



**ST. JOSEPH'S COLLEGE (AUTONOMOUS)
JAKHAMA-NAGALAND**

SYLLABUS

(Outcome Based Education)

CURRICULUM AND CREDIT FRAMEWORK

FOR

UNDERGRADUATE PROGRAMMES (NEP-2020)



DEPARTMENT OF HISTORY

With effect from the Academic Year 2023-2024

(1st to 4th FYUGP)

Course Structure
Curriculum and Credit Framework for Undergraduate Programme

Sem	Discipline Specific Course (DSC)/ Major Or Core 4 Credits	Inter-Disciplinary Minor(IDM) 4 Credits	Multi-Disciplinary/3 Introductory Course (MDC) 4 Credits	Ability Enhancement Course (AEC) 2 Credits	Skill Enhancement Course (SEC) 2 Credits	Value Added Course (VAC) 2 Credits	Total Credits
I	1. HSC 1.1: History of India I 2. HSC 1.2: Social Formations and Cultural Patterns of the Ancient World	HSM 1: History of India (Earliest Times up to 300 CE)	MDC 1: Environmental Studies	AEC 1: English Communication	HSS 1: Archives and Museums	VAC 1: Constitutional Values	22
II	1. HSC 2.1: History of India II 2. HSC 2.2: Social Formations and Cultural Patterns of the Medieval World	HSM 2: History of India (c. 300-1206)	MDC 2: Life Science	AEC 2: Basic Functional English	HSS 2: Understanding Heritage	VAC 2: Consumer Rights	22
Students on exit shall be awarded <i>Undergraduate Certificate</i>							Total= 44 Credits
III	1. HSC 3.1: History of India III (750-1206) 2. HSC 3.2: Rise of Modern West 3. HSC 3.3: History of North East India (1822-1972)	HSM 3: History of India (1206-1707)	MDC 3: Intellectual Property Rights (IPR)		HSS 3: Introduction to Archaeology		22
IV	1. HSC 4.1: History of India IV (1206-1707) 2. HSC 4.2: History of Modern Europe 3. HSC 4.3: Political History of the Nagas	HSM 4: History of India (1707-1950)		AEC 3: Poetry, Prose and Short Stories	HSS 4: Tourism in North East India	VAC 3: Work Ethics	22
Students on exit shall be awarded <i>Undergraduate Diploma</i>							Total= 44 Credits
V	1. HSC 5.1: History of India V (1707-1857) 2. HSC 5.2: History of United States of America I	HSM 5: Modern World		AEC 4: Novel and Drama	HSS 5: Introduction to Arts and Crafts of the	VAC 4: India Through the Ages	22

	3. HSC 5.3: History of Modern East Asia I (1840-1945)				Nagas		
VI	1. HSC 6.1: History of India VI (1857-1950) 2. HSC 6.2: History of United States of America II 3. HSC 6.3: History of Modern East Asia II (1868-1945) 4. HSC 6.4: History of Modern World	HSM 6: Contemporary World			HSS 6: Introduction to Naga Oral Sources		22
	Students on exit shall be awarded <i>UG Degree</i>						Total= 44 Credits
VII	1. HSC 7.1: Economy and Society in Ancient India (c. 1500 BCE to 600 CE) 2. HSC 7.2: Contemporary World (1945-2000) RM: Historiography and Research Methodology	1. HSM 7: Political History of the Nagas 2. HSM 8: Tribal History of North East India				Research Dissertation will start	20
VIII	1. HSC 8.1: Gender and Society in India c. 1800 to the Present or 2. HSC 8.2: Economy, Society and Religion in Medieval India (1206-1707) 3. HSC 8.3: Tribal History of North East India 4. HSC 8.4: Society and Culture of the Nagas	1. HSM 9: History of North East India (1822-1972)				Dissertation on Major (12) Or Three Papers (12)	20
							Total= 40 Credits
	Students on exit shall be awarded <i>UG Degree (Honours with Research)</i>						Total Credits =172

Discipline Specific Course/Major/ Core

Semester	Paper Code	Title of the Paper	Total Credit	Hours of Lecture
I	HSC 1.1	History of India I	4	60
	HSC 1.2	Social Formations and Cultural Patterns of the Ancient World	4	60
II	HSC 2.1	History of India II	4	60
	HSC 2.2	Social Formations and Cultural Patterns of the Medieval World	4	60
III	HSC 3.1	History of India III (750-1206)	4	60
	HSC 3.2	Rise of Modern West	4	60
	HSC 3.3	History of North East India (1822-1972)	4	60
IV	HSC 4.1	History of India IV (1206-1707)	4	60
	HSC 4.2	History of Modern Europe	4	60
	HSC 4.3	Political History of the Nagas	4	60
V	HSC 5.1	History of India V (1707-1857)	4	60
	HSC 5.2	History of United States of America I	4	60
	HSC 5.3	History of Modern East Asia I (1840-1945)	4	60
VI	HSC 6.1	History of India VI (1857-1950)	4	60
	HSC 6.2	History of United States of America II	4	60
	HSC 6.3	History of Modern East Asia II (1868-1945)	4	60
	HSC 6.4	History of Modern World	4	60
VII	HSC 7.1	Economy and Society in Ancient India (c. 1500 BCE to 600 CE)	4	60
	HSC 7.2	Contemporary World (1945-2000)	4	60
	RM	Historiography and Research Methodology	4	60
VIII	HSC 8.1	Gender and Society in India c. 1800 to the Present	4	60
	HSC 8.2	Economy, Society and Religion in Medieval India (1206-1707)	4	60
	HSC 8.3	Tribal History of North East India	4	60
	HSC 8.4	Society and Culture of the Nagas	4	60

Inter-Disciplinary Minor

Semester	Paper Code	Name of the Paper	Credits	Hours of Lecture
I	HSM 1	History of India (Earliest Times up to 300 CE)	4	60
II	HSM 2	History of India (c. 300-1206)	4	60
III	HSM 3	History of India (1206-1707)	4	60
IV	HSM 4	History of India (1707-1950)	4	60
V	HSM 5	Modern World	4	60
VI	HSM 6	Contemporary World	4	60
VII	HSM 7	Political History of the Nagas	4	60
	HSM 8	Tribal History of North East India	4	60
VIII	HSM 9	History of North East India (1822-1972)	4	60

Skill Enhancement Course

Semester	Paper Code	Name of the Paper	Credits	Hours of Lecture
I	HSS 1	Archives and Museums	2	30
II	HSS 2	Understanding Heritage	2	30
III	HSS 3	Introduction to Archaeology	2	30
IV	HSS 4	Tourism in North East India	2	30
V	HSS 5	Introduction to Arts and Crafts of the Nagas	2	30
VI	HSS 6	Introduction to Naga Oral Sources	2	30

Programme Specific Outcomes (PSOs)

	On completing Four Year Undergraduate Programme, the students will be able to:
PSO 1	Identify and understand the development of historical process in India at the regional level.
PSO 2	Create a clear perspective about the ideological concepts, social, economic, political and cultural aspects with relation to revolutions, global conflicts, movements and international policies.
PSO 3	Develop necessary skills to achieve success in competitive and other career-oriented examinations and opportunities like Archives, Museums, Tourism, Art Galleries etc.
PSO 4	Get an overview of the historical development of science and technology, important inventions and discoveries that have impacted the course of human civilization.
PSO 5	Form an understanding of the philosophical trends, religious principles and cultural advancement.
PSO 6	Take a deeper look at the multiple perspectives of Indian history from earliest times up to the attainment of independence and to inculcate discipline and commitment towards nation building.
PSO 7	Be sensitized on various aspects of gender relations as well as be familiarized with the historical trajectories of these issues.
PSO 8	Understand and analyse ancient societies and develop critical insights on the growth of civilization down the ages.
PSO 9	Understand the social, political, economic and scientific development that contributed in the shaping of the contemporary world.
PSO 10	Read a complex historical narrative, evaluate its utilization of evidence, and understand its argument as well as critically analyse the same.
PSO 11	Appreciate and develop greater respect for basic human values, the natural environment, diverse and multiple cultures, universal brotherhood, ideals of equality and freedom so as to become responsible citizens of the country.

Semester: I

Name of the Paper (Code) : History of India I (HSC 1.1)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India I:**

CO 1	To make students comprehend Indian history in a basic framework and to also understand the sources and tools that helps in reconstructing ancient Indian history.
CO 2	To make students analyze the prehistoric culture of the Palaeolithic and Mesolithic Ages and their significance related to technology, subsistence patterns and art.
CO 3	To enable students to explore the importance of Neolithic and Chalcolithic Cultures as catalysts for the advent of Urbanization and Civilization.
CO 4	To help students obtain a broader understanding of the Harappan Civilization with regard to its origin and urban character.
CO 5	To assist the students in understanding the general features of the Harappan Civilization and the decline of urban life.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Reconstructing Ancient Indian History	(a) The Indian Subcontinent: Landscapes and Environments (b) Sources and Tools of Historical Reconstruction	CSO 1.1: To explain the important characteristics of geographical and topographical regions of the Indian sub-continent. (U) CSO 1.2: To identify the historical significance of the major geographical locations of India. (K) CSO 1.3: To analyse the impact of climate and the natural environment on Indian history. (A) CSO 1.4: To define archaeological and literary sources. (K) CSO 1.5: To explain the significance of historical sites and monuments. (U) CSO 1.6: To define Epigraphy and to classify the different types of inscriptions. (K) CSO 1.7: To analyse the significance of inscriptions as historical source. (A) CSO 1.8: To Define numismatics and	10	18	

		classify them into different types. (K) CSO 1.9: To analyse the importance of coins as historical source. (A)			
Unit 2 Pre-Historic Hunter-Gatherers	(a) Palaeolithic Cultures: Sequence and Distribution; Tool Technology; Subsistence Patterns; Art (b) Mesolithic Culture: Regional and Chronological Distribution; Tool Technology; Economy; Art	CSO 2.1: To explain the classification of the Palaeolithic age into Lower, Middle and Upper. (U) CSO 2.2: To discuss the sequence and distribution of different Palaeolithic sites in the Indian sub-continent. (U) CSO 2.3: To explain the specific tool types of Lower, Middle and Upper Palaeolithic Ages. (U) CSO 2.4: To examine the different subsistence patterns and basic economy of the Palaeolithic Age in India. (A) CSO 2.5: To discuss the salient features of the Mesolithic Age. (U) CSO 2.6: To explain the tool types and technologies of the Mesolithic culture. (U) CSO 2.7: To analyse the significance of Mesolithic Rock Art. (A) CSO 2.8: To elaborate the subsistence patterns and social structure of the Mesolithic people. (U)	12	20	
Unit 3 Emergence of Neolithic and Chalcolithic Cultures	(a) Regional and Chronological Distribution of the Neolithic and Chalcolithic Cultures (b) Economy; Tool Technology	CSO 3.1: To define Neolithic Culture. (K) CSO 3.2: To discuss the debate of 'Neolithic Revolution'. (U) CSO 3.3: To analyse the beginning of food production and animal domestication in the Neolithic period and the role it played in the emergence of civilization. (A) CSO 3.4: To identify the regional distribution of Neolithic sites in the Indian subcontinent. (K) CSO 3.5: To explore the distinct characteristics of different regions. (A) CSO 3.6: To define Chalcolithic Culture. (K) CSO 3.7: To explain the distinct characteristics of important Chalcolithic	12	20	

		<p>cultures in India. (U)</p> <p>CSO 3.8: To describe the subsistence patterns, social organization, tools, trade and burial practices of the Chalcolithic culture. (K)</p> <p>CSO 3.9: To discuss the causes of decline and disappearance of the Chalcolithic culture. (U)</p> <p>CSO 3.10: To examine the importance and limitations of the Chalcolithic culture in India. (U)</p>			
Unit 4 Harappan Urbanism	<p>(a) Origins; Settlement Patterns and Town Planning</p> <p>(b) Agrarian Base; Craft Productions and Trade</p>	<p>CSO 4.1: To outline the discovery of the Harappan Civilization. (K)</p> <p>CSO 4.2: To discuss the different nomenclatures of the Harappan Civilization. (U)</p> <p>CSO 4.3: To describe the chronology and script of the Harappan Civilization. (K)</p> <p>CSO 4.4: To discuss the various origin theories of the Harappan Civilization. (U)</p> <p>CSO 4.5: To explain the urban town planning system of the Harappan Civilization. (U)</p> <p>CSO 4.6: To describe the subsistence patterns of the Harappans. (K)</p> <p>CSO 4.7: To discuss the material culture and craft production of the Harappan Civilization. (U)</p> <p>CSO 4.8: To analyse the Harappan trade network and the role it played in Harappan economy. (A)</p>	13	21	
Unit 5 Dominant Features of Harappan Civilization	<p>(a) Social and Political Organization; Religious Beliefs and Practices</p> <p>(b) The Problem of Urban Decline</p>	<p>CSO 5.1: To elaborate the stratified structure of the Harappan society. (U)</p> <p>CSO 5.2: To identify the occupations and recreational activities of the Harappan people. (K)</p> <p>CSO 5.3: To discuss the various theories given by scholars about the political organization of the Harappans. (U)</p> <p>CSO 5.4: To analyse the role of the</p>	13	21	

		<p>Mother Goddess cult. (A)</p> <p>CSO 5.5: To examine the elements of Nature Worship in Harappan religion. (A)</p> <p>CSO 5.6: To examine the burial practices of the Harappan people. (U)</p> <p>CSO 5.7: To outline the nature of urban decline in India. (K)</p> <p>CSO 5.8: To analyse the Aryan Invasion Theory of Harappan Decline. (A)</p> <p>CSO 5.9: To examine the other theories of decline (Natural disasters) put forward by scholars. (U)</p> <p>CSO 5.10: To discuss recent analysis about the disintegration and disappearance of the Harappan Civilization. (U)</p>			
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SUGGESTED READINGS

1. Sharma, R S. (2007). India's Ancient Past. New Delhi: Oxford University Press
2. Jha, D. N. (2004). Early India: A Concise History. New Delhi: Manohar Publishers and Distributors
3. Singh, Upinder. (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Pearson
4. Jain, V. K. (2006). Prehistory and Protohistory of India- An Appraisal (Palaeolithic-Non-Harappan Chalcolithic Cultures). D. K. Printworld (P) Ltd.
5. Bridget and Allchin, F. Raymond (1983). The Rise of Civilization in India and Pakistan
6. Basham, A. L. (1971). The Wonder that Was India. Picador India
7. Chakrabarti, D. K. (1997). The Archaeology of Ancient Indian Cities
8. Chakrabarti, D. K. (2006). The Oxford Companion to Indian Archaeology. New Delhi
9. Agrawal, D. P. (1985). The Archaeology of India. Aakar Books
10. Thapar, Romila (2002). Early India from the Beginnings to 1300. London
11. Habib, Irfan (2002). A People's History-Vol. -1, Pre History, 2001, -Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.
12. Majumdar, Rohit (2021). Ancient Indian History: 7000 BCE to Islamic Settlement, Sage Publications

Name of the Paper (Code) : Social Formations and Cultural Patterns of the Ancient World (HSC 1.2)
Number of Credit : 04
Number of Hours of Lecture: 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Social Formations and Cultural Patterns of the Ancient World:**

CO 1	To make the students understand the socio-economic, political and religious aspects of the Bronze Age civilizations with special emphasis on Mesopotamia.
CO 2	To make the students aware about the process of transition from the Bronze Age to Iron Age with particular focus on the Minoan and Mycenaean civilization.
CO 3	To aid the students understand the life of nomadic groups in West Asia and assess how iron technology brought about complex technological and economic changes.
CO 4	To make the students understand the political developments of Athens and Sparta in ancient Greece while gaining an overview of the Greek culture.
CO 5	To create an understanding among the students about the economy, trade and urbanization process in the slave society of ancient Greece.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Bronze Age Civilizations with Reference to Mesopotamia.	(a) Surplus Production, Craft Specialization and Elements of Urbanization (b) Social Structure (c) State Organization (d) Religious Beliefs and Practices	CSO 1.1: To trace the origin of the Mesopotamian Civilization. (K) CSO 1.2: To explain the economic condition of Mesopotamia. (U) CSO 1.3: To discuss the craft specialization and urban growth in Mesopotamia. (U) CSO 1.4: To discuss the social structure of the Mesopotamian Civilization. (U) CSO 1.5: To explain the political organization of Mesopotamia. (U) CSO 1.6: To explain the religious beliefs and practices of the Mesopotamian Civilization. (U)	13	21	
Unit 2 Transition from Bronze Age to Iron Age with reference to	(a) Minoan Civilization (b) Mycenaean Civilization	CSO 2.1: To assess the different phases of the Minoan Civilization. (A) CSO 2.2: To examine the growth and destructions of the palace based civilization.(A) CSO 2.3: To trace the origin of the Mycenaean Civilization. (K) CSO 2.4: To discuss the political and	10	18	

		economic growth of the Mycenaean Civilization. (U) CSO 2.5: To explain the religious beliefs and practices of the Mycenaean Civilization. (U)			
Unit 3 Nomadic Pastoralism and Advent of Iron.	(a) Concept of Pastoralism; Nomadic Groups in West Asia (b) Spread of Iron Technology and Complex Technological and Economic Changes	CSO 3.1: To explain the concept of Nomadic Pastoralism. (U) CSO 3.2: To study about the nomadic groups of West Asia. (K) CSO 3.3: To trace the origin of iron. (K) CSO 3.4: To discuss about the spread of iron technology. (U) CSO 3.5: To assess the impact of iron technology on human society. (A)	13	21	
Unit 4 Polis in Ancient Greece.	(a) Athenian Democracy (b) State Structure in Sparta (c) Greek Culture: Art, Architecture and Literature	CSO 4.1: To trace the origin of polis in ancient Greece. (K) CSO 4.2: To evaluate the political structure of Athens. (A) CSO 4.3: To examine the democratic form of government in Athens. (A) CSO 4.4: To discuss the form of government in Sparta. (U) CSO 4.5: To estimate the development of Art and Architecture of Greece. (A) CSO 4.6: To discuss about the growth of literature in Greece. (U)	12	20	
Unit 5 Slave Society in Ancient Greece.	(a) Nature of Slavery in Athens and Sparta (b) Agrarian Economy (c) Urbanization and Trade	CSO 5.1: To explain the practice of slavery in Athens. (U) CSO 5.2: To examine the practice of slavery in Sparta. (A) CSO 5.3: To compare and contrast between the practice of slavery in Athens and Sparta. (A/U) CSO 5.4: To discuss about the growth of agrarian economy in ancient Greece. (U) CSO 5.5: To outline the growth of urban centres in Ancient Greece. (K) CSO 5.6: To assess the growth of trade in ancient Greece. (A)	12	20	

SUGGESTED READINGS

1. Burns and Ralph, (1991). World Civilizations, Volume I., New York: W. W. Norton & Company
- 2 Childe, V. Gordon (2016). What Happened in History. New Delhi: Aakar Books
3. Kumar,Rakesh (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism. Sage Publication
4. Clark, G. (1977). World Prehistory: A New Perspective. New York: Cambridge University Press
5. Farooqui, Amar. Early Social Formations, 22nd Ed., New Delhi: Manak Publications
6. Wenke, R. J. (2006). Patterns in Prehistory, 5th Ed., Oxford University Press
7. Hawkes, Jacquetta.(1977). First Civilizations. Penguin Books
8. Duiker, William J. and Spielvogel, Jackson J .The Essence of World History. Thompson Learning Inc.
9. Daniel, Glyn (1981). A Short History of Archaeology. London: Thames and Hudson Ltd.
10. Harman, Chris.(1999). A People’s History of the World. Orient Longman
- 11 Scarre, Chris,Fagan, Brian M. and Golden, Charles (2021). Ancient Civilizations. Routledge
12. Stiebing Jr. William H. and Helft, Susan N. (2023). Ancient Near Eastern History and Culture, Routledge
13. Mieroop,Marc Van De (2016). A History of the Ancient Near East c. 3000-323 BC. Wiley Blackwell
14. Cole, Joshua & Symes, Carol (2020). Western Civilizations, 2 Vols., W. W. Norton & Company, Inc., 20th Ed., 2020

Name of the Paper (Code) : Archives and Museums (HSS 1)
Number of Credit : 02
Number of Hours of Lecture : 30

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Archives and Museums:**

CO 1	To enable the students to understand the meaning of archive and museum, to trace their history with special reference to India and to reflect on the collection policies, ethics and procedures.
CO 2	To assist the students to understand about museum documentation and the roles of Curator and Conservator in museum documentation.
CO 3	To aid students to understand the types of museums and the different ways of museum presentation and exhibition.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Introduction	(a) Definition and History of Archives and Museums with Special Reference to India	CSO 1.1: To define the term ‘archive’. (K) CSO 1.2: To discuss the features of an archive. (U) CSO 1.3: To assess the importance of archives. (A) CSO 1.4: To outline the history of	8	15	

	(b) Collection Policies, Ethics and Procedures.	archives with special reference to India. (K) CSO 1.5: To define the term 'museum'. (K) CSO 1.6: To estimate the functions of museums. (U) CSO 1.7: To examine the importance of museums. (A) CSO 1.8: To trace the history of museums with special reference to India. (K) CSO 1.9: To discuss collection policies, ethics and procedures. (U)			
Unit 2 Museum Documentation	(a) Accessioning, Indexing, Cataloguing, Digital Documentation, De-accessioning. (b) Roles of Curator and Conservator	CSO 2.1: To introduce the concept of museum documentation. (K) CSO 2.2: To explain accessioning, indexing, cataloguing, digital documentation and de-accessioning. (U) CSO 2.3: To define a curator and a conservator. (K) CSO 2.4: To examine the roles of a curator and a conservator. (A)	10	17	
Unit 3 Museum Types, Presentation and Exhibition	(a) Types according to Administration and Collection (b) Different Means of Presentation and Exhibition	CSO 3.1: To discuss types of museum based on administration. (U) CSO 3.2: To explain types of museum according to collection. (U) CSO 3.3: To elucidate different means of presentation and exhibition. (A)	12	18	

SUGGESTED READINGS

1. Mathur, Saloni (2007). India By Design: Colonial History and Cultural Display. University of California
2. Sengupta, S.(2004).Experiencing History through Archives. Delhi: Munshiram Manoharlal
3. Kathpalia, Y. P. (1973). Conservation and Restoration of Archive Materials, UNESCO.
4. Choudhary, R.D. (1988). Museums of India and their Maladies, Calcutta, Agam Kala.
5. Nair, S.M. (2011). Bio-Deterioration of Museum Materials. Delhi: Agrawal, O.P., Essentials of Conservation and Museology.
7. V. Jeyaraj (2005) Museology: Heritage Management.
8. Mahua, Chakrabarti (2016). Museums of India, National Book Trust.
9. S.P.Gupta & Mohit Srivastava (2010). Modern Museum Management: New Delhi.

10. Guha, Thakurta, Tapati, (2004). Monuments, Objects, Histories: Institution of Art in Colonial India. New York

Name of the Paper (Code) : History of India (Earliest Times up to 300 CE) (HSM 1)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India (Earliest Times up to 300 CE)**:

CO 1	To aid the students identify the sources that helps in reconstructing ancient India and to obtain broad knowledge on the pre-historic cultures of India.
CO 2	To create a broad understanding among the students about early India from Harappan to Vedic times.
CO 3	To trace the formation of states (Mahajanapadas), emergence and growth of Maurya Empire and the development of Sangam literature.
CO 4	To make the students understand the rise of new religions in the 6 th century BCE with reference to Jainism and Buddhism.
CO 5	To create an understanding among the students about the political aspects of the Post-Maurya period.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Reconstructing Ancient Indian History	(a) Sources: Archaeological; Literary; Foreign Accounts (b) Prehistory: Palaeolithic, Mesolithic and Neolithic Cultures	CSO 1.1: To explain the term archaeology. (U) CSO 1.2: To define epigraphy and numismatics. (K) CSO 1.3: To identify the various archaeological sources. (K) CSO 1.4: To analyse the various literary sources both religious and secular. (A) CSO 1.5: To discuss on the foreign accounts, (U) CSO 1.6: To explain the term pre-history. (U) CSO 1.7: To examine the Palaeolithic age in India. (A) CSO 1.8: To discuss on the Mesolithic culture. (U) CSO 1.9: To examine the Neolithic period. (A)	10	18	
Unit 2 Harappan	(a) Harappan Civilization:	CSO 2.1: To trace the origin, extent and nomenclature of the Harappan	15	23	

Civilization and Vedic Period	Dominant Features and Decline (b) The Vedic Period: Polity, Society, Economy and Religion	Civilization. (K) CSO 2.2: To examine Harappan town planning. (A) CSO 2.3: To assess the socio-economic, political and religious life of the Harappans. (A) CSO 2.4: To discuss the various theories on the disintegration and disappearance of the Harappan Civilization. (U) CSO 2.5: To discuss the different interpretations about the original homeland of the Aryans. (U) CSO 2.6: To explain the Vedic literature. (U) CSO 2.7: To assess the Early Vedic polity, society, economy and religion. (A) CSO 2.8: To examine the Later Vedic polity, society, economy and religion. (A)			
Unit 3 Cultures in Transition (c. 600 BCE to 300 CE)	(a) The Rise of the Mahajanapadas; Magadha's Supremacy (b) Alexander's Invasion (c) Maurya Empire: Political History; Administration (d) Sangam Literature	CSO 3.1: To explain the 2 nd phase of urbanization in India. (U) CSO 3.2: To trace the factors for the rise of Mahajanapadas. (K) CSO 3.3: To discuss on the factors behind the supremacy of Magadha. (U) CSO 3.4: To examine the factors behind Alexander's invasion of India and its impact. (A) CSO 3.5: To trace the growth of Mauryan Empire and the significance of the reign of Ashoka. (K) CSO 3.6: To discuss the Mauryan administrative structure. (U) CSO 3.7: To explain the Sangam Age. (U) CSO 3.8: To discuss on the Sangam Literature. (U)	13	21	
Unit 4 Rise of New Religions during the 6 th Century BCE	(a) Jainism: Doctrines, Spread and Contributions (b) Buddhism: Doctrines, Spread and Contributions	CSO 4.1: To trace the factors for the rise of new religions in India during the 6 th century BCE. (K) CSO 4.2: To explain the life and teachings of Mahavira. (U) CSO 4.3: To discuss the spread and contributions of Jainism. (U) CSO 4.4: To explain the life and teachings	12	20	

		of Gautama Buddha. (U) CSO 4.5: To discuss the spread and contributions of Buddhism. (U) CSO 4.6: To discuss on the schism in Jainism into Digambaras and Svetambaras. (U) CSO 4.7: To differentiate Hinayana and Mahayana form of Buddhism. (U)			
Unit 5 Post-Maurya Times	(a) Indo-Greeks; Shakas; Kushanas (b) Satavahanas	CSO 5.1: To discuss the political condition of India in post-Maurya times. (U) CSO 5.2: To explain the significance of the reign of the Indo-Greeks. (U) CSO 5.3: To know about the Shakas. (K) CSO 5.4: To analyse the reign of the Kushanas and their contributions to Indian Culture. (A) CSO 5.5: To assess the reign of Kanishka. (A) CSO 5.6: To explain the political history of the Satavahanas and their contributions to South Indian culture. (U)	10	18	

SUGGESTED READINGS

1. Upinder, Singh (2008). History of Ancient and Early Medieval India, From the Stone Age to the 12th Century, Pearson.
2. Sharma, R.S. (2005). India's Ancient Past. New Delhi: Oxford University Press.
3. Basham, A.L.(1971). The Wonder that was India. Picador India.
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5. Thapar, Romila (2002). Early India: From the Beginnings to 1300. London.
6. Jha, D.N. (1998). Ancient India in Historical Outline. Manohar Publishers.
7. Kosambi, D.D. (1997). Culture and Civilization of Ancient India in Historical Outline. Vikas Publishing House Pvt. Ltd.
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11. Habib, Irfan (2001. 2002). A People's History-Vol. 1, Pre-History, 2001, Vol. 2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.
12. Jha, D.N. (2004). Early India: A Concise History (From the Beginning to the twelfth century). New Delhi: Manohar Publishers and Distributors.

Semester: II

Name of the Paper (Code) : History of India II (HSC 2.1)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India II:**

CO 1	To help students form a comparative overview of the polity, society, economy and religious beliefs and practices of the Vedic culture from Early Vedic Age to Later Vedic Age.
CO 2	To train students review the historical process of the rise of Mahajanapadas, the Mauryan Empire and the polities of the post-Mauryan period.
CO 3	To make students understand the expansion of economy and social stratification of ancient India.
CO 4	To enable students to evaluate the political development of the Guptas and post-Gupta kingdoms.
CO 5	To help students assess and appreciate the religious, philosophical and cultural developments of ancient and early medieval period.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Cultures in Transition up to Circa 600 BCE in North India	(a) The Aryan Question; Settlement Patterns (b) Technological and Economic Developments (c) Social Stratification (d) Political Organization; Religious Philosophy and Practices	CSO 1.1: To discuss the interpretations about the Indo-Aryan homeland. (U) CSO 1.2: To examine the practice of pastoralism and agriculture in the Rig Vedic period. (U) CSO 1.3: To discuss trade and transportation, metallurgy, recreation, gifts and prestations in the Early Vedic period. (U) CSO 1.4: To elucidate the economic changes that had happened from the Early Vedic period to the Later Vedic period. (A) CSO 1.5: To discuss the emergence of the Varna System in the Rig Vedic period. (U) CSO 1.6: To analyse the condition of women in the Early Vedic period. (A) CSO 1.7: To examine the rigidity of caste system in the Later Vedic period.	12	20	

		<p>(A)</p> <p>CSO 1.8: To assess the decline in the status and condition of women in the Later Vedic period. (A)</p> <p>CSO 1.9: To discuss the importance of tribal assemblies in the Rig Vedic period. (U)</p> <p>CSO1.10: To examine the role of the tribal chief or ‘Rajan’ in the Rig Vedic tribal polity. (U)</p> <p>CSO 1.11: To explore the reasons for the emergence of territorial statehood in the Later Vedic period. (U)</p> <p>CSO 1.12: To analyse the change that took place in political organization from the Early Vedic period to Later Vedic period. (A)</p> <p>CSO 1.13: To describe the aspect of nature worship in Rig Vedic religion. (K)</p> <p>CSO 1.14: To examine the changes that took place in the cult of sacrifice from Rig Vedic period to Later Vedic period. (A)</p>			
<p>Unit 2</p> <p>Changing Political Formations (c.600 BCE-c.300 CE)</p>	<p>(a) The Mahajanapadas; Monarchies and Ganas/Sanghas</p> <p>(b) The Mauryan Empire: Political Structure; Ashoka’s Dhamma</p> <p>(c) Post-Mauryan Polities with special Reference to the Kushanas and the Satavahanas</p>	<p>CSO 2.1: To outline the basic characteristics of the sixteen Mahajanapadas. (K)</p> <p>CSO 2.2: To elaborate the reasons why Magadha became the most powerful Mahajanapada. (U)</p> <p>CSO 2.3: To explain ‘Rajyas’ and ‘Ganas’ or ‘Sanghas’ and their significance in ancient Indian polity. (U)</p> <p>CSO 2.4: To discuss the chronology of the Mauryan monarchs. (U)</p> <p>CSO 2.5: To elaborate the structure of Mauryan administration. (U)</p> <p>CSO 2.6: To explain the significance of Ashoka’s Dhamma in Mauryan history. (U)</p> <p>CSO 2.7: To discuss the decline of the Mauryan Empire. (U)</p> <p>CSO 2.8: To outline the emergence of the Indo-Greeks, the Shakas and the</p>	13	21	

		<p>Indo-Parthians. (K)</p> <p>CSO 2.9: To explain the political chronology of the Kushana rulers. (U)</p> <p>CSO 2.10: To describe the administration of the Kushanas. (K)</p> <p>CSO 2.11: To examine the religious and cultural achievements of the Kushanas. (A)</p> <p>CSO 2.12: To explain the political chronology of the Satavahana rulers. (U)</p> <p>CSO 2.13: To describe the administration of the Satavahanas. (K)</p> <p>CSO 2.14: To examine the cultural achievements of the Satavahanas. (U)</p>			
<p>Unit 3</p> <p>Economy and Society (c.600 BCE-c.300 CE)</p>	<p>(a) Expansion of Agrarian Economy and Production Relations</p> <p>(b) Urban Growth; Craft Production and Trade in North India</p> <p>(c) Social Stratification: Class, Varna, Jati, Untouchability, Gender, Marriage and Property Relations</p>	<p>CSO 3.1: To appraise the significance of agricultural production during the age of the Mahajanapadas. (A)</p> <p>CSO 3.2: To elucidate the agrarian economy of the Mauryans. (A)</p> <p>CSO 3.3: To analyse the role played by ‘Shrenis’ in craft production and trade in the 6th century BCE. (A)</p> <p>CSO 3.4: To describe the emergence of metal money and the impact it had on the economy. (K)</p> <p>CSO 3.5: To examine the nature of Mauryan urban centers and their chief characteristics. (A)</p> <p>CSO 3.6: To discuss the craft production and trade practices in the Post-Mauryan period. (U)</p> <p>CSO 3.7: To examine the Indo-Roman trade and also trade with other foreign countries in the Post-Mauryan period. (A)</p> <p>CSO 3.8: To discuss the importance of kinship ties in ancient India. (U)</p> <p>CSO 3.9: To analyse the evolution of Varna System and other social practices such as untouchability in ancient India. (A)</p> <p>CSO 3.10: To explain the concept of Jati in ancient Indian society. (U)</p>	10	18	

		CSO 3.11: To explain the practice of slavery in ancient India. (U)			
Unit 4 Towards Early Medieval India (c. 4th Century CE- 750 CE)	(a) The Guptas: Political Development; Administrative set-up; Agrarian Expansion; Urban Patterns; Literary Development (b) The Nature of Polities: The Pallavas of Kanchipuram; The Western Chalukyas of Vatapi; The Pushyabhutis	CSO 4.1: To summarize the origin and chronology of the Gupta dynasty. (A) CSO 4.2: To elaborate the military conquests and policies of the powerful Gupta kings. (U) CSO 4.3: To explain the administrative machinery of the Gupta empire. (U) CSO 4.4: To describe the agrarian system of the Gupta empire. (K) CSO 4.5: To discuss various factors that led to the decline of the Guptas. (U) CSO 4.6: To examine the origin of the Pallavas. (U) CSO 4.7: To discuss the political history of the Pallavas. (U) CSO 4.8: To describe the achievements of the Pallavas in temple architecture. (K) CSO 4.9: To discuss the political chronology of the Western Chalukya rulers. (U) CSO 4.10: To assess the Pallava-Chalukya Conflict. (A) CSO 4.11: To describe the temple architecture of the Western Chalukyas. (K) CSO 4.12: To outline the political background of the Pushyabhuti rulers. (K) CSO 4.13: To assess the role played by Harshavardhana in Pushyabhuti polity. (U) CSO 4.14: To discuss the achievements of Harshavardhana in artistic and literary fields. (U)	12	20	
Unit 5 Religion, Philosophy and Cultural Developments (c. 600 BCE- 750 CE)	(a) Shramanic Traditions with special reference to Buddhism and Jainism (b) A Brief Survey of Tamil Literature	CSO 5.1: To assess the early life of Siddhartha. (U) CSO 5.2: To discuss the teachings of Gautama Buddha. (U) CSO 5.3: To discuss the Buddhist ‘Sangha’. (U) CSO 5.4: To identify reasons why	13	21	

	<p>(c) Art and Architecture: Maurya; Post-Maurya; Gupta; Post-Gupta</p>	<p>Buddhism became a popular religion. (K) CSO 5.5: To explain the concept of ‘Tirthankaras’ in Jainism. (U) CSO 5.6: To assess the early life of Vardhamana Mahavira. (A) CSO 5.7: To discuss the teachings, doctrines and goals of Jainism as preached by Mahavira. (U) CSO 5.8: To examine the schism in Jainism into Digambaras and Svetambaras. (A) CSO 5.9: To explain the historical background of the ‘Sangams’. (U) CSO 5.10: To describe the important literatures composed in the Sangam period and their historical significance. (K) CSO 5.11: To discuss the architectural significance of the Ashokan pillars. (U) CSO 5.12: To explain the characteristics of Mauryan stupas, rock cut architecture and sculptures. (U) CSO 5.13: To highlight the emergence of early temples. (K) CSO 5.14: To discuss the important characteristics of Buddhist art and architecture in Post-Mauryan period. (U) CSO 5.15: To discuss the characteristics of Post- Mauryan Jain structures. (U) CSO 5.16: To explain the importance of the Gandhara and Mathura Schools of Art. (U) CSO 5.17: To discuss Brahmanical architecture in Gupta period. (U) CSO 5.18: To describe the paintings and sculptures of Gupta period. (K) CSO 5.19: To explore the different styles of temple architecture in the Post-Gupta period- Nagara, Dravida and Vesara styles. (A)</p>			
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SUGGESTED READINGS

1. Singh, Upinder (2009). A History of Ancient and Early Medieval India; From the Stone Age to the 12th century. Pearson

2. Sharma, R. S. (2007). India's Ancient Past. Oxford University Press
3. Jha, D. N. (2004). Early India: A Concise History (From the Beginning to the twelfth century). New Delhi: Manohar Publishers and Distributors
4. Nilakanta Sastri, K. A. (1995). A History of South India from Prehistoric Times to the Fall of Vijayanagar. Delhi: Oxford India
5. Thapar, Romila (1992). Early India (From the Origins to AD 1300). New Delhi: Oxford India
6. Kulke, Hermann and Rothermund, Dietmar (2017). A History of India. Routledge
7. Sharma, R. S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarsidass Publishers
8. Chattopadhyaya, B. D. (2012). The Making of Early Medieval India. Oxford India
9. Jha, D. N. (2019). Ancient India in Historical Outline. New Delhi: Manohar
10. Majumdar, Rohit (2021). Ancient Indian History: 7000 BCE to Islamic Settlement. Sage Publications
11. Thakkar, Munaf (2022). History of Post Gupta Dynasties. Delhi: Peridot
12. Satapathy, Chitta Ranjan (2019). History of India: From the Earliest Times to 1206. Ludhiana: Kalyani Publishers
13. Sastri, K. A. Nilakanta (1996). Age of the Nandas and Mauryas. Motilal Banarsidass Publishers

Name of the Paper (Code) : Social Formations and Cultural Patterns of the Medieval World (HSC 2.2)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Social Formations and Cultural Patterns of the Medieval World**:

CO 1	To make the students understand the background of the pre-Roman Empire and the evolution of Roman Empire.
CO 2	To aid the students gain a comprehensive insight of the social, cultural and religious developments and the factors responsible for the decline of the Roman Empire.
CO 3	To assist the students examine the socio-economic pattern of Feudal Europe and the reasons leading to the crisis of feudalism.
CO 4	To assist the students in the understanding of the development of Christianity in Medieval World and achieve a broad knowledge of the schism and the impact of Crusades.
CO 5	To make the students understand the political developments in the Central Islamic lands leading to the rise of Muslim empires while also acquiring knowledge of the origins of Sharia and Sufism.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Pre-Roman Empire	(a) Society; Polity; Economy	CSO 1.1: To outline the background of the Roman civilization. (K) CSO 1.2: To explain about the dynamics of	13	21	

	(b) Evolution of Roman Empire	<p>the social, political and economic conditions of Roman Republic. (U)</p> <p>CSO: 1.3: To analyse the contribution of slaves in ancient Rome. (A)</p> <p>CSO 1.4: To explain the history of the territorial expansion of the Roman republic towards Italian Peninsula, Western Mediterranean and Eastern Mediterranean. (U)</p> <p>CSO 1.5: To discuss the foundation and consolidation of the Roman Republic and its evolution into Empire. (U)</p>			
Unit 2 Roman Empire: (27 BCE-CE 395)	<p>(a) Socio-Religious Development</p> <p>(b) Cultural Growth</p> <p>(c) Crisis of the Roman Empire</p>	<p>CSO 2.1: To discuss the growth of early socio- religious practices of animism in Rome. (U)</p> <p>CSO 2.2: To explain the evolution and growth of Christianity in Roman society. (U)</p> <p>CSO: 2.3: To identify the major features of Roman culture.(K)</p> <p>CSO 2.4: To draw a comprehensive understanding about the Cultural growth of art, architecture, science and literature of the Roman Empire. (K)</p> <p>CSO 2.5: To identify the problems and crisis that led to the disintegration of the Roman Empire. (K)</p>	12	20	
Unit 3 Feudal Age (7 th -14 th Centuries CE)	<p>(a) Feudalism: Meaning and Features</p> <p>(b) Agriculture; Growth of Urbanization</p> <p>(c) Feudal Society</p> <p>(d) Crisis of feudalism.</p>	<p>CSO 3.1: To define the term Feudalism. (K)</p> <p>CSO: 3.2: To explain the evolution of Feudalism in Europe. (U)</p> <p>CSO 3.3: To discuss the features of Feudalism. (U)</p> <p>CSO 3.4: To assess the economic developments in Europe from 7th-14th centuries. (A)</p> <p>CSO 3.5: To explain the growth of agricultural production. (U)</p> <p>CSO 3.6: To explain the evolution of towns and cities. (U)</p> <p>CSO 3.7: To examine about the social conditions of the feudal period. (A)</p> <p>CSO 3.8: To analyse the factors leading to the crisis of feudalism. (A)</p>	12	20	

<p>Unit 4 Christendom</p>	<p>(a) Rise and spread of Christianity (b) Early Schism (c) The Crusades</p>	<p>CSO 4.1: To explain the meaning of Christendom. (U) CSO 4.2: To discuss the rise and spread of Christianity. (U) CSO 4.3: To analyse the role of Church and its contributions to the society. (A) CSO 4.4: To describe the growth of early schism in Christianity. (K) CSO: 4.5: To explain the meaning of Crusade. (U) CSO 4.6: To discuss about the causes for the rise of crusades. (U) CSO 4.7: To discuss the course and various events of the crusades. (U) CSO 4.8: To analyse the impact of crusades in medieval world. (A)</p>	<p>11</p>	<p>19</p>	
<p>Unit 5 Central Islamic Lands</p>	<p>(a) Rise of Islam (b) Caliphal State (c) The origins of Sharia and Sufism</p>	<p>CSO 5.1: To trace the background and civilization of Central Islamic Lands. (K) CSO 5.2: To discuss the growth of Caliphal state in medieval world. (U) CSO 5.3: To explain the rise of Islam with special focus on Mecca. (U) CSO 5.4: To analyse the role and contributions of Prophet Muhammad. (A) CSO 5.5: To explain the evolution of Sharia. (U) CSO 5.6: To discuss the principles of Sharia. (U) CSO 5.7: To assess the impact of Sharia on medieval world. (A) CSO: 5.8: To explain the meaning of Sufism. (U) CSO 5.9: To discuss the growth of Sufism in Islamic lands. (U) CSO 5.10: To discuss the role and contributions of sufi saints. (U)</p>	<p>12</p>	<p>20</p>	

SUGGESTED READINGS

1. Anderson, Perry (2013). Passages from Antiquity to Feudalism. Verso Publisher
2. Bloch, Marc (2017) .Feudal Society. 2 Vols.Aakar Books
3. Duby, Georges (1978). The Early Growth of the European Economy. Cornell University Press

4. Garnsey,P. and Saller, R.(2014). The Roman Empire: Economy, Society and Culture. University of California Press
5. Kumar, Rakesh (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism. Sage Publication
6. Phukan, Meenakshi (2007). Rise of the Modern West: Social and Economic History of Early Modern Europe. Macmillan India Limited
7. Farooqui,Amar (2019). Early Social Formations. Manak Publication
8. Swain, J. E. (2000).A History of World Civilizations. S. Chand & Company
9. Cole, Joshua& Symes,Carol(2020). Western Civilizations. 2 Vols. W. W. Norton & Company. Inc., 20th Ed
10. Davas,R. H. C (2004). A History of Medieval Europe from Constantine to Saint Louis. Surjeet Publications
11. Noble, Straus, Oshein, Neuschel, Cohen, Roberts, Fuchs (2005). Western Civilization: The Continuing Experiment. Houghton Mifflin Company
12. Wells,H. G.(2007). The Outline of History- Plain History of Life. Surjeet Publication
13. Philips,A. T.(1956). Concise History of the World.Madras: Rockhouse & Sons (Private) Ltd.

Name of the Paper (Code) : Understanding Heritage (HSS 2)
Number of Credit : 02
Number of Hours of Lecture : 30

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Understanding Heritage:**

CO 1	To help the students understand heritage and identify its different facets and get acquainted with the concepts of archaeological sites and art treasures.
CO 2	To enable the students to examine the challenges faced in the preservation of tangible and intangible heritage while acquiring knowledge of the various legislations for the protection of heritage.
CO 3	To aid the students explore and evaluate the relationship between heritage sites, cultural heritage and tourism and its impact on heritage.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Defining Heritage	(a) Meaning of Antiquity, Archaeological Site (b) Tangible Heritage, Intangible Heritage and Art Treasure	CSO 1.1: To define Heritage. (K) CSO 1.2: To explain the different types of Heritage. (U) CSO 1.3: To explain the meaning of antiquity and archaeological sites. (U) CSO 1.4: To discuss on the types of sites. (U) CSO 1.5: To determine Tangible and Intangible Heritage. (A) CSO 1.6: To discuss on Art Treasure. (U)	12	18	

Unit 2 Challenges Facing Tangible and Intangible Heritage	(a)Development and Antiquity Smuggling (b) Conflict (to be examined through specific case studies)	CSO 2.1: To explain how development and antiquity smuggling are obstacles to heritage. (U) CSO 2.2: To explain the meaning of antiquity smuggling. (U) CSO 2.3: To examine the factors behind antiquity smuggling. (A) CSO 2.4: To outline the challenges and conflicts facing Tangible and Intangible Heritage by examining specific case studies. (K)	10	17	
Unit 3 Heritage and Travel	(a) Viewing Heritage Sites (b) Cultural Heritage (c) Tourism and its Impact	CSO 3.1: To define Heritage sites. (K) CSO 3.2: To find and explore Heritage sites and understand its importance. (A) CSO 3.3: To understand Cultural Heritage. (U) CSO 3.4: To define tourism. (K) CSO 3.5: To discuss on tourism and its impact. (U)	8	15	

SUGGESTED READINGS

1. Lowenthal, David (2010). *Possessed By the Past: The Heritage Crusade and the Spoils of History*. Cambridge
2. Layton, Stone R. P. and Thomas J. (2001). *Destruction and Conservation of Cultural Property*. London: Routledge
3. Lahiri, N. (2012). *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet, Permanent Black. Chapters 4 and 5.
4. Biswas, S.S. (1999). *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH
5. Layton, Robert. G. Stone, Peter and Thomas, Julian *Destruction and Conservation of Cultural Property*
6. Raj Isar, Yudhishtir (1986). *The Challenge to our Cultural Heritage: Why Preserve the Past?*. Smithsonian Institution Press
7. Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)
8. Agrawal, O.P. (2006). *Essentials of Conservation and Museology*. Delhi
9. Chainani, S. (2000). *Heritage and Environment*. Mumbai: Urban Design Research Institute

Name of the Paper (Code) : History of India (c. 300-1206) (HSM 2)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India (c. 300-1206)**:

CO 1	To help students evaluate the development of the Guptas and their significance.
CO 2	To train students to have an overview on the political development of early medieval dynasties.
CO 3	To make students understand the various perspectives of south Indian history focusing on the Cholas.
CO 4	To aid the students in tracing and understanding the rise of the Rashtrakutas, Palas and Pratiharas and their struggle for power.
CO 5	To assist students to develop an understanding of the emergence of important Rajput states and an overview on Muslim invasion of India.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 The Rise and Growth of the Guptas	(a) Administrative Structure (b) Society and Economy (c) Art, Literature, Science and Technology (d) Disintegration of the Empire	CSO 1.1: To explain the important features of Gupta administration. (U) CSO 1.2: To discuss the Caste System and gender issues in the Gupta period. (U) CSO 1.3: To discuss the guild system, craft production and trade of the Gupta Age. (U) CSO 1.4: To describe achievements made in the field of art, literature, science and technology in the Gupta period. (K) CSO 1.5: To explain the architectural achievements of the Gupta Age. (U) CSO 1.6: To analyse the causes leading to the decline of the Gupta Empire. (A)	15	23	
Unit 2 Early Medieval Indian Polities	(a) Harshavardhana and the Pushyabhutis (b) The Pallavas of Kanchipuram (c) The Western Chalukyas of Vatapi	CSO 2.1: To explore the political background of the Pushyabhutis. (A) CSO 2.2: To assess the role of Harshavardhana in Pushyabhuti polity. (A) CSO 2.3: To discuss the origin of the Pallavas and their political growth. (U) CSO 2.4: To examine the political ascendancy of the Western Chalukyas of Vatapi. (U) CSO 2.5: To analyse the Pallava-Chalukya conflict. (A)	10	18	
Unit 3 South India	(a) Political History and Administrative	CSO 3.1: To outline the origin and growth of the Imperial Cholas. (K)	10	18	

with Reference to Imperial Cholas	Structure (b) Social Organization (c) Economic Set up (d) Cultural Development	<p>CSO 3.2: To assess the achievements of Rajaraja I and Rajendra Chola I. (A)</p> <p>CSO 3.3: To discuss the state system and administration of the Cholas. (U)</p> <p>CSO 3.4: To explore the social hierarchies and organization of the Cholas. (A)</p> <p>CSO 3.5: To explore the agriculture, industry and trade mechanisms in the Chola kingdom. (A)</p> <p>CSO 3.6: To appraise the temple architecture of the Chola Empire. (A)</p>			
Unit 4 Evolution of Political Structures	(a) The Rashtrakutas of Manyakheta (b) The Palas of Eastern India (c) The Gurjara-Pratiharas of Western India (d) The Tripartite Struggle	<p>CSO 4.1: To explore political origin of the Rashtrakutas. (A)</p> <p>CSO 4.2: To discuss the political significance of the Rashtrakutas. (U)</p> <p>CSO 4.3: To construct the political origin of the Palas of Bengal. (A)</p> <p>CSO 4.4: To describe the political reign of the Palas and their achievements. (K)</p> <p>CSO 4.5: To explore the origin and early political growth of the Gurjara-Pratiharas. (A)</p> <p>CSO 4.6: To discuss the political achievements of Pratihara rulers. (U)</p> <p>CSO 4.7: To identify the causes of the Tripartite Struggle. (K)</p> <p>CSO 4.8: To summarise the course of the Tripartite Struggle. (A)</p> <p>CSO 4.9: To analyse the consequences of the Tripartite Struggle. (A)</p>	12	20	
Unit 5 Struggle for Power in Northern India	(a) Emergence of Rajput States (b) Arab Invasion of Sindh (c) Establishment of Delhi Sultanate	<p>CSO 5.1: To trace the origin of the Rajputs and the Agnikula Theory. (K)</p> <p>CSO 5.2: To estimate the political growth of the Gahadavalas, the Paramaras, the Chahamanas, the Chaulukyas, the Kalachuris and the Chandellas of Bundelkhand. (U)</p> <p>CSO 5.3: To analyse the reasons that led to Arab invasion of India. (A)</p> <p>CSO 5.4: To summarise the course of Arab invasion of India. (A)</p>	13	21	

		<p>CSO 5.5: To highlight the reasons for early Arab success in India. (K)</p> <p>CSO 5.6: To discuss the reasons why the Arabs failed to built an empire in India. (U)</p> <p>CSO 5.7: To outline the political background on the eve of the foundation of the Delhi Sultanate. (K)</p> <p>CSO 5.8: To appraise the role played by Muhammad Ghori in the establishment of Delhi Sultanate. (A)</p>			
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SUGGESTED READINGS

1. Singh, Upinder (2009).History of Ancient and Early Medieval India, From the Stone Age to the 12th Century. Pearson
2. Chattopadhyaya, B. D. (2012). Making of Early Medieval India. New Delhi: Oxford India. 2nd Ed
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4. Habib M. and Nizami,K.A. (1992). A Comprehensive History of India, Volume V.New Delhi: People's Publishing House
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8. Chandra, Satish (2000). A History of Medieval India, Vol.I.Har- Anand Publications. New Delhi
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10. Jha,D. N.(2004). Early India: A Concise History (From the Beginning to the twelfth century). New Delhi:Manohar Publishers and Distributors
11. Thakkar, Munaf (2022).History of Post-Gupta Dynasties. Peridot Literary Books
- 12 Majumdar,. Rohit (2021). Ancient Indian History, 7000 BCE to Islamic Settlement.SAGE Publications

Semester: III

Name of the Paper (Code) : History of India III (750-1206) (HSC 3.1)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India III (750-1206):**

CO 1	To make the students understand the sources of reconstructing early medieval India, the characteristics of Indian feudalism and trace the rise of Rajput states.
CO 2	To enable the students to understand the evolution of new regional kingdoms and the invasion of India by the Arabs and the Turks.

CO 3	To create an understanding among the students, the agrarian economy and social condition of early medieval period.
CO 4	To assist the students in the understanding of the process of urbanization and trade in early medieval India.
CO 5	To aid the students in understanding the religious and cultural developments in early medieval period.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Studying Early Medieval India	(a) Sources: Texts, Epigraphic and Numismatic Data (b) Features of Indian Feudalism (c) Rise of the Rajputs and the Nature of the State	CSO 1.1: To define epigraphy and Numismatic. (K) CSO 1.2: To explain the literary sources both indigenous and foreign accounts and epigraphic and numismatic sources in the reconstruction of early medieval India. (U) CSO 1.3: To explain the meaning of Feudalism. (U) CSO 1.4: To discuss the features of Indian Feudalism. (U) CSO 1.5: To trace the origin of the Rajputs. (K) CSO 1.6: To discuss the emergence of Rajput States- Ghadavalas of Kannauj, Paramaras of Malwa, Chauhans (Chahamanas) of Delhi and Ajmer, Kalachuris of Jabalpur, Chandellas of Bundelkhand, Chalukyas of Gujarat. (U)	12	20	
Unit 2: Political Structures	(a) Evolution of Political Structures: Rashtrakutas, Palas, Pratiharas and Cholas (b) Arab Conquest of Sindh (c) Causes and Consequences of Early Turkish Invasions: Mahmud of	CSO 2.1: To explain the establishment of the Rashtrakutas. (U) CSO 2.2: To discuss the important Rashtrakuta rulers, their contributions and achievements. (U) CSO 2.3: To explain the establishment, rise and fall of the Palas. (U) CSO 2.4: To assess the establishment of Pratihara dynasty. (A) CSO 2.5: To discuss the important Pratihara rulers, their contributions and achievements. (U) CSO 2.6: To examine the rise of Chola	15	23	

	Ghazni; Shahab-ud-Din of Ghur	power. (A) CSO 2.7: To explain the Chola administration and their cultural achievements. (U) CSO 2.8: To examine the factors that encouraged the Arab's to invade Sindh. (A) CSO 2.9: To explain the course of the Arab invasion of Sindh. (U) CSO 2.10: To discuss the causes that contributed to the success and failure of the Arabs in India. (U) CSO 2.11: To examine Mahmud of Ghazi's invasion of India. (A) CSO 2.12: To assess on Shahab-ud-Din of Ghur and his motives for invading India. (A) CSO 2.13: To explain the causes for the success of Shahab-du-Din's invasion and its consequences. (U)			
Unit 3: Agrarian Structure and Social Change	(a) Agricultural Expansion; Crops (b) Landlords and Peasants (c) Proliferation of Castes; Status of Untouchables	CSO 3.1: To outline the various causes that facilitated agricultural expansion in India. (K) CSO 3.2: To explain the meaning and motives of the earliest land grants-Brahmadeya. (U) CSO 3.3: To discuss how land grants led to the emergence of new class of land lords. (U) CSO 3.4: To estimate on the condition of the peasants as a result of land grants. (U) CSO 3.5: To understand the meaning of Proliferation of Castes. (U) CSO 3.6: To identify the emergence of different castes. (K) CSO 3.7: To discuss the condition and nature of the untouchables. (U)	10	18	
Unit 4: Trade and Commerce	(a) Inter-Regional Trade (b) Maritime Trade (c) Process of	CSO 4.1: To explain the nature of commercial activity in early medieval India. (U) CSO 4.2: To explain the nature of India's trade relations with other	10	18	

	Urbanization (d) Merchant Guilds of South India	South-East Asian countries. (U) CSO 4.3: To discuss the items of imports and exports. (U) CSO 4.4: To examine the maritime trade in early medieval period. (A) CSO 4.5: To evaluate the process of urbanization in early medieval period. (U) CSO 4.6: To explain the meaning of merchant guild. (U) CSO 4.7: To discuss the prominent merchant guilds of South India and its role. (U)			
Unit 5: Religious and Cultural Developments	(a) Buddhism and Jainism; Vaishnavism; Shaivism (b) Regional Literature (c) Art and Architecture	CSO 5.1: To discuss on the development of Buddhism in early medieval India. (U) CSO 5.2: To trace the development of Jainism in early medieval period. (K) CSO 5.3: To explain the growth of Vaishnavism. (U) CSO 5.4: To discuss the development of Shaivism. (U) CSO 5.5: To discuss the growth of regional literature with reference to Hindi, Bengali, Gujarati, Tamil, Assamese, Oriya, Marathi and Telegu literature. (U) CSO 5.6: To discuss the developments in art and architecture in medieval India. (U)	13	21	

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2. Chattopadhyaya, B. D. (2012).Making of Early Medieval India. New Delhi: Oxford India. 2nd Ed
3. Thapar, Romila .History of Early India; From the Origins to AD 1300.New Delhi: Oxford India
4. Habib M. and Nizami, K.A. A Comprehensive History of India. Volume V
5. Chaudhary Tapan Ray and Habib Irfan (ed.). The Cambridge Economic History of India. Vol. I
6. Sharma,R. S. (2006). Indian Feudalism (circa 300 - 1200).Macmillan, 3rd Edition
7. Sharma,R.S.(2005). India's Ancient Past. Oxford University Press.
8. Chandra, Satish .A History of Medieval India,Vol.I. Har- Anand Publications
9. Singh,Upinder(2012).Rethinking Early Medieval India: A Reader. Oxford University Press
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Name of the Paper (Code) : Rise of Modern West (HSC 3.2)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Rise of Modern West:**

CO 1	To make the students obtain a broad understanding on Renaissance and gain insights into the various developments of the Renaissance era.
CO 2	To enable the students, examine the important geographical discoveries that formed the basis for colonization.
CO 3	To widen the knowledge of students on the emergence of absolutist states in Europe.
CO 4	To inculcate and create interest among the students in learning the major political, scientific and industrial revolutions that ushered in a dramatic process of changes in the history of Europe.
CO 5	To form a comprehensive analysis in the students about the forces and trends that contributed to the birth of modern European economy

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Age of Renaissance	(a) Renaissance: Meaning, Origin and Features, Development in Art and Architecture (b) Reformation and the Counter Reformation Movement (c) Thirty Years War: Causes and Consequences	CSO 1.1: To explain the meaning and origin of renaissance. (U) CSO 1.2: To elaborate the features of renaissance. (U) CSO 1.3: To analyse the growth and development that took place in Art and Architecture. (A) CSO 1.4: To illustrate the reformation movements in Europe viz., Lutheranism, Zwinglianism, Calvinism, Anglicanism and the Counter reformation. (A) CSO 1.5: To state the causes or the reasons for the Thirty Years War in Europe. (K) CSO 1.6: To summarise on the participation of the Danish, Swedish and Bohemian in the Thirty Years War. (A) CSO 1.7: To list out the consequences of the Thirty Years War. (K)	15	23	
Unit 2 Early Colonial Expansion	(a) Motives, Voyages and Explorations	CSO 2.1: To determine the motives and causes of the early colonial expansion. (A) CSO 2.2: To give an estimate of the	10	18	

	(b) Geographical Discoveries: Spain, Portugal, England and France (c) Beginning of the Era of Colonization	geographical discoveries by Spain, Portugal, England and France. (U) CSO 2.3: To state the impact of geographical discoveries. (K) CSO 2.4: To list out the factors that led to the era of colonization. (K) CSO 2.5: To discuss the impact of the era of colonization. (U)			
Unit 3 Rise of Absolutist States	(a) Absolutism in Europe: Meaning and Features (b) English Absolutism; Henry VIII (c) The Making of French Absolutism; Age of Louis XIV (d) Absolutism in Spain; Philip II	CSO 3.1: To define the meaning of absolutism and to give an idea of the system of absolutism in Europe. (K) CSO 3.2: To explain the main features of absolutism. (U) CSO 3.3: To demonstrate absolutism in England under Henry VIII. (A) CSO 3.4: To recall the making of the French Absolutism. (K) CSO 3.5: To give an estimate of Louis XIV. (A) CSO 3.6: To discuss the system of absolutism in Spain. (U) CSO 3.7: To outline the character of absolutism under Philip II. (K)	14	22	
Unit 4 Era of Revolutions	(a) The Glorious Revolution (b) Industrial Revolution: Causes, Impact, Emergence of New Social Class (c) Agrarian Revolution	CSO 4.1: To trace the causes of the Glorious Revolution. (k) CSO 4.2: To explain the result of the Glorious Revolution. (U) CSO 4.3: To interpret the causes that led to the industrial revolution. (A) CSO 4.4: To discuss the impact of the industrial revolution. (U) CSO 4.5: To evaluate on the growth of a new social class. (A) CSO4.6: To generalise on the idea of the Agrarian Revolution. (U) CSO 4.7: To estimate on the impact of Agrarian Revolution. (U)	11	19	
Unit 5 Modern European Economy	(a) Mercantilism: Meaning, Causes and Features	CSO 5.1: To define the meaning of mercantilism. (K) CSO5.2: To enumerate the causes and features of mercantilism. (K) CSO 5.3: To define the meaning of	10	18	

	(b) Capitalism (c) Rise of Bourgeoisie Class	capitalism. (K) CSO 5.4: To analyse the factors that gave birth to the rise of capitalism in the Europe. (A) CSO 5.5: To explain the meaning of Bourgeoisie. (U) CSO 5.6: To classify the factors that led to the rise of bourgeoisie class. (U)			
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SUGGESTED READINGS

1. Phukan, Meenaxi (2012). Rise of the Modern West: Social and Economic History of Early Modern Europe. Trinity Press Pvt. Ltd.
2. Hale, J. R. (2005). Renaissance Europe, 1480-1520, USA: Blackwell Publishers
3. Hill, Christopher (2012). The Century of Revolution. Routledge
4. Hilton, Rodney (2010). Transition from Feudalism to Capitalism. Aakar Books
5. Lee, Stephen J. (1984). Aspects of European History, 1494 – 1789. Routledge
6. Parker, G. (2001). Europe in Crisis (1598- 1648).Wiley-Blackwell
7. Rabb, Theodore K. (1976). The Struggle for Stability in Early Modern Europe. Oxford University Press
8. Bhattacharjee, Arun (2015). World Revolutions. New Delhi: APH Publishing Corporation
9. Rao, B. V. (2018). History of Europe (1450-1815).Sterling Publications
10. Jain and Mathur(2002). A History of the Modern World, 1500-2000 AD. Jaipur: Jain Prakashan Mandir
11. Swain, J. E. (1984). A History of World Civilization. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
12. Dobb, Maurice (1965). Studies in the Development of Capitalism. Routledge
13. Nall, Edward Mac, Ralph, Philip Lee, Lerner, Robert E., Meacham,Standish (1991). World Civilizations, Vol .B. New York: W.W. Norton & Company
14. Khurana, K. L. (2012). World History (1453-1966 AD). Lakshmi Narain Agarwal

Name of the Paper (Code) : History of North East India (1822-1972) (HSC 3.3)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of North East India (1822-1972):**

CO 1	To make the students understand early British policy and beginning of colonization process.
CO 2	To create an understanding among the students, the process of consolidation of British rule in North East India.
CO 3	To aid students analyse the socio-economic transformation as a part of the process of British colonization.
CO 4	To make the students acknowledge the participation of Assam in the nationalist movement and to trace its impact on North East India.

CO 5	To assist the students in understanding the patterns of British administration: problems and policies and their impact on North East India in post-independence period.
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Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Early British Conquest and Expansion	(a) Early British Policy (b) First Anglo-Burmese War and the Treaty of Yandaboo (c) Annexations of Assam; Cachar; Jaintia	CSO 1.1: To explain the early British policy of Non-Intervention. (U) CSO 1.2: To trace the causes for the outbreak of the First Anglo-Burmese War (1824-1826). (K) CSO 1.3: To discuss on the significance of the Treaty of Yandaboo (1826). (U) CSO 1.4: To analyse the British annexation of Lower Assam and Upper Assam. (A) CSO 1.5: To describe the process leading to the annexation of Cachar. (K) CSO 1.6: To examine the circumstances leading to the annexation of the kingdom of Jaintia. (A)	14	22	
Unit 2 Consolidation of British Rule	(a) Khasi, Garo, Mizo Hills (b) British Relations with Arunachal Tribes; Manipur and Tripura States	CSO 2.1: To evaluate the consolidation of British rule in Khasi Hills. (A) CSO 2.2: To discuss on the role played by Tirut Sing in the Anglo-Khasi War. (U) CSO 2.3: To examine the process leading to the establishment of British power in Garo Hills. (A) CSO 2.4: To assess the consolidation of British rule in Mizo/Lushai Hills. (A) CSO 2.5: To evaluate the British relations with the tribes of Arunachal Pradesh. (A) CSO 2.6: To understand the Anglo-Manipur relations. (U) CSO 2.7: To assess the British relations with the state of Tripura. (A)	14	22	
Unit 3 Economic and Social Changes under British Rule	(a) Land Revenue (b) Plantation Industry (c) Transport and Communication (d) Western Education	CSO 3.1: To explain the Pike system. (U) CSO 3.2: To assess the introduction of land revenue in Assam and its impact. (A) CSO 3.3: To examine the growth of plantation industry and its impact. (A) CSO 3.4: To trace the development in transport and communication in North	10	18	

		East. (K) CSO 3.5: To discuss the growth of modern/western education. (U) CSO 3.6: To explain the role played by Government, Christian Missionaries and the natives in the growth of western education. (U)			
Unit 4 Impact of Nationalist Movement in Assam	(a) Partition of Bengal and Swadeshi Movement (b) Assam Association (c) Non-Cooperation Movement; Civil Disobedience Movement and Quit India Movement	CSO 4.1: To examine the partition of Bengal and its impact of Assam. (A) CSO 4.2: To discuss the Swadeshi Movement in Assam. (A) CSO 4.3: To trace the genesis of Assam Association and its contributions. (K) CSO 4.4: To assess the participation of Assam in The Non-Cooperation Movement. (A) CSO 4.5: To discuss the contribution of North East in the Civil Disobedience Movement. (U) CSO 4.6: To examine the contribution of Assam in Quit India Movement. (A)	12	20	
Unit 5 Political Developments since Independence	(a) Integration of Manipur and Tripura into the Indian Union; Formation of Meghalaya State (b) The Sixth Schedule (c) Reorganization of North Eastern States 1972	CSO 5.1: To assess the process of integration of Manipur into the Indian Union. (A) CSO 5.2: To explain the integration of Tripura into the Indian Union. (U) CSO 5.3: To analyse the formation of the state of Meghalaya. (A) CSO 5.4: To explain the Sixth Schedule of the Indian Constitution. (U) CSO 5.5: To understand the North East States Reorganization Act 1972. (U)	10	18	

SUGGESTED READINGS

1. Barpujari, H. K. (1963). Assam in the Days of the Company, 1826-1858. Lawyer's Book Stall
2. Goswami, Priyam (2012). The History of Assam: From Yandaboo to Partition, 1826-1947. Orient BlackSwan
3. Guha, Amalendu (2022). Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826-1947. 4th Edition
4. Barpujari, H. K. The Comprehensive History of Assam, Vol. IV and V. Guwahati: Publication Board Assam
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6. Lahiri, R. M. (1954). Annexation of Assam. General Printers & Publishers Ltd.
7. Chaube, S. K. (2012). Hill Politics in North-East India. Orient BlackSwan
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9. Gait, Edward (2003). History of Assam. Surjeet Publications
10. Bhuyan, Arun (2000). Nationalist Upsurge in Assam. Government of Assam
11. Barpujari, H. K. Problem of the Hill Tribes: North East India, Vol. I-III

Name of the Paper (Code) : Introduction to Archaeology (HSS 3)
Number of Credit : 02
Number of Hours of Lecture : 30

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Introduction to Archaeology**:

CO 1	To make the students understand archaeology, its aims and scopes, its relation with other disciplines and trace its history.
CO 2	To create understanding among the students, the basic concepts of archaeology and of their role in the reconstruction of pre-historic societies.
CO 3	To assist the students to understand the techniques of exploration and methods of excavation and differentiate between relative and absolute dating methods.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Definition, Elements and History	(a) Definition, Aims and Scopes of Archaeology. (b) Relationship of Archaeology with History and Anthropology. (c) History of Archaeology from Antiquarian Stage to 20 th Century Developments.	CSO 1.1: To define Archaeology. (K) CSO 1.2: To discuss the aims and scopes of Archaeology. (U) CSO 1.3: To explain the relationship of Archaeology with History and Anthropology. (U) CSO 1.4: To trace the history of Archaeology from antiquarian stage to 20 th century developments. (K)	11	17	
Unit 2 Concepts and Reconstruction	(a) An Archaeological Site, Archaeological Record and Stratigraphy. (b) Different	CSO 2.1: To explain what an archaeological site is. (U) CSO 2.2: To define stratigraphy. (K) CSO 2.3: To describe archaeological record and stratigraphy. (K) CSO 2.4: To elaborate different branches of Archaeology. (U)	8	16	

	Branches of Archaeology. (c) Role of Ethno-archaeology in the Reconstruction of Prehistoric Societies.	CSO 2.5: To explain the term ethno-archaeology. (U) CSO 2.6: To analyze the role of Ethno-archaeology in reconstructing prehistoric societies. (A)			
Unit 3 Field and Dating Methods	(a) Exploration-Techniques of Exploration and Locating Sites. (b) Excavation-Vertical and Horizontal Methods. (c) Relative Dating- Typology, Stratigraphy and Geochronology; Absolute Dating- C-14 and TL (Thermoluminescence) Dating Methods.	CSO 3.1: To define exploration. (K) CSO 3.2: To explain different scientific techniques of exploration. (U) CSO 3.3: To discuss the various ways of locating ancient sites. (U) CSO 3.4: To define excavation and enumerate its kinds. (K) CSO 3.5: To describe vertical and horizontal methods of excavation. (K) CSO 3.6: To explain the concept of Relative Dating in Archaeology. (U) CSO 3.7: To elaborate typology, stratigraphy and geochronology as classes of Relative Dating. (U) CSO 3.8: To state the meaning of Absolute Dating in Archaeology. (K) CSO 3.9: To elaborate C-14 and TL dating methods as two main kinds of Absolute Dating.	11	17	

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1. Rajan, K. (2002). Archaeology: Principles and Methods, Thanjavur: Manoo Pathippakam
2. Agarwal, D. P. and Yadava, M. G. (1995). Dating the Human Past, Indian Society for Prehistoric and Quaternary Studies. Pune
3. Raman, K. V. (1986). Principles and Methods of Archaeology. Parthajan Publications
4. Trigger, B. (2006). A History of Archaeological Thought (2nd Ed.). Cambridge University Press
5. Childe, V. Gordon (2016). What Happened in History. Aakar Books
6. Clark, G. (1960). Archaeology and Society (Revised 2nd Ed.). Methuen Young Books
7. Greene, K and Moore, Tom (2010). Archaeology: An Introduction. Routledge (5th Ed)
8. Barker, Philip (1993). Techniques of Archaeological Excavation. Routledge
9. Binford, L. R. (2002). In Pursuit of the Past: Decoding the Archaeological Record. University of California Press
10. Bahn, C. P. and Renfrew, C. (2016). Archaeology: Theories, Methods and Practice. Thames & Hudson
11. Sharer, R. J. and Ashmore, W. (2013). Archaeology: Discovering our Past. Mc Graw Hill, 3rd Ed.

12. DeCorse, Christopher R. The Record of the Past: An Introduction to Physical Anthropology and Archaeology. New Jersey: Prentice Hall

Name of the Paper (Code) : History of India (1206-1707) (HSM 3)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India (1206-1707):**

CO 1	To enable the students to analyze the political developments of the Delhi Sultanate, their administrative and economic reforms and its gradual downfall.
CO 2	To make the students understand the political developments of the provincial kingdoms during the medieval period.
CO 3	To assist the students to analyze the socio-religious movements and its impact on Indian society.
CO 4	To aid the students to study the advent of the Mughals and their political expansion.
CO 5	To help the students to interpret the major reforms of Sher Shah Suri and the Mughal dynasty in relation to their administrative, socio-economic and cultural developments.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Delhi Sultanate	(a) Expansion and Consolidation under the Khiljis and Tughlaqs (b) Administrative and Economic Reforms of the Khiljis and the Tughluqs (c) Disintegration of the Sultanate	CSO 1.1: To discuss the foundation and chronology of the five dynasties of Delhi Sultanate. (U) CSO 1.2: To explain the expansion and consolidation of Sultanate under the Khiljis and Tughlaqs. (U) CSO 1.3: To evaluate the Market Control Policy of Alauddin Khilji. (A) CSO 1.4: To discuss the administrative reforms of Muhammad Bin Tughlaq. (U) CSO 1.5: To examine the administrative reforms of Firuz Shah Tughlaq. (A) CSO 1.6: To outline the causes for the disintegration of the Delhi Sultanate. (K)	13	21	
Unit 2 Provincial Kingdoms	(a) Vijayanagar and Bahamani Kingdom (b) Ahom Kingdom (c) Bengal	CSO 2.1: To explain on the rise and contributions of Vijayanagar kingdom. (U) CSO 2.2: To examine the rise and growth of Bahamani Kingdom. (A) CSO 2.3: To discuss the split of Bahamani kingdom into five principalities. (U)	10	18	

		<p>CSO 2.4: To assess the rivalry between the kingdoms of Vijayanagar and Bahamani and its gradual downfall. (A)</p> <p>CSO 2.5: To explain the foundation and political developments of the Ahoms. (U)</p> <p>CSO 2.6: To explain the political developments of the provincial kingdom of Bengal. (U)</p>			
Unit 3 Socio-Religious Movements	(a) Bhakti Movement: Origins, Doctrines, Spread and Impact (b) Sufi Movement: Origins, Doctrines, Spread and Impact	<p>CSO 3.1: To explain the Bhakti Movement. (U)</p> <p>CSO 3.2: To outline the origin of the Bhakti Movement. (K)</p> <p>CSO 3.3: To discuss on the doctrines, spread and impact of the Bhakti Movement. (U)</p> <p>CSO 3.4: To explain the Sufi Movement. (U)</p> <p>CSO 3.5: To identify the factors behind the origin of the Sufi Movement. (K)</p> <p>CSO 3.6: To discuss on the doctrines, spread and impact of the Sufi Movement. (U)</p>	10	18	
Unit 4 Advent of the Mughals	(a) Growth of Mughal Empire (1526-1556) (b) Expansion and Consolidation (1556-1707)	<p>CSO 4.1: To understand the foundation of the Mughal Empire under Babur. (U)</p> <p>CSO 4.2: To examine the reign of Humayun and his struggle with Sher Shah. (A)</p> <p>CSO 4.3: To discuss the expansion of Mughal Empire under Akbar and his liberal religious and Rajput policies. (U)</p> <p>CSO 4.4: To examine the reign of Jahangir. (A)</p> <p>CSO 4.5: To assess the significance of the reign of Shah Jahan. (A)</p> <p>CSO 4.6: To discuss on the reign of Aurangzeb with reference to his Deccan, Rajput and Religious policies. (U)</p> <p>CSO 4.7: To examine Aurangzeb's responsibility for the downfall of the Mughal Empire. (A)</p>	14	22	
Unit 5 Mughal Polity, Economy and	(a) Mansabdari System (b) Jagirdari	<p>CSO 5.1: To explain the term Mansabdar. (U)</p> <p>CSO 5.2: To examine the features of</p>	13	21	

Society	System (c) Sher Shah's Administration (d) Economy and Society (e) Architecture	Mansabdari System and its merits and demerits. (A) CSO 5.3: To explain the term Jagirdar. (U) CSO 5.4: To understand the features of Jagirdari System and its impact on the Mughal Empire. (U) CSO 5.5: To outline the administrative policy of Sher Shah Suri. (A) CSO 5.6: To examine the Mughal society and economy. (A) CSO 5.7: To estimate the contributions of the Mughals in the field of architecture. (U)			
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2. Loyi, Dr. Jommi (2022). History of Medieval India, Vol. II. Meerut: Balaji Publishers
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8. Chandra, Satish (2010). Medieval India Volume I and II. Har-Anand Publications
9. Jackson, Peter (1999). The Delhi Sultanate: A Political and Military History. Cambridge University Press
10. Sarkar, Jadunath (2008). The Fall of the Mughal Empire 2, 1754-1771. New Delhi: Orient Blackswan Private Ltd.

Semester: IV

Name of the Paper (Code) : History of India IV (1206-1707) (HSC 4.1)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India IV (1206-1707):**

CO 1	To help the students to analyse the various sources and acquire knowledge of political developments of the Delhi Sultanate.
CO 2	To aid the students to acquire proper understanding of the socio-economic developments under the Sultanate.
CO 3	To give students a meaningful knowledge to study the sources of reconstructing Mughal history

	and have an overview of the political expansion and consolidation.
CO 4	To assist the students to understand the major political and economic changes under the Mughal dynasty and Sher Shah Suri.
CO 5	To guide the students to trace the religious and cultural developments of Medieval India.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Political Structures	a) Delhi Sultanate: Sources; Expansion and Consolidation (1206-1526). (b) Vijayanagar and Bahamani Kingdoms	CSO 1.1: To describe the background and establishment of Delhi Sultanate. (U) CSO 1.2: To discuss the contributions of Muhammad Ghori. (U) CSO 1.3: To discuss the literary, archaeological and traveler's account of Delhi Sultanate. (U) CSO 1.4: To analyse the chronology of the five dynasties under Delhi Sultanate. (A) CSO 1.5: To discuss the political conquest and consolidation of Delhi sultanate with special reference to Khilji, Tughlaq and Lodi dynasties. (U) CSO 1.6: To assess the causes of the downfall of Delhi sultanate. (A) CSO 1.7: To describe the establishment of Vijayanagar Kingdom. (K) CSO 1.8: To examine the political conquest and consolidation of Vijayanagar Kingdom. (A) CSO 1.9: To explain the background of Bahmani Kingdom. (U) CSO 1.10: To analyse the political conquests and consolidation of Bahmani Kingdom. (A)	13	21	
Unit 2 Society and Economy under the Sultanate	(a) Iqta and the Revenue Free Grants (b) Agrarian Economy and	CSO 2.1: To discuss the concept of Iqta system connected with land grants. (U) CSO 2.2: To identify the features of Iqta system. (K)	10	18	

	Trade and Commerce (c) Market Regulations of Alauddin Khilji (d) Social Structure	<p>CSO 2.3: To examine the agrarian economy under the Sultanate. (A)</p> <p>CSO 2.4: To assess the significance of trade and commerce under the Delhi sultanate. (A)</p> <p>CSO 2.5: To evaluate the market regulation policy of Alauddin Khilji. (A)</p> <p>CSO 2.6: To discuss the concept of social stratification of Delhi sultanate. (U)</p>			
Unit 3 Mughal Empire	(a) Sources: Literary, Archaeological and Foreign Accounts (b) Expansion and Consolidation (1526-1707)	<p>CSO 3.1: To explain the literary, archaeological and foreign accounts of Mughal Empire. (U)</p> <p>CSO 3.2: To discuss the foundation of the Mughal Empire under Babur. (U)</p> <p>CSO 3.3: To examine the reign of Humayun and his struggle with Sher Shah. (A)</p> <p>CSO 3.4: To discuss the expansion of Mughal Empire under Akbar and his liberal religious and Rajput policies. (U)</p> <p>CSO 3.5: To examine the reign of Jahangir. (A)</p> <p>CSO 3.6: To assess the significance of the reign of Shah Jahan. (A)</p> <p>CSO 3.7: To discuss on the reign of Aurangzeb with reference to his Deccan, Rajput and Religious policies. (U)</p> <p>CSO 3.8: To examine Aurangzeb's responsibility for the downfall of the Mughal Empire. (A)</p>	14	22	
Unit 4 Mughal Polity and Economy	(a) Sher Shah's Administration and Revenue Reforms (b) Mansabdari System (c) Jagirdari System	<p>CSO 4.1: To assess Sher Shah's administrative reforms. (A)</p> <p>CSO 4.2: To discuss the revenue and land reforms under Sher Shah. (U)</p> <p>CSO 4.3: To explain the concept of Mansabdari system. (U)</p> <p>CSO 4.4: To discuss the features of Mansabdari system. (U)</p>	11	19	

		<p>CSO 4.5: To assess the merits and de-merits of Mansabdari system. (A)</p> <p>CSO 4.6: To explain the concept of Jagirdari system. (U)</p> <p>CSO 4.7: To discuss the features and impact of Jagirdari system. (U)</p>			
Unit 5 Religion and Culture	(a) Bhakti and Sufi Movements (b) Sikhism (c) Mughal Culture: Art and Architecture, Literary Development	<p>CSO 5.1: To discuss the growth of the Bhakti Movement. (U)</p> <p>CSO 5.2: To outline the important doctrines of the Bhakti Movement. (K)</p> <p>CSO 5.3: To explain the spread and impact of the Bhakti Movement. (U)</p> <p>CSO 5.4: To understand the origin and growth of Sufism in India. (U)</p> <p>CSO 5.5: To identify the important doctrines of Sufism. (K)</p> <p>CSO 5.6: To explain the spread and impact of Sufism. (U)</p> <p>CSO 5.7: To discuss the origin and doctrines of Sikhism. (U)</p> <p>CSO 5.8: To assess the contributions of the Mughals in the field of art and architecture. (A)</p> <p>CSO 5.9: To discuss the literary development under the Mughals. (U)</p>	12	20	

SUGGESTED READINGS

1. Habib, Irfan (1999). The Agrarian System of Mughal India (1556-1707). New Delhi: Oxford India
2. Loyi, Dr. Jommi (2022). History of Medieval India, Vol. II. Meerut: Balaji Publishers
3. Sen, Sailendra Nath (2013). A Textbook of Medieval Indian History. Delhi: Primus Books
4. Tripathi, R.P. (2011). The Rise and Fall of the Mughal Empire, Vol. I & II. Delhi: Surjeet Publications
5. Chitnis, K. N. (2020). Socio-economic History of Medieval India. New Delhi: Atlantic Publishers & Distributors Ltd.
6. Chaurasia, R. S. (2023). History of Medieval India, From 1000 AD to 1707 AD. New Delhi: Atlantic Publishers & Distributors Ltd.
7. Raychaudary, S. C. (2009). History of India, A Detailed Study of Political, Economic, Social and Cultural Aspects from Earliest Times to 1526 AD. Surjeet Publications
8. Chandra, Satish (2010). Medieval India Volume I and II. Har-Anand Publications
9. Jackson, Peter (1999). The Delhi Sultanate: A Political and Military History. Cambridge University Press

10. Sarkar, Jadunath (2008). The Fall of the Mughal Empire 2, 1754-1771. New Delhi: Orient Blackswan Private Ltd.

Name of the Paper (Code) : History of Modern Europe (HSC 4.2)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of Modern Europe:**

CO 1	To make the students understand the growth of parliamentary monarchy and patterns of enlightened despotism in the 18 th century.
CO 2	To help students in the understanding the role of the intellectuals over the crisis of ancient regime leading to the outbreak of the revolution of 1789 and its impact.
CO 3	To guide the students in the understanding of Napoleonic era and major revolutions in France.
CO 4	To provide students in the understanding of the role of Metternich era and major political trends in Europe post 1815.
CO 5	To make students aware of the rise of nationalism and the remaking of states in Italy and Germany and the process leading to the partition of Africa.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 European Politics in the 18 th Century	(a) Parliamentary Monarchy (b) Enlightened Despotism: Frederick the Great, Catherine the Great, Joseph II	CSO 1.1: To define the meaning of Parliamentary Monarchy. (K) CSO 1.2: To understand the features of Parliamentary Monarchy. (U) CSO 1.3: To define Enlightened Despotism. (K) CSO 1.4: To discuss the reign of Frederick the Great of Prussia. (U) CSO 1.5: To examine the rule of Catherine the Great of Russia. (A) CSO 1.6: To evaluate the reign of Joseph II of Austria. (A)	12	20	
Unit 2 The French Revolution and its European Repercussions	a) Crisis of Ancient Regime (b) Intellectual Currents (c) Phases of the French Revolution (1789 -1799)	CSO 2.1: To define the meaning of Ancient Regime. (K) CSO 2.2: To discuss the social, economic and political crisis of the Ancient Regime. (U) CSO 2.3: To estimate the contributions of Voltaire, Montesquieu and J.J Rousseau towards the French Revolution. (U)	12	20	

	(d) Impact of the French Revolution	CSO 2.4: To explain the course of French Revolution from the siege of Bastille to the fall of the Directory. (U) CSO 2.5: To analyse on the outcome of the French Revolution. (A)			
Unit 3 Napoleonic Era and other Revolutions	(a) Early life and Rise of Napoleon (b) Reforms of Napoleon (c) Battle of Waterloo and his Gradual Downfall (d) Revolutionary and Radical Movements (1830 – 1848)	CSO 3.1: To discuss the early life and career of Napoleon. (U) CSO 3.2: To discuss on his rise to power. (U) CSO 3.3: To explain the reforms of Napoleon in the field of trade and commerce, education, public works, and administration. (U) CSO 3.4: To discuss the downfall of Napoleon. (U) CSO 3.5: To discuss the causes of 1830 & 1848 revolutions. (U) CSO 3.6: To identify the socio-economic and political changes brought by the Revolutions of 1830 & 1848. (K)	12	20	
Unit 4 The Age of Metternich and the Following Years	(a) Life of Metternich (b) Congress of Vienna (c) Concert of Europe (d) Eastern Questions: Greek War of Independence; Crimean War	CSO 4.1: To describe the early life and career of Metternich. (K) CSO 4.2: To evaluate on the Congress of Vienna. (A) CSO 4.3: To assess the Concert of Europe. (A) CSO 4.4: To explain the Eastern Question. (K) CSO 4.5: To discuss the circumstances leading to the Greek War of Independence. (U) CSO 4.6: To analyse the Crimean War. (A)	14	22	
Unit 5 Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries	a) Unification of Italy (b) Unification of Germany (c) The Partition of Africa	CSO 5.1: To describe the rise of Nationalism in Europe. (K) CSO 5.2: To discuss on the role played by Mazzini, Cavour and Garibaldi for the Unification of Italy. (U) CSO 5.3: To outline the role played by Otto Von Bismarck and Kaiser William I in Unifying the German States. (K) CSO 5.4: To define the idea of New	10	18	

		Imperialism. (K) CSO 5.5: To discuss on the Partition of Africa among the European States. (U)			
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SUGGESTED READINGS

1. Hobsbawn, E.J. (1962). The Age of Revolution, 1789-1848. Abacus
2. Joll, James (1990). Europe Since 1870: An International History. Penguin Books
3. Wood, Anthony (1985). History of Europe, 1815 – 1960. Longman
4. Jain and Mathur (2002). A History of the Modern World, 1500-2000 AD. Jaipur: Jain Prakashan Mandir
5. Barrowclough, G. (2000). An Introduction to Contemporary History. Penguin Books
6. Hobsbawn, E.J. (1990). Nations and Nationalism since 1780. Cambridge University Press
7. Lowe, Norman (2016). Mastering Modern World History. Palgrave Macmillan
8. Taylor, A.J. P.(2000). The Struggle for Mastery in Europe, 1798-Present. Oxford University Press
9. Hazen, C. D. Modern Europe since 1789. New Delhi: S. Chand & Company Ltd.
10. Hayes, C. J. H.(1981). Contemporary Europe Since 1870. Delhi: Surjeet Publication
11. Hobsbawn, E.J. (1990). Nations and Nationalism since 1780. Cambridge University Press
12. Rao, B. V. (2011). History of Modern Europe, 1789-2010. Sterling Publishers
13. Mac Nall, Edward, Ralph, Philip Lee, Lerner, Robert E., Meacham, Standish (1991). World Civilizations, Vol. B and C. New York: W.W. Norton & Company

Name of the Paper (Code) : Political History of the Nagas (HSC 4.3)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Political History of the Nagas:**

CO 1	To make the students understand the type of governance practiced by the Nagas during pre-colonial period and the significance of the institution of Morung.
CO 2	To aid the students in the understanding of early British contacts with the Nagas and how the annexation of Naga Hills unfolded.
CO 3	To make the students aware of the transformation of Naga polity as a result of the introduction of colonial administration.
CO 4	To aid the students gain an insight on the role played by the Nagas in First World War and the consequent major developments that influenced the growth of Naga Nationalism.
CO 5	To assist the students in the understanding of the major political developments in post-Independence period that led to the creation of the State of Nagaland.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1	(a) Pre-Colonial	CSO 1.1: To explain the pre-Colonial	12	20	

Pre-Colonial Naga Polity	Naga Village Chief: Powers and Functions (b) Village Council- Function of the Village Council: Executive, Administrative, Judicial (c) Institution of Morung	Naga polity. (U) CSO 1.2: To discuss on the practice of chieftainship among different Naga tribes. (U) CSO 1.3: To discuss the powers and functions of the pre-Colonial Naga village chief. (U) CSO 1.4: To examine and understand the pre-Colonial village council and its functions. (A) CSO 1.5: To analyse the importance of the institution of Morung. (A)			
Unit 2 Early British Contact and Annexation	(a) Treaty of Yandaboo (1826) (b) Early British Contact with the Nagas (c) First Stage of Annexation (d) Second Stage of Annexation	CSO 2.1: To examine the significance of the Treaty of Yandaboo and its impact on Naga Hills. (A) CSO 2.2: To assess the early British contact with the Nagas. (A) CSO 2.3: To understand the Anglo-Naga relations from 1832-1879. (U) CSO 2.4: To explain the Battle of Khonoma and its impact. (U) CSO 2.5: To evaluate the second stage of annexation of Naga Hills. (A)	14	22	
Unit 3 Consolidation of the British Rule	(a) The Colonial Administrative Policy (b) Transformation of Naga Political System: Gaonbura, Dobashi, District Officers	CSO 3.1: To assess the Colonial administrative policy and its impact. (A) CSO 3.2: To examine the transformation of Naga political system under British rule. (A) CSO 3.3: To explain the role of Gaonbura during colonial period. (U) CSO 3.4: To trace the beginning of the institution of Dobashi and the role they played in the administration of Naga Hills. (K) CSO 3.5: To assess the role of District Officers in the administration of Naga Hills. (A)	10	18	
Unit 4 Emergence of Naga Nationalism	(a) Nagas in the First World War (b) Formation of Naga Club (1918) and Simon Commission	CSO 4.1: To explain the participation of Nagas in the First World War and how it spunk the growth of Naga nationalism. (U) CSO 4.2: To trace the formation of Naga Club and the role played by the Naga Club. (K)	12	20	

	(c) Formation of the NNC (d) Akbar Hydari Agreement	CSO 4.3: To explain the arrival of Simon Commission and its impact on the Nagas. (U) CSO 4.4: To evaluate the circumstances that led to the formation of Naga National Council and the role played by the Council. (A) CSO 4.5: To examine the 9 points of the Hydari Agreement and the result of the Agreement. (A)			
Unit 5 Political Developments since Independence	(a) Naga Resistance Movement (1951 to 1953) (b) Formation of Federal Government (c) Naga People's Convention (d) Emergence of Nagaland State	CSO 5.1: To explain the Naga resistance movement from 1951 to 1953. (U) CSO 5.2: To trace the formation of the Naga Federal Government and it's functioning. (K) CSO 5.3: To assess the role played by A.Z. Phizo in Naga national movement. (A) CSO 5.4: To explain the three Naga People's Convention and the result of the Convention. (U) CSO 5.5: To understand the process leading to the emergence of Nagaland State in 1963. (U)	12	20	

SUGGESTED READINGS

1. Venuh, Neivetso (2005). British Colonization and Restructuring Naga Polity. New Delhi: Mittal Publication
2. Aosenba (2001). The Naga Resistance Movement; Prospects of Peace and Armed Conflict. New Delhi: Regency Publication
3. Achumi, Piketo (2012). British Policy and Administration in Nagaland (1881-1947). New Delhi: Scholar Publishing House
4. Elwin, Verrier (1969). The Nagas in the Nineteenth Century. Oxford University Press
5. Horam, M. (1975). Naga Polity. B. R. Publishing Corporation
6. Yonuo, Asoso (1974). The Rising Nagas: A Historical and Political Study. Vivek Publishing House
7. Barpujari, H. K. Problem of the Hill Tribes; North East India, Vol. II
8. Alemchiba, M. (2017). A Brief Historical Account of Nagaland. Kohima: Naga Institute of Culture
9. Chaube, S. K. (2012). Hill Politics in North East India. Orient BlackSwan
10. Mackenzie, A. (2001). The North East Frontier of India. New Delhi: Mittal Publications
11. Sema, Hokishe (1986). Emergence of Nagaland. Vikas Publishing House

Name of the Paper (Code) : Tourism in North East India (HSS 4)
Number of Credit : 02
Number of Hours of Lecture : 30

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Tourism in North East India:**

CO 1	To make the students understand the concept of tourism and the growing importance of tourism industry.
CO 2	To create awareness among the students about the heritage sites and important tourist places in North East India.
CO 3	To make the students learn about tourism management through practical work.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Introduction to Tourism	(a) Tourism: Meaning; Types (b) Significance of Tourism (c) Growth of Tourism in North East India	CSO 1.1: To explain the meaning of tourism. (U) CSO 1.2: To outline the different types of tourism. (K) CSO 1.3: To examine the significance of tourism. (A) CSO 1.4: To discuss the growth of tourism in North East India. (U)	11	20	
Unit 2 Heritage and Tourism Sites	(a) Heritage Sites in North East India (b) Tourist Sites in North East India	CSO 2.1: To explain the meaning of heritage. (U) CSO 2.2: To explore the important heritage sites in North East India. (A/U) CSO 2.3: To explore the important tourist sites in North East India. (A/U) CSO 2.4: To examine the importance of Heritage and tourist sites in North East India. (A)	11	20	
Unit 3 Project Work	(a) Travel Agency and Tourist Guide (b) Making of Pamphlets and Brochures	CSO 3.1: To understand the travel agency business. (U) CSO 3.2: To define tourist guide. (K) CSO 3.3: To discuss the characteristics of a tourist guide. (U) CSO 3.4: To differentiate between Pamphlets and Brochures. (U) CSO 3.5: To explain pamphlet and brochure making. (U) CSO 3.6: To assign a project work on how to make Pamphlets and Brochures. (A)	8	10	

SUGGESTED READINGS

1. Deb, Dr. Madhumita and Sen, Dr. Sanjay (2021). Historical Tourism in North-East India. Mahaveer Publications
2. Saikia, Mukutar R. and Borgohain, Rajdeep (2023). Historical Tourism in North-East India. Guwahati: EBH Publishers
3. Chandra, Bora Mahesh and Shiela, Bora (2005). The Story of Tourism, An Enchanting Journey Through India's North-East. New Delhi: UBS Publishers Distributors Pvt. Ltd.
4. Ravee, Chauhan (2009). Tourism, Concept and Practices. Delhi: Vista International Publishing House
5. Sharma, Jitendra K, (2008). Types of Tourism and Ways of Recreation: Elements, Dimensions and Trends. New Delhi: Kanishka Publishers
6. Singh, K.S. (1996). People of India: Tripura, volume XLI. Calcutta: Seagull Books
7. Bhatt, Bipin (2019). A History of Nagas and Nagaland. Venus Publications

Name of the Paper (Code) : History of India (1707-1950) (HSM 4)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India (1707-1950):**

CO 1	To enable the students to analyse the transition of power from the Mughals to the British.
CO 2	To make the students understand and appreciate the freedom struggle and the ideals and values that it represented.
CO 3	To inculcate in students the mode of assessing the colonial economic policies and the nature of the Indian economy.
CO 4	To let the students review the development of modern education system, press and the role of socio-religious movements in shaping modern India.
CO 5	To help the students examine the process leading to India's independence and the challenges that independent India faced as a result of colonial rule.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Transition in	(a) Decline of the Mughal Empire	CSO 1.1: To identify the hierarchy of the Mughal emperors and their reign	10	18	

the 18 th Century	(b) Emergence of Independent States (c) Establishment of Colonial Power: Battle of Plassey and Buxar	in India. (K) CSO 1.2: To explain the several causes that led to the decline of the Mughal Empire. (U) CSO 1.3: To elaborate the emergence of regional powers or the Independent States of Hyderabad, Awadh and Bengal. (U) CSO 1.4: To analyse the causes and consequences of the Battle of Plassey (1757). (A) CSO 1.5: To examine the causes and impact of the Battle of Buxar (1764). (A)			
Unit 2 National Movement	(a) Revolt of 1857 (b) INC: Moderates and Extremists (c) Gandhian Era (1919-1947)	CSO 2.1: To summarize the causes, nature, impact and the failure of the Revolt of 1857. (A) CSO 2.2: To explain on the foundation, aims and objectives of the INC. (K) CSO 2.3: To analyse the Moderate and Extremist phase of the INC. (A) CSO 2.4: To assess on Mahatma Gandhi and his entry into politics. (A) CSO 2.5: To elaborate the three local experiments of Gandhiji. (U) CSO 2.6: To determine the different movements led by Gandhiji for the freedom movement of the country: Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement. (A)	11	19	
Unit 3 Colonial Economy	(a) Land Revenue Policies (b) De-industrialization (c) Commercialization of Agriculture (d) Drain of Wealth (e) Growth of Modern Industries	CSO 3.1: To analyse on the land revenue policies of the British Government: Permanent Settlement, Ryotwari Settlement and the Mahalwari Settlement. (A) CSO 3.2: To discuss about the land revenue policies of the British and its impact on the Indian economy. (U) CSO 3.3: To state the decline of Indian handicraft industries. (K)	14	22	

		<p>CSO 3.4: To explain the different measures for the commercialization of agriculture. (U)</p> <p>CSO 3.5: To analyse the drain of wealth from India to England and its impact in the economy of the country. (A)</p> <p>CSO 3.6: To discuss the establishment of modern machine-based industries in India by the British and its significant impact. (U)</p>			
<p>Unit 4 Social and Cultural Changes</p>	<p>(a) Beginning of Modern Education (b) Growth of Press (c) Socio-Religious Reform Movements: Arya Samaj, Brahma Samaj, Ramakrishna Mission, Aligarh Movement</p>	<p>CSO 4.1: To trace the history of the introduction of English Education in India and its impact. (K)</p> <p>CSO 4.2: To classify the different educational policy viz., Charter Act of 1813, Macaulay's Minute (1835), Wood's Dispatch 1854, Hunter Education Commission (1882). (U)</p> <p>CSO 4.3: To analyse the growth of press in India. (A)</p> <p>CSO 4.4: To ascertain the different press acts: The Censorship of the Press Act (1799), Licensing Act of 1857, Vernacular Press Act of 1878 and the progressive role of Indian press. (A)</p> <p>CSO 4.5: To estimate on the different reform movements in India viz., Brahma Samaj, Arya Samaj, Ramakrishna Mission and the Aligarh Movement. (U)</p>	11	19	
<p>Unit 5 Towards Independence</p>	<p>(a) Indian National Army (b) Genesis and Growth of Communalism (c) Partition of India (d) Making of the Indian Constitution (e) Integration of the Indian States</p>	<p>CSO 5.1: To outline the idea of the Indian National Army and the contributions made by Subhash Chandra Bose in the freedom struggle. (K)</p> <p>CSO 5.2: To assess the genesis of Communalism in India. (A)</p> <p>CSO 5.3: To discuss on the factors for the rise and growth of communalism in Indian politics. (U)</p>	14	22	

		<p>CSO 5.4: To interpret the causes responsible for the Partition of India. (A)</p> <p>CSO 5.5: To identify the Constitutional Development that took place from 1937 till 1947: August Offer, Cripps Mission, Wavell Plan, Cabinet Mission, Mountbatten Plan, and Indian Independence Act. (K)</p> <p>CSO 5.6: To discuss on the circumstances leading to Independence of India or Transfer of Power. (U)</p> <p>CSO 5.7: To generalise on the drafting of the constitution of India: Objective Resolution, Committees, The Drafting Committee, sources of the Indian Constitution. (U)</p> <p>CSO 5.8: To explain the Integration of the Indian States. (U)</p>			
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SUGGESTED READINGS

1. Chandra, Bipan (2004). Rise and Growth of Economic Nationalism in India. New Delhi: Anamika Publishers
2. Bandyopadhyay, Sekher (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman
3. Chandra, Bipan (2010). Nationalism and Colonialism in Modern India. New Delhi: Orient Blackswan
4. Chandra, Bipan (2019). History of Modern India. Orient Blackswan
5. Chandra, Bipan, Panikkar, K.N., Mukherjee, Mridula, Mahajan, Sucheta and Mukherjee, Aditya (2000). India's Struggle for Independence. New Delhi: Penguin Books
6. Desai, A. R. (1948). Social Background of Indian Nationalism. Bombay: Popular Prakashan
7. Chandra, Satish (2020). Medieval India, Vol. II. Orient Blackswan
8. Mahajan, V.D. (1990). Modern Indian History: From 1707 to the Present Day. S. Chand & Company Ltd.
9. McLane, John R. (2015). Indian Nationalism and the Early Congress. Princeton University Press
10. Sarkar, Sumit (1983). Modern India, 1885-1947. New Delhi: Macmillan
11. Seal, Anil (1968). Emergence of Indian Nationalism. New Delhi: C. Chand & Company Ltd.
12. Loyi, Dr. Jommi (2022). History of Modern India, Vol. III. Meerut: Balaji Publishers

Semester: V

Name of the Paper (Code) : History of India V (1707-1857) (HSC 5.1)
Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India V (1707-1857)**:

CO 1	To make the students understand the transition period of the 18th Century in India.
CO 2	To create understanding about the establishment of company rule and important features of the early colonial regime.
CO 3	To make the students understand the changes and the impact felt in the rural areas due to British Colonialism.
CO 4	To make the students analyze about the complex economic policies brought about by British Colonialism and the far-reaching changes they brought to Indian Economy.
CO 5	To make the students aware with issues related to local/tribal/popular resistance movements, their ethos and nature.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Transition in the 18th Century	(a) Disintegration of the Mughal Empire (b) Emergence of Regional Powers with reference to Bengal, Awadh and Hyderabad (c) Foundation of the British Empire- The Battle of Plassey (1757); The Battle of Buxar (1764)	CSO 1.1: To discuss the various factors responsible for the disintegration of Mughal Empire. (U) CSO 1.2: To explain the emergence of Bengal as a regional power. (U) CSO 1.3: To Assess the emergence of Awadh as a regional power. (A) CSO 1.4: To explain the emergence of Hyderabad as a regional power. (U) CSO 1.5: To discuss the advent of the British in India. (U) CSO 1.6: To outline the causes, course and consequences of the battle of Plassey (1757). (K) CSO 1.7: To discuss the causes, course and consequences of the battle of Buxar (1764). (K)	13	21	
Unit 2 Expansion and Consolidation of Colonial Power	(a) The Carnatic Wars; Anglo-Mysore Wars; Anglo-Maratha Wars (b) Robert Clive; Warren Hastings; Cornwallis; Wellesley; Dalhousie	CSO 2.1: To assess the outbreak of the three Carnatic wars. (A) CSO 2.2: To explain the causes and consequences of the Four Anglo-Mysore wars. (U) CSO 2.3: To examine the causes and consequences of the Three	13	21	

		<p>Anglo-Maratha wars. (A)</p> <p>CSO 2.4: To analyze the various policies of Robert Clive in consolidating British power in India. (A)</p> <p>CSO 2.5: To examine the reforms of Warren Hastings in consolidating British power in India. (A)</p> <p>CSO 2.6: To discuss policies introduced by Lord Cornwallis in India. (U)</p> <p>CSO 2.7: To analyze the various policies of Lord Wellesley in consolidating British power in India. (A)</p> <p>CSO 2.8: To discuss the annexation policies of Lord Dalhousie and his reforms. (U)</p>			
<p>Unit 3 Rural Society and Economy</p>	<p>(a) Land Revenue Systems and its Impact</p> <p>(b) Commercialization of Agriculture</p> <p>(c) Rural Indebtedness</p>	<p>CSO 3.1: To explain the nature and features of Permanent Settlement of 1793 and its merits and demerits. (U)</p> <p>CSO 3.2: To explain the nature and features of Ryotwari Settlement of 1820 and its merits and demerits. (U)</p> <p>CSO 3.3: To explain the nature and features of Mahalwari Settlement of 1833. (U)</p> <p>CSO 3.4: To assess the impact of the land revenue settlements. (A)</p> <p>CSO 3.5: To define the term commercialization of agriculture. (K)</p> <p>CSO 3.6: To outline the different causes that led to commercialization of agriculture. (K)</p> <p>CSO 3.7: To examine the impact of commercialization of agriculture on Indian economy. (A)</p> <p>CSO 3.8: To define the term Rural Indebtedness. (K)</p> <p>CSO 3.9: To discuss the various</p>	10	18	

		factors that led to rural indebtedness in India. (U)			
Unit 4 Trade and Industry	(a) De-industrialization (b) Drain of wealth (c) Beginning of Modern Industry (d) Foreign Trade	CSO 4.1: To define the term De-industrialization. (K) CSO 4.2: To explain the causes and impact of De-industrialization. (U) CSO 4.3: To understand the meaning of Drain of Wealth. (U) CSO 4.4: To determine the constituents and consequences of the drain of wealth. (A) CSO 4.5: To assess the causes responsible for the growth of modern industries in India. (A) CSO 4.6: To discuss the nature of India's Foreign trade during colonial period. (U)	12	20	
Unit 5 Popular Resistance	(a) The Kol Uprising (b) The Santhal Rebellion (c) The Indigo Revolt (d) The Revolt of 1857	CSO 5.1: To discuss the causes and consequences of Kol uprising. (U) CSO 5.2: To explain the causes and consequences of Santhal Rebellion. (U) CSO 5.3: To discuss the causes and consequences of Indigo Revolt. (U) CSO 5.4: To discuss the causes and nature of the Revolt of 1857. (U) CSO 5.5: To analyze the failure of the Revolt of 1857. (A) CSO 5.6: To examine the results of the Revolt of 1857. (A)	12	20	

SUGGESTED READINGS

1. Bayly, C. A. (1988). Indian Society and the Making of the British Empire. New Cambridge History of India
2. Chandra, Bipan (2004). Rise and Growth of Economic Nationalism in India. New Delhi: Anamika Publishers
3. Puti, Deswamoy (2007). The 1857 Rebellion. New Delhi: Oxford India
4. Kumar, Dharmaand Raychaudhuri, Tapan (2005). The Cambridge Economic History of India, Vol. II. Orient Blackswan
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6. Majumdar, R.C. ed. (2002). History and Culture of Indian People, Vol. IX and X, British Paramountcy and Indian Renaissance. Bhartiya Vidya Bhavan

7. Bandyopadhyay Sekher (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman
8. Chandra, Bipan (1979). Nationalism and Colonialism in Modern India. New Delhi: Orient Longman
9. Chandra, Bipan (2019). History of Modern India. Orient Blackswan
10. Roy, Tirthankar (2020). The Economic History of India (1857-2010). Oxford University Press
11. Chandra, Bipan, Panikkar, K.N., Mukherjee, Mridula, Mahajan, Sucheta and Mukherjee, Aditya (2000). India's Struggle for Independence. New Delhi: Penguin Books
12. Desai, A. R. (1948). Social Background of Indian Nationalism. Bombay: Popular Prakashan

Name of the Paper (Code) : History of United States of America I (HSC 5.2)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of United States of America I:**

CO 1	To enable the students to study the background and colonization of America.
CO 2	To make the students understand the making of Republic of the United States of America.
CO 3	To make the students understand about the popular trends in America's Post-independence era.
CO 4	To guide the students to examine the background, events and impact of the American Civil War and the reconstruction programmes.
CO 5	To aid students interpret the economy of the USA after the Civil War.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 The Background	a) The Land and Indigenous People (b) Settlement and Colonization by Europeans (c) Early Colonial Society and Polity	CSO 1.1: To discuss the background of American Civilization. (U) CSO 1.2: To explain the geographical pattern and land formations. (U) CSO 1.3: To discuss the native settlement of America: Aztecs, Incas, Olmecs, Mayans. (U) CSO 1.4: To describe the discovery of America by Christopher Columbus. (K) CSO 1.5: To analyse the pattern of European colonization in America. (A) CSO 1.6: To explain the establishment of thirteen colonies of America. (U) CSO 1.7: To assess the society and polity in the early colonial period in America. (A)	10	18	

<p>Unit 2 Making of the Republic</p>	<p>(a) American War of Independence (Causes and Results) (b) Philadelphia Convention (c) Processes and Features of Constitution Making: Debates, Federalists and Anti-Federalists</p>	<p>CSO 2.1: To trace the background of American War of Independence. (K) CSO 2.2: To discuss the causes leading to American war of Independence. (U) CSO 2.3: To evaluate the impact of the American War of Independence. (A) CSO 2.4: To recall the impact of Philadelphia Convention. (K) CSO 2.5: To explain the process and features of American constitution. (U) CSO 2.6: To differentiate the opinions and debates between Federalists and anti-Federalists. (U)</p>	12	20	
<p>Unit 3 Evolution of American Democracy</p>	<p>(a) Manifest Destiny (b) War of 1812 (c) Monroe Doctrine (d) Jacksonian Democracy (e) Mexican-American War</p>	<p>CSO 3.1: To define Manifest Destiny. (K) CSO 3.2: To discuss the features of Manifest Destiny. (U) CSO 3.3: To explain the causes of the war of 1812. (U) CSO 3.4: To determine the significance of the war of 1812. (A) CSO 3.5: To define Monroe Doctrine. (K) CSO 3.6: To examine the features of Monroe Doctrine. (A) CSO 3.7: To describe the evolution of Jacksonian democracy. (K) CSO 3.8: To discuss the features of Jacksonian democracy. (U) CSO 3.9: To assess the significance of the Jacksonian democracy in America. (A) CSO 3.10: To discuss the causes of the Mexican- American war. (U) CSO 3.11: To generalize the impact of Mexican-American war. (A/U)</p>	15	23	
<p>Unit 4 Civil War</p>	<p>a) Abraham Lincoln (b) The Election of 1860 (c) Problems of the South and its gradual journey</p>	<p>CSO 4.1: To estimate the career and achievements of Abraham Lincoln. (A) CSO 4.2: To assess the impact of the election of 1860. (A) CSO 4.3: To discuss the socio-economic and political issues of the South. (U)</p>	13	21	

	towards the Formation of the Confederacy (d) The Civil War and its Impact (e) The Reconstruction Programmes	CSO 4.4: To explain the process of formation of the confederate government of the South. (U) CSO 4.5: To describe the factors leading to the Civil War in America. (K) CSO 4.6: To assess the general impacts of the Civil War. (A) CSO 4.7: To discuss the reconstruction programmes of the federal government. (U)			
Unit 5 Economy of the U.S.A. after the Civil War	(a) Industrial Revolution in America (b) The Rise of Big Businesses (Motor Industry, Oil Industry, Steel Industry, Railroad Industry) (c) Populist Movement and Agrarian Reforms (d) Society during the Industrial Era in America	CSO 5.1: To trace the background and growth of industry in America. (K) CSO 5.2: To discuss the impact of Industrial Revolution in America. (U) CSO 5.3: To examine the rise of big businesses: motor industry, oil industry, steel industry, railroad industry. (A) CSO 5.4: To explain the background of populist movement in America. (U) CSO 5.5: To analyse the impact of populist movement. (A) CSO 5.6: To describe the Agrarian reforms in America. (K) CSO 5.7: To assess the social conditions of America during the Industrial period. (A)	10	18	

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1. Henretta, James A., Brownlee, W. Eliot, Brody, David & Ware, Susan (1997). America's History. New York:Worth Publishers
2. Dey, Manak Kumar (2006). History of America. Delhi: Dominant Publishers and Distributors
3. Kraus, Michael (2017). The United States to 1865. Surjeet Publication
4. Jenkins, Philip (2003). A History of the United States. Palgrave Macmillan
5. Bailyn, Bernard (1992). The Ideological Origins of the American Revolution. Harvard University Press
6. Beard, Charles A. (2004). An Economic Interpretation of the American Constitution. Dover Publications
7. Carroll, Peter N. and Noble, David W. (1992). Free and Unfree: A New History of the United States. Penguin Books
8. Davis, David B. (1999). The Problem of Slavery in the Age of Revolution. Oxford University Press
9. Faulkner, U. (1976). American Economic History. Longman Higher Education
10. Foner, Eric (1970). America's Black Past. Harper Collins
11. Franklin, John Hope (2010). From Slavery to Freedom. McGraw Hill
12. Hofstadter, Richard (1960). The Age of Reform, From Bryan to FDR. Vintage
13. Randall, James G. (2000). The Civil War and Reconstruction. W. W. Norton & Company

14. Bailyn, Bernard (1992). The Great Republic. Houghton Mifflin
 15. Parkes, Henry Bamford (2020). A History of United States of America. Khosla Publishing House

Name of the Paper (Code) : History of Modern East Asia I (1840-1945) (HSC 5.3)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of Modern East Asia I (1840-1945):**

CO 1	The students will obtain basic understanding on Chinese Feudalism and Confucian value system.
CO 2	The students will have the knowledge about the opening of China by European powers.
CO 3	To assist the students to identify the popular movements and the different reform measures initiated by China.
CO 4	To help the students understand the different phases for the birth of Chinese Republic.
CO 5	The students will be able to trace the formation of political parties and get a perspective on the growth of Nationalism and communism in China.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 China during the 19th Century	(a) Chinese Feudalism: Gentry, Bureaucracy and Peasantry (b) The Confucian Value System; Sino-Centrism (c) The Canton Commercial System	CSO 1.1: To estimate on the system of feudalism in China viz., the gentry, the bureaucracy and the peasantry in the 19 th century. (U) CSO 1.2: To enumerate on the Confucian Value System in China. (K) CSO 1.3: To discuss on the Sino-Centrism in China. (U) CSO 1.4: To describe the canton commercial system. (K)	10	18	
Unit 2 European Expansion	(a) The Opium Wars and the Unequal Treaties (b) The Scramble for Concessions (c) Finance Imperialism (d) The Open Door	CSO 2.1: To enumerate the causes of the 1 st and 2 nd opium wars. (K) CSO 2.2: To discuss the impacts of the Opium wars. (U) CSO 2.3: To list out the unequal treaties signed by European powers with China. (K) CSO 2.4: To explain the scramble for	12	20	

	Policy	<p>concessions in China among the Europeans. (U)</p> <p>CSO 2.5: To outline the system of finance imperialism. (K)</p> <p>CSO 2.6: To elaborate on the Open-Door Policy. (U)</p> <p>CSO 2.7: To discuss on the impact of the Open-Door Policy. (U)</p>			
Unit 3 China's Response/ Agrarian and Popular Movements	<p>(a) Taiping Rebellion</p> <p>(b) Boxer Rebellion</p> <p>(c) Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08</p>	<p>CSO 3.1: To determine the meaning and origin of Taiping Rebellion. (A)</p> <p>CSO 3.2: To explain the causes and Course of the Taiping Rebellion. (U)</p> <p>CSO 3.3: To state the Reform programs of Tai-ping government. (K)</p> <p>CSO 3.4: To examine the achievements, effects and failure of the Taiping Rebellion. (A)</p> <p>CSO 3.5: To trace the origin of Boxer Rebellion and their main objectives. (K)</p> <p>CSO 3.6: To interpret the Boxer Protocol. (U)</p> <p>CSO 3.7: To discuss on the attempts at Self-Strengthening reforms i.e., first phase 1860-1872, second phase (1872-1885) and third phase (1885-1895). (U)</p> <p>CSO 3.8: To interpret the reform of 1898 also known as the 100 Days' Reform Movement. (A)</p> <p>CSO 3.9: To analyse the reforms of 1901-08 or the legal judicial reforms. (A)</p>	12	20	
Unit 4 Birth of Chinese Republic	<p>(a)The Revolution of 1911: Causes, Nature and Significance</p> <p>(b) Sun Yat-Sen and his Contribution</p> <p>(c) Yuan Shih Kai</p> <p>(d) May Fourth Movement of 1919: Nature and Significance</p>	<p>CSO 4.1: To discuss on the causes, nature and significance of the Revolution of 1911. (U)</p> <p>CSO 4.2: To list out the impact of the Revolution of 1911. (K)</p> <p>CSO 4.3: To estimate on the life of Sun Yat Sen and his contribution. (U)</p> <p>CSO 4.4: To assess on the contribution of Yuan Shih Kai. (A)</p> <p>CSO 4.5: To interpret the nature of the May Fourth Movement of 1919. (A)</p> <p>CSO 4.6: To summarise the significance</p>	14	22	

		of the May Fourth Movement. (A)			
Unit 5 Emergence of Nationalism and Communism	(a) The Kuomintang (National Party of KMT); Formation of CCP (b) The First United Front (c) The Jiangxi Period and the Rise of Mao Tse Tung	CSO 5.1: To discuss on the formation of the Kuomintang National Party. (U) CSO 5.2: To give an outline on the formation of CCP. (K) CSO 5.3: To enumerate the working of the first united front and its impact. (U) CSO 5.4: To explain on the Jiangxi period and the changes that was brought about during this period. (U) CSO 5.5: To describe the character of Mao Tse Tung and his contributions. (K)	12	20	

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2. Sarao, K. T. S (2017). Modern History of China (1840-1949). Surjeet Publications
3. Chesneaux, Jean (1976). China from Opium War to 1911 Revolution. Pantheon Books
4. Chesneaux, Jean (2007). China from the 1911 Revolution to Liberation. Khosla Publishing House
5. Hsu, Y. Immanuel (1995). The Rise of Modern China. Oxford University Press
6. Peffer, Nathaniel (1994). The Far East: A Modern History. The University of Michigan Press
7. Ahmed, L. L. (1981). A Comprehensive History of the Far East. New Delhi: S. Chand & Co. Ltd.
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9. Hall, John W. (1970). Japan from Prehistory to Modern Times. Bantam Doubleday Dell
10. Vinacke, Harold M. (2011). A History of the Far East in Modern Times. Delhi: Surjeet Publications
11. Fairbank, John King and Goldman, Menle (1992). China- A New History. PHI Learning Pvt. Ltd.
12. Greenberg, Michael (1951). British Trade and the Opening of China, 1800-1842. Cambridge University Press
13. Lovell, Julia (2011). The Opium War- Drugs, Dreams and the Making of China. London: Macmillan Publishers Ltd.
14. Dubey, Prakash Kumar (2017). History of China and Japan. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

Name of the Paper (Code) : Introduction to Arts and Crafts of the Nagas (HSS 5)

Number of Credit : 02

Number of Hours of Lecture : 30

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Introduction to Arts and Crafts of the Nagas:**

CO 1	To make the students learn the diverse styles and techniques involved in spinning and weaving.
CO 2	To inculcate and create interest among students in the understanding of technical processes involved in the working of Naga crafts.
CO 3	To make the students understand the impact of recent changes on Naga arts and crafts.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	Los
Unit 1 Spinning and Weaving	(a) Spinning and Weaving (b) Design and Symbol in Textiles (c) Technique of Basket Weaving	CSO 1.1: To discuss on the processes involved in spinning. (U) CSO 1.2: To examine the technique of weaving. (A) CSO 1.3: To explain the different design and symbols involved in textile work among different Naga tribes. (U) CSO 1.4: To elaborate on the different techniques involved in basket weaving. (U)	11	20	
Unit 2 Traditional Arts and Crafts	(a) The Art of Pottery Making (b) Wood Carving and Bamboo Works (c) Art of Tattooing	CSO 2.1: To explain the processes involved in making of pottery. (U) CSO 2.2: To explain the wood carving techniques. (A) CSO 2.3: To explore the different types of bamboo works. (U) CSO 2.4: To evaluate the art of tattooing among the different Naga tribes. (A) CSO 2.5: To discuss the significance of tattooing among the different Naga tribes. (U)	11	20	
Unit 3 Changes in Naga Arts and Crafts	(a) Blacksmithy (b) Impact of Recent Changes on Traditional Arts and Crafts (c) Practical Work	CSO 3.1: To explain the tools and technique of blacksmithy. (U) CSO 3.2: To assess the impact of recent changes on traditional arts and crafts. (A) CSO 3.3: To assign practical work. (A)	8	10	

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1. Alemchiba, M. (1968). The Arts and Crafts of Nagaland. Kohima: Naga Institute of Culture, Government of Nagaland
2. Stockhausen, Alban Von (2014). Imagining the Nagas. Stuttgart: Arnoldsche Art Publishers
3. Vidyarthi, L.P. (1986). Art and Culture of North-East India. Publications Division
4. Stirn, Aglaja, Ham, Peter Van. The Hidden World of the Naga: Living Traditions in Northeast India and Burma
5. Mitra, Subhash (2023). Introduction to Naga Culture and Civilization. New Delhi: Cyber Tech Publications
6. Ganguli, Milada (1984). Naga Art. Oxford & IBH Publishing Co. Pvt. Ltd.
7. Chowdhury, Payel Dutta (2020). The Nagas: Social and Cultural Identity-Texts and Contexts. New Delhi: Heritage Publishers
8. Odyuo, Iris. The Various Aspects of Naga Art

Name of the Paper (Code) : Modern World (HSM 5)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Modern World:**

CO 1	To aid the students in the understanding of the rise of new imperialism and its repercussions on modern world.
CO 2	To assist the students in knowing the circumstances that contributed to the outbreak of the first global war in 1914.
CO 3	To provide the students with knowledge of the post-War political and economic developments.
CO 4	To help the students in understanding the failure of the League of Nations and the rise of Fascism and Nazism.
CO 5	To create Understanding among the students about the causes and consequences of the Second World War and the subsequent peace settlements and the process of decolonization.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Rise of New Imperialism	(a) Partition of Africa (b) Opium Wars; Taiping Rebellion; Boxer Rebellion (c) Militarism in Japan	CSO 1.1: To define the idea of New Imperialism. (K) CSO 1.2: To discuss on the Partition of Africa among the European States. (U) CSO 1.3: To describe the causes of the Opium Wars. (K) CSO 1.4: To discuss on the causes and impact of Taiping Rebellion. (U) CSO 1.5: To explain the causes and impact of the Boxer Rebellion. (U) CSO 1.6: To discuss Meiji Restoration. (U) CSO 1.7: To discuss on the rise of Militarism in Japan. (U)	15	23	
Unit 2 First World War	(a) Formation of Alliances and the Path to First World War	CSO 2.1: To define the term Alliance. (K) CSO 2.2: To trace the formation of alliances- Triple Entente & Triple	13	21	

	(b) Consequences of the War (c) Russian Revolution of 1917	Alliances that led to First World War. (K) CSO 2.3: To explain the Causes of First World War. (U) CSO 2.4: To discuss the consequences of the First World War. (U) CSO 2.5: To discuss on the Causes and Impact of the Russian Revolution. (U)			
Unit 3 Aftermath of First World War	a) Woodrow Wilson's 14 Points (b) Treaty of Versailles (c) The Post 1919 World Order: The Great Depression and Recovery	CSO 3.1: To explain the life and career of Woodrow Wilson. (U) CSO 3.2: To assess the 14 Points of Woodrow Wilson. (A) CSO 3.3: To discuss on the Provisions of the Treaty of Versailles and its failure. (U) CSO 3.4: To describe the Post First World War Economic Crisis. (K) CSO 3.5: To discuss on the causes and impact of Great Depression. (U) CSO 3.6: To explain the mechanism developed to overcome the Crisis. (U)	10	18	
Unit 4 The Path to Second World War	(a) League of Nations (b) Benito Mussolini and the Rise of Fascism in Italy (c) Adolf Hitler and the Rise of Nazism in Germany	CSO 4.1: To discuss the structure of The League of Nations. (U) CSO 4.2: To discuss on the Failure and Achievements of the League of Nations. (U) CSO 4.3: To define the meaning of Fascism. (K) CSO 4.4: To explain the factors leading to the rise of Fascism. (U) CSO 4.5: To assess the role of Benito Mussolini in the rise of Fascism in Italy. (A) CSO 4.6: To describe the early life of Adolf Hitler and his rise to power. (K)	10	18	

Unit 5 The Second World War and its Aftermath	(a) Causes and Consequences of Second World War (b) The United Nations (c) Decline of Imperialism and the Concept of Decolonization	CSO 5.1: To discuss on the causes and consequences of the Second World War. (U) CSO 5.2: To describe the structure and achievements of UN. (K) CSO 5.3: To discuss on the factors leading to the decline of Imperialism. (U) CSO 5.4: To define the term decolonization. (K) CSO 5.5: To analyse the process of decolonization. (U)	12	20	
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SUGGESTED READINGS

1. Porter, Andrew (1994). European Imperialism, 1860 -1914. Palgrave Macmillan
2. Plowright, John (2007). The Causes, Course and Outcomes of World War Two. Palgrave Macmillan
3. Wood, Anthony (1985). History of Europe, 1815 – 1960. Longman
4. Jain and Mathur (2002). A History of the Modern World, 1500-2000 AD. Jaipur: Jain Prakashan Mandir
5. Barrowclough, G. (2000). An Introduction to Contemporary History. Penguin Books
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10. Hobsbawn, E.J. (1990). Nations and Nationalism since 1780. Cambridge University Press
11. Rao, B. V. (2011). History of Modern Europe, 1789-2010. Sterling Publishers
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Semester: VI

Name of the Paper (Code) : History of India VI (1857-1950) (HSC 6.1)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of India VI (1857-1950)**:

CO 1	To make the students understand about the development of modern education system, press and the role of socio-religious movements in shaping modern India.
CO 2	To make the students understand the concept of Indian Nationalism and trace the foundation of the Indian National Congress.
CO 3	To create an understanding among the students about Mahatma Gandhi's philosophy and his

	movements.
CO 4	To create an awareness among the students about the role of various social groups in the nationalist movement.
CO 5	To make the students aware about the process leading to India's independence and the challenges that independent India faced as a result of colonial rule.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Social and Cultural Changes	(a) Growth of Press and Education (b) Socio-Religious Movements: Brahma Samaj, Ramakrishna Mission, Arya Samaj, Aligarh Movement	CSO 1.1: To discuss about the growth of press in India. (U) CSO 1.2: To assess the spread of modern education in India. (A) CSO 1.3: To estimate the works of Raja Ram Mohan Roy and Brahma Samaj. (A) CSO 1.4: To discuss the works and contribution of Swami Vivekananda and Ramakrishna mission. (U) CSO 1.5: To outline the works of Swami Dayananda Saraswati and Arya Samaj. (K) CSO 1.6: To estimate the works of Sayyid Ahmad Khan and Aligarh movement. (A)	10	18	
Unit 2 Emergence of Indian Nationalism	(a) Emergence of Indian Nationalism (b) Foundation of INC: Moderates and Extremists (c) Partition of Bengal and Swadeshi Movement (d) Home Rule Movement.	CSO 2.1: To explain the concept of Nationalism. (U) CSO 2.2: To discuss the various factors that led to the emergence of Indian Nationalism. (U) CSO 2.3: To trace the origin of Indian National Congress. (K) CSO 2.4: To estimate the objectives, demands and contributions of the Moderates. (A) CSO 2.5: To discuss the rise of extremism in Indian politics and their objectives and methods. (U) CSO 2.6: To discuss about the partition of Bengal and Swadeshi Movement. (U) CSO 2.7: To assess the works of Bal Gangadhar Tilak and his Home Rule	13	21	

		League. (A) CSO 2.8: To evaluate the works of Annie Besant and her contribution towards Indian National Movement. (A)			
Unit 3 The Age of Gandhian Politics	(a) Rise of Mohandas Karamchand Gandhi (b) Khilafat and Non-Cooperation Movement (c) Civil Disobedience Movement (d) Quit India Movement	CSO 3.1: To explain the early life and career of Mahatma Gandhi. (U) CSO 3.2: To discuss the rise of Mohandas Karamchand Gandhi. (U) CSO 3.3: To explain the Khilafat and Non-cooperation Movement. (U) CSO 3.4: To trace the course of events led to Civil disobedience movement and its contribution to India's freedom. (K) CSO 3.5: To assess the works of Mahatma Gandhi and his Quit India Movement. (A)	12	20	
Unit 4 Nationalism and Social Groups	(a) Intelligentsia (b) Working Class (c) Women's Participation (d) Peasants (e) Dalits	CSO 4.1: To trace the growth of Intelligentsia and their contribution in the nationalist movement. (K) CSO 4.2: To discuss the growth and contributions of working class in modern India. (U) CSO 4.3: To assess the participation of women in nationalist movement. (A) CSO 4.4: To outline the works and contribution of peasants in nationalist movement. (K) CSO 4.5: To explain about the contribution of the nationalist leaders for the upliftment of Dalits and their participation in the nationalist movement. (U)	12	20	
Unit 5 Independence and Partition	(a) Communalism and Partition of India (b) Transfer of Power (c) Integration of Indian States (d) Making of the	CSO 5.1: To explain the meaning of Communalism. (U) CSO 5.2: To outline the different factors that led to Communalism in India. (K) CSO 5.3: To explain the causes that led to partition of India. (U) CSO 5.4: To analyze Lord	13	21	

	Indian Constitution	Mountbatten's Plan for the partition of India. (A) CSO 5.5: To describe the process leading to the integration of Indian States. (K) CSO 5.6: To discuss the drafting of the constitution of India by the Constituent Assembly. (U)			
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1. Bandyopadhyay, Sekher (2004). From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman
2. Chandra, Bipan (2010). Nationalism and Colonialism in Modern India. New Delhi: Orient Blackswan
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4. Chandra, Bipan, Panikkar, K.N., Mukherjee, Mridula, Mahajan, Sucheta and Mukherjee, Aditya (2000). India's Struggle for Independence. New Delhi: Penguin Books
5. Desai, A. R. (1948). Social Background of Indian Nationalism. Bombay: Popular Prakashan
6. Mahajan, V.D. (1990). Modern Indian History: From 1707 to the Present Day. S. Chand & Company Ltd.
7. McLane, John R. (2015). Indian Nationalism and the Early Congress. Princeton University Press
8. Sarkar, Sumit (1983). Modern India, 1885-1947. New Delhi: Macmillan
9. Seal, Anil (1968). Emergence of Indian Nationalism. New Delhi: C. Chand & Company Ltd.
10. Loyi, Dr. Jommi (2022). History of Modern India, Vol. III. Meerut: Balaji Publishers
11. Brown, Judith (1974). Gandhi's Rise to Power, 1915-22. Cambridge University Press
12. Gandhi, Mohandas K. (1983). An Autobiography or The Story of My Experiments with Truth. Dover Publications Inc.

Name of the Paper (Code) : History of United States of America II (HSC 6.2)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of United States of America II:**

CO 1	To make the students understand the trends in American Post Civil War period and the role of press and media in the development of America as a nation.
CO 2	To aid the students in understanding US imperialism through Spanish-American War, US relation with China and the Philippines and Dollar diplomacy.
CO 3	To assist the students to estimate America's role in First World War and analyze its economic transition in post-War era.

CO 4	To create an understanding among the students, America's shift from isolationism to its entry into Second World War and its emerging trend towards becoming world super power.
CO 5	To make the students understand the contributions of popular socio-religious movements in America.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 America in the Post Civil War Period	(a) Popular Trends in America Post Civil War: Carpetbaggers; Scalawags, Transformation of the Blacks Society, White Supremacy Movement: Ku Klux Klan (b) The Role of Press and Media in the Development of America as a Nation	CSO 1.1: To highlight the popular trends in America's Post Civil War. (K) CSO 1.2: To describe Carpetbaggers and Scalawags and distinguish between them. (K & A) CSO 1.3: To explain what the Blacks experienced socially, politically and economically in Post Civil War period. (U) CSO 1.4: To state White Supremacy Movement highlighting Ku Klux Klan. (K) CSO 1.5: To examine the role of press and media in developing America as a nation. (A)	10	18	
Unit 2 USA Imperialism	(a) Spanish-American war (b) USA and China (c) USA and Philippines (d) Dollar Diplomacy	CSO 2.1: To identify the factors leading to the rise of US imperialism. (A) CSO 2.2: To describe the extent of US imperialism. (K) CSO 2.3: To introduce the Spanish-American War and discuss its causes and results. (K & U) CSO 2.4: To explain the relation of America with China. (U) CSO 2.5: To interpret the relation between USA and the Philippines. (A) CSO 2.6: To define Dollar Diplomacy and how far it was extended. (K)	15	23	
Unit 3 America in First World War and Aftermath	(a) America's Entry and its Impact on the First World War	CSO 3.1: To explain why America entered into World War I and what impact it produced on the war. (U) CSO 3.2: To describe the life and career	12	20	

	(b) Woodrow Wilson's 14 Points (c) The Great Depression of 1929 (d) New Deal	and enumerate the 14 Points of Woodrow Wilson. (K) CSO 3.3: To give an account on the Great Depression of 1929 in America. (K) CSO 3.4: To trace the circumstances leading to the Great Depression. (K) CSO 3.5: To explain the significance of the Depression. (U) CSO 3.6: To discuss the concept, phases and legacy of New Deal. (U)			
Unit 4 America in Second World War and Aftermath	(a) Policy of Isolationism (b) Entry into Second World War and its Impact (c) Cold War Era (d) Emergence of USA as World Super Power	CSO 4.1: To introduce the policy of Isolationism. (K) CSO 4.2: To discuss the decline and end of US Isolationism. (U) CSO 4.3: To assess reasons for US entry into World War II and its impact. (A) CSO 4.4: To explain the concept, causes and consequences of Cold War. (U) CSO 4.5: To explore how the USA emerged as a World Super Power. (A)	10	18	
Unit 5 Popular Socio-Religious Movements in America	(a) Policies towards the Afro-Americans (b) Martin Luther King Jr. and the Civil Rights Movement (c) Women's Rights Movement: Lowell Factory System, Women's Suffrage (d) Religious Movements: Puritans, Quakers and Mormons	CSO 5.1: To introduce popular socio-religious movements in America. (K) CSO 5.2: To describe the policies towards the Afro-Americans. (K) CSO 5.3: To describe the life, career and personality of Martin Luther King Jr. (K) CSO 5.4: To explain the Civil Rights Movement and Martin Luther King's role in it. (U) CSO 5.5: To discuss Women's Rights Movement with special reference to Lowell Factory System and Women's Suffrage. (U) CSO 5.6: To introduce religious movements in America and describe about the background, beliefs and activities of Puritans, Quakers and Mormons. (K)	13	21	

SUGGESTED READINGS

1. Sellers, Charles (1990). A Synopsis of American History, Vol. I and II. Macmillan India
2. Gallman, Standley L.(1996). The Cambridge Economic History of the USA. Cambridge
3. Hacker, Louis M.(1971). The Course of American Economic Growth and Development. New Delhi: Wiley Eastern Ltd.
4. Dey, Manak Kumar (2006). History of America. Delhi: Dominant Publishers and Distributors
5. Parkes, H. B. (1986). The United States of America: A History. Delhi: Khosla Publishing House (Indian Reprint)
6. Foster, Rhea (1989). The United States Since 1865. Delhi: Surjeet Publications, Indian Reprint
7. Franklin, John Hope. From Slavery to Freedom: A History of African Americans. New York:McGraw Hill
8. Faulkner, H. U. (1944). Social and Cultural History of USA. New York: Harper & Brothers
9. Berkin, Miller, Cherny, Gormly (2012). Making America: A History of the United States. Cengage Learning
10. Carnes, M.C. and Garraty, J.A. (2008). The American Nation, A History Of the United States, Pearson Prentice Hall
11. Matthews, G. (1996). The Rise of Public Woman, Women’s Power and Women’s Place in the United States, 1630-1970. New York: Oxford University Press
12. Brown, V. B.,Shannon, T. J. (2015). Going to the Source: The Bedford Reader in American History, Vol. II. Bedford/St. Martins

Name of the Paper (Code) : History of Modern East Asia II (1868-1945) (HSC 6.3)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of Modern East Asia II (1868-1945)**:

CO 1	To make students understand the transition of Japan from Tokugawa Shogunate to Meiji era and the restoration process.
CO 2	To aid students in the understanding of Japanese imperialism in China, Manchuria and Korea and its impact on East Asia.
CO 3	To assist the students in the understanding of the rise of Japanese militarism and its repercussions on global politics.
CO 4	To make the students get broad understanding of the forces and institutional trends that contributed to the making of modern Korea.
CO 5	To make the students understand Japan’s colonization of Korea and its impact.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Transition from Feudalism to Capitalism	(a) Crisis of Tokugawa Bakuhan System (b) Meiji Restoration: Its Nature and Significance	CSO 1.1: To define the term feudalism and capitalism. (K) CSO 1.2: To analyse the political, Social and economic crisis of Tokugawa Bakuhan	16	24	

	(c) Military Reforms (d) Social, Cultural and Educational Reforms (Bunmeikaika) (e) Meiji Constitution	system. (A) CSO 1.3: To explain Meiji Restoration. (U) CSO 1.4: To examine the nature and significance of Meiji Restoration. (A) CSO 1.5: To assess the reforms in military during Meiji period. (A) CSO 1.6: To explain the term Bunmeikaika. (U) CSO 1.7: To discuss the social, cultural and educational reforms of Meiji period. CSO 1.8: To examine the Meiji Constitutions. (A)			
Unit 2 Japanese Imperialism	(a) China (b) Manchuria (c) Korea	CSO 2.1: To define the term imperialism. (K) CSO 2.2: To examine the factors responsible for the rise of Japanese imperialism. (A) CSO 2.3: To discuss the Sino-Japanese War of 1894-1895. (U) CSO 2.4: To examine the Sino-Japanese War of 1937. (A) CSO 2.5: To trace the causes and impact of the Manchurian Crisis of 1931. (K) CSO 2.6: To discuss on Japanese imperialism in Korea. (U)	10	18	
Unit 3 Rise of Militarism/Fascism	(a) Rise of Militarism: Nature and Significance (b) Russo-Japanese War (c) Second World War; American Occupation (d) Post-War Changes	CSO 3.1: To define the term militarism/Fascism. (K) CSO 3.2: To discuss on the factors for the rise of Japanese militarism. (U) CSO 3.3: To examine the causes and effects of the Russo-Japanese War of 1904-05. (A) CSO 3.4: To analyse the role of Japan in the 2 nd World War. (A)	14	22	

		<p>CSO 3.5: To assess the causes of defeat of Japan in the 2nd World War. (A)</p> <p>CSO 3.6: To explain the American Occupation of Japan from 1945-1952. (U)</p> <p>CSO 3.7: To discuss the Post-War Reconstruction of Japan. (U)</p>			
Unit 4 Emergence of Modern Korea	<p>(a) The Old Order and Institutional Decay: Joseon Korea</p> <p>(b) Korea's Interactions with the Western Powers and Korea's unequal Treaties with Japan</p> <p>(c) Attempts at Social, Political and Economic Reforms in Korea</p>	<p>CSO 4.1: To explain the factors responsible for the decay of Joseon dynasty. (U)</p> <p>CSO 4.2: To discuss the opening of Korea by Japan. (U)</p> <p>CSO 4.3: To evaluate Korea's interaction with the Western Powers. (A)</p> <p>CSO 4.4: To assess the unequal treaties Korea signed with Japan. (A)</p> <p>CSO 4.5: To examine the social, political and economic reforms in Korea that led to the modernization in Korea. (A)</p>	10	18	
Unit 5 Japan's Colonization	<p>(a) March First Movement and the Growth of Korean Nationalism</p> <p>(b) Institutional Transformation (1910-1945)</p> <p>(c) Post-War Changes</p>	<p>CSO 5.1: To define the term colonization. (K)</p> <p>CSO 5.2: To analyse the March First Movement of 1919 and the growth of Korean nationalism. (A)</p> <p>CSO 5.3: To discuss the institutional changes in Korea from 1910-1945. (U)</p> <p>CSO 5.4: To discuss the post-war changes in Korea.</p> <p>CSO 5.5: To analyse the Korean War of 1950-1953 and its impact. (A)</p>	10	18	

SUGGESTED READINGS

1. Sarao, K. T. S. (2017). Modern History of Japan (1868-1953). Delhi: Surjeet Publications
2. Singh, A. K. (1993). History of Far East in Modern Times. Delhi: Surjeet Publications

3. Seth, Michael J. (2009). A Concise History of Modern Korea. Rowman and Littlefield
4. Norman, E.H. Japan's Emergence as a Modern State: Political and Economic Problems of the Meiji Period
5. Peffer, Nathaniel (1994). The Far East: A Modern History. The University of Michigan Press
6. Pyle, Kenneth B. (1981). The Making of Modern Japan. Delhi: Surjeet Publications
7. Cummings, Bruce (1992). Korea's place in the Sun: Modern History. W.W. Norton and Co.
8. Mayers, Ramon H. and Peattie, Mark R. (1984). The Japanese Colonial Empire, 1895-1945. Princeton University Press
9. Hall, John W. (1970). Japan from Prehistory to Modern Times. Bantam Doubleday Dell
10. Vinacke, Harold M. (2011). A History of the Far East in Modern Times. Delhi: Surjeet Publications

Name of the Paper (Code) : History of Modern World (HSC 6.4)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of Modern World:**

CO 1	To help students in the understanding of the imperialistic policies of the European powers that culminated into the outbreak of the first global war.
CO 2	To give students a meaningful knowledge on the post- War political and economic developments.
CO 3	To aid the students in knowing the process that contributed to the rise of Adolf Hitler and Mussolini.
CO 4	To guide the students in the understanding of the causes and consequences of the Second World War and the subsequent peace settlements and the process of decolonization.
CO 5	To assist the students in the understanding of the decline of imperialism, process of decolonization and the origin of the Cold War.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Imperialism, War, and Crisis	a) Imperialism and Colonialism; Expansion of European Empires (b) Causes and Consequences of First World War (c) Russian Revolution of	CSO 1.1: To define the meaning of Imperialism and Colonialism. (K) CSO 1.2: To identify the factors leading to the expansion of European Empires. (K) CSO 1.3: To discuss on the causes of First World War. (U) CSO 1.4: To examine the consequences of the First World War.	16	24	

	1917	(A) CSO 1.5: To evaluate the causes and consequences of the Russian Revolution of 1917. (A)			
Unit 2 Aftermath of First World War	a) Woodrow Wilson's 14 Points (b) Treaty of Versailles (c) The Post 1919 World Order: The Great Depression and Recovery	CSO 2.1: To explain the life and career of Woodrow Wilson. (U) CSO 2.2: To assess the 14 Points of Woodrow Wilson. (A) CSO 2.3: To discuss on the Provisions of the Treaty of Versailles and its failure. (U) CSO 2.4: To describe the Post First World War Economic Crisis. (K) CSO 2.5: To discuss on the causes and impact of Great Depression. (U) CSO 2.6: To understand the mechanism developed to overcome the Crisis. (U)	12	20	
Unit 3 The Road to Second World War	a) League of Nations (b) Benito Mussolini and the Rise of Fascism in Italy (c) Adolf Hitler and the Rise of Nazism in Germany	CSO 3.1: To discuss the structure of The League of Nations. (U) CSO 3.2: To discuss on the Failure and Achievements of the League of Nations. (U) CSO 3.3: To define the meaning of Fascism. (K) CSO 3.4: To explain the factors leading to the rise of Fascism. (U) CSO 3.5: To assess the role of Benito Mussolini in the rise of Fascism in Italy. (A) CSO 3.6: To describe the early life of Adolf Hitler and his rise to power. (K)	10	18	
Unit 4 The Second World War	a) Causes and Consequences of Second World War (b) Peace Settlements (c) The United Nations	CSO 4.1: To discuss on the Causes of the Second World War. (U) CSO 4.2: To analyse the consequences of Second World War. (A) CSO 4.3: To explain the Five Peace Treaty signed in Paris. (U) CSO 4.4: To describe the structure of UN. (K) CSO 4.5: To assess the achievements of UN. (A)	12	20	
Unit 5	(a) Decline of	CSO 5.1: To discuss on the factors	10	18	

Aftermath of Second World War	Imperialism and the Concept of Decolonization (b) The End of European Empires (c) Meaning and Origin of Cold War	leading to the decline of Imperialism. (U) CSO 5.2: To define the term decolonization. (K) CSO 5.3: To describe the process of decolonization. (k) CSO 5.4: To discuss on the process leading to the end of European Empires. (U) CSO 5.5: To define the meaning of Cold War. (K) CSO 5.6: To discuss on the Origin of Cold War. (U)			
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SUGGESTED READINGS

1. Porter, Andrew (1994). European Imperialism, 1860 -1914. Palgrave Macmillan
2. Plowright, John (2007). The Causes, Course and Outcomes of World War Two. Palgrave Macmillan
3. Wood, Anthony (1985). History of Europe, 1815 – 1960. Longman
4. Jain and Mathur (2002). A History of the Modern World, 1500-2000 AD. Jaipur:Jain Prakashan Mandir
5. Barrowclough, G. (2000). An Introduction to Contemporary History. Penguin Books
6. Lowe, Norman (2016). Mastering Modern World History. Palgrave Macmillan
7. Taylor, A.J. P.(2000). The Struggle for Mastery in Europe, 1798-Present. Oxford University Press
8. Hazen, C. D. Modern Europe since 1789. New Delhi: S. Chand & Company Ltd.
9. Hayes, C. J. H.(1981). Contemporary Europe Since 1870. Delhi: Surjeet Publication
10. Hobsbawn, E.J. (1990). Nations and Nationalism since 1780.Cambridge University Press
11. Rao, B. V. (2011). History of Modern Europe, 1789-2010. Sterling Publishers
12. Mac Nall, Edward, Ralph, Philip Lee, Lerner, Robert E., Meacham, Standish (1991). World Civilizations, Vol. B and C. New York: W.W. Norton & Company

Name of the Paper (Code) : Introduction to Naga Oral Sources (HSS 6)

Number of Credit : 02

Number of Hours of Lecture : 30

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Introduction to Naga Oral Sources:**

CO 1	To make the students understand the basic concepts of orality and its scope and limitation as a source.
CO 2	To assist the students to understand the significance of oral tradition in reconstructing the history of the Nagas and the challenges involved.
CO 3	To create an understanding among the students, research ethics on oral history and undertake practical work to document Naga history through orality.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Oral Sources as a Source of History	(a) Definition and Sources (b) Scope and Limitation	CSO 1.1: To define the term orality. (K) CSO 1.2: To identify and discuss the different sources available for oral history. (K,U) CSO 1.3: To discuss the scope of oral history. (U) CSO 1.4: To examine the limitations of oral sources as a source of history. (A)	11	20	
Unit 2 Oral Sources and its Challenges	(a) Oral Tradition and Archaeological Evidence: Luradvu, Phor, Khezhakeno, Chungliyimti, Changsang Mongdi (b) Oral Sources and Challenges in the Study of Naga History	CSO 2.1: To explain oral tradition (U) CSO 2.2: To define oral history. (K) CSO 2.3: To examine ancestral sites of Luradvu, Phor and Khezhakeno in Phek District using oral sources and archaeological evidence. (A) CSO 2.4: To explore the ancestral sites of Chungliyimti and Changsang Mongdi under Tuensang District using oral sources and archaeological evidence. (A) CSO 2.5: To understand the significance of oral tradition in reconstructing the history of the Nagas and the challenges involved.	11	20	
Unit 3: Project Work	(a) Research Ethics on Oral Sources (b) Project work on Oral Sources of any Naga Village	CSO 3.1: To define the term Research Ethics. (K) CSO 3.2: To explain the application of research ethics on oral sources. (U) CSO 3.3: To assign practical work. (A)	8	10	

SUGGESTED READINGS

1. Vansina, Jan (1985). Oral Tradition as History. The University of Wisconsin Press
2. Hoopes, James (1979). Oral History: An Introduction for Students. The University of North Carolina Press
3. Thompson, Paul (2000). The voice of the past: Oral History. Oxford University Press
4. Aier, Anungla (2018). Studies on Naga oral tradition: Memories and Telling of Origin Myth and Migration, Vol. I. Dimapur: Heritage Publishing House
5. Visier, Sanyu (2008). A History of Nagas and Nagaland (A Dynamics of Oral Tradition in Village Formation). New Delhi: Commonwealth Publishers

6. Jamir, Tiatoshi, Vasa, Ditamulu & Tetsoe, David (2014). Archaeology of Naga Ancestral Sites: Recent Archaeological Investigation at Chungliyimti and Adjoining Sites, Vol. 1. Dimapur: Heritage Publishing House

Name of the Paper (Code) : Contemporary World (HSM 6)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Contemporary World:**

CO 1	To aid the students to analyse the origin of the Cold War and its further consequences.
CO 2	To enable the students to understand the disintegration of USSR, the reunification of Germany, the birth of European Union and the emergence of USA as a dominant world power.
CO 3	To help the students to assess the role of West Asia in world politics and understand the current global issues.
CO 4	To assist the students to understand the emergence of globalization and analyse the various contemporary drivers of globalization.
CO 5	To make the students assess the progress in science and technology, civil rights issues, adverse effects of Apartheid and women's liberation in contemporary times.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 The Cold War and its Legacies	(a) Meaning; Origins of Cold War (b) Conflicts in Cold War: Germany and Korea (c) Security Pacts: NATO, WARTO	CSO 1.1: To explain the meaning of Cold War. (U) CSO 1.2: To trace the history of the origins of the Cold War. (K) CSO 1.3: To examine the conflicts in Cold War by studying on the conflict in Germany. (A) CSO 1.4: To analyse the Cold War conflict in Korea and its repercussions. (A) CSO 1.5: To discuss the Security Pacts: NATO and WARTO. (U)	12	20	
Unit 2 Europe, USSR and USA (1985-2000)	(a) Disintegration of USSR (b) Reunification of Germany (c) Emergence of European Union (d) Emergence of USA as a	CSO 2.1: To explain on the disintegration of USSR. (U) CSO 2.2: To assess the reunification of Germany. (A) CSO 2.3: To discuss on the emergence of European Union. (U) CSO 2.4: To examine the core institutions and achievements of the European Union. (A)	12	20	

	Dominant World Power	CSO 2.5: To trace the emergence of USA as a dominant world power. (K)			
Unit 3 West Asia in World Politics	(a) Oil Politics; Arab-Israel Conflicts; Palestinian Issue (b) Suez Canal Crisis (c) Kuwait-Iraq War and its Impact	CSO 3.1: To explain about the oil politics in West Asia. (U) CSO 3.2: To discuss the Arab-Israel conflicts. (U) CSO 3.3: To examine the Palestinian issue. (A) CSO 3.4: To evaluate the Suez Canal crisis. (A) CSO 3.5: To explain the Kuwait-Iraq War and its impact. (U)	12	20	
Unit 4 Introduction to Globalization	(a) Meaning; Causes; Effects of Globalization (b) Various Dimensions of Globalization (c) WTO: Origin, Structure, Objectives	CSO 4.1: To explain the meaning and causes of globalization. (U) CSO 4.2: To assess the effects of globalization. (A) CSO 4.3: To determine the various dimensions of globalization. (A) CSO 4.4: To trace the history of the origin of World Trade Organization. (K) CSO 4.5: To explain the structure and objectives of WTO. (U)	12	20	
Unit 5 Age of Progress	(a) Science and Technology (b) Civil Rights Movements in USA (c) Apartheid; Women's Liberation Movement	CSO 5.1: To examine the development in science and technology in contemporary times. (A) CSO 5.2: To discuss on the Civil Rights Movements in USA. (U) CSO 5.3: To explain the Apartheid movement and its effects. (U) CSO 5.4: To define feminism. (K) CSO 5.5: To evaluate on the women's liberation movement in contemporary times. (A)	12	20	

SUGGESTED READINGS

1. Hayes, C. J. H (1981). Contemporary Europe since 1870. Delhi: Surjeet Publications
2. Lowe, Norman (2016). Mastering Modern World History. Palgrave Macmillan
3. Thompson, David (1968). The World History: 1914-1968. Oxford University Press
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7. Wood, Antony (1985). History of Europe, 1815 to 1960. Longman
8. Jain and Mathur (2002). A History of the Modern World, 1500-2000 AD. Jaipur: Jain Prakashan Mandir
9. Rao, B. V. (2015). World History: From Early Times to AD 2011. Sterling Publishers (P) Ltd.
10. Basu, Rumki (2012). International Politics: Concepts, Theories and Issues. Sage Publications
11. Srinivas, L.N. (1993). International Politics and Relations. New Delhi: SBD Publishers
12. Cole, Joshua and Symes, Carol. Western Civilization, Vol. II. W. W. Norton & Company
13. Sen, S. N. (2006). Contemporary World. New Delhi: New Age International (P) Limited Publishers

Semester: VII

Name of the Paper (Code) : Economy and Society in Ancient India (c. 1500 BCE to 600CE) (HSC 7.1)

Number of Credit : 04

Number of Hours of Lecture: 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Economy and Society in Ancient India (c. 1500 BCE to 600CE)**:

CO 1	To make the students critically analyse the various sources of reconstructing ancient India.
CO 2	To aid the students to understand society, economy and religious practices of the Rig Vedic period.
CO 3	To assist the students to understand society, economy and religious practices and the origin of the caste system of the Later Vedic period.
CO 4	To create an understanding among the students, the second phase of urbanization in India and assess the socio-economic condition of the Mauryas.
CO 5	To assist the students in the understanding of the socio-economic features of the Guptas.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Sources of Ancient India	(a) Introduction to the Sources: Literary Sources (b) Accounts of Foreign Travelers (c) Archaeological Sources	CSO 1.1: To define and understand the meaning of sources in history. (K) CSO 1.2: To explain the literary sources of ancient India. (U) CSO 1.3: To examine the difference between religious and secular text/sources. (A) CSO 1.4: To examine the various works on India written by foreign	12	20	

		travelers. (A) CSO 1.5: To discuss the various Archeological sources: inscriptions, numismatics, monuments, and other artifacts. (U)			
Unit 2 The Rig Vedic Period	(a) Debate on Origin of the Aryans; Varna; Booty Capture and Redistribution; Significance of Cattle; Agriculture (b) Types of Marriages; Status of Women; Education (c) Religious Beliefs and Practices	CSO 2.1: To discuss and examine the various theories on the origin of the Aryans in India. (U) CSO 2.2: To discuss the evolution of the word Varna and its meanings overtime. (U) CSO 2.3: To discuss the significance of cattle. (U) CSO 2.4: To examine the growth of agriculture. (A) CSO 2.5: To explain the types of marriages. (U) CSO 2.6: To examine the status and education of women. (A) CSO 2.7: To discuss the religious beliefs and practices. (U)	12	20	
Unit 3 The Later Vedic Period	(a) Discovery of Iron; Expansion of Agriculture and Economic Growth (b) Social Differentiation; Gotra; Status of Women (c) Ashrama; Religious Beliefs and Practices	CSO 3.1: To examine the significance of the discovery of iron. (A) CSO 3.2: To explain the expansion of agriculture and economic growth. (U) CSO 3.3: To trace the evolution of caste system. (K) CSO 3.4: To examine the emergence of Gotra system. (A) CSO 3.5: To explain the position and status of women during the later Vedic period. (U) CSO 3.6: To discuss the various stages of life according to Hindu philosophy. (U) CSO 3.7: To discuss the religious beliefs and practices of the Later Vedic people. (U)	12	20	
Unit 4 The Mahajanapadas and the Maurya	(a) Second Urbanization; General Features of the Mahajanapadas	CSO 4.1: To explain the various factors for the growth urbanization. (U) CSO 4.2: To define Mahajanapadas. (K) CSO 4.3: To discuss the common	12	20	

Empire	(b) Agricultural Policies of the Mauryas; Commodity Production; Trade (c) Sources and Methods of Taxation; Social Relevance of Dhamma	features of the Mahajanapadas. (U) CSO 4.4: To discuss the various agricultural policies of the Mauryan period. (U) CSO 4.5: To discuss the various economic activities of the Mauryas. (U) CSO 4.6: To discuss the different types of taxes and revenues during the Mauryas. (U) CSO 4.7: To examine the social relevance of Ashoka's Dhamma. (A)			
Unit 5 The Guptas	(a) Changes in the Agrarian Structure; Changing Concepts of Land Ownership (b) Practice of Land Grants; Nature of Trade and Commerce (c) Varna; Proliferation of Jatis; Changing Norms of Marriage and Property	CSO 5.1: To discuss the different types of land ownership. (U) CSO 5.2: To explain the secular and religious land grants during the Gupta period. (U) CSO 5.3: To discuss the nature of trade and commerce. (U) CSO 5.4: To examine the proliferation of Jatis as a distinctive feature of the society during the period. (A) CSO 5.5: To discuss the subjugation of women in the society. (U)	12	20	

SUGGESTED READINGS

1. Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*, 2nd Revised edition. Bombay
2. Kosambi, D. D. (1975). *The Culture and Civilization of Ancient India in Historical Perspective*. Delhi
3. Jha, D. N. (2004). *Early India: A Concise History (From the Beginning to the twelfth century)*. New Delhi: Manohar Publishers and Distributors
4. Jha, D. N. (1980). *Studies in Early Indian Economic History*. Delhi
5. Thapar, Romila (1992). *Early India (From the Origins to AD 1300)*. New Delhi: Oxford India
6. Kulke, Hermann and Rothermund, Dietmar (2017). *A History of India*. Routledge
7. Sharma, R. S (2016). *India's Ancient Past*. Oxford University Press
8. Jha, D. N. (2019). *Ancient India in Historical Outline*. New Delhi: Manohar Publishers
9. Majumdar, Rohit (2021). *Ancient Indian History: 7000 BCE to Islamic Settlement*. Sage Publications
10. Thakkar, Munaf (2022). *History of Post Gupta Dynasties*. Delhi: Peridot

11. Sastri, K. A. Nilakanta (1996). Age of the Nandas and Mauryas. Motilal Banarsidass Publishers
 12. Singh, Upinder (2009). *A History of Ancient and Early Medieval India; From the Stone Age to the 12th Century*. Pearson

Name of the Paper (Code) : Contemporary World (1945-2000) (HSC 7.2)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Contemporary World (1945-2000):**

CO 1	To aid the students analyse the origin of the cold war and its further consequences.
CO 2	To make the students understand geo-political developments in the cold war era.
CO 3	To create an understanding among the students, the role of west Asia in world politics and understand the current global issues.
CO 4	To make the students understand the progress in agriculture, science and technology, civil rights issues and women’s liberation in contemporary times.
CO 5	To assist the students, understand the emergence of globalisation and analyse the various contemporary drivers of globalisation.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Cold war and Bilateralism in World Politics	(a) Meaning and Origin (b) Conflicts in Cold War: Berlin Crisis, Vietnam War, Cuban Crisis (c) Pacts and Treaties: NATO, CENTO, SEATO, ANZUS, Warsaw Pact (d) End of Cold War	CSO 1.1: To explain the meaning of Cold War. (U) CSO 1.2: To trace the history of the origins of the Cold War. (K) CSO 1.3: To examine the conflicts in Cold War by studying on the conflict in Germany. (A) CSO 1.4: To analyse the Cold War conflict in Vietnam and its repercussions. (A) CSO 1.5: To analyse the Cold War conflict in Cuba. (A) CSO 1.6: To discuss the Security Pacts: NATO, CENTO, SEATO, ANZUS, Warsaw Pact. (U) CSO 1.7: To elaborate on the end of the Cold War. (U)	14	22	
Unit 2 Emergence of Third World	(a) UNO: Origin, Structure, Allied Bodies	CSO 2.1: To explain on the origin, structure and allied bodies of UNO. (U)	10	18	

	(b) Achievements and Failures of the UNO (c) Non-Aligned Movement: Concept, Features, Results	CSO 2.2: To assess the achievements of UNO. (A) CSO 2.3: To discuss on the failures of the UNO. (U) CSO 2.4: To examine the background and concept of the Non-Aligned Movement. (A) CSO 2.5: To understand the features and results of the Non-Aligned Movement. (U)			
Unit 3 West Asia in World Politics	(a) Oil Politics; Arab-Israel Conflicts; Palestinian Issue (b) Suez Crisis (c) Kuwait-Iraq War and its Impact	CSO 3.1: To explain about the oil politics in West Asia. (U) CSO 3.2: To discuss the Arab-Israel conflicts. (U) CSO 3.3: To examine the Palestinian issue. (A) CSO 3.4: To evaluate the Suez Canal crisis. (A) CSO 3.5: To explain the Kuwait-Iraq War and its impact. (U)	12	20	
Unit 4 Age of Progress	(a) Industry, Agriculture, Science, Technology, Communication, Information (b) Civil Rights Movements; Apartheid (c) Concepts of Feminism	CSO 4.1: To examine the development in agriculture, science and technology, communication and information system in contemporary times. (A) CSO 4.2: To discuss on the history of Civil Rights Movements. (U) CSO 4.3: To explain the Apartheid movement and its effects. (U) CSO 4.4: To define feminism. (K) CSO 4.5: To evaluate on the women's liberation movement in contemporary times. (A)	12	20	
Unit 5 Globalization	(a) Meaning, Causes and Effects (b) WTO: Origin, Structures and Objectives (c) Concept of Liberalization, Privatization, Globalization	CSO 5.1: To explain the meaning and causes of globalization. (U) CSO 5.2: To assess the effects of globalization. (A) CSO 5.3: To trace the history of the origin of World Trade Organization. (K) CSO 5.4: To explain the structure and objectives of WTO. (U) CSO 5.5: To define Liberalization.	12	20	

	(LPG); European Union; BRIC	(K) CSO 5.6: To explain the concept of Privatization. (U) CSO 5.7: To examine the emergence of European Union. (A) CSO 5.8: To explain the core institutions and achievements of European Union. (U) CSO 5.9: To assess the BRIC. (A)		
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1. Hayes, C. J. H (1981). Contemporary Europe since 1870. Delhi: Surjeet Publications
2. Thompson, David (1968). The World History: 1914-1968. Oxford University Press
3. Mac Nall, Edward, Ralph, Philip Lee, Lerner, Robert E., Meacham, Standish (1991). World Civilizations, Vol. B and C. New York: W.W. Norton & Company
4. Taylor, A. J. P (2000). The Struggle for Mastery in Europe, 1798-Present. Oxford University Press
5. Conwell, R. D. (1969). World History in the Twentieth Century. Longman
6. Wood, Antony (1985). History of Europe, 1815 to 1960. Longman
7. Jain and Mathur (2002). A History of the Modern World, 1500-2000 AD. Jaipur: Jain Prakashan Mandir
8. Rao, B. V. (2015). World History: From Early Times to AD 2011. Sterling Publishers (P) Ltd.
9. Basu, Rumki (2012). International Politics: Concepts, Theories and Issues. Sage Publications
10. Srinivas, L.N. (1993). International Politics and Relations. New Delhi: SBD Publishers
11. Dutta, Prof. K. N. & Kumar, Dr. Manoj (2023). Understanding Global Politics. Balaji Publishers
12. Cole, Joshua and Symes, Carol. Western Civilization, Vol. II. W. W. Norton & Company

Name of the Paper (Code) : Historiography and Research Methodology (RM)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Historiography and Research Methodology:**

CO 1	To create an understanding among the students, historiography and the role it does in shaping history as we know it.
CO 2	To make the students comprehend the many kinds of sources available for the study of history and how to connect with the right sources.
CO 3	To aid the students explore the many realms and dimensions on how to read and write history.

CO 4	To aid students obtain a broad understanding on the idea of research methodology and how to do good historical research.
CO 5	To make the students understand the concepts and theories of book reviews and case studies.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Preliminaries	(a) History and Historiography (b) Preconditions of Historiography (c) Philosophy and Theories of History	<p>CSO 1.1: To define the nature, meaning and scope of history. (K)</p> <p>CSO 1.2: To distinguish and differentiate History from historiography. (U)</p> <p>CSO 1.3: To trace the historical background and aspects to the study of Historiography. (U)</p> <p>CSO 1.4: To compare and contrast the available sources in studying history. (A)</p> <p>CSO 1.5: To examine the old manuscripts and understand the origin of how history was first written. (A)</p> <p>CSO 1.6: To define the meaning and nature of historiography and understand its various aspects. (K)</p> <p>CSO 1.7: To discuss the various relationship history shares with other humanities and social sciences papers. (U)</p> <p>CSO 1.8: To define philosophy. (K)</p> <p>CSO 1.9: To explain the different kinds of philosophy. (U)</p> <p>CSO 1.10: To explain the applicability of Philosophical in every field. (U)</p> <p>CSO 1.11: To discuss on various philosophical theories of history. (U)</p>	14	22	
Unit 2	(a) Greek	CSO 2.1: To discuss the ancient	12	20	

Ancient Historiography	Historiography (b) Roman Historiography (c) Chinese Historiography	sources available for the study of History. (U) CSO 2.2: To compare and contrast the different writing styles of the ancient past. (U) CSO 2.3: To assess the old manuscripts and understand the origin of written history. (K) CSO 2.4: To ascertain the legacy left behind by the ancient Greeks. (K) CSO 2.5: To trace the origin of Roman Historiography. (K) CSO 2.6: To compare and contrast the historiography of the Greeks and the Romans. (U) CSO 2.7: To identify the Far East culture of record keeping from the Chinese. (K)			
Unit 3 Modern and Medieval Historiography	(a) Medieval Historiography (Christian, Persian and Arabic) (b) Modern Historiography (Colonial, Nationalist, Communist and Marxist) (c) Indian Historiography (d) Subaltern Studies	CSO 3.1: To discuss the shift of balance from the west to the Middle East in the art of record keeping. (U) CSO 3.2: To discuss various authors from the Islam Community. (U) CSO 3.3: To discuss the various authors from the Christian community. (U) CSO 3.4: To explain the shift in dynamics from man to god in the art of historical record keeping. (U) CSO 3.5: To examine various dimensions of studying modern history. (A) CSO 3.6: To elaborate on the contribution of women on the study of history. (K) CSO 3.7: To explain various subaltern studies. (U)	12	20	
Unit 4 Historical Research	(a) Archives and its Role	CSO 4.1: To define archives and its agencies. (K)	14	22	

<p>& Methodology</p>	<p>(b) Objectivity and Subjectivity in History (c) Role of Individuals and Institutions (d) Preliminary, Analytical and Synthetic Operations (e) Pre-requisites of a Researcher, Choice of Topic, Data Collection and Interviews, Synthesis and Hypothesis, Footnotes and Endnotes, Chapterization and Bibliography (f) APA, MLA and Chicago Reference Format</p>	<p>CSO 4.2: To identify the various types of archives. (K) CSO 4.3: To differentiate between the reliable and unreliable kinds of archives. (U) CSO 4.4: To explain objectivity and Subjectivity in History. (U) CSO 4.5: To discuss the role played by certain institutions and personalities in the shaping of history. (U) CSO 4.6: To define research. (K) CSO 4.7: To discuss on historical research. (U) CSO 4.8: To explain on the requirements of a good research. (U) CSO 4.9: To elaborate on the process of dissertation. (U) CSO 4.10: To explain synopsis and proposal terminology. (U) CSO 4.11: To define the tools used in a research process. (K) CSO 4.12: To explain on the various kinds of synopsis and proposal format. (U) CSO 4.13: To explain the format of dissertation. (U) CSO 4.14: To explain the various kinds of popular referencing styles. (U)</p>			
<p>Unit 5 Case Studies and Book Reviews</p>	<p>(a) Thucydides, Arnold Toynbee and Nilakanta Shastri (Case Studies) (b) “Histories” by Herodotus and any Historical Book of the Student’s Choice (Book Reviews)</p>	<p>CSO 5.1: To define case studies and book reviews. (K) CSO 5.2: To explain on the various kinds/styles of case studies and book reviews. (K) CSO 5.3: To bring out the relevance of case studies and books reviews in the society. (U) CSO 5.4: To apply practical methods on how to do book reviews and case studies. (A)</p>	<p>8</p>	<p>16</p>	

		<p>CSO 5.5: To explain why certain topics are worthy of case studies and book reviews. (U)</p> <p>CSO 5.6: To assign practical work on book reviews, case studies and dissertation. (A)</p>			
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SUGGESTED READINGS

1. Carr, E. H. (1963). What is History. London: Penguin Classics
2. Bhattacharya, Bikash (2016). An Introduction to Historiography. Dominant Publishers & Distributors
3. Collingwood, R.G. (1994). The Idea of History. Oxford University Press
4. Bloch, Marc (1964). The Historian's craft. Vintage
5. Dray, W.H. (1966). Philosophy Analysis and History. Harper and Row
6. Sreedharan, E. (2004). A Textbook on Historiography, 500 BC to AD 2000. Delhi: Orient Blackswan
7. Hockett, Hock C. (1955). The Critical Method in Historical Research and writing. Macmillan
8. Hobsbawm, E.J., Marx, Karl (1989). Pre- Capitalist Economic Formations. International Publishers
9. Scott, Joan W. (ed) (1996). Feminism and History. Oxford University Press
10. Scott, Joan W. (2018). Gender and the Politics of History. Columbia University Press, 30th Anniversary Ed.
11. Ali, B. Sheik (2022). History: Its Theory and Method. Laxmi Publications

Name of the Paper (Code) : Political History of the Nagas (HSM 7)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Political History of the Nagas:**

CO 1	To make the students understand the type of governance practiced by the Nagas during pre-colonial period and the significance of the institution of Morung.
CO 2	To aid the students in the understanding of early British contacts with the Nagas and how the annexation of Naga Hills unfolded.
CO 3	To make the students aware of the transformation of Naga polity as a result of the introduction of colonial administration.
CO 4	To aid the students gain an insight on the role played by the Nagas in First World War and the consequent major developments that influenced the growth of Naga Nationalism.
CO 5	To assist the students in the understanding of the major political developments in post-Independence period that led to the creation of the State of Nagaland.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
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Unit 1 Pre-Colonial Naga Polity	(a) Pre-Colonial Naga Village Chief: Powers and Functions (b) Village Council- Function of the Village Council: Executive, Administrative, Judicial (c) Institution of Morung	CSO 1.1: To explain the pre-Colonial Naga polity. (U) CSO 1.2: To discuss on the practice of chieftainship among different Naga tribes. (U) CSO 1.3: To discuss the powers and functions of the pre-Colonial Naga village chief. (U) CSO 1.4: To examine and understand the pre-Colonial village council and its functions. (A) CSO 1.5: To analyse the importance of the institution of Morung. (A)	12	20	
Unit 2 Early British Contact and Annexation	(a) Treaty of Yandaboo (1826) (b) Early British Contact with the Nagas (c) First Stage of Annexation (d) Second Stage of Annexation	CSO 2.1: To examine the significance of the Treaty of Yandaboo and its impact on Naga Hills. (A) CSO 2.2: To assess the early British contact with the Nagas. (A) CSO 2.3: To understand the Anglo-Naga relations from 1832-1879. (U) CSO 2.4: To explain the Battle of Khonoma and its impact. (U) CSO 2.5: To evaluate the second stage of annexation of Naga Hills. (A)	14	22	
Unit 3 Consolidation of the British Rule	(a) The Colonial Administrative Policy (b) Transformation of Naga Political System: Gaonbura, Dobashi, District Officers	CSO 3.1: To assess the Colonial administrative policy and its impact. (A) CSO 3.2: To examine the transformation of Naga political system under British rule. (A) CSO 3.3: To explain the role of Goanbura during colonial period. (U) CSO 3.4: To trace the beginning of the institution of Dobashi and the role they played in the administration of Naga Hills. (K) CSO 3.5: To assess the role of District Officers in the administration of Naga Hills. (A)	10	18	
Unit 4 Emergence of Naga Nationalism	(a) Nagas in the First World War (b) Formation of Naga Club (1918) and Simon	CSO 4.1: To explain the participation of Nagas in the First World War and how it spunk the growth of Naga nationalism. (U) CSO 4.2: To trace the formation of Naga Club and the role played by the Naga Club.	12	20	

	Commission (c) Formation of the NNC (d) Akbar Hydari Agreement	(K) CSO 4.3: To explain the arrival of Simon Commission and its impact on the Nagas, (U) CSO 4.4: To evaluate the circumstances that led to the formation of Naga National Council and the role played by the Council, (A) CSO 4.5: To examine the 9 points of the Hydari Agreement and the result of the Agreement. (A)			
Unit 5 Political Developments since Independence	(a) Naga Resistance Movement (1951 to 1953) (b) Formation of Federal Government (c) Naga People's Convention (d) Emergence of Nagaland State	CSO 5.1: To explain the Naga resistance movement from 1951 to 1953. (U) CSO 5.2: To trace the formation of the Naga Federal Government and it's functioning. (K) CSO 5.3: To assess the role played by A.Z. Phizo in Naga national movement. (A) CSO 5.4: To explain the three Naga People's Convention and the result of the Convention. (U) CSO 5.5: To understand the process leading to the emergence of Nagaland State in 1963. (U)	12	20	

SUGGESTED READINGS

1. Venuh, Neivetso (2005). British Colonization and Restructuring Naga Polity. New Delhi: Mittal Publication
2. Aosenba (2001). The Naga Resistance Movement; Prospects of Peace and Armed Conflict. New Delhi: Regency Publication
3. Achumi, Piketo (2012). British Policy and Administration in Nagaland (1881-1947). New Delhi: Scholar Publishing House
4. Elwin, Verrier (1969). The Nagas in the Nineteenth Century. Oxford University Press
5. Horam, M. (1975). Naga Polity. B. R. Publishing Corporation
6. Yonuo, Asoso (1974). The Rising Nagas: A Historical and Political Study. Vivek Publishing House
7. Barpujari, H. K. Problem of the Hill Tribes; North East India, Vol. II
8. Alemchiba, M. (2017). A Brief Historical Account of Nagaland. Kohima: Naga Institute of Culture
9. Chaube, S. K. (2012). Hill Politics in North East India. Orient BlackSwan
10. Mackenzie, A. (2001). The North East Frontier of India. New Delhi: Mittal Publications
11. Sema, Hokishe (1986). Emergence of Nagaland. Vikas Publishing House

Name of the Paper (Code) : Tribal History of North East India (HSM 8)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Tribal History of North East India**:

CO 1	To make the students inquisitive and sensitive to their ethnic identity and to understand the concept and meanings of tribe.
CO 2	To aid the students gain knowledge on the structure of the family, Kinship and clan system of the Northeast tribes and the nature and characteristics of tribal religion.
CO 3	To make the students get an overview of the polity of the tribals of Northeast India, justice delivery system practiced in the past and the economic activities carried out for survival.
CO 4	To assist the students understand the unique significance and common practices of megaliths and its implications in the society.
CO 5	To create an understanding among the students, the changes in socio-political, administration and religious practices of the Tribe.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Introduction	(a) Definitions, Theories and Characteristics of Tribe (b) Sources of Tribal History: Oral Sources and Ethnographic Writings (c) Tribes of North East India	CSO 1.1: To define the term tribe. (K) CSO1.2: To understand the theories and characteristics of tribe. (U) CSO1.3: To examine the sources of tribal history. (A) CSO1.4: To differentiate the types of oral sources. (U) CSO1.5: To discuss the various ethnographic writings. (U) CSO 1.6: To identify the tribes of northeast India. (K)	12	20	
Unit 2 Society and Religion	(a) The Family; Kinship; Clan System (b) Festivals (c) Rituals and Ceremonies	CSO 2.1: To discuss the composition of family, kinship and clan system. (U) CSO 2.2: To discuss the importance of tradition and value system. (U) CSO 2.3: To explore the different types of festivals. (A) CSO 2.4: To explain why festivals are celebrated. (U) CSO 2.5: To discuss about God, Deities and Spirits. (U) CSO 2.6: To describe the ancestor worship. (K) CSO 2.7: To discuss the worship of	12	20	

		nature. (U) CSO 2.8: To explore the different rituals and ceremonies. (A)			
Unit 3 Polity and Economy	(a) Traditional System of Governance: Village Government, Village Organization (b) Judicial System (c) Subsistence System	CSO 3.1: To examine the traditional system of governance. (A) CSO 3.2: To examine the village Government. (A) CSO 3.3: To examine village organization. (A) CSO 3.4: To discuss the village citizenship. (U) CSO 3.5: To discuss the judicial system. (U) CSO 3.6: to Identify patterns of subsistence activity. (K) CSO 3.7: To explore terrace cultivation through Irrigation. (A) CSO 3.8: To identify terracing technology. (K) CSO 3.9: To explain the jhum cultivation- jhum field burning and the method of crop planting and sowing. (U)	12	20	
Unit 4 Megalithic practice of the tribes of Northeast	(a) Types of Megaliths, its Significance (b) Distribution of Megaliths (c) Comparative Study of Megaliths	CSO 4.1: To indicate the different types of megaliths which includes standing stones either singly or in alignment, table stones or stone seats supported by three smaller stones, stone platforms carrying a stone upright on top, cairns or heap of stones. (K) CSO 4.2: To explore the functional classification of megaliths-memorial stone and commemorative stone. (A) CSO 4.3 To examine the technological aspects of the megaliths. (A) CSO 4.4: To cite the distribution of megaliths. (K) CSO 4.5: To compare and study the different types of Megaliths. (U)	12	20	
Unit 5 Colonialism and its Impact	(a) British Administration and its Impact (b) Christianity and its Impact	CSO 5.1: To indicate how the British came into contact with the northeast people. (K) CSO 5.2: To discuss the British administration and its impact on the	12	20	

	(c) Modernization and its Impact	political and economic history of northeast. (U) CSO 5.3: To discuss the impact of Christianity on the society and religion of the people. (U) CSO 5.4: To identify the impact of modernization. (K)			
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SUGGESTED READINGS

1. Aier, A. (2018). Studies on Naga Oral Tradition: Memories and Telling of Origin Myth and Migration, Vol.1. Dimapur: Heritage Publishing House
2. Bhattacharya, Rituparna.(Ed)(2023). Northeast India through the Ages, A Transdisciplinary Perspective on Prehistory,History and Oral History. New York: Routledge
3. Das Gupta, Pranab Kumar.(1989).Life and Culture of Matrilineal Tribe of Meghalaya. Delhi: MC Mittal, Inter India Publications
4. Dena,Lal. (2008). In Search of Identity: Hmars of North-East India. New Delhi: Akansha Publishing House
5. Hutton, J.H.(2003). The Angami Nagas, Third Edition, Kohima: Directorate of Art and Culture, Government of Nagaland
6. Malsawliana (2017). Megalithic Culture of Mizoram. New Delhi: Research India Press
7. Mills, J.P. (1982). The Rengma Nagas. Second Edition.Kohima: Directorate of Art and Culture, Government of Nagaland
8. Nienu,V.(2015). Naga Cultural Milieu: An Adaption to Mountain Ecosystem. San Francisco Dorylus Publishing Group
9. Shikhu, Inato Yekhetto (2016). A Rediscovery and Rebuilding of a Naga Cultural Values-An Analytical Approach with Special Reference to the Maori as a Colonized and Minority Group of people in New Zealand. Delhi: Regency Publication
10. Vansina, Jan. (1985). Oral Tradition as History. University of Wisconsin Press
11. Von Fürer-Haimendorf, Christoph. (1982). Tribes of India: The Struggle for Survival. Berkeley: University of California Press. <http://ark.cdlib.org/ark:/13030/ft8r29p2r8/>

Semester: VIII

Name of the Paper (Code) : Gender and Society in India c. 1800 to the Present (HSC 8.1)
Number of Credit : 04
Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Gender and Society in India c. 1800 to the Present:**

CO 1	To make the students understand the origin of feminism and the concept of gender.
CO 2	To create an understanding among the students, the various social reform movements in colonial India.

CO 3	To assist the students in the understanding of the contribution of women in the national movement and contribution of women from the North East India.
CO 4	To make the students understand the conflict in North East India and its impact on women.
CO 5	To create an understanding among the students, the representation of women in media and popular culture and the gender issues in India.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Introduction	(a) Origin of Feminism and its Waves (b) Concepts of Gender (c) Scope and Relevance	CSO 1.1: To define what is gender, sex feminism. (K) CSO 1.2: To discuss the relationship between gender and sex. (U) CSO 1.3: To discuss the origin of women's movement and feminism. (U) CSO 1.4: To discuss various concepts relating to gender and women's studies. (U) CSO 1.5: To explore the need for the study of gender studies. (A) CSO 1.6: To examine the scope of the paper in higher studies and research. (A)	12	20	
Unit 2 Women and Social Reform Movement	(a) Emergence of Women's Questions in the 19 th Century (b) Social Reformers (c) Gandhi; Ambedkar and Nehru on Women	CSO 2.1: To discuss the origin of women's movement in India. (U) CSO 2.2: To define social reform. (K) CSO 2.3: To discuss the role and contribution of various social reformers. (U) CSO 2.4: To examine Nehru's, Ambedkar's and Gandhi's perspective on Indian women. (A)	12	20	
Unit 3 Women in the Nationalist Movement	(a) The Revolt of 1857 and the Partition of Bengal (b) Women's Participation in Gandhian Movement (c) North East	CSO 3.1: To define what is nationalism, nationalist, colonialism. (K) CSO 3.2: To discuss the participation and role of women in the revolt of 1857 and partition of Bengal. (U) CSO 3.3: To discuss the role of Gandhi in women's nationalist movement. (U)	12	20	

	Women in the Nationalist Movement	<p>CSO 3.4: To discuss role of few outstanding women nationalist and their contribution. (U)</p> <p>CSO 3.5: To highlight the nationalist movement in the North East. (U)</p> <p>CSO 3.6: To examine the role and contribution of women nationalist from the North East India. (A)</p>			
Unit 4 Women and Armed Conflict in North East India	<p>(a) Armed Forces (Special Powers) Act, 1958</p> <p>(b) Violence against Women and its Impact</p> <p>(c) Emergence of Women's Organizations</p>	<p>CSO 4.1: To define conflict, armed conflict. (K)</p> <p>CSO 4.2: To discuss the historical background of armed conflict in North East. (U)</p> <p>CSO 4.3: To understand the origin of the AFSPA, 1958. (U)</p> <p>CSO 4.4: To examine the various clauses of AFSPA, 1958. (K)</p> <p>CSO 4.5: To explain the evolution of various women's organizations in the North East. (U)</p>	12	20	
Unit 5 Gender Issues in India	<p>(a) Gender and Media Representations: Stereotypes, Objectification and Sexualisation</p> <p>(b) Human Trafficking</p> <p>(c) Female Foeticide and Infanticide, Dowry</p>	<p>CSO 5.1: To define media, representation, stereotypes, objectification, sexualisation. (K)</p> <p>CSO 5.2: To explain the negative and unbalanced portrayal of gender in media. (U)</p> <p>CSO 5.3: To define human trafficking. (K)</p> <p>CSO 5.4: To address the causes, types and impact of human trafficking. (U &A)</p> <p>CSO 5.5: To define female feticide, infanticide, and dowry. (K)</p> <p>CSO 5.6: To discuss the causes of social evils prevalent in the Indian society. (U)</p> <p>CSO 5.7: To discuss the various laws relating to social evils. (U)</p> <p>CSO 5.8: To explore the challenges for eradicating social evils. (A)</p>	12	20	

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1. Jaggar, A. M. (1983). Feminist Politics and Human Nature. New Jersey

2. Seal, Anil (1971). The Emergence of Indian Nationalism. Cambridge University Press
3. Chandra, Bipan (1998). India's Struggle for Independence. New Delhi: Vikas Publisher
4. Nanda, B. R. (1978). Essays in Indian Nationalism. New Delhi
5. Krishnamurthy J. (ed.) (1999). Women in colonial India: Essays on Survival, Work and the State. New Delhi: OUP
6. Miles, Rosalind (1993). The Women's History of the World. Harper Collins
7. Yuval-Davis, Nira (1997). Gender and Nation. London: Sage Publications
8. Forbes, Geraldine (1996). Women in Modern India. Cambridge University Press
9. Kumar, Radha (1993). The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India (1800-1990). Delhi

Name of the Paper (Code) : Economy, Society and Religion in Medieval India (1206-1707) (HSC 8.2)

Number of Credit : 04

Number of Hours of Lecture: 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Economy, Society and Religion in Medieval India (1206-1707)**:

CO 1	To make the students understand the prevailing social and economic condition of India during the reign of the Sultanate of Delhi.
CO 2	To aid students understand the many kinds of Land Revenue and administrative systems imposed during the Sultanate and the Mughal era.
CO 3	To create understanding among students, the relationships between agrarian policy and the rise of industries.
CO 4	To aid the students analyze the peasant economy of medieval India.
CO 5	To assist the students in the understanding of the causes and impacts of the religious revival in India during the Medieval period.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Prominent Socio-Economic Features under the Sultanate	a) Agricultural Production and Land Revenue System under the Sultanate System of Delhi. b) Rural Commerce; Urban Market and Prices;	CSO 1.1: To outline the society under the Sultanate period. (K) CSO 1.2: To outline the economic features during the Sultanate period. (K) CSO 1.3: To discuss the agricultural patterns under the Sultanate period (U) CSO 1.4: To describe Land Revenue	12	20	

	<p>Currency System; Sarrafs</p> <p>c) The Ruling Class and Social Composition of the Nobility in the Sultanate</p>	<p>system under the Sultanate period. (U)</p> <p>CSO 1.5: To examine the growth of rural economy under the Sultanate. (K)</p> <p>CSO 1.6: To identify the role and importance of Sarrafs during the Sultanate period. (U)</p> <p>CSO 1.7: To elaborate the important functions of nobility class of the Sultanate period. (U)</p> <p>CSO 1.8: To ascertain the role of nobility in politics. (A)</p>			
<p>Unit 2</p> <p>Land Revenue and Administrative Systems</p>	<p>a) Zabt System</p> <p>b) Chauth and Sardesmukhi</p> <p>c) Mansabdari and Jagirdari system</p> <p>(d) The Jagirdari Crisis and its impacts</p> <p>(e) Zamindar System</p>	<p>CSO 2.1: To analyse the various land revenue systems. (A)</p> <p>CSO 2.2: To discuss the administrative systems during the Mughal Period. (U)</p> <p>CSO 2.3: To characterize the features of the Zabt system and indicate the impact of Zabt system. (K)</p> <p>CSO 2.4: To identify taxation system under the Marathas. (K)</p> <p>CSO 2.5: To discuss the Chauth and Sardeshmukhi system of taxation. (U)</p> <p>CSO 2.6: To identify the similarities and differences of Chauth and Sardeshmukhi system of taxation. (K)</p> <p>CSO 2.7: To define the Mansabdari and Jagirdari System. (K)</p> <p>CSO 2.8: To elaborate the features of Mansabdari and Jagirdari system. (U)</p> <p>CSO 2.9: To illustrate the impact of Mansabdari and Jagirdari system. (A)</p> <p>CSO 2.10: To describe Zamindari system. (K)</p> <p>CSO 2.11: To analyze the impact of the Zamindari system. (A)</p>	14	22	

Unit 3 Agrarian and Industrial System	(a) Nature and Extent of Control (b) Land Revenue Experiments (c) Re-organisation of the Mughal Subahs (d) Industrial Activities in the Mughal Period	CSO 3.1: To identify the agrarian and industrial system during the Sultanate period. (K) CSO 3.2: To identify the agrarian and industrial system during the Mughal period. (K) CSO 3.3: To identify the circumstances leading to the re-organisation of Subah system. (U) CSO 3.4: To evaluate the outcome of the Subah. (A) CSO 3.5: To discuss the economy under the Mughal period. (U) CSO 3.6: To examine the standardization of coinage under Mughal period. (A) CSO 3.7: To determine industrial growth under the Mughal period. (A)	12	20	
Unit 4 Peasant Economy	(a) Land Revenue Demand and its Impact on the Peasant Economy; Peasant Resistance: Significance and Impact (b) Debates on the Nature of Medieval Indian Economy (c) Free Peasant Economy (d) Potential Capitalistic Development	CSO 4.1: To describe the Land Revenue pattern. (K) CSO 4.2: To discuss the various land revenue policies and its impact on the Peasants. (U) CSO 4.3: To identify the causes, nature and results of the peasant movements. (K) CSO 4.4: To evaluate on the rise of Indian feudalism. (A) CSO 4.5: To examine debates on Indian feudalism. (A) CSO 4.6: To describe the condition of peasants during the medieval period. (K) CSO 4.7: To discuss the growth of capitalism in Mughal period. (U)	10	18	
Unit 5 Religious Movement	(a) Bhakti Movement (b) Emergence of Neo-Vaishnavism in Assam (c) Sufism (d) Sikhism	CSO 5.1: To outline the various religious movements during the medieval period. (K) CSO 5.2: To identify the socio-economic reasons for the growth of Bhakti movement. (A) CSO 5.3: To determine the changes brought about by the Bhakti	12	20	

		<p>movement. (A)</p> <p>CSO 5.4: To identify the causes that led to the rise of Neo- Vaishnavism in Assam. (K)</p> <p>CSO 5.5: To discuss the impact of Neo- Vaishnavism on the society. (U)</p> <p>CSO 5.6: To ascertain the reasons for growth of Sikhism. (A)</p> <p>CSO 5.7: To discuss the growth and impact of Sufism. (U)</p>			
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SUGGESTED READINGS

1. Siddiqui, N.A. (1970). *Land Revenue System under the Mughla*. Bombay
2. Mukhia, Harbans (1993). *Perspectives on Medieval History*. Delhi
3. Moreland, W.H. (1968). *Agrarian System of Moslem India*. Delhi
4. Habib, Irfan (1966). *Agrarian System of Mughal India*. Delhi
5. Habib, Irfan (1971). *Economic History of India, Vol. I*. Delhi
6. Rashid, A. (1969). *Society and Culture in Medieval India*. Calcutta
7. Qureshi, I.H. (1971). *Administration of the Sultanate of Delhi*. Delhi
8. Jaiswal, Suvira (1967). *The Origin and Development of Vaishnavism*. Delhi
9. Nizami, K.A. (1968). *Some Aspects of Religion and Politics in India during the 13th Century*. Delhi
10. Macleod, W.H. (1968). *Guru Nanak and the Sikh Religion*. Oxford
11. Nigam, S.B.P. (1967). *Nobility under the Sultans of Delhi, A.D. 1206-1398*. Munshiram Manoharlal Pub.
12. Habibullah, A.B.M. (1961). *The Foundation of Muslim Rule in India*. Central Book Depot
13. Habib, M., Nizami, K.A. (1970). *Comprehensive History of India: Delhi Sultanate, A.D. 1206-1526, Vol. V*. Peoples Publishing House

Name of the Paper (Code) : Tribal History of North East India (HSC 8.3)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Tribal History of North East India**:

CO 1	To make the students inquisitive and sensitive to their ethnic identity and to understand the concept and meanings of tribe.
CO 2	To aid the students gain knowledge on the structure of the family, Kinship and clan system of the Northeast tribes and the nature and characteristics of tribal religion,
CO 3	To make the students get an overview of the polity of the tribals of Northeast India, justice

	delivery system practiced in the past and the economic activities carried out for survival.
CO 4	To assist the students, understand the unique significance and common practices of megaliths and its implications in the society.
CO 5	To create an understanding among the students, the changes in socio–political, administration and religious practices of the Tribe.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Introduction	(a) Definitions, Theories and Characteristics of Tribe (b) Sources of Tribal History: Oral Sources and Ethnographic Writings (c) Tribes of North East India	CSO 1.1: To define the term tribe. (K) CSO1.2: To understand the theories and characteristics of tribe. (U) CSO1.3: To examine the sources of tribal history. (A) CSO1.4: To differentiate the types of oral sources. (U) CSO1.5: To discuss the various ethnographic writings. (U) CSO 1.6: To identify the tribes of northeast India. (K)	12	20	
Unit 2 Society and Religion	(a) The Family; Kinship; Clan System (b) Festivals (c) Rituals and Ceremonies	CSO 2.1: To discuss the composition of family, kinship and clan system. (U) CSO 2.2: To discuss the importance of tradition and value system. (U) CSO 2.3: To explore the different types of festivals. (A) CSO 2.4: To explain why festivals are celebrated. (U) CSO 2.5: To discuss about God, Deities and Spirits.(U) CSO 2.6: To describe the ancestor worship.(K) CSO 2.7: To discuss the worship of nature. (U) CSO 2.8: To explore the different rituals and ceremonies. (A)	12	20	
Unit 3 Polity and Economy	(a) Traditional System of Governance: Village Government, Village Organization	CSO 3.1: To examine the traditional system of governance. (A) CSO 3.2: To examine the village Government. (A) CSO 3.3: To examine village organization. (A) CSO 3.4: To discuss the village	12	20	

	(b) Judicial System (c) Subsistence System	citizenship. (U) CSO 3.5: To discuss the judicial system. (U) CSO 3.6: to Identify patterns of subsistence activity. (K) CSO 3.7: To explore terrace cultivation through Irrigation. (A) CSO 3.8: To identify terracing technology. (K) CSO 3.9: To explain the jhum cultivation- jhum field burning and the method of crop planting and sowing. (U)			
Unit 4 Megalithic practice of the tribes of Northeast	(a) Types of Megaliths, its Significance (b) Distribution of Megaliths (c) Comparative Study of Megaliths	CSO 4.1: To indicate the different types of megaliths which includes standing stones either singly or in alignment, table stones or stone seats supported by three smaller stones, stone platforms carrying a stone upright on top, cairns or heap of stones. (K) CSO 4.2: To explore the functional classification of megaliths-memorial stone and commemorative stone. (A) CSO 4.3 To examine the technological aspects of the megaliths. (A) CSO 4.4: To cite the distribution of megaliths. (K) CSO 4.5: To compare and study the different types of Megaliths. (U)	12	20	
Unit 5 Colonialism and its Impact	(a) British Administration and its Impact (b) Christianity and its Impact (c) Modernization and its Impact	CSO 5.1: To indicate how the British came into contact with the northeast people. (K) CSO 5.2: To discuss the British administration and its impact on the political and economic history of northeast. (U) CSO 5.3: To discuss the impact of Christianity on the society and religion of the people. (U) CSO 5.4: To identify the impact of modernization. (K)	12	20	

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2. Bhattacharya, Rituparna.(Ed)(2023). Northeast India through the Ages, A Transdisciplinary Perspective on Prehistory,History and Oral History. New York: Routledge
3. Das Gupta, Pranab Kumar. (1989). Life and Culture of Matrilineal Tribe of Meghalaya. Delhi: MC Mittal, Inter India Publications
4. Hutton, J.H. (2003). The Angami Nagas, Third Edition, Kohima: Directorate of Art and Culture, Government of Nagaland
5. Malsawlniana (2017). Megalithic Culture of Mizoram. New Delhi: Research India Press
6. Mills, J.P. (1982). The Rengma Nagas. Second Edition.Kohima: Directorate of Art and Culture, Government of Nagaland
7. Nath,D (2011). Religion and Society in Northeast India. Gauhati: DVS Publisher
8. Thompson, Paul. (1988). The Voice of the Past: Oral History. Oxford: Oxford University Press
9. Vansina, Jan. (1985). Oral Tradition as History. University of Wisconsin Press
10. Von Fürer-Haimendorf, Christoph. (1982). Tribes of India: The Struggle for Survival. Berkeley: University of California Press. <http://ark.cdlib.org/ark:/13030/ft8r29p2r8/>

Name of the Paper (Code) : Society and Culture of the Nagas (HSC 8.4)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **Society and Culture of the Nagas**:

CO 1	To make the students acquire a deeper knowledge on the ethnic origin of the Nagas.
CO 2	To aid the students in understanding the traditional practices for sustenance.
CO 3	To create an understanding among the students, the traditional belief system, growth of Christianity and modernism through education.
CO 4	To assist the students, re-examine cultural heritage and reflect the change in traditional values.
CO 5	To make the students gain insights on traditional arts and crafts and the subsistence base of the Nagas.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Land and People	(a) Origin, Migration and Settlement (b) Topography (c) Racial and	CS0 1.1: To outline the various origin theories of the Nagas. (K) CSO 1.2: To identify the migration theories of the Naga tribes. (K) CSO 1.3: To compare the migration	12	20	

	Linguistic Landscape	<p>theories. (U)</p> <p>CSO 1.4: To explore the settlement of the Naga inhabited areas. (A)</p> <p>CSO 1.5: To characterize the physical feature of the land. (U)</p> <p>CSO 1.6: To characterise the nature and structure of Naga language. (U)</p> <p>CSO 1.7: To explore the philological theories of Naga language. (A)</p> <p>CSO 1.8: To outline the settlement patterns. (K)</p> <p>CSO 1.9: To identify the differences in the settlement patterns. (A)</p>			
Unit 2 Social Institutions	(a) Family, Clan System. Village (b) Marriage and Divorce System (c) Peer Groups (d) Customary Laws	<p>CSO 2.1: To identify the various social institutions of Naga tribes. (K)</p> <p>CSO 2.2: To discuss the importance of family as the basic form of social institution. (U)</p> <p>CSO 2.3: To characterize the features Clan system. (U)</p> <p>CSO 2.4: To examine the differences of Clan System amongst Naga tribes. (A)</p> <p>CSO 2.5: To cite the importance of marriage system. (K)</p> <p>CSO 2.6: To discuss traditional marriage system of the Nagas. (U)</p> <p>CSO 2.7: To outline the features of divorce system amongst Naga tribes. (K)</p> <p>CSO 2.8: To define peer groups. (K)</p> <p>CSO 2.9: To identify the various Customary Laws of Naga tribes. (K)</p> <p>CSO 2.10: To allocate the importance of customary laws in Naga society. (A)</p> <p>CSO 2.11: To discuss the importance of peer groups. (U)</p>	10	18	
Unit 3 Religion	(a) Traditional Religion (b) Christian Missionaries (c) Growth of Education	<p>CSO 3.1: To describe the traditional religion of the Nagas. (K)</p> <p>CSO 3.2: To characterise the features of traditional religious practices. (U)</p> <p>CSO 3.3: To determine the importance of religion. (A)</p> <p>CSO 3.4: To outline the significance of traditional religious practices. (K)</p>	12	20	

		<p>CSO 3.5: To differentiate traditional religion from amongst Naga tribes. (A)</p> <p>CSO 3.6: To identify the impacts of Christianity. (U)</p> <p>CSO 3.7: To discuss the Christian missionary works. (U)</p> <p>CSO 3.8: To cite the reasons for the conversion to Christianity. (K)</p> <p>CSO 3.9: To examine the contribution of Christian missions in the field of Education. (A)</p> <p>CSO 3.10: To identify the impact of education on Naga society. (K)</p> <p>CSO 3.11: To compare the traditional education system and western education. (U)</p>			
Unit 4 Cultural Heritage	(a) Morung Institution (b) Festivals (c) Feast of Merit	<p>CSO 4.1: To define Morung. (K)</p> <p>CSO 4.2: To outline the importance of Morungs in Naga society. (U)</p> <p>CSO 4.3: To explore the unique features of Morung. (A)</p> <p>CSO 4.4: To distinguish male and female dormitories. (A)</p> <p>CSO 4.5: To describe Naga festivals. (K)</p> <p>CSO 4.6: To characterise the unique features of Naga festivals. (U)</p> <p>CSO 4.7: To identify the various festivals of Naga tribes. (A)</p> <p>CSO 4.8: To determine the importance of agriculture with special reference to festivals. (A)</p> <p>CSO 4.9: To define the importance of Feast of Merit. (K)</p> <p>CSO 4.10: To determine the practice of Feast of Merit in gaining social and economic status in the Naga society. (A)</p>	14	22	
Unit 5 Economy	(a) Agriculture: Terraced and Jhum Cultivation (b) Weaving, Pottery, Basketry	<p>CSO 5.1: To outline the economic society of the Nagas. (K)</p> <p>CSO 5.2: To discuss various practices for economic sustenance. (U)</p> <p>CSO 5.3: To discuss agricultural practices. (K)</p> <p>CSO 5.4: To identify the unique features</p>	12	20	

	(c) Land Ownership; Inheritance of Law	<p>of terraced cultivation. (K)</p> <p>CSO 5.5: To identify the unique features of jhum cultivation. (K)</p> <p>CSO 5.6: To cite the traditional crafts viz. weaving, pottery and basketry. (K)</p> <p>CSO 5.7: To determine the motifs in traditional attires. (U)</p> <p>CSO 5.8: To differentiate the weaving patterns amongst Naga tribes. (A)</p> <p>CSO 5.9: To differentiate the basketry patterns amongst the tribes. (A)</p> <p>CSO 5.10: To discuss land inheritance laws. (U)</p> <p>CSO 5.11: To discuss land ownership system. (U)</p> <p>CSO 5.12: To explore land ownership laws. (A)</p> <p>CSO 5.13: To explore land inheritance laws.</p>			
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SUGGESTED READINGS

1. Medhi, K. Dilip. (1993). *Man and Environment in Northeast India* (Vol- I). New Delhi: Osmans Publications.
2. Elwin, Verrier. (1969). *The Nagas in the Nineteenth Century*. London: Oxford University Press.
3. Yonuo, Asoso. (1974). *The Rising Nagas*. New Delhi: Vivek Publishing House.
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5. Changkiri, L. Atola. (2015). *Socio-Cultural and Political History of the Nagas*. Dimapur: Heritage Publishing House.
6. Reid, Sir Robert. (1997). *History of the Frontier Areas Bordering on Assam from 1883-1941*. Guwahati: Spectrum Publication.
7. Syiemlieh, David. (1990). *A Brief History of Catholic Church in Nagaland*. Shillong: Vendrame Publications.
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13. Choppy, G. Kanato & Chaudhuri, Sarit K. (ed.). (2023). *The Cultural Heritage of Nagaland*. New Delhi: Manohar Publisher

Name of the Paper (Code) : History of North East India (1822-1972) (HSM 9)

Number of Credit : 04

Number of Hours of Lecture : 60

Course Objectives (COs)

The following are the Course Objectives (COs) for the paper **History of North East India (1822-1972):**

CO 1	To make the students understand early British policy and beginning of colonization process.
CO 2	To create an understanding among the students, the process of consolidation of British rule in North East India.
CO 3	To aid students analyse the socio-economic transformation as a part of the process of British colonization.
CO 4	To make the students acknowledge the participation of Assam in the nationalist movement and to trace its impact on North East India.
CO 5	To assist the students in understanding the patterns of British administration: problems and policies and their impact on North East India in post-independence period.

Course Specific Objectives (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Early British Conquest and Expansion	(a) Early British Policy (b) First Anglo-Burmese War and the Treaty of Yandaboo (c) Annexations of Assam; Cachar; Jaintia	CSO 1.1: To explain the early British policy of Non-Intervention. (U) CSO 1.2: To trace the causes for the outbreak of the First Anglo-Burmese War (1824-1826). (K) CSO 1.3: To discuss on the significance of the Treaty of Yandaboo (1826). (U) CSO 1.4: To analyse the British annexation of Lower Assam and Upper Assam. (A) CSO 1.5: To describe the process leading to the annexation of Cachar. (K) CSO 1.6: To examine the circumstances leading to the annexation of the kingdom of Jaintia. (A)	14	22	
Unit 2 Consolidation of British Rule	(a) Khasi, Garo, Mizo Hills (b) British Relations with Arunachal Tribes; Manipur and Tripura States	CSO 2.1: To evaluate the consolidation of British rule in Khasi Hills. (A) CSO 2.2: To discuss on the role played by Tirut Sing in the Anglo-Khasi War. (U) CSO 2.3: To examine the process leading to the establishment of British power in Garo Hills. (A)	14	22	

		<p>CSO 2.4: To assess the consolidation of British rule in Mizo/Lushai Hills. (A)</p> <p>CSO 2.5: To evaluate the British relations with the tribes of Arunachal Pradesh. (A)</p> <p>CSO 2.6: To understand the Anglo-Manipur relations. (U)</p> <p>CSO 2.7: To assess the British relations with the state of Tripura. (A)</p>			
<p>Unit 3 Economic and Social Changes under British Rule</p>	<p>(a) Land Revenue (b) Plantation Industry (c) Transport and Communication (d) Western Education</p>	<p>CSO 3.1: To explain the Pike system. (U)</p> <p>CSO 3.2: To assess the introduction of land revenue in Assam and its impact. (A)</p> <p>CSO 3.3: To examine the growth of plantation industry and its impact. (A)</p> <p>CSO 3.4: To trace the development in transport and communication in North East. (K)</p> <p>CSO 3.5: To discuss the growth of modern/western education. (U)</p> <p>CSO 3.6: To explain the role played by Government, Christian Missionaries and the natives in the growth of western education. (U)</p>	10	18	
<p>Unit 4 Impact of Nationalist Movement in Assam</p>	<p>(a) Partition of Bengal and Swadeshi Movement (b) Assam Association (c) Non-Cooperation Movement; Civil Disobedience Movement and Quit India Movement</p>	<p>CSO 4.1: To examine the partition of Bengal and its impact of Assam. (A)</p> <p>CSO 4.2: To discuss the Swadeshi Movement in Assam. (A)</p> <p>CSO 4.3: To trace the genesis of Assam Association and its contributions. (K)</p> <p>CSO 4.4: To assess the participation of Assam in The Non-Cooperation Movement, (A)</p> <p>CSO 4.5: To discuss the contribution of North East in the Civil Disobedience Movement, (U)</p> <p>CSO 4.6: To examine the contribution of Assam in Quit India Movement. (A)</p>	12	20	
<p>Unit 5 Political</p>	<p>(a) Integration of Manipur and</p>	<p>CSO 5.1: To assess the process of integration of Manipur into the Indian</p>	10	18	

Developments since Independence	Tripura into the Indian Union; Formation of Meghalaya State (b) The Sixth Schedule (c) Reorganization of North Eastern States 1972	Union. (A) CSO 5.2: To explain the integration of Tripura into the Indian Union. (U) CSO 5.3: To analyse the formation of the state of Meghalaya. (A) CSO 5.4: To explain the Sixth Schedule of the Indian Constitution. (U) CSO 5.5: To understand the North East States Reorganization Act 1972. (U)			
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