factors that contributed to the cause of the Second World War.
- Further, they will be able to understand the United Nations Organization and the emergence of a new bipolar world.

Course Outcomes:

- CO 1: Students will understand the shift from a Eurocentric or unipolar world order to a multipolar world.
- CO 2: They will understand the emergence of a new world order post the First World War and the rise of totalitarianism.
- CO 3: They will also understand the anti-imperialist movements and the factors that led to the Second World War.
- CO 4: They will also learn of the United Nations Organization and the emergence of a new bipolar world.

Course Contents:

UNIT-I: 1919 A New World Order:

- Formation of the League of Nations: Organizations, Achievements & Failures
- Formation of ICJ & ILO
- New Imperialism: Mandate System; Democracies between the Wars

UNIT-II: Rise of Totalitarianism:

- Italy and Germany
- Russia
- Japan

UNIT-III: Anti Imperialist Movements between the Great Wars:

- a) Arab uprisings
- b) Dr.SunYat-Sen
- c) Indo-China and Egypt

UNIT-IV Quest for security and road to Second World War:

- a) French search for security
- b) International Issues leading to Second World War
- c) U.N.O. and emergence of a New Bi-Polar world

Suggested Readings

Barzun Jacques from Dawn to Decandence 500 years of western Cultural life: 1500-present
New York, Harper Collins, 2001.

Benns F. Lee: Europe Since 1914.

Car, E.H. (1948): International Relations between two World Wars (1919-1939) Delhi,
Macmillan & Co.

Carsten, F.L. (1982): The Rise of Fascism University of California Press.

Cayley, E.S. (1856): The European revolutions of 1848, London Smith Elder & Co.
Vol. I and II.

Edwin Augustus Grosvenor: Contemporary History of the World.

Crawley C.W (1965): The new Cambridge modern History Volume9. War & Peace in an age of
upheaval.1793-1830.CambridgeUniversityPress.

Dhar, S.N (1967): International Relations and World Politics since1919, Bombay, Asia Publish
House.

Doenecke Justus D. Stoler Mark A (2005): Debating FranklinD Roosevelt's Foreign
Policies.1933-1945 Rowman & Littlefield

Dunan Marcel Larousse: Encyclopaedia of Modern History from 1500 to the Present day, New
York Harper & Row, 1964.

Duruy, V & Grosvenor, E.A. (1894): History of modern times: From the fall of Constantipole to
the French Revolution, New York, Holtand Company

FP, Walters: A History of the League of Nations (Oxford1965)

Gaddis John Lewis (1972): The United States and the origins of the Cold War, 1941-1947,
Columbia University Press.

Grosvenor, Edwin: A Contemporary History of the World New York and Boston T.Y. Crowell
& Co.1899

Henry Kitchell Webster: Early European History

Jules Michelet, Mary Charlotte, Mair Simpson: A summary of Modern History

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Modern World (1919-1945)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	0	1	3	0	1	0	1	2	3
CO2	0	0	0	0	0	1	3	0	1	0	1	2	3
CO3	0	0	0	0	0	1	3	0	1	0	1	2	3
CO4	0	0	0	0	0	1	3	0	1	0	1	2	3
Average	0	0	0	0	0	1	3	0	1	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V
IDE-HIS-001-CC-3130: MAKING OF CONTEMPORARY INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- The course is designed to allow learners to learn about the major historical events and reforms initiated in India from the 1950s to 2000s.
- Another objective is to make learners learn about Indian democracy and how globalization has impacted India.
- The course will also allow learners to learn about the reforms initiated by the govt. such as agrarian and economic reforms, and five-year plans, among others; and to learn about the progress in science and technology
- Further, learners are expected to learn about the need for women's empowerment in India and how such initiatives were/are necessary.

Course Outcome:

- CO1: Students will understand some of the major historical events and reforms initiated in India from the 1950s to the 2000s
- CO2: They will understand the ways in which Indian democracy progressed and the impacts of globalization,
- CO3: They will also understand reforms initiated by the govt. such as agrarian reform, economic reforms, five-year plan, etc., and also the progress in science and technology.
- CO4: They will learn about women's empowerment in India and how such initiatives were very much necessary.

Course Contents:

UNIT-I: Birth of Republic:

- a) Government of India Act, 1935.
- b) Indian Constitution of 1950 and significant amendments upto 2000 A.D.
- c) Reorganization of States

UNIT-II: Indian Democracy in Progress:

- a) Regional Electoral Politics and Changing Party System.
- b) Threats to Indian democracy.
- c) Globalization and its impact on India.

UNIT-III: Economy in New India:

- a) Agrarian Reforms, Green Revolution
- b) Planned Economy – An Appraisal of Five Year Plans
- c) Liberalization of Indian Economy, Privatisation

UNIT-IV: New India:

- a) Progress in Science and Technology, Revolution in Information Technology
- b) Educational Policies
- c) Women Empowerment

Suggested Readings:

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
- Mukerjee: Community Development of India, Bombay, 1961.
- K.P. Mishra (ed.): Readings in Indian Foreign Policy, Delhi, 1969.
- Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
- Morris Jones, W.H.: Government and Politics of India, London, 1964.
- H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
- C.H. Philips (ed.): Transfer of power
- Paul Brass: The Politics of India since Independence, The Cambridge, History of India, Vol. IV-1, U.K.1976.

- R.P. Dutt: India Today, 1949.
 Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
 B.K. Sharma: Samsamyik Bharat (In Hindi), Jaipur, 2007.
 Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.
 Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
 Francine Frankel: India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
 Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
 Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007.
 Bipan Chandra et. al. (ed.): India after Independence, New Delhi: Penguin Books, 1999.
 Appadurai: Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
 Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
 Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
 Sunil Khilnani: The Idea of India, Penguin Books, New Delhi, 2004.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Making of Contemporary India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	1	3	1	1	0	1	0	1	2	3	3
CO2	1	1	1	3	1	1	0	1	0	1	2	3	3
CO3	1	1	1	3	1	1	0	1	0	1	2	3	3
CO4	1	1	2	3	1	1	0	1	0	1	2	3	3
Average	1	1	1	3	1	1	0	1	0	1	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V

IDE-HIS-001-CC-3140: ORAL TRADITIONS AND HERITAGE STUDIES

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is aimed at imparting to students the importance of oral history engrained in oral traditions such as legend, folklore, song, proverbs, rituals, and storytelling practices.
- Another objective is to enable students to understand the methods, knowledge, skills, and perspective necessary for documenting and preserving oral traditions.
- Learners of this course are also expected to learn about the importance of oral history as an expression of intangible cultural heritage.
- Further, they are also expected to learn about the ways in which oral history is transmitted from one generation to the other generations and such transmission of knowledge has been crucial in preserving the history of societies that have left little written records.

Course Outcomes:

- CO1: Students will understand oral traditions as a form of cultural heritage, encompassing myths, legends, folklore, songs, proverbs, rituals, and storytelling practices.
- CO2: They will understand with the knowledge, skills, and perspectives necessary for understanding, documenting, and preserving oral traditions as valuable expressions of intangible cultural heritage, fostering appreciation for cultural diversity and intergenerational transmission of knowledge.
- CO3: They will learn about the importance of oral history as an expressions of intangible cultural

heritage.

CO4: They will also understand the cultural diversity and intergenerational transmission of knowledge through oral history.

Course Contents:

Unit I: Defining Oral Traditions:

- a) Meaning
- b) Characteristics of Oral Traditions.
- c) Scope

Unit II: Defining Heritage

- a) Meaning of antiquity
- b) Archaeological Sites
- c) Tangible and Intangible Heritage.

Suggested Readings:

Jan Vansina: Oral Tradition: A Study in Historical Methodology, Transaction Publishers, 2006.

_____ : Oral Tradition as History, University of Wisconsin Press, 1985.

Tana Showren: The Nyishi of Arunachal Pradesh: An Ethnohistorical Study, Regency Publications, Delhi, 2009.

Ashan Riddi: The Tagins of Arunachal Pradesh, Abhijeet Publications, Delhi, 2009.

John Miles Foley (ed.): Teaching Oral Traditions, Modern Language Association, 1998.

Clifford Geertz: The Interpretation of Cultures, Basic Books, Inc., Publishers, New York, 1973.

David Lowenthal: Possessed by the Past: The Heritage Crusade and The Spoils of History, Cambridge University Press, 2010.

Layton, R.P. Stone & J. Thomas, Destruction and Conservation of Cultural Property, Routledge, London, 2001.

Lahiri, N, Marshalling the Past: Ancient India and 1st Modern Histories, Ranikhet, Permanent Black, 2012, Chapters 4&5.

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

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

ORAL TRADITIONS AND HERITAGE STUDIES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	1	2	3	1	0	1	1	3	2	3	3
CO2	3	2	1	2	3	1	0	1	1	3	2	3	3
CO3	3	2	1	2	3	1	0	1	1	3	2	3	3
CO4	3	2	1	2	3	1	0	1	1	3	2	3	3
Average	3	2	1	2	3	1	0	1	1	3	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER V

IDE-HIS-001-MC-3110: HISTORY OF NORTH-EAST INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to facilitate learners to gain a good understanding of the historical and cultural development of people in Northeast India upto 1826; to facilitate learners to have a good understanding of the various sources used by historians for the reconstruction of history.
- Another objective is to make learners learn about the indigenous societies, cultures, and polities that existed in Northeast India before colonial intervention.

- Learners are also expected to understand the socio-political structures, economic systems, and cultural practices of various ethnic communities and kingdoms in Northeast India.
- Further, they will be able to learn about the nature of traditional societies that developed in the highland areas in this region.

Course Outcomes:

- CO1: To provide students with a holistic understanding of the historical development and cultural heritage of North East India up to 1826, enabling them to engage critically with primary sources, historical debates, and interpretative frameworks while appreciating the region's rich and diverse history.
- CO2: Students will understand the diverse indigenous societies, cultures, and polities that existed in North East India before colonial intervention.
- CO3: They will understand the socio-political structures, economic systems, and cultural practices of various ethnic groups and kingdoms in the region.
- CO4: They will also learn about the nature of traditional societies in the highland areas of this region where communities such as Khasi, Jaintia, Garo, Mizo, and Naga settled.

Course Contents: Unit–

I: Sources:

- Archaeology
- Literary
- Oral

Unit-II: Political and Social Development in Brahmaputra Valley:

- Emergence of Kingdoms in Brahmaputra Valley
- Varnashrama Dharma
- Land settlement, Taxation system

Unit-III: Ahom Administration:

- Policy of conciliation and confrontation
- Paik and Khel System
- Posa System and Kotoki

Unit-IV: Political Formations:

- Khasi, Jaintia,
- Garo and Mizo
- Naga

Suggested readings:

Gait, E.A	: History of Assam.
Bose, M.L.	: British Policy in North East Frontier Agency.
Bhuyan, S.K	: Anglo-Assamese Relations.
Borpujari, H.K	: Problem of the Hills Tribes of North East Frontier (3vols).
Baruah, S.L.	: A Comprehensive History of Assam.
Mackenzie, A.	: The North East Frontier of India.
Hamilton A.	: In Abor Jungles.
Dutta, S. (ed)	: Studies in the History, Economy and Culture of Arunachal Pradesh.
Panda. S.	: Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh
Verma, Rajesh	: History of North East India (Modern Period).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North-East India (From Earliest Time to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	0	0	2	0	0	3	1	2	3	2	3
CO2	1	0	0	0	1	0	0	3	1	2	3	2	3
CO3	1	0	0	0	1	0	0	3	1	2	3	2	3
CO4	1	0	0	0	1	0	0	3	1	2	3	2	3
Average	2	0	0	0	2	0	0	3	1	2	3	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – VI

(UG Degree)

SEMESTER VI
IDE-HIS-001-CC-3210: HISTORY OF ARUNACHAL PRADESH (UPTO 1826)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to impart learners an understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to make learners understand some of the sources used by historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course outcomes:

- CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).
- CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.
- CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.
- CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Contents:

Unit-I: Sources:

- a) Oral
- b) Literary
- c) Archaeological & Archival

Unit-II: Indigenous Religion and Culture:

- a) Indigenous Religion
- b) Indigenous Social Institution
- c) Neo Vaishnavism among the tribes of Arunachal Pradesh

Unit-III: Traditional Economy and Polity:

- a) Economy: Agriculture, Barter, Crafts etc.
- b) Border Trade & Trade routes
- c) Traditional Political and Administration Institution.

Unit-IV: Ahom-Tribal Relation:

- a) Posa
- b) Kotokies
- c) Policy of Confrontation

Suggested readings:

- Bose, M.L.: History of Arunachal Pradesh.
 Ashraf A. A: Pre-Historic of Arunachal Pradesh.
 Raikar Y.A. & Chatterjee: Archaeology in Arunachal Pradesh.
 Devi, L.: Ahom- Tribal Relations.
 Mackenzie, A.: The Northeast Frontier
 Luthra, P. N: Constitutional Administrative growth of Northeast Frontier Agency.
 Dutta, S. (ed.): Studies in the History, Economy, and Culture of Arunachal Pradesh

- Nyori, T.: History and Culture of the Adis.
 Mibang, T. : Social Change in Arunachal Pradesh (reference to Minyongs).
 Showren, T.: The Nyishi of Arunachal Pradesh: An Ethno-Historical Study
 Riddi, Ashan: The Tagins of Arunachal Pradesh, Abhijeet Publications, Delhi, 2009
 Dabi, Tajen: Medicine and Integration of Frontier Tribes: The British and After in Arunachal Pradesh, Primus Books, 2023

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (upto1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	0	0	0	1	0	0	3	0	2	2	2	3
CO2	2	0	0	0	2	0	0	3	1	2	2	2	3
CO3	1	0	0	0	1	0	0	3	1	2	2	2	3
CO4	1	0	0	0	1	0	0	3	1	2	2	2	3
Average	2	0	0	0	1	0	0	3	1	2	2	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI

IDE-HIS-001-CC-3220: HISTORY OF SOUTHEAST ASIA (NINETEENTH CENTURY)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to make learners learn about the pre-colonial period history of the countries of Southeast Asia.
- Another objective is to make learners learn about the interplay of political, economic, and military factors during the precolonial, colonial, and postcolonial periods in the relations among Southeast Asian countries.
- Learners will be able to understand the background of the complex and dynamic problems currently faced by the countries in this region.
- Further, they are expected to have a detailed understanding of the form of socialism and democracy in Burma in the post-independence period.

Course outcome:

- CO 1: Students will gain an understanding of the early history (pre-colonial history) of various countries in Southeast Asia inhabited by ethnic groups.
- CO 2: They will comprehend the interplay of political, economic, and colonial and postcolonial periods in the relations among Southeast Asian Nations.
- CO 3: They will be able to understand the roots of the complex and dynamic problems currently faced by the nation-states in this region.
- CO 4: They will learn about the oral tradition literacy and the creation of perfect natives in this region.

Course Contents:

UNIT-I: Background:

- a) Meaning, Territorial Extent:
- b) Geo-Political Importance
- c) Pre- Colonial Society and Polity

UNIT-II: Economy and Society in early 19th Century:

- a) Patterns of Production in agriculture and Crafts.

- b) Organization of Trade and Banking.
- c) Cultural Expressions: Folk, Classical and Islamic Popular Culture.

UNIT-III: Colonization and Colonial Transformations:

- a) Colonial Control and Informal Empire in Thailand.
- b) Peasant society and agrarian transformations: Plantations, Forests, Mining.
- c) Urbanization: Colonial Cities in Plural Societies.

Unit-IV: Literary, Education and Culture:

- a) Oral traditions, Literacy and the Case of Malay *Hikayat*
- b) Education
- c) Creation of Perfect Natives

Suggested Readings:

- D.G.E. Hall, A History of Southeast Asia.
 D.R. Sardesai, Southeast Asia, Past and Present.
 B. Anderson: Imagined Communities. H. Benda: The Crescent and the Rising Sun Furnivall: Colonialism and the Plural Society
 G. Hart, ed., Agrarian Transformations: Local Processes and the State in Southeast Asia.
 J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.
 Milton Osborne, Southeast Asia: An Introductory History.
 Nicholas Tarling, ed., Cambridge History of Southeast Asia, Vol. II
 B. Anderson: Mythology and the Tolerance of the Javanese.
 C. VanDijk, Trousers, Sarongs and Jubbahs.
 C. Dobbin, Islamic Revivalism in a Changes Peasant Economy (1784-1847).
 Charles F. Keys, The Golden Peninsula. Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia: Essays on Modern Indonesia.
 Victor Purcell, The Chinese in Southeast Asia. Tongchai Winichakul; Siam Mapped. 42

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Southeast Asia (Nineteenth Century)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	0	0	0	1	3	0	0	1	1	1	3
CO2	0	0	0	0	0	1	3	0	0	1	1	1	3
CO3	0	0	0	0	0	1	3	0	0	1	1	1	3
CO4	1	0	0	0	2	1	3	0	0	1	1	1	3
Average	1	0	0	0	2	1	3	0	0	1	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI

IDE-HIS-001-CC-3230: HISTORY AND GENDER STUDIES

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable the learners to understand the various subfields adjunct to the politics of feminism as well as the debates and discussions.
- Another objective is to facilitate learners to have a good knowledge of history with a focus on its recovery within the domain of politics.
- Learners are expected to have a thorough understanding of women and education in the twentieth century and the emergence of the women's movement in Colonial India.
- Further, they are expected to have an understanding of the experiences of women in South Asia.

Course Outcomes:

- CO 1: Students will learn about the emerging sub-field adjunct to the politics of feminism.
 CO 2: They will learn about history, with a focus on its recovery within the domain of politics, which later extended to the realm of recovering experiences within family and sexuality.
 CO 3: They will learn about women and education in the twentieth century and the emergence of the women's movement in Colonial India.
 CO 4: They will also learn about the experiences of women in South Asia, which are brought into focus.

Course Contents:

UNIT-I: From 'Woman's' History to 'Gender' History:

- a) Feminism and Woman's History.
- b) Social History and Woman.
- c) Gender History.

UNIT-II: Configurations of Patriarchy in India:

- a) Patriarchy and Caste in India.
- b) State and Patriarchy in India: Debate on Sati in India.
- c) Patriarchy and Domestic Space.

UNIT-III: Woman and Education:

- a) Woman and Education in the Nineteenth Century: Pandita Ramabai, Anandibai Joshi and Savithribai.
- b) Woman and Education in the Twentieth Century: Begum Rokheya Sakhawat Hussain, Sister Subbalakshmi.
- c) Woman and forms of Popular culture in Nineteenth Century: Alternate Spaces.

UNIT-IV: Woman and Politics:

- a) Emergence of Woman's Organization in Colonial India.
- b) Movement for Woman's Rights in Colonial India.
- c) Woman in the National Movement.

Suggested Readings:

- Boserup, E. *Women's Role in Economic Development*, (London: Earthscan, 1970 (reprinted 1997))
 Chris Beasley, *Gender & Sexuality: Critical Theories, Critical Thinkers*, (Sage, New Delhi, 2005)
 Elise Boulding: *The Underside of History: A View of Woman Through Time, Vol-I & II*, (Sage, California, 1992.)
 Gerda Lerner: *The Creation of Patriarchy* (Oxford University Press, 1986)
 Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, (New York, Routledge, 1989)
 Louis. A. Tilly and Joanna Scott, *Woman, Work and Family*, (New York, 1978, 1987)
 Simone de Beauvoir: *The Second Sex* (New York: Vintage Books, 1973)
 Sheila Rowbotham, *Hidden from History: 300 Years of Women's Oppression and the Fight Against It*, (Pluto Press, 1975)
 Virginia Wolfe: *A Room of One's Own*, (New York, Harcourt Brace & Co, 1989) India:
 Amin, Sonia Nishat: *The World of Muslim Women in Colonial Bengal: 1876-1939*, (Leiden, New York: E. J. Brill, 1996).
 Antoinette Burton *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915*, (University of North Carolina Press, Chapel Hill, 1994)
Antoinette Burton *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*, (Oxford University Press, New York, 2003)
 Engels, Dagmar *beyond Purdah? Women in Bengal, 1890-1939*. (Delhi: Oxford University Press, 1996).
 Geraldine Forbes, *The Cambridge History of India: IV2 Woman in Modern India History*,

(CUP, 1999.)

Jasodhara Bagchi, *Indian Woman: Myth and Reality*, (Sangam Books, Hyderabad, 1995)

K. Saradmoni, *Filling the Rice Bowl: Woman in Paddy Cultivation*, (Sangam Books, Hyderabad, 1989)

Kumkum Sangari & *Recasting Woman: Essays in Colonial History*, (Kali for Sudesh Vaid (eds.), Woman, New Delhi 1999).

Kumkum Sangari & *From Myths to Market: Essays on Gender*, (IIAS, Shimla, 2001). Uma Chakravarti (eds.)

LaurieL. Patton *Jewels of Authority: Women and Textual Tradition in Hindu India*, (OUP, New York, 2002)

O' Hanlon, *Rosalind Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low-Caste Protest in Western India*, (Cambridge: Cambridge University Press, 1985).

Samita Sen *Women and Labour in Late Colonial India: The Bengal Jute Industry*, (Cambridge University Press, England 1999)

Uma Chakravarti, *Rewriting History: The Life and Times of Pandita Ramabai*, (Kali for Woman, New Delhi, 2000).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History and Gender Studies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	0	3	0	0	0	0	0	0	0	2	2	2
CO2	2	0	3	0	0	0	0	0	0	0	2	2	2
CO3	2	0	3	0	0	0	0	0	0	0	2	2	2
CO4	2	0	3	0	0	0	0	0	0	0	2	2	2
Average	2	0	3	0	0	0	0	0	0	0	2	2	2

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI

IDE-HIS-001-CC-3240: HISTORY OF CONTEMPORARY INDIA (1947-2000)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- The course is designed to allow learners to learn about the major historical events and reforms initiated in India from the 1950s to 2000s.
- Another objective is to facilitate learners in learning the Indian democracy and how globalization has impacted India.
- The course will also allow learners to learn about the reforms initiated by the govt. such as agrarian and economic reforms, and five-year plans, among others; and to learn about the progress in science and technology.
- Further, learners are expected to learn about the need for women's empowerment in India and how such initiatives were/are necessary.

Course Outcomes:

CO 1: Students will understand some of the major historical events and reforms initiated in India from the 1950s to 2000s.

CO 2: They will understand the ways in which Indian democracy progressed and the impacts of globalization,

CO 3: They will also understand reforms initiated by the govt. such as agrarian reform, economic reforms, five-year plan, etc., and also the progress in science and technology.

CO 4: They will learn about women's empowerment in India and how such initiatives were very much necessary.

Course Contents:

UNIT – I: Birth of Republic:

- a) Government of India Act, 1935.
- b) Indian Constitution of 1950 and significant amendments upto 2000 A.D.
- c) Reorganization of States

UNIT- II: Indian Democracy in Progress:

- a) Regional Electoral Politics and Changing Party System.
- b) Threats to Indian democracy.
- c) Globalization and its impact on India.

UNIT – III: Economy in New India:

- a) Agrarian Reforms, Green Revolution
- b) Planned Economy- An Appraisal of Five-Year Plans
- c) Liberalization of Indian Economy, Privatisation

UNIT – IV: New India:

- a) Progress in Science and Technology, Revolution in Information Technology
- b) Educational Policies
- c) Women Empowerment

Suggested Readings:

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
 Mukerjee: Community Development of India, Bombay, 1961.
 K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
 Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
 Morris Jones, W.H.: Government and Politics of India, London, 1964.
 H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
 C.H. Philips (ed.): Transfer of power
 Paul Brass: The Politics of India since Independence, The Cambridge, History of India, Vol .IV-1, U.K. 1976.
 R.P. Dutt: India Today, 1949.
 Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
 B. K. Sharma: Samsamyaik Bharat (In Hindi), Jaipur, 2007.
 Bipin Chandra: Samkaal in Bharat (In Hindi), N. Delhi, 2011.
 Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
 Francine Frankel: India's Political Economy, 1947- 2004, New Delhi: Oxford University Press, 2006.
 Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
 Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007
 Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999
 Appadurai: Domestic Roots of India's Foreign Policy 1947- 1972. New Delhi: Oxford University Press, 1979.
 Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
 Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
 Sunil Khilnani: The Idea of India, Penguin Books, New Delhi, 2004.

COs- POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Contemporary India (1947-2000)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	0	1	3	1	0	0	1	0	0	1	2	3
CO2	0	0	1	3	1	0	0	1	0	0	1	2	3
CO3	0	0	1	3	1	0	0	1	0	0	1	2	3
CO4	0	0	1	3	1	0	0	1	0	0	1	2	3
Average	0	0	1	3	1	1	0	1	0	0	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VI**IDE-HIS-001-MC-3210: HISTORY OF ARUNACHAL PRADESH (UPTO 1826)**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to impart learners an understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to make learners understand some of the sources used by historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course outcome:

CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).

CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.

CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.

CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Contents:

Unit-I: Sources:

- Oral
- Literary
- Archaeological & Archival

Unit-II: Indigenous Religion and Culture:

- Indigenous Religion
- Indigenous Social Institution
- Neo Vaishnavism among the tribes of Arunachal Pradesh

Unit-III: Traditional Economy and Polity:

- Economy: Agriculture, Berlin, Crafts etc.
- Border Trade & Trade routes
- Traditional Political and Administration Institution.

Unit-IV: Ahom-Tribal Relation:

- Posa
- Kotokies
- Policy of Confrontation

Suggested Readings:

- Bose, M.L.: History of Arunachal Pradesh.
 Ashraf A.A: Pre Historic of Arunachal Pradesh.
 Raikar Y.A. & Chatterjee: Archaeology in Arunachal Pradesh.
 Devi, L.: Ahom-Tribal Relations.
 Mackenzie, A.: The Northeast Frontier.
 Elwin, V.: Myths of Northeast Frontier.
 Luthra, P.N: Constitutional Administrative growth of North East Frontier Agency.
 Dutta, S.(ed.): Studies in the History, Economy and Culture of Arunachal Pradesh
 Nyori, T.: History and Culture of the Adis.
 Mibang, T.: Social Change in Arunachal Pradesh (reference to Minyongs).
 Showren, T.: The Nyishi of Arunachal Pradesh: An Ethnographical Study
 Riddi, Ashan: The Tagins of Arunachal Pradesh, Abhijeet Publications, Delhi, 2009
 Dabi, Tajen: Medicine and Integration of Frontier Tribes: The British and After in Arunachal Pradesh, Primus Books, 2023
 Guyot-Rechard, Berenice: Shadow States: India, China and the Eastern Himalayas, Cambridge University Press, 2016.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (upto1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PAO2	PSO3
CO1	1	0	0	0	1	0	0	3	0	2	3	3	3
CO2	2	0	0	0	2	0	0	3	1	2	3	3	3
CO3	1	0	0	0	1	0	0	3	1	2	3	3	3
CO4	1	0	0	0	1	0	0	3	1	2	3	3	3
Average	2	0	0	0	1	0	0	3	1	2	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – VII

SEMESTER VII
IDE-HIS-001-CC-4110: ANCIENT SOCIETIES

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to learn about early hunter-gatherer societies, the evolution of territorial consciousness in the early periods, and how societies gradually evolved.
- Another objective is to facilitate students in understanding how food was initially produced in the early period.
- Learners will be able to learn about the nature of tribal society and the emergence of landownership that laid the foundation of the state formation process
- Further, they are expected to have a good understanding of the early state formation and urbanization process.

Course Outcome:

CO 1: Students will understand about the hunter-gatherer societies and the evolution of territorial consciousness.

CO 2: They will learn about the origin of food production in the early period.

CO 3: They will also understand the tribal society and emergence of landownership and new urbanization to state formation.

CO 4: They also learn about the early state formation and urbanization process.

Course Contents:

Unit-I: Hunter-Gatherer Societies:

- (a) Social Evolution and subsequent trends.
- (b) Livelihood activities of hunter-gatherers.
- (c) Territorial Consciousness.

Unit-II: Origin of Food Production in the Ancient World:

- (a) Exploitation of plants in West Asia and Southeast Asia.
- (b) Domestication of animals and beginning of Agriculture.
- (c) Worshipping of fertility goddesses, division of labour and craft specialization.

Unit-III: Tribal and Lineage Societies:

- (a) Emergence of the epic, the heroes and ritual.
- (b) Segmentary Societies and surplus- pre-state politics.
- (c) Landownership and new urbanisation to state formation.

Unit-IV: Use of Bronze and Iron:

- (a) Early state formation and urbanization.
- (b) Metallurgy technique, barter, trade and exchange.
- (c) Urbanisation in the Gangetic Plain and structure of Mauryan State.

Suggested Readings:

- V. Gordon Childe, Social Evolution, Penguin Books, New York, 1951.
David Kaplan, Culture Theory, Prentice Hall.
Gordon Childe, What Happened in History, Penguin Books, Reprinted, 1982.
Ernest Gellner, Anthropology and Politics, Blackwell, 1995.
Maurice Godlier, Perspective in Marxist Anthropology, Cambridge University Press, 1978.
Gordon Childe, What happened in History, Penguin Books, Aakar Books, Delhi, 2016.
Malinowski, Magic, Science and Religion and Other Essays, Kissinger Publishing, 1958.
L.H. Morgan, Ancient Society, Bharat Library, Calcutta, 1996.
R. Thurnwald, Economics in Primitive Communities, Oxford University Press, 1969.

- Romila Thapar, Cultural Pasts Essays in Early Indian History, OUP, 2000.
 _____: From Lineage to State, OUP, 1993.
 _____: Ancient Indian Social History Some Interpretations, Orient Longman, 1984.
 M.D. Sahlins, The Segmentary Lineage, American Anthropologist, 63, 2, 1962.
 Emile Durkheim, The Elementary Forms of the Religious Life, George Allen, & Unwin Ltd., 1976.
 Raymond Firth, Elements of Social Organisation, Watts & Co, London, Reprinted,1963.
 Robert H. Lowie, Primitive Society, Routledge, UK, 5th impression, 1960.
 Robert H. Lowie, Social Organisation, Routledge, UK, 3rd impression, 1961.
 W.H.R. Rivers, Social Organisation, Kegan Paul, 1932.
 William James, The Varieties of Religious Experience, Longman, Green & Co. London, 1952.
 Dilip Chakrabarti, The Early Use of Iron in India, Oxford University Press, USA, 1993.
 A.S. Altekar, State and Government in Ancient India, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 1992.
 I.C. Glover & et al, Early Metallurgy, Trade and Urban Centres in Thailand and Southeast Asia, Bangkok, 1992.
 Marshall Sahlins, Stone Age Economics, Aldine De Gruyter/New York, 1972.
 R.F. Tylecote, A History of Metallurgy, Oxford University, Press, London, 1976.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Ancient Societies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	2	3	0	0	3	3	0	1	1	2	3	3
CO2	0	2	3	0	0	3	3	0	1	1	2	3	3
CO3	0	2	3	0	0	3	3	0	1	1	2	3	3
CO4	0	2	3	0	0	3	3	0	1	1	2	3	3
Average	0	2	3	0	0	3	3	0	1	1	2	3	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VII

IDE-HIS-001-CC-4120: HISTORY OF MEDIEVAL INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to learn about the key political institutions such as the political and political institutions of some of the States in Medieval India that allowed the running of the states.
- Another objective is to ensure learners learn about the socio-economic conditions of the Sultanate and Mughal period and also the Vijayanagara Empire which were some of the important states in Medieval India.
- Learners will be able to understand some of the crucial religious movements such as Bhakti and Sufism among others that emerged in Medieval India.
- Further, they are expected to have a thorough understanding of the growth of literature, art, and architecture during the medieval period in India which also shaped the period's history.

Course Outcomes:

- CO 1: Students will learn about the political institutions in Medieval India, especially the Iqtadari, Mansabdari and Jagirdari systems.
 CO 2: They will also understand the socio-economic condition of the Sultanate and Mughal period, and also the Vijayanagara Empire
 CO 3: They will learn about religious movements, particularly the Bhakti Movement, Sufism, and Sikhism.

CO 4: Further, they will also understand the growth of literature, art, and architecture during the medieval period in India.

Course Contents:

Unit-I: Government and Administration:

- a) Administration during Sultanate and Mughal Period
- b) Iqtadari, Mansabdari and Jagirdari System
- c) Administration of Vijayanagar Empire

Unit-II: Socio-Economic Condition:

- a) Social Condition during Sultanate and Mughal Period: Social Division and Position of Women
- b) Economic Condition during Sultanate and Mughal Period: Agriculture and Trade and Industry
- c) Socio-Economic life of Vijayanagar Empire

Unit-III: Religious Movements:

- a) Bhakti Movement
- b) Sufism
- c) Sikhism

Unit-IV: Literature, Art & Architecture:

- a) Art and Architecture during Sultanate period
- b) Art and Architecture during Mughal period
- c) Literature during Sultanate and Mughal period

Suggested Readings:

- Satish Chandra: Medieval India, From Sultanate to the Mughal, Har-Anand Publication, 2015
 _____: Parties and Politics at the Mughal Court 1707-1740, Aligarh, 1959
 Muzaffar Alam & et al (ed): The Mughal State, 1525-1750, New Delhi, 2002
 Muzaffar Alam: The Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748, Delhi, 1986
 _____: Mughal Imperial Decline in North India, New Delhi, 1986
 Seema Alavi (ed): The Eighteenth Century in India, New Delhi, 2008
 Aziz Abdul: The Mansabdari System and the Mughal Army, Delhi 1972
 M. Athar Ali: Mughal Nobility under Aurangzeb, New Delhi 1997
 _____: Mughal India: Studies in polity, Ideas, Society and Culture.
 U. N. Day: The Mughal Government A.D 1556-1707, Munshiram Manoharlal, New Delhi 1994

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Medieval India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	3	3	0	0	0	0	0	1	1	2	1	3
CO2	0	3	3	0	0	0	0	0	1	1	2	1	3
CO3	0	3	3	0	0	0	0	0	1	1	2	1	3
CO4	0	3	3	0	0	0	0	0	1	1	2	1	3
Average	0	3	3	0	0	0	0	0	1	1	2	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VII
IDE-HIS-001-CC-4130: EXPANSION AND CONSOLIDATION OF COLONIAL RULE
IN INDIA (1757-1858)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable students to learn about various factors that contributed to the steady decline of the powerful Mughal Empire in India and the gradual shift of power to British.
- Another objective is to facilitate learners in understanding the manners in which British gradually extended their control of territories in India.
- Learners are expected to have good knowledge about the expansion of British in Punjab, and Sindh and also how the Policy of Doctrine of Lapse was strategically and opportunistically used to fulfil British objectives of supremacy in India.
- Further, learners will be able to learn about the cause of the revolt of 1857, which is often considered “the first Nationalist Movement in India” and the transition of power from East India Trading Company to the British crown.

Course Outcomes:

- CO 1: Students will learn about the decline of the Mughal authority and the rise of British power in India.
- CO 2: They will understand how the British gradually gained territorial power over Mysore, Maratha Territory.
- CO 3: They will learn about the later phase of British expansion in Punjab, Sindh, and also the policy of Doctrine of Lapse.
- CO 4: Further, they will also learn the cause of the Revolt of 1857 and the transition from Company to Crown.

Course Contents:

Unit-I: Rise of Colonial Domination:

- (a) Decline of the Central Authority of the Mughals.
- (b) Carnatic War.
- (c) British Ascendency in Bengal.

Unit-II: Territorial Expansion (Phase-I, 1757-1818):

- (a) Annexation of Mysore.
- (b) Annexation of Maratha Territory.
- (c) Subsidiary Alliance System.

Unit III: Territorial Expansion (Phase-II, 1818-1857):

- (a) Annexation of Punjab.
- (b) Annexation of Sindh.
- (c) Doctrine of Lapse.

Unit-IV: Revolt of 1857:

- (a) Causes of the Revolt.
- (b) Nature and Characteristics.
- (c) Transition from Company to Crown.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Suggested Readings:

- H. Dodwell: Cambridge History of India, Vol. V.
 P.E. Robert: History of British India, London – 1970.
 P.K. Mukherjee: The Rise and Fall of the East India Company, Bombay – 1973.
 Mujumdar & et al: An Advanced History of India, Macmillan, 1978.

Ram Gopal: How the British occupied Bengal, Asian Publishing House, Bombay, 1963.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Expansion and Consolidation of Colonial Rule in India (1757-1858)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	3	0	0	0	0	1	0	2	3	3
CO2	1	1	1	3	0	0	0	0	1	0	2	3	3
CO3	1	1	1	3	0	0	0	0	1	0	2	3	3
CO4	1	1	2	3	0	0	0	0	1	0	2	3	3
Average	1	1	2	3	0	0	0	0	1	0	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VII

IDE-HIS-001-CC-4140: HISTORY OF NORTH EAST INDIA (UPTO 1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable students to gain a good grounding in the early history of Northeast India and what the region was like in the early past.
- Another objective is to facilitate learners to learn about the nature of societies and small-scale societies that existed in the past in this region.
- Learners are expected to understand how the colonial experiences of the people in this region.
- Further, they will be able to learn how the various policies adopted by the British in Northeast India have not only shaped the region's history but also sowed the seeds for some of the issues and challenges that are currently faced by the people in the state.

Course Outcomes:

- CO 1: Students will understand the historical trajectories of North-East India from early times to the end of the colonial period.
- CO 2: They will learn about the societies and how small-scale societies existed in the past in this region.
- CO 3: They will also understand the impact of colonialism in this region.
- CO 4: Further, they will learn how some of the issues and challenges in this area have been inherited from the British.

Course Contents:

Unit-I: Introduction:

- (a) The Geographical setting its impact on Evolution of Society.
- (b) Sources of the History of North East India.
- (c) Approaches to the History of North East India.

Unit-II: Early Historical and Medieval Social and Polity Formations:

- (a) Early State -Theory, Territory and Polity.
- (b) Varmans and Palas.
- (c) The Ahom State.
- (d) The Dimasa State.

Unit-III: Pre-Colonial Period of the Hills Societies:

- (a) Social Formation in the Hills of North East India: Khasi-Jaintias, Arunachal Pradesh.
- (b) Livelihood practices in the Hills of North East India.
- (c) Political formations in the Hills of North East India.
- (d) Religion in the Hills of North East India.

Unit-IV: Colonial Rule in North East India:

- (a) Treaty of Yandaboo and colonial presence.
- (b) Annexations: Assam, Cachar and Khasi and Jaintia Hills.

- (c) Annexation: Naga Hills and Mizo Hills.
 (d) Impact of British Rule on the economic transformation of North East India.

Suggested Readings:

- Amalendu Guha: Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta.
 A.K. Sharma: Emergence of Early Culture in North East India, Munshiram.
 H.K. Barpujari: The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985.
 Manorama Sharma: History and History Writing in North East India, Regency Publications, New Delhi.
 Nirode Baruah: Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
 P.C. Choudhury: History of the Civilization of the People of Assam.
 S.L. Baruah: A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.
 J.B. Bhattacharjee: Social and Polity Formation in Pre-Colonial North East India,
 Surajit Sinha (ed.): Tribal Polities & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.
 S. Endle: The Kacharis, Macmillan, 1911.
 H. Bareh: History and Culture of the Khasi people.
 J.B. Bhattacharjee: The Garos and the English.
 J.N. Choudhury: The Khasi Canvas: A Cultural and Political History, Chapala Book Stall, Shillong, 1978.
 _____: Arunachal Pradesh from Frontier Tracts to Union Territory, CosmoJ.N. Publications, New Delhi.
 _____: The Tribal Culture and History of Arunachal Pradesh, Daya Publishing, 1990.
 _____: Arunachal Panorama: A Study in Profile, Chapala Book Stall, 1973.
 Kenilo Kath: Traditional Religious Systems of the Rengma Nagas, Anshah Publishing New Delhi, 2005.
 L.N. Chakravarty: Early History of Arunachal Pradesh.
 M.L. Bose: British Policy in the North East Frontier Agency.
 N. Venuh: Naga Society: Continuity and Change, Shipra, New Delhi, 2005.
 P.N. Dutta: Impact of the West on the Khasis and Jaintias.
 P.R.T. Gurdon: The Khasis, Macmillan, Michigan, 1914.
 P.C. Kar: The Garos in Transition.
 Paulinus R Marak: The Garo Tribal Religion: Beliefs and Practices, Anshah Pub, New Delhi, 2005.
 Sobhan Lamare, The Jaintias: A Study in Society and Change, Regency Publications, New Delhi.
 Verrier Elwin: A Philosophy for NEFA.
 A. Mackenzie: North East Frontier of Assam.
 Amalendu Guha: Planter Raj to Swaraj.
 B.B. Ghosh: History of Nagaland, New Delhi, 1982.
 H.K. Barpujari: Assam in the Days of Company.
 _____: Problems of the Hill Tribes of the North Eastern Frontier, Vol. I, II, III.
 _____: The Comprehensive History of Assam Vol. I, II, III, IV & V.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North East India (Upto 1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	1	1	3	0	0	1	1	1	3	2	3
CO2	0	3	1	0	3	0	0	0	1	1	3	2	3
CO3	1	3	1	1	3	0	0	0	1	1	3	2	3

CO4	1	3	1	1	3	0	0	0	1	1	3	2	3
Average	1	3	1	1	3	0	0	1	1	1	3	2	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VII
IDE-HIS-001-MC-4110: HISTORY OF MODERN EUROPE (1870-1945)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- The course is designed to allow learners to learn about the political development in Europe before the Second World War.
- Another objective is to facilitate students to learn about the political development in Germany before the First World War.
- The students are expected to learn about the political development and ideological shift in France and Balkans before the Second World War.
- Further, they will be able to understand the growth of Fascism in Italy and Nazism in Europe.

Course outcomes:

CO 1: Students will understand the political development in Europe before the Second World War.

CO 2: They will understand the political development in Germany and how it shaped the First World War.

CO 3: They will also understand the political development and ideological shifts that happened in France and Balkans before the Second World War.

CO 4: Further, they will understand the situation in which Fascism and Nazism in Italy and Europe and how they shaped the history of the world.

Course Contents:

Unit-I: Political Developments in Germany:

- (a) Unification
- (b) Domestic Policy of Bismarck
- (c) European diplomacy and system on the eve of the First World War.

Unit-II: France up to 1914:

- (a) Establishment of the Third Republic & Paris Commune
- (b) Social and Economic Policy
- (c) Difficulties of the Third Republic-domestic developments

Unit-III: The Eastern Question and the Balkans:

- (a) European interest in the Balkan
- (b) Rise of nationalism in the Balkan States
- (c) Eastern Question and European Politics between 1870-1914

Unit-IV: World Between Two World Wars:

- (a) The First World War- Treaty of Versailles and the League of Nations
- (b) Fascism in Italy
- (c) Nazism in Germany

Suggested Readings:

C.D. Hazen:	Europe since 1815
James Joll:	Europe since 1870
E. Lipson:	Europe in the 19th & 20th Centuries.
David Thomson:	Europe since Napoleon.
Karl Marx:	The Paris Commune.
A.G. Mazour:	Russia: Tsarist and Communist

O.Pflange:	Bismarck and the Development of Germany.
A. Bullock:	Hitler: A study in Tyranny.
F.L.Carston:	The Rise of Fascism.
R.A.C.Parkar:	Europe, 1919-1945.
A.J.P.Taylor:	The origin of the Second World War.

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs/PEOs is categorized as follows:

HISTORY OF MODERN EUROPE (1870-1945)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PS10	PSO1	PSO2	PSO3
CO1	2	0	0	0	0	3	3	0	0	0	0	3	3
CO2	2	0	0	0	0	3	3	0	0	0	0	3	3
CO3	2	0	0	0	0	3	3	0	0	0	0	3	3
CO4	2	0	0	0	0	3	3	0	0	0	0	3	3
Average	2	0	0	0	0	3	3	0	0	0	0	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – VIII
UG DEGREE
(HONOURS WITHOUT RESEARCH)

SEMESTER VIII**IDE-HIS-001-CC-4210: HISTORY OF ARUNACHAL PRADESH (UPTO TO 1987)****Credit: 4; Learning Hours: 90; Full Marks: 100****Learning Objectives:**

- This course is designed to enable learners to have a good understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to ensure students understand some of the sources used by the historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course Outcomes:

CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).

CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.

CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.

CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Contents:**Unit-I: Introduction:**

- (a) Environment and its impact on the Social Evolution.
- (b) Pattern of Settlement.
- (c) Sources of the History of Arunachal Pradesh.

Unit-II: Pre-Colonial Traditional Institutions:

- (a) Social Formations.
- (b) Patterns of Livelihood.
- (c) Polity Formations.
- (d) Religion.

Unit-III: British Policy in North Eastern Frontier Tracts:

- (a) British Policy in North East Frontier Tracts till 1875.
- (b) Inner Line and Outer Line.
- (c) Demarcation of the McMahon Line.
- (d) The Acts of 1919, 1935 and Assam (Administration of Justice) Regulation of 1945.

Unit-IV: Post-Independence Developments:

- (a) Constitutional Position of NEFA: (1950-1964)
- (b) McMahon Line and Border Controversy: (1947-1962)
- (c) Chinese Aggression and Administrative Reorganization: (1962-1967)
- (d) Introduction of Panchayat Raj and Formation of Popular Government.

Suggested Readings:

- Hamilton: In the Abor Jungles.
 Mackenzie: The North East Frontier of Assam.
 Maleish: The Frontier People of India.

- G.W. Beresford: Notes on the North East Frontier of Assam.
 J.N. Chaudhury: Arunachal Pradesh from Frontier Tracts to Union Territory.
 _____: The Tribal Culture and History of Arunachal Pradesh.
 H.K. Barpujari: Problems of the Hill Tribes; North-East Frontier, Vol.I, II& III.
 H. Baruah: The Red River and the Blue Hill.
 Tomo Riba: The Tribal and their Changing Environment.
 V.Rastogi: The Enchanted Frontier.
 Ashan Riddi: The Tagins of Arunachal Pradesh: A Study of Continuity and Change, 2006.
 C.V.F Haimendorf: The Apatanis and Their Neighbours.
 _____: Ethnographic Notes on the Tribes of the Subansiri Region.
 L.R.N. Srivastava: The Gallongs.
 N.T. Rikam: Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe.
 Sachin Roy: Aspects of Padam Minyong Culture.
 S. Dutta: Studies in the History, Economy and Culture of Arunachal Pradesh.
 Tai Nyori: History and Culture of the Adis.
 Tamo Mibang: Social Change in Arunachal Pradesh.
 T. Mibang & et al: Understanding Tribal Religion.
 Verrier Elwin: Myths of the North-East Frontier of India.
 _____: The Art of the North East Frontier of India.
 Tana Showren: The Nyishi of Arunachal Pradesh: An Ethnohistorical Studies, 2009.
 R.B. Pemberton: The Eastern Frontier of British India.
 M.L. Bose: History of Arunachal Pradesh Up to 1992.
 P.N. Luthra: Constitutional and Administrative Growth of the North East Frontier.
 Robert Reid: History of the Frontier Areas Bordering Assam.
 A.C. Talukdar: Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.
 Alistair Lamb: The China India Border, Volume I & II.
 _____: The Mac Mohan Line: A Study in the Relations between India China and Tibet.
 J.B. Dalvi: Himalayan Blunder.
 J.R. Saigal: The Unfought War of 1962.
 J.L. Mehra: The McMahan Line and After.
 Krishna Rao: The Sino-Indian Boundary Question and International Law.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (up to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	3	1	0	2	3	0	8	1	1	3	2	3
CO2	0	3	1	0	2	3	0	8	1	1	3	2	3
CO3	0	3	1	0	2	3	0	8	1	1	3	2	3
CO4	0	3	1	0	2	3	0	8	1	1	3	2	3
Average	0	3	1	0	2	3	0	8	1	1	3	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VIII
IDE-HIS-001-DE-42010: EVOLUTION OF INDIAN CULTURE

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to learn about the early sources of Indian history such as archaeological and literary sources; and also Harappan civilization and Vedic Society.
- Another objective is to enable learners to learn about the polity, economy, and society of India during the Mauryan and Gupta periods.
- Learners are expected to have a thorough understanding of some of the religious movements that have been witnessed in India particularly Jainism, Buddhism, and Ajivikas, among others.
- Further, they will be able to learn about the form of language and literature and also arts used and developed in early India.

Course Outcomes:

- CO 1: Students will learn about the sources of Indian history and also the early Harappan Culture and Vedic Society.
- CO 2: They will also understand the early states of India such as the Mauryan, and Gupta.
- CO 3: They will also learn about the religious movements, particularly Jainism, Buddhism, Ajivikas, Alvars and Nayanars.
- CO 4: Further, they will also learn about the language literature, and art in early India.

Course Contents:

Unit-I: Background of Indian Culture:

- (a) Sources of Early Indian Histories.
- (b) Harappan Culture.
- (c) Vedic Society.

Unit-II: States in Early India:

- (a) Oligarchies and Republics.
- (b) The Mauryan State.
- (c) The Imperial Gupta.

Unit-III: Religious Movements:

- (a) Jainism and Buddhism.
- (b) Ajivikas and Jhuvikas.
- (c) Alvars and Nayanars.

Unit-IV: Language, Literature and Art:

- (a) Languages: Sanskrit, Prakrit, Pali and Tamil.
- (b) Literature: Vedic, Epic and Sangam.
- (c) Art: Gandhara and Mathura Schools.

Suggested Readings:

- Romila Thapar: Ancient Indian Social History: Some Interpretations, Orient Blackswan, 2010.
- _____ : History and Beyond, OUP, 1999.
- _____ : Early India: From Origins to AD 1300, Penguin, 2003.
- D. N. Jha: Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.
- R.S. Sharma: India's Ancient Past, Oxford University Press, 2006.
- D.D. Kosambi: The Culture and Civilisation of India in Historical Outline Vikas Publishing, 1997
- A.L. Bhasham: The Wonder that was India – Rupa, 2004.

- A.L. Basham (ed.): A Cultural History of India, Oxford India Paperbacks, 1997.
 D.D. Kosambi: An Introduction to the Study of Indian History, Sage, 2016.
 Upinder Singh: The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.
 Upinder Singh: A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.
 Meera Kosambi (ed.): D. D. Kosambi: Unsettling the Past, Permanent Black, 2014.
 R.S. Sharma: Rethinking India's Past, Oxford India Paperback, 2010.
 _____: Looking for the Aryans, Sage, 1995.
 Himanshu P. Ray: Colonial Archaeology in South Asia: The Legacy of Mortimer Wheeler: Oxford University Press, 2007.
 R.S. Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsi Dass, 2015.
 K.P. Jayaswal: Hindu Polity: A Constitutional History of India in Hindu Times, Chaukhamba Sanskrit Pratishthan, 2013.

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs is categorized as follows:

Evolution of Indian Culture

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	0	3	2	0	1	3	0	0	1	2	3	2	3
CO2	0	3	2	0	1	3	0	0	1	2	3	2	3
CO3	0	3	2	0	1	3	0	0	1	2	3	2	3
CO4	0	3	2	0	1	3	0	0	1	2	3	2	3
Average	0	3	2	0	1	3	0	0	1	2	3	2	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VIII

IDE-HIS-001-DE-42020: COLONIAL ECONOMY (1765-1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the Indian economy before and during Colonialism.
- Another objective is to make the learners learn about the transformation brought in the economy and how the colonial economy benefited the British while impoverished the Indian masses.
- Learners are also expected to have an understanding of some of the issues currently faced by Indians as a direct result of colonialism in India.
- Further, they will be able to understand the infrastructural projects initiated by the British such as the construction of railways in particular to serve the administrative requirements as well as to facilitate extraction of resources and revenues in India.

Course Outcome:

- CO 1: Students will gain an overview of the state of the Indian economy, encompassing both agricultural and industrial sectors, before and during the time of British rule.
- CO 2: They will understand the nature of the changes that the economy underwent under British rule and assess its impact on Indian society.
- CO 3: They will understand the roots of many of the economic issues currently faced in India that had an indirect bearing on British rule.
- CO 4: Further, they will learn about the creation of infrastructures in India such as railways, and the subsequent growth of Indian capitalists and the working class in India during the period of colonialism.

Course Contents:

Unit I: Colonialism

- (a) Debates on 18th Century Economy
- (b) Stages of Colonial Exploitation
- (c) Theoretical Interventions in the Study of Colonialism: Samir Amin, Amilcar Cabral

Unit II: Economic Drain and De-Industrialization

- (a) Drain Theory: Meaning Forms and Critique
- (b) De-Industrialisation: Process and Debate
- (c) Famines: Causes and Consequences

Unit III: Land and Agriculture

- (a) Land Revenue Systems: Pattern and Impact
- (b) Commercialisation of Agriculture; Plantations (Indigo and Tea)
- (c) Opium Trade

Unit IV: Industry and Infrastructure

- (a) Industry: Cotton Textile Industry and Iron and Steel Industry
- (b) Infrastructure: Railways
- (c) Growth of Indian Capitalist and Working Class

Suggested Reading:

- Aditya Mukherjee: Imperialism, Nationalism and the Making of the Indian Capitalist Class, Sage, 2002.
- Aditya Mukherjee: The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi, Orient Blackswan, 2012.
- Bipan Chandra: The Rise and Growth of Economic Nationalism in India, Revised Edition, Haranand Publications, 2016.
- Bipan Chandra: Freedom Struggle (Chapter 1), National Book Trust.
- Dharma Kumar (ed.): Cambridge Economic History of India: Vol. 2c. 1757-c.1970, CUP, 2008
- Tirtankar Roy: Economic History of India 1857-1947, Oxford University Press, 2011.
- G. Rubinstein et al.: On Some Statements by Samir Amin, Review of African Political Economy, No. 5 (Jan.-Apr., 1976), pp. 103-109. Stable URL: <http://www.jstor.org/stable/3997813>
- Irfan Habib: Indian Economy 1858-1914 (Peoples History of India Series), Aligarh Historians Society, 2006.
- Jock McCulloch: Amilcar Cabral: A Theory of Imperialism The Journal of Modern African Studies, Vol. 19, No. 3 (Sep., 1981), pp. 503-511 Stable URL: <http://www.jstor.org/stable/160757>
- Patrick Chabal: The Social and Political Thought of Amilcar Cabral: A Reassessment The Journal of Modern African Studies, Vol. 19, No. 1 (Mar., 1981), pp. 31-56 Stable URL: <http://www.jstor.org/stable/160605>
- Samir Amin: From Capitalism to Civilization: Reconstructing the Socialist Perspective, Tulika, 2010.
- Seema Alavi (ed.): The Eighteenth Century in India: Debates in Indian History and Society, Oxford University Press, 2007.

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs is categorized as follows:

Colonial Economy (1765-1939)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO3
CO1	2	3	1	3	0	0	0	0	1	1	0	2	3
CO2	2	3	1	3	0	0	0	0	1	1	0	2	3
CO3	2	3	1	3	0	0	0	0	1	1	0	2	3
CO4	2	3	1	3	0	0	0	0	1	1	0	2	3
Average	2	3	1	3	0	0	0	0	1	1	0	2	3

{3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER VIII

IDE-HIS-001-DE-42030: INDIAN NATIONAL MOVEMENT (1857-1947)

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objectives:

- This course is designed to enable learners to learn about the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- Another objective is to make learners learn about the roots of the revolt of 1857 and the growth of Nationalism among the Indians in the 19th century.
- Learners are expected to have a good understanding of the crucial and pioneering roles of the Indian National Congress party in mobilizing the nationalist mass movement in India.
- Further, they are also expected to understand the manner in which the partition of India happened after the end of colonialism in India.

Course Outcomes:

- CO 1: Students will understand the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- CO 2: They will understand the background of the 1857 revolt, as well as various peasant movements and the overall growth of nationalist ideals.
- CO 3: They will learn the role of the Indian National Congress in mobilizing mass movements during India's nationalist movement.
- CO 4: Further, they will also understand the partition of India.

Course Contents:

Unit -I: Emergence of Nationalism:

- Revolt of 1857
- Peasant Revolts in the late 19th Century: Indigo, Pabna and Deccan
- Growth of Nationalism

Unit - II: Foundation of Indian National Congress

- Myth and Reality
- Objective
- Policies, Programme, and colonial Government's responses

Unit - III: Forms and Contestation

- Split in congress and the rise of Revolutionary Terrorism
- Rise and Growth of Communalism: Factors and Stages
- Muslim League and Muhammad Ali Jinnah

Unit - IV: Mass Movement:

- Emergence of Mahatma Gandhi in Indian Politics and his strategies
- Non-Cooperation Movement, Civil Disobedient Movement, and Quit India Movement
- Freedom and Partition.

Suggested Readings:

- Bipan Chandra: Amales Tripathi and Barun Dey: Freedom Struggle, NBT publication.
 _____: Communalism in Modern India, New Delhi. 1987.
 _____: The Epic struggle, Orient Longman, New Delhi, 1992.
 _____: Rise and Growth of Economic Nationalism in India, New Delhi, (Reprinted) 1984.
 _____: Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979.
 Bipan Chandra & et al.: India's Struggle for Independence, 1857-1947, Viking, New Delhi.
 B L Grover & et al: A new look at Modern Indian History, S Chand publication.
 Sumit Sarkar: Modern India, 1885-1947, New Delhi.
 A.R. Desai: Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.

- B R Nanda: Mahatma Gandhi, New Delhi.
- Sucheta Mahajan: Independence and Partition: The Erosion of Colonial Power In India, Sage Publications, New Delhi.
- Ranajit Guha (ed.): Subaltern Studies, Vols. Oxford University Press, Delhi, 1982.
- B.N. Pande (ed.): A Centenary History of the Indian National Congress, 3 Vols. N. Delhi, 1985.
- Eric Hobsbawm: Nations and Nationalism since 1780, Cambridge, Cambridge University Press, 1992.
- Ernest Gellner: Nations and Nationalism, Ithaca, Cornell University Press, 1983.
- Benedict Anderson: Imagined Communities: Reflections on the Origin and Spread of Nationalism, 2nd. ed., London, 1991.
- Tara Chand: History of the freedom movement in India, Vol., Delhi, 1961.
- Percival Spear: Oxford History of India, N. Delhi, 1974.
- Aditya Mukherjee (ed.): The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.
- K.K. Ghose: The Indian National Army, Meerut, 1969.
- Prabha Dixit: Communalism – A struggle for power, New Delhi.
- M K Gandhi: My Experiments with Truth: An Autobiography, New Delhi.
- R.C. Dutt: The Economic History of India, 2 Vols, Publications Division, Government of India, 1970.
- Mahatma Gandhi: My Experiments with Truth: An Autobiography, Crosland Books, New Delhi, 2009.
- Louis Fischer: Mahatma Gandhi: His Life and Times, Bhartiya Vidya Bhavan, Mumbai, 2006.
- V. Chirol, Indian Unrest, London, 1910.
- Anil Seal: The Emergence of Indian Nationalism Competition and Collaboration in the later 19th Century, Cambridge, 1968.
- P.C. Bamford: History of Khilafat and Non-Cooperation Movements, Delhi, 1925.
- S. Gopal: British Policy in India, Delhi.
- P. Sitaramayya: The History of the Indian National Congress, two volumes.
- Aditya Mukherjee (ed.): The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.
- Dadabhai Naoroji: Poverty and Un-British Rule in India. London, 1901

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Indian National Movements (1857-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	3	0	0	0	0	1	1	1	1	3
CO2	1	2	1	3	0	0	0	0	1	1	1	1	3
CO3	1	2	1	3	0	0	0	0	1	1	1	1	3
CO4	1	2	1	3	0	0	0	0	1	1	1	1	3
Average	1	2	1	3	0	0	0	0	1	1	1	1	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER VIII
IDE-HIS-001-MC-4210: MAHATMA GANDHI AND MODERN INDIA

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning objective:

- This course is designed to allow learners to learn about the Mahatma Gandhi and his contribution in the Indian freedom struggles.
- Another objective is to facilitate students in learning Gandhian concepts such as the Ahimsa, Satyagraha and Swaraj.
- The students will be able to learn about the crucial roles he played in the Indian freedom struggles.
- Further, they will be able to understand about the Gandhian Ideas and its relevance in Post-Independent India.

Course outcomes:

CO 1: Students will understand the early life and his contribution to the Indian freedom struggle against the British.

CO 2: They will understand crucial concepts developed by Gandhi during the Indian National Movement such as Ahimsa, Satyagraha, and Swaraj.

CO 3: They will also understand the roles he played in the Indian freedom struggles.

CO 4: Further, they will also be able to understand significance and relevance of the Gandhian in present contexts.

Course Content:

Unit-I: Biographical

- (a) Early Years
- (b) Experiment in South Africa

Unit-II: Gandhian Concepts

- (a) Ahimsa and Satyagraha
- (b) Swaraj

Unit-III: Nationalism

- (a) Role in National Movement
- (b) Gandhian Strategy

Unit-IV: Gandhian Ideas (Relevance in Post-Independent Context)

- (a) Society and Polity
- (b) Economy

Suggested Readings:

- | | | |
|-------------------|--|--|
| Sriman Narayanan: | <i>Relevance of Gandhian Economics, Navajiban, Pub. House, Ahmadabad, 1970.</i> | |
| J. Brown: | <i>Gandhi's Rise to power; OUP, 1972.</i> | |
| S.A. Bari: | <i>Gandhi's Doctrine of Civil resistance.</i> | |
| G.N. Dikshit: | <i>Gandhi's Challenge to Communism, New Delhi, S.Chand, 1972.</i> | |
| A.H. Meriam: | <i>Gandhi vs. Jinnah, Calcutta, Minerva, 1980.</i> | |
| V. Datt: | <i>Gandhi, Nehru and the Challenge, Delhi, Abhinav, 1979.</i> | |
| A. Lahiri: | <i>Gandhi in Indian Politics, Calcutta, Firma KLM, 1976.</i> | |
| M.M. Sankhdher: | <i>Gandhi, Gandhism and Partition of India, N. Delhi, Deep & Deep, 1982.</i> | |
| T.K.N. Unnathan: | <i>Gandhi and Social Change in India, Jaipur, Rawat, 1956.</i> | |
| P. Moon: | <i>Gandhi and Modern India, London, English University Press, 1968.</i> | |
| S. Malhotra: | <i>Gandhi: An Experiment with Communal Politics, Chandigarh, 1975.</i> | |

COs-POs Matrices of the Course

The Mapping Level Contribution between COs-POs/PEOs is categorized as follows:
MAHATMA GANDHI AND MODERN INDIA

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1 1	PO 12	PO13
CO1				0			0	0	0	0			
CO2				0			0	0	0	0			
CO3				0			0	0	0	0			
CO4				0			0	0	0	0			
Average				0			0	0	0	0			

[3: High, 2: Medium, 1: Low, 0: No correlation]
