Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. History
Semester VI (Batch 2023-26)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHIS601	Major	**Indian History - Literary Sources**	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):
Course Educational Objectives (CEOs):
CEO1: To provide the basic knowledge of literary sources of Indian History.
CEO2 To introduce the concept of Brahminic and Non-Brahminic Tradition in Indian History.
CEO3 To discuss the important traditions of Epic and Folk Tradition in Indian History.
CEO4 To identify the characteristic of Ancient Greek and Roman Historians.
CEO5 To discuss the characteristic of Chinese and Arab Historians.

Course Outcomes:
The student will be able to:
CO1 Identify and recall of literary sources of Brahminic and Samhitas Tradition of Indian History and its importance.
CO2 Explain Non-Brahminic Tradition in Indian History.
CO3 Describe the various traditions Epic and Folk Tradition in Indian History and its relevance.
CO4 Classify and describe the tradition of Ancient Greek and Roman Historians.
CO5 Explain the tradition of Chinese and Arab Historians.

Course Content
Unit-I- Literary Sources of Brahminic Tradition
The Vedic Corpus 1: The Samhitas.
The Vedic Corpus II: The Brahmanas, Aranyakas and Upanishads, The Puranas, The Smritis.

Unit-II-Literary Sources of Non-Brahminic Tradition
The Pali Buddhist Canon. The Jataka Tales. The Milindapanho. Jaina Literature.

Unit-III- Literary Sources of Epic and Folk Tradition
The Ramayana of Valmiki. The Mahabharata. Romantic Literature with special reference to Kalidas. Folk Literature with special reference to the Panchatantra.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHIS601	Major	Indian History - Literary Sources	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-IV- Literary Sources of Ancient Greek and Roman Historians
Accounts of Greek Historians with special reference to Megasthenes and Arrian. Accounts of Roman Historians with special reference to Ptolemy and Pliny.

Unit-V-Literary Sources of Chinese and Arab Historians
Accounts of Chinese Travelers with special reference to Fahien and Hiuentsang. Accounts of Arab Travelers with special reference to Sulaiman and Almasudi.

Suggested Readings-
1. Ali, B. Sheikh. (2019). History-Its Theory and Method. New Delhi: Laxmi Publications.
2. Bloch, Marc. (2017). The Historian's Craft. New Delhi: Aakar Books.
3. Carr, E. H. (2018). What is History? New Delhi: Penguin.
4. Chitnis, K. N. (2022). Research Methodology in History. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
5. Collingwood. R. G. (2021). The Idea of History. New Delhi: Aakar Books.
6. Jain, Laxmi. (2020). Historical Method and Historiography. New Delhi: Vayu Education of India.
7. Shreedharan, E. (2018). Manual of Historical Research Methodology. Trivandrum: Centre for South Indian Studies SB Press (P) Ltd.
8. Sreedharan, E. (2018). A Text of Historiography 500 BC to AD 2000. New Delhi: Orient Blackswan Private Limited.
9. Upadhyay, Shashi Bhushan. (2016). Historiography in the Modern World: Western and Indian Perspectives. New Delhi: Oxford University Press.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment	L	T	P	CREDITS
BAHIS 602	Major	**History of Modern World** (From 1871 C.E. to 2000 C.E.)	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1 To provide the knowledge to students about Modern France and Eastern Question.
CEO2 To make students aware about the causes of World War I.
CEO3 To make them understand the struggle of Modern China and Japan.
CEO4 To highlight the causes that led to the modernization of Japan and rise of Fascism and Nazism.
CEO5 To explain various reasons of World War II and establishment of UNO.

Course Outcomes (COs):
The student will be able to:
CO1 Describe the changes in Modern France and the problems of Eastern Question.
CO2 Discuss the results of World War I and its aftermath.
CO3 Explain the condition of Modern China and Japan.
CO4 Analyse the impact of modernization in Japan and condition of world during Fascism & Nazism.
CO5 Discuss the results of World War II and importance of UNO.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 602	Major	History of Modern World (From 1871 C.E. to 2000 C.E.)	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Content

Unit-I- History of Modern France and Eastern Question
Third Republic of France, Kaiser William I, Home and Foreign Policy of Bismarck, Kaiser William II. Africa and Turkey: Scramble for Africa, Eastern Question, Russian-Turkish War, Berlin Congress (1878).

Unit-II-Causes of World War I & Its Aftermath and Russian Revolution
Young Turk Movement and the Balkan Wars- I and II. Russian Revolution of 1915, Europe, First World War: Causes and Results. Russian Revolution of 1917, Wilson Fourteen Principles, Paris Peace Conference, Treaty of Versailles, League of Nations.

Unit-III- Struggle in Modern China and Japan
Imperialism and Colonialism in China and Japan, First and Second Opium Wars, Taiping Rebellion, Boxer Movement, Chinese Revolution 1911, Demands for Concessions in China.

Unit-IV-Modernization of Japan, Rise of Fascism & Nazism
Japan: The Meiji Restoration, Modernization of Japan, Rise of Militarism, Russo-Japanese War 1905, Sino-Japanese War 1937. Fascism in Italy: Mussolini's Home and Foreign Policy. Nazism and Germany: Home and Foreign Policy of Hitler.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 602	Major	History of Modern World (From 1871 C.E. to 2000 C.E.)	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-V- World War II, UNO and Cold War

Causes and Results of the World War II, The Chinese Revolution of 1949, Emergence of Third World and Non-Alignment, UNO and Global Dispute, Cold War, End of the Cold War.

Suggested Readings-

1. Dev, Arjun and Dev, Indira Arjun. (2020). History of the World: From the Late Nineteenth to the Early Twenty-First Century. New Delhi: Orient Blackswan Private Limited.
2. Hill, Christopher. (2007). Lenin and the Russian Revolution. London: Penguin.
3. Hobsbawn, E. J. (1994). The Age of Extremes. New York: Vintage Books.
4. Joll, James. (1973). Europe since 1870: An International History. London: Penguin.
5. Khurana, Dr. K. L. (2020). History of China and Japan (1839-1949). Agra: Lakshmi Narain Agarwal Publication.
6. Khurana, Dr. K. L. (2020). Modern Europe (1871-1956 A.D.). Agra: Lakshmi Narain Agarwal Publication.
7. Khurana, Dr. K. L. (2019). The Twentieth Century World. Agra: Lakshmi Narain Agarwal Publication.
8. Lowe, Norman. (2020). Mastering Modern World History. Mumbai: Macmillan Publication Pvt. Ltd.
9. Mahajan, V. D. (2018). History of Modern Europe since 1789. New Delhi: S. Chand & Company Ltd.
10. Majumdar, Rohit. (2020). History of Europe: From Renaissance to the End of the Cold War. New Delhi: Sage Publications India Pvt. Ltd.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 1	DSE	Women in Ancient Indian History	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical;   **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1: To provide knowledge about the history of women in ancient India

CEO2: To understand the cultural role of women

CEO3: To analyse women's participation in politics, society and arts

CEO4: To examine the legal and customary status of women and their role in economic activities.

Course Outcomes (COs):

By the end of this course, students will be able to:

CO1: Describe the position of women in Indian society during ancient period

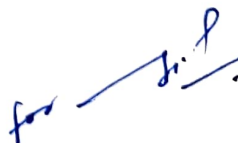CO2: Discuss the interpretation of women's role in various sources

CO3: Evaluate the legal, economic, and social status of women throughout Ancient Indian history.

CO4: Analyse the significance of important Women from Ancient Indian in contemporary society.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	CREDITS
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 1	DSE	Women in Ancient Indian History	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Content
Unit-I: Introduction - Women's position in Ancient India
Childhood and Education, Marriage and Divorce, Position of Widow, Women and Public Life, Women and Religion, Property Rights

Unit-II: Women centred interpretation of the Indian Epics
Role of Women as leading characters, Women as warrior, Decision making power of Women, Significance in contemporary society

Unit-III: Status of Women in Ancient Literature
Position of Women in Indian texts- Veda and Samhita, Griha-Sutra, Smriti, Purana, and secular sources.

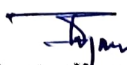### Unit-IV: Position of Women in Buddhism, Jainism and Sangam Age
Representation and Participation of Women in Buddhism and Jainism. Role of Women in Sangam Age, Significant Characters from canonical and non-canonical texts

Unit-V: Status of Women in Gupta and Post Gupta Age
Representation and Participation of Women in literature, Fine Arts, Music, Dance. Role of Women in socio-political spheres. Prominent women from the age.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 1	DSE	Women in Ancient Indian History	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical;   **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings

1. Altekar, A.S. The Position of Women in Hindu Civilisation
2. Mazumdar, Vina. Emergence of the Women's Question in India and the Role of Women's Studies
3. Sinha, S.N. Women in ancient India
4. Singh, Vijaya Laxmi, Women and Gender in Ancient India: A Study of Texts and Inscriptions
5. Women Education in Ancient and Medieval India
6. Bader, Clarisse. Women In Ancient India Moral and Literary Studies
7. Desai, Neera. Women in Modern India: Symbol of Power Mazumdar, Vina. Studies on the Political Status of Women in India
8. Forbes, Geraldine. Women in Colonial India: Essays on Politics, Medicine, and Historiography
9. Chakravarty, Uma. Gendering Caste Through a Feminist Lens Roy, Kumkum. The Power of Gender and the Gender of Power

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BAHIS 603 2	DSE	Indian Iconography	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
*****Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1 To provide knowledge to students about Indian Iconography.
CEO2 To make them understand the Iconography of Vishnu and Shiva.
CEO3 To make them understand the Iconography of Surya, Ganapati, and Saptamatrikas.
CEO4 To make them understand the Origin and Development of Buddhist Iconography.
CEO5 To highlight the Origin and Development of Jain Iconography.

Course Outcomes (COs):

The student will be able to:
CO1 Describe the Origin, Development, Sources, and Classification of Indian Iconography.
CO2 Discuss the different Forms and Images of the Iconography of Vishnu and Shiva.
CO3 Discuss the Iconography of Surya, Ganapati, Syncretic Icons, and Saptamatrikas.
CO4 Describe the Iconography of Buddha, Bodhisattvas, Female and Male Buddhist Deities.
CO5 Discuss the Iconography of Tirthankara, Jaina Yakshas and Yakshinis.

Course Content

Unit-1- Origin, Development, Sources and Classification of Iconography

Meaning, Nature, and Importance of Iconography. Source Material for the Study of Iconography- Literary Sources and Archaeological Sources. Antiquity of Image Worship in India- Harappan Civilization, Rigvedic and Later Vedic Literature. Classification of Images, Terminology related to Iconography- Postures (Sthanaka and Asana), Dress, Ornaments and Attributes.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHIS 603 2	DSE	Indian Iconography	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-II-Iconography of Vishnu and Shiva

Iconography of Vishnu-Dhruva Bera: Sthanaka, Asana and Sayana. Murtis of Vishnu-Chaturvimsati, Images of Ten Incarnations, Chaturmukhi, Vaikuntha, Ananta, Trailokyamohana and Visvarupa. Iconography of Shiva- Shiva Lingas and Lingodbhava, Natya, Dakshina, Anugraha, Samhara, Mahesha, Kalyanasundara and Shiva on Kushana Coins.

Unit-III-Iconography of Surya, Ganapati and Saptamatrikas

Iconography of Surya and Ganapati. Syncretic Icons: Hari-Hara, Hari-Hara-Pitamaha, Hari-Hara Hiranyagarbha, Ardhanarisvara. Iconography of Mahishasuramardini, Lakshmi, Ganga, Yamuna, and Sarasvati. Saptamatrikas- Brahmani, Maheshvari, Kaumari, Vaishnavi, Varahi, Indrani, Chamunda, or Yami.
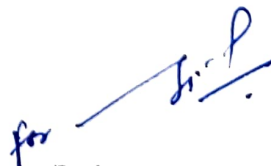
Unit-IV- Origin and Development of Buddhist Iconography

The Buddha Image- Origin, Concept, Theories and Meaning, Different Forms of Buddha- Manushi and Dhyani. Bodhisattvas: Concept, Symbolism, Emergence and Development of Bodhisattva Images- Avalokiteshvara, Vajrapani, Maitreya, Manjushri. Important Female Buddhist Deities: Origin, Development and Forms- Tara, Prajnyaparamita, Chunda, Bhrukuti, Marichi, Vasudhara, Mahamayuri, Hariti, Important Male Deities- Trilokyavijaya, Aparajita, Shambhala, Jambhala.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHIS 603 2	DSE	Indian Iconography	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical;   **C** - Credit;
*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-V- Origin and Development of Jain Iconography
Origin and Development of Jain Images- Ayagapatta, Jaina Tirthankaras: Forms of Tirthankara Images, Sarvatobhadra, Chaturvinshati. Jaina Yakshas and Yakshinis: Ambika, Chakreshvari, Padmavati, Saraswati and Kubera.

Suggested Readings-
1. Agrawala, P. K. (1994). Studies in Indian Iconography. Jaipur: Publication Scheme.
2. Agrawala, Urmila. (2017). North Indian Temple Sculpture. New Delhi: Munshiram Manoharlal Publishers Private Limited.
3. Banerjee, J. N. (2013). Development of Hindu Iconography. New Delhi: Munshiram Manoharlal Publishers Private Limited.
4. Bhattacharya, A. K. (2019). Historical Development of Jaina Iconography (A Comprehensive Study). Delhi: Bharatiya Kala Prakashan.
5. Bhattacharya, D. (2016). Iconology of Composite Images. New Delhi: Munshiram Manoharlal Publishers Private Limited.
6. Chawla, J. (2018). The Rigvedic Deities and their Iconic Forms New Delhi: Munshiram Manoharlal Publishers Private Limited.
7. Czuma, Stanislaw J. (1985). Kushana Sculpture: Images from Early India. Ohio: The Cleveland Museum.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHIS 603 2	DSE	Indian Iconography	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

8. Daheja, Vidya. (2019). Yogini Cult and Temples. New Delhi: National Museum.
9. Deglurkar, G. B. (2004). Portrayal of the Women in the Art and Literature of the Ancient Deccan. Jaipur: Publications Scheme.
10. Desai, Kalpana. (2003), Iconography of Vishnu. New Delhi: Abhinav Publications.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 3	DSE	Historical Tourism- Theory and Practical	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1 To provide knowledge to students about the Meaning, Concept, and Development of Tourism in the World.
CEO2 To make them understand the forms of Travel and Global Travelers in India.
CEO To make them understand the development of Tourism in Ancient and Medieval India.
CEO To make them understand the development of Tourism in Modern and Contemporary India.
CEOs To highlight the important tourism Institutions, Tourist Policy, and Role of Government.

Course Outcomes (COs):

The student will be able to:
CO1 Describe the definition, scope, types, and historical development of Tourism in a World Context.
CO2 Discuss the forms of travel and the Accounts of Global Travelers in India.
CO3 Discuss the forms and types of Travel and Tourism in Ancient, Medieval and Modern India.
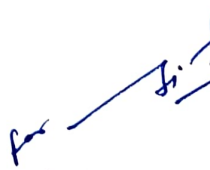CO4 Discuss the significance of Tourism in contemporary world
COs Discuss the government's role, India's Travel Heritage, and use of ICT in Tourism.

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 3	DSE	Historical Tourism- Theory and Practical	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Content

Unit-I-Meaning, Concept Tourism and Development of Tourism in World

Meaning, Definition, Concept and Scope of Tourism. Types of Tourism- International and Domestic. Historical Background of Travel at Global Level- Ancient, Medieval, Modern and Contemporary Period, Role of History in Tourism.

Unit-II-Forms of Travels and Global Travelers in India Travels in India-

Teerthastana, Paryatan and Deshatan in Historical Period. Historical Background of Global Travelers in India- Ancient, Medieval and Modern Period their Accounts and Importance about the Indian Culture.

Unit-III-Development of Tourism in Ancient and Medieval India

Forms and Types of Travel and Tourism in Ancient India- Mauryan and Gupta Empire. Tourism in Early Medieval India. Forms & Types of Travel and Tourism in Medieval India- Delhi Sultanate, Mughal Empire, Bahmani Kingdom and Vijayanagara Empire.
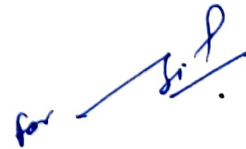
Unit-IV- Development of Tourism in Modern and Contemporary India

Tourism in Colonial India- Forest Areas for Hunting and Hill Stations. Tourism in Post-Independence India- Types of Tourism: Religious, Natural, Historical, Regional and Local. Modes of Transport and Tourism- Road, Railway, Waterway and Airway.

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BAHIS 603 3	DSE	Historical Tourism- Theory and Practical	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-V-Development of Tourism Institutions, Tourist Policy, and Role of Government

Role of Ministry of Tourism and Indian Tourism Development Corporation Limited. World Heritage Sites in India, Atulya Bharat, Atithi Devo Bhava, Recent Forms and Types of Tourism in India. Role of ICT in Tourism.
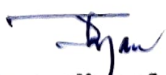
Field Work- Visit to a Tourist Site and Make a Project.

Suggested Readings-

1. Batra, G. S. (2012). Tourism Promotion and Development. New Delhi: Deep & Deep Publication.
2. Batra, G. S. (2018). Tourism in 21st Century. New Delhi: Anmol Publications.
3. Bhatia, A. K. (2016). International Tourism Management. New Delhi: Sterling Publications Pvt. Ltd.
4. Bhatia, A. K. (2012), Tourism Development Principles and Practices. New Delhi: Sterling Publications Pvt. Ltd.
5. Chawla, Romila. (2014). Tourism Management. New Delhi: Sonali Publishers.
6. D' Souza, Maria. (2013). Tourism Development and Management. Jaipur: Mangal Deep Publication.
7. Dasgupta, Samira, Rabiranjan Biswas and Gautam Kumar Mallik. (2021). Heritage Tourism: An Anthropological Journey to Bishnupur. New Delhi: Mittal Publications.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment	L	T	P	CREDITS
BAHIS 603 3	DSE	Historical Tourism- Theory and Practical	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
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8. Gupta, Swarajya Praksh, Krishna Lal and Mahua Bhattacharyya. (2022). Cultural Tourism in India. New Delhi: D. K. Print World.

9. Mishra, Amitabh. (2017). Heritage Tourism in Central India. New Delhi: Kanishka Publishers.

10. Negi, Jagmohan. (2018). Travel Agency and Tour Operation. New Delhi: Kanishka Publishers.

11. Negi. Jaganmohan. (2016). Tourism and Travel: Principles and Concepts. New Delhi: Gitanjali Publications.

12. Seth, Pran Nath. (2014). An Introduction to Travel and Tourism. New Delhi: Sterling Publishers Pvt. Ltd.

13. Sethi, Praveen. (2016). Tourism for the Next Millennium. New Delhi: Rajat Publications.

14. Sharma, Shashi Prabha. (2014). Tourism Education. New Delhi: Kanishka Publishers.

15. Sinha, P. C. (2018). Tourism Planning. New Delhi: Anmol Publication Pvt. Ltd.

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			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment					
BAHIS 603 4	DSE	History of North-East India (From Earliest Times to 1972 C.E.)	60	20	20	0	0		4	0	0	4

Legends: L - Lecture; **T** – Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1: To provide knowledge about the geography and cultural importance of North-East India.

CEO2 To make them understand the Political and Social Development in Brahmaputra Valley.

CEO3 To make them understand the Administration of Ahom and Advent of the British in the region.

CEO4 To highlight the causes of the Rise and Expansion of the British and their Policies.

CEO5 To highlight the main events of the National Movement and Changes after Independence.
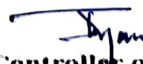
Course Outcomes (COs):

The student will be able to:

CO1 Describe the Geographical Features and various sources of North-East Indian History.

CO2 Discuss the emergence of Early Kingdoms in Brahmaputra Valley and the Advent of Ahom.

CO3 Discuss the Political and Economic Policies under Ahom and the British.

CO4 Describe the Expansion and Consolidation of the British and their Policies in North-East India.

CO5 Describe the influence of the Freedom Movement of the North-East and the Changes after Independence.

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			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 4	DSE	History of North-East India (From Earliest Times to 1972 C.E.)	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Content

Unit-I- Introduction, Geography and Sources of North-East India

Geographical Features and Ethnic Groups. Sources: Archaeological- Antiquity, Numismatics, Inscriptions and Monuments. Literary: Brahmanical and Non-Brahmanical. The Chronicles of Buranjis.

Unit-II- Political and Social Development in Brahmaputra Valley

Emergence of Kingdoms in Brahmaputra Valley. Varnashrama Dharma. Land Settlement. Taxation System, The Advert of Ahom.

Unit-III-Administration of Ahom and Advent of British

Policy of Conciliation and Confrontation, Paik and Khel System, Posa System, Political Formation- Khasi, Jaintia, Garo and Mizo. Advent of British and Early Policies.

Unit-IV- Rise and Expansion of British and their Policies in North-East India

Expansion and Consolidation- First Anglo-Burmese War, Treaty of Yandaboo. Annexation of Khasi, Cachar, and Jaintia. British Policies- Social, Economic, and Cultural Changes, Land Revenue, and Tea Plantation, Introduction of Railways.

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			\multicolumn TEACHING & EVALUATION SCHEME								
BAHIS 603 4	DSE	History of North-East India (From Earliest Times to 1972 C.E.)	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Unit-V-National Movement in North-East India and Changes after Independence

Revolt of 1857 and Agrarian Movement. Non-Cooperation and Civil Disobedience Movement, Quit India Movement, Cabinet Mission, and Independence. Political Developments since Independence- Bordoloi Committee Report and The Sixth Schedule.
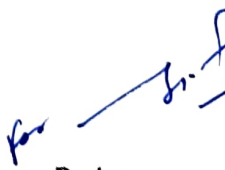
Suggested Readings-

1. Baruah, S. L. (1995). A Comprehensive History of Assam. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
2. Bhuyan, S. K.. (2013). Early British Relations with Assam. Guwahati: Eastern Book House.
3. Borpujari, H. K. (2001). Problem of the Hills Tribes of North-East Frontier: 1843-1972 in 3 Volumes. Guwahati: Spectrum Publications.
4. Bose, M. L. (2017). British Policy in North-East Frontier Agency. New Delhi: Concept Publishing Company Pvt. Ltd.
5. Dutta, S. (ed.) (1997). Studies in the History, Economy and Culture of Arunachal Pradesh. New Delhi: Himalayan Publishers.
6. Gait, Sir Edward. (2017). A History of Assam. Guwahati: Eastern Book House.
7. Hamilton, Angus. (2013). In Abor Jungles of North-East India: Being an Account of the Abor Expedition The Mishmi Mission and the Miri Mission. New Delhi: Mittal Publications.

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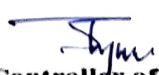| COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BAHIS 603 4	DSE	History of North-East India (From Earliest Times to 1972 C.E.)	60	20	20	0	0	4	0	0	4

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

8.   Mackenzie, Alexander. (2012). History of the Relations of the Government with the Hill Tribes of the North-East Frontier of Bengal. New Delhi: Cambridge University Press.

9.   Panda. Srinibash. (2010). Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh. Devon: VDM Verlag.

10.   Verma. Rajesh. (2013). History of North-East India. New Delhi: Mittal Publications.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment	END SEM University Exam	Teachers Assessment				
BA607	P/I/C	Research Project	0	0	0	60	40	0	0	0	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1: To enable a student to prepare tools for the study.
CEO2: To implement the tools in the study area.
CEO3: To enable students to arrange the data in tabular and graphical forms.
CEO4: To enable students to learn and apply various statistical tools.

Course Outcomes (COs):

By the end of this course, students will be able to:

CO1: The students will be able to learn presentation of data in a specified format.
CO2: The students will be able to draw inferences from the data.
CO3: The students will be able to write a research report on the basis of collected data in the number specified by the Institute.
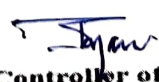
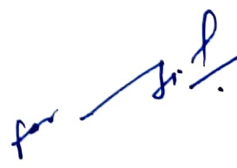## Submission and marking Guidelines:

At the end of VI Semester the student will submit Project Report of his project on the following guidelines:

1. The students will submit the report of the field study, and a duly constituted Committee will take the decision regarding the relevance and authenticity of field project.

<table>
<tr>
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BA607	P/I/C	Research Project	0	0	0	60	40	0	0	0	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

2. The decision about the suitability of the Project will be taken after the Mid of Semester VI. The student will be required to submit the final report in the spiral bound form in three copies.

3. Each student undergoing for research study will be assigned a faculty member.

4. Faculty member assigned for the student will supervise the student. The student will have to provide the contact details (if any) of the field authority to the assigned faculty member.

5. Research Project will carry a maximum of 100 marks - out of which, 40 marks will be for the Internal evaluation and External will be of 60 marks A panel of external and internal examiners will jointly award both components of marks.

6. Report submitted by the student after successful completion of the research study will be considered for the internal evaluation.

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BA607	P/I/C	Research Project	0	0	0	60	40	0	0	0	6

Legends: **L** - Lecture; **T** – Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

7. For the external evaluation student will have to give a presentation and appear for the viva.

8. The Director/Head of the Institution will appoint the internal and the external examiner.