



**Effective from Session: 2024-25**

<b>Course Code</b>	A050601T/H H318	<b>Title of the Course</b>	Era of Gandhi and Mass Movement.	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	10+2	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	This paper is designed to introduce the student regarding the Gandhian Philosophy, his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement.						

### Course Outcomes

<b>CO1</b>	To acquire knowledge about Gandhi and his Non-Co-operation Movement
<b>CO2</b>	To acquire knowledge about the Rise of Revolutionary Movement in India
<b>CO3</b>	To understand about the Rise of Revolutionary Movement outside India
<b>CO4</b>	To know about the Simon commission, Nehru report etc.
<b>CO5</b>	To develop knowledge about the Quit India Movement
<b>CO6</b>	To develop understanding about Constitutional Crisis:
<b>CO7</b>	To acquire knowledge about initiatives of Subhas Chandra Bose
<b>CO8</b>	To develop understating about the India's Partition and Independence

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Gandhi's Role in Indian Politics</b>	Entry of Gandhi, Early movements. The Non-Co-operation Movement; mass mobilization, Boycott of foreign goods and institutions and withdrawal.	8	CO1
2	<b>Revolutionary Movement in India</b>	Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh; the Lahore Conspiracy Case	8	CO2
3	<b>Revolutionary Movements Beyond Borders</b>	Rise of Revolutionary Movement outside India with special reference to Gadar Party; activities and networks across international borders.	7	CO3
4	<b>Constitutional Turmoil</b>	Simon commission: Prelude to Protest, Nehru report; Main provisions and recommendations. The Civil Disobedience Movement; success and failures, British response.	8	CO4
5	<b>The Turning Point: Quit India Movement</b>	The Quit India Movement: Origin and Objectives, Mass mobilization and British Response, Key leaders and their roles.	7	CO5
6	<b>Constitutional Crossroads</b>	Constitutional Crisis, Cripps and Cabinet Mission; Structure and recommendations, Political reactions and debates.	8	CO6
7	<b>The Armed Struggle</b>	Subhas Chandra Bose and Indian National Army.	7	CO7
8	<b>Birth of Nations</b>	Mountbatten Plan, Partition and Independence.	7	CO8

#### Reference Books:

Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House. Chandra, Bipan and Others: Freedom Struggle. Brass, Paul: (1994, 2015), The Politics of India since Independence, London, Cambridge University Press. Desai, A.R. (2016), Social Background of Indian Nationalism. Desai, A.R., India's Path of Development, Popular Prakashan. Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication. Gupta, M.N.: History of the Revolutionary Movement in India. Jeffery, R. and J Masseless: From Rebellion to the Republic. Majumdar, R.C., History of the Freedom Movement in India. Majumdar, R.C.: Struggle for Freedom. Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press. Sarkar, Sumit: Adhunik Bharat (Hindi) .Sarkar, Sumit, Modern India 1885 and 1947, Sen, S.N.: (1957), Eighteen Fifty-Seven Publication Division. Singh, Ayodhya: (2012), Bharat KaMuktiSangram, Neha Publishers and Distributors. Subramanian, K.G.: (1987), The Living Tradition: Perspectives on Modern Indian Art, Seagull Books Pvt. Ltd. Tara Chand: History of the Freedom Movement in India, Vols. I – IV..

#### e-Learning Source:

<https://swavam.gov.in>  
<http://ignou.ac.in/>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO- PSO CO	POs								PSOs					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	3	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	3	2	2	2	2	2	2	2	1	2
CO3	1	2	3	2	3	1	2	2	2	2	2	3	2	2
CO4	2	2	2	2	2	2	3	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO6	2	2	3	2	2	1	2	2	2	2	2	2	2	2
CO7	3	3	2	2	2	2	1	3	2	2	2	2	2	2
CO8	2	2	2	3	2	3	2	2	2	2	2	2	2	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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**Effective from Session: 2024-25**

<b>Course Code</b>	A050602T/H H319	<b>Title of the Course</b>	History of Modern world (1815A.D- 1945A.D)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>III</b>	<b>Semester</b>	VI	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	10+2	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To develop critical understanding about the rapid changes which occurred in Europe and rise of new order defying the traditional theory of kingship. Acquaintance to History of Modern world is indispensable for a student to make a sense of Modern world.						

### Course Outcomes

<b>CO1</b>	To introduce the student regarding rapid changes which occurred in Europe.
<b>CO2</b>	To lay special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship.
<b>CO3</b>	This is era of new ideologies leading to the First World War to which a student of history must be introduced.
<b>CO4</b>	To develop understanding of shift from Euro-centric history of world history.
<b>CO5</b>	To develop understanding of turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal .
<b>CO6</b>	To develop understanding of Second World War Imperialistic clash and more a clash of two ideologies
<b>CO7</b>	To develop understanding of Imperialistic clash and more a clash of two ideologies.
<b>CO8</b>	To develop understanding of formation of International Agencies and Colonist and Imperialist structure.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Unification</b>	Germany and Italy; implications and causes.	8	<b>CO1</b>
2	<b>World war</b>	First world war: Causes & Implications	7	<b>CO2</b>
3	<b>Peace Convention</b>	Paris Peace Convention, Treaty of Versailles. objective and implication	7	<b>CO3</b>
4	<b>League of Nations</b>	League of Nations, Organization, Achievements and Failure.	8	<b>CO4</b>
5	<b>Communism</b>	Rise of Communism in Russia, The Bolshevik Revolution; inception & development	8	<b>CO5</b>
6	<b>Dictatorship</b>	Rise of Dictatorship; Mussolini and Hitler	7	<b>CO6</b>
7	<b>United states in world affairs</b>	Economic Depression and New Deal policy of F.D. Roosevelt.	8	<b>CO7</b>
8	<b>U.N.O.</b>	Factor leading for Second World War	7	<b>CO8</b>

**Reference Books:**

Stavrianos.A.J. : History of the Modern World Since 1500

Bronski Jacob & Bruce Mazlish : Western Intellectual tradition

Robertz. J.M. : Pelican History of the World

Fisher. H.A.L : History of Europe

Palmer. R.R. : A History of Modern World

Wallerstine Immanuel : Modern World System

**e-Learning Source:**

<https://swavam.gov.in>

<http://ignou.ac.in/>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO- PSO CO	POs								PSOs					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PS3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO2</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO3</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO4</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO5</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO6</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO7</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO8</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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Effective from Session: 2024-25

<b>Course Code</b>	A050603T/H H320	<b>Title of the Course</b>	Socio-Cultural and Economic History of Medieval India (1700A.D- 1900 A.D)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>III</b>	<b>Semester</b>	VI	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	10+2 (any discipline)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	This paper comprises social, economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India.						

### Course Outcomes

<b>CO1</b>	To develop knowledge about social aspects of Modern India
<b>CO2</b>	To acquire knowledge about the Reforms in Muslim society.
<b>CO3</b>	To describe the Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system,
<b>CO4</b>	To describe the Decline of Indian Handicraft in British period
<b>CO5</b>	To understand the Commercialization of Agriculture and its Impact on India,
<b>CO6</b>	To understand the Theory of drain of wealth
<b>CO7</b>	To understand the Development of Railway and its Impact
<b>CO8</b>	To understand the Development of Banking System in Colonial Period.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Reformation Movement</b>	Social and Religious Reformation Movement: Sati, Widow Remarriage, slavery, caste disability removal act, Brahmo marriage act, age of consent act, Ram Mohan Roy, The Brahmo Movement, Dayanand Sarasvati and the Arya Samaj, Young Bengal Movement	8	<b>CO1</b>
2	<b>Reforms in Muslim society</b>	Reforms in Muslim society: The nature of Wahhabi movements, Faraizi Movement, Aligarh Movement	7	<b>CO2</b>
3	<b>Land Revenue</b>	Land Revenue System during colonial period: Permanent Settlement, Raiyatwari and Mahalwari system.	8	<b>CO3</b>
4	<b>Indian Handicraft</b>	Decline of Indian Handicraft in British period	7	<b>CO4</b>
5	<b>Commercialisation of Agriculture</b>	Commercialisation of Agriculture and its Impact on India, Irrigation: Protective and productive irrigation projects, Famines: Causes and Consequences	8	<b>CO5</b>
6	<b>Drain of Wealth</b>	Theory of Drain of Wealth and its mechanism, magnitude and effects.	7	<b>CO6</b>
7	<b>Railway</b>	Development of Railway and its Impact, Progress of construction: costs; nationalist Criticism.	8	<b>CO7</b>
8	<b>Banking system</b>	Development of Banking System in Colonial Period.	7	<b>CO8</b>

### Reference Books:

Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P. Bagchi. Muir, Ramssay: (1969) The Making of British India.

Bayly, C.A: An Illustrated History of Modern India 1600–1947. Stein, Burton: (1992) The Making of Agrarian Policy in British India.

Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication. Metcalf, Thomas: (1995), Ideologies of the Raj, Cambridge University

Freedenberg, R.E.: (1912) Land Control and Social Structure in India. Mishra, B.B. (1972), Administrative History of Modern India,

Grover, B.L: A New look on Modern Indian History. Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India.

Prasad, Ishwari &Subedar: (1951) History of Modern India (English or Hindi), Indian Press

Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London, Oxford University Press

Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, Rajkamal Prakashan. Sarkar, Sumit:( 1983) Modern India Macmillan

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<https://swayam.gov.in/> / <https://www.ignou.ac.in/>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	POs								PSOs					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2	2	2	3	2	2	2	2	2	2	2	2	2
<b>CO2</b>	2	2	2	2	3	2	2	2	2	2	2	2	1	2
<b>CO3</b>	2	2	2	2	3	2	2	2	2	2	2	3	2	2
<b>CO4</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO5</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO6</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>CO7</b>	3	3	2	2	2	2	2	3	2	2	2	2	2	2
<b>CO8</b>	2	2	2	3	2	3	2	2	2	2	2	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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**Effective from Session: 2024-25**

<b>Course Code</b>	A050604T/H H321	<b>Title of the Course</b>	History and its Professional Utility	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>III</b>	<b>Semester</b>	VI	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Pre-Requisite</b>	10+2	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	This paper is designed to introduce application of history among students of history. Different units are designed about use of Archives, Museums and Libraries. History and its professional utility is the central idea behind this paper. This paper covers environmental aspect of history as well as historical survey of development of science and technology in India.						

### Course Outcomes

<b>CO1</b>	To acquire knowledge about the use of Archives and Museums.
<b>CO2</b>	To acquire knowledge about the use of Map in History.
<b>CO3</b>	To acquire knowledge about the importance of Libraries.
<b>CO4</b>	To develop knowledge about the Local Heritage, Temples and Shrines.
<b>CO5</b>	To acquire knowledge about the Tourism for Architectural Monuments.
<b>CO6</b>	To develop knowledge about the Preservation of Environment in History.
<b>CO7</b>	To develop knowledge about the Historical development of Science and Technology in India.
<b>CO8</b>	To develop knowledge about the use of History in Journalism

Unit No.		Content of Unit	Contact Hrs.	Mapped CO
1	<b>Collaborative functions: Archives and museums</b>	Archival Studies & Archives: Concept, definition, types, features, functions, Difference between Archive and Library, use of Archives and Museums, Archives and museums, Collaborative functions	8	<b>CO1</b>
2	<b>Map &amp; History</b>	use of Map in History, significance of historical maps, maps as primary sources in historical research, Mapping historical events and developments through Map.	7	<b>CO2</b>
3	<b>Importance of Libraries</b>	Importance of Libraries, Functions and role of libraries in preserving knowledge., Digital libraries and their impact on historical scholarship.	8	<b>CO3</b>
4	<b>Local Heritage</b>	Local Heritage, Temples and Shrines; Preserving local cultural heritage, Significance of temples and shrines in local history, Documentation and conservation of religious structures, role of community in safeguarding local heritage.	8	<b>CO4</b>
5	<b>Architectural Monuments</b>	Historical importance of architectural monuments, Balancing tourism and conservation efforts. Important Architectural Monuments of India & features. Tourism for Architectural Monuments.	7	<b>CO5</b>
6	<b>Environment in History.</b>	Indigenous environmental practices through history, role of historical knowledge in shaping environmental policies. Preservation of Environment in History.	7	<b>CO6</b>
7	<b>Development of Science and Technology in India</b>	A Historical Survey of development of Science and Technology in India, scientific and technological advancements in ancient, Medieval and Modern India. Contributions of Indian scientists and scholars throughout history.	8	<b>CO7</b>
8	<b>History and Journalism</b>	Use of History in Journalism: Print and Electronic Media, historical narratives in media, Major Journalist and their works. Journalism as a bridge between history and the public.	7	<b>CO8</b>

#### Reference Books:

Sreedharan, E. : A Textbook of Historiography. Carr, E.H. : What is History. Ali Sheik, : History ,Theory and Method.  
 Botticelli, Peter , Martha R. Mahard and Michele V. Cloonan, --(2019) Libraries, Archives and Museums Today, Rowan & Littlefield Publishers  
 Kimerling A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press Koopman , Harry Lyman, The Mastery of Books; Hints on Reading and The Use of Libraries.  
 Mishra, P.K. , Tourism in India, New Century Publications. Roday, Sunetra, Archana Biwal & Vandana Joshi Tourism; Operations and Management. Atkinson RJC, Field Archaeology. Mathew and Co. Basker P Techniques of Archaeological Excavation, London, Batsford. Chakrabarthy D.K., Theoretical Perspectives in Indian Archaeology,  
 Rajan K. : (2002) Archaeology, Principles and Methods, Tanjavur. Raman K.V., Principles and Methods in Archaeology. Gardiner Lambert, A History of Media, Kamath, M.V., Professional Journalism., Keval J. Kumar, Mass Communication in India

#### e-Learning Source:

<https://swayam.gov.in>

<http://ignou.ac.in/>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO- PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)											
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
<b>CO1</b>	2	2	2	2	3	3	2	2	2	2	2	
<b>CO2</b>	2	2	2	2	2	3	2	2	2	2	2	
<b>CO3</b>	2	2	3	2	2	2	2	2	2	2	2	
<b>CO4</b>	2	2	2	2	2	2	3	2	2	2	2	
<b>CO5</b>	2	2	2	2	3	2	2	2	3	2	2	
<b>CO6</b>	2	2	2	2	2	2	2	2	2	2	2	
<b>CO7</b>	2	2	1	2	3	2	2	2	2	2	2	
<b>CO8</b>	2	2	1	3	3	2	1	2	2	2	2	

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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Effective from Session: 2024-25

<b>Course Code</b>	A050605T/H322	<b>Title of the Course</b>	The Eighteenth Century: Indian Politics, Colonial Expansion and Consolidation	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	5	0	0	5
<b>Pre-Requisite</b>	10+2	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	The course aims to provide students with a comprehensive understanding of the Indian Politics, Colonial Expansion and Consolidation during 18 <sup>th</sup> century. By exploring the historical and geographical context that led to decline of the Mughals, cultural achievements, students will gain insights into the subsequent historical developments and Politics during 18 <sup>th</sup> century						

Course Outcomes	
CO1	To know about the Historical and geographical context that led to decline of the Mughals.
CO2	To develop knowledge about the emergence of the regional powers.
CO3	To develop knowledge about the Maratha power in 18 <sup>th</sup> century
CO4	To know about the internal and external factors contributing to the decline of the Mauryan Empire,
CO5	To acquire knowledge about the emergence and characteristics of post-Mauryan dynasties.
CO6	To acquire knowledge about the architectural achievements of the Mauryan and Post-Mauryan period.
CO7	To acquire knowledge about the societal structures and economic practices of Mauryan and Post-Mauryan period.
CO8	To develop knowledge about the religious and philosophical developments during the Mauryan and Post-Mauryan period.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Decline of the Mughal Empire	Causes and Consequences behind the decline of the Mughal, Major Debates & Interpretations on the decline of the Mughal Empire.	8	CO1
2	Emergence of Regional Powers	Emergence of the regional powers - Maharashtra, Awadh, Bengal, Gujarat, Hyderabad	7	CO2
3	Native Rulers	Rise of Jats, Maratha, Sikh, Pindaris, Afghans and confrontation with EIC	8	CO3
4	Rise of the English East India Company	Early activities and Battles: Battle of Plassey, Buxar and Dewani Rights, Dual Government, Subsidiary alliance and Doctrine of Lapse,	8	CO4
5	Consolidation of the English Power	Famine of 1770 and drain of wealth, Administrative Experiments, Acts and Regulations, Permanent Settlement in Bengal	7	CO5
6	Transition to Colonialism	18th Century Debate, Ideologies – Orientalism, Evangelicalism, Utilitarianism	7	CO6
7	Company's Journey towards Paramourncy	Company's relations with Mysore, the Marathas, Awadh and other powers Company's land revenue experiments outside Bengal - Indian reactions.	8	CO7
8	Trade & Industry	Deindustrialization, Trade & Fiscal Policy, Growth of Modern Industries.	7	CO8

**Reference Books:**

- Alam, Muzaffar, The Crisis of Empire in Mughal North India: Awadh and Punjab 1707-1748
- Alam, Muzaffar & Subhramanyam, Sanjay (ed.), The Mughal State. Alavi, Seema, (ed.)-The Eighteenth Century in India. Ali., M. Athar Mughal India: Studies in Polity, Ideas, Society and Culture. Ali, M. Athar, The Mughal Nobility under Aurangzeb
- Bandopadhyay, Sekhar, From Plassey to Partition. Barnett, R.B., North India between Empires: Awadh, the Mughals and the British
- Bayly, .C.A., Indian Society and the Making of the British Empire. Bayly, C.A., Rulers, Townsmen & Bazaars, North India in the Age of British Expansion 1770-1870. Bayly, Susan, Caste, Society and Politics in India from the 18th century to the Modern Age.
- Chandra, Satish, A History of Medieval India (Part II). Chandra, Satish, Historiography, Religion and State in Medieval India
- Chandra, Satish, Parties and Politics at the Mughal Court 1707-1740. Chandra, Satish, The 18th century in India: Its Economy and the Role of the Marathas, the Jats and the Sikh and the Afghans and Supplement
- Habib, Irfan, Resistance & Modernization under Haider Ali & Tipu Sultan. Marshall, P.J, East Indian Fortunes: the British in Bengal in the 18th century.

**e-Learning Source:**

- <https://swavam.gov.in>
- <http://ignou.ac.in/>

**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	POs								PSOs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO4	PSO5	PSO6	PSO7	
CO1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO4	2	1	3	2	3	2	2	2	2	2	2	2	2	2	
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
CO7	3	3	2	2	2	2	2	3	2	2	2	2	2	2	
CO8	2	2	2	3	2	3	2	2	2	2	2	2	2	2	

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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Effective from Session: 2024-25

<b>Course Code</b>	A050606T/H H323	<b>Title of the Course</b>	Economic History of Ancient India (600-1200 A.D.)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	5	0	0	5
<b>Pre-Requisite</b>	10+2	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	The course aims to provide students with a comprehensive understanding of the Economic History of Ancient India (600-1200 A.D.). By exploring the historical and geographical context that led to the foundations of Ancient Indian Economy, students will gain insights into the subsequent development related to economy during Ancient India.						

Course Outcomes	
CO1	To know about the Historical and geographical context that led to the foundations of Ancient Indian Economy
CO2	To develop knowledge about the Economic Structures of Ancient Indian Kingdoms.
CO3	To develop knowledge about the Trade and Commerce in Ancient India.
CO4	To know about the Economic Policies of Medieval Indian Dynasties.
CO5	To acquire knowledge about the Agriculture and Rural Economy.
CO6	To acquire knowledge about the Crafts, Industries, and Artisans.
CO7	To acquire knowledge about the Economic Thought and Literature of Ancient India.
CO8	To develop knowledge about the Decline and Transition.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Foundations of Ancient Indian Economy	Geographical and Environmental Influences, Utilization of natural resources, major trade routes, major trade routes, Agriculture and Land Usage; Farming techniques, Agrarian practices.	8	CO1
2	Economic Structures of Ancient Indian Kingdoms	Gupta Empire Economy, Harsha's Kingdom Economy; Role of trade and commerce during Harsha's reign, Regional Economic Models; economic structures across regions, Trade & Commerce in regions.	8	CO2
3	Trade and Commerce in Ancient India	Indian Ocean Trade, Inland Trade Routes, Trade with Foreign Civilizations; Economic relations with Rome, China, and Southeast Asia, Guilds and Merchants.	7	CO3
4	Economic Policies of Medieval Indian Dynasties	Chola Dynasty; Economic policies of the Chola rulers, Development of maritime trade. Rashtrakuta and Palas; Economic structures of the Rashtrakuta and Pala empires. Agrarian policies and revenue systems. Delhi Sultanate; Economic impact of the Delhi Sultanate, Trade and taxation policies. Vijayanagara Empire; Economic prosperity during the Vijayanagara period. Cultural and economic exchanges.	8	CO4
5	Agriculture and Rural Economy	Technological Advances; Innovations in agricultural technology. Impact on productivity. Land Revenue Systems; Different models of land revenue systems. Feudalism and its influence on agriculture. Water Management; Irrigation systems and their significance, impact on crop patterns. Village Communities; Social and economic structures of ancient Indian villages, Cooperative farming.	8	CO5
6	Crafts, Industries, and Artisans	Craftsmanship and Artisan Guilds; Formation and functions of artisan guilds. Textile and Metal Industries; development of textile and metal industries, Technological advancements. Cottage Industries. Trade in Precious Metals and Gems; Exploration of trade in gold, silver, and gems. Economic significance of precious metal trade.	7	CO6
7	Economic Thought and Literature	Arthashastra and Economic Policies, Dharmashastras and Economic Ethics, Impact of Religion on Economy.	7	CO7
8	Decline and Transition	Factors Contributing to Decline, Transition to Medieval Period, Emerging economic structures, Historiographical Perspectives	7	CO8

#### Reference Books:

Romila Thapar, The Economic History of Ancient India.

Irfan Habib, The Agrarian System of Mughal India, 1556-1707. Dietmar Rothermund, Economic History of India: Ancient to Present.

K. N. Chaudhuri, Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750.

#### e-Learning Source:

<https://swavam.gov.in/>

<http://ignou.ac.in/>

#### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	POs								PSOs					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO4	2	1	3	2	3	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO6	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO7	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO8	2	2	2	2	2	2	2	2	2	2	2	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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**Effective from Session: 2024-2025**

<b>Course Code</b>	A050601R/HH3 24	<b>Title of the Course</b>	Study of Languages used in Indian History	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>
<b>Pre-Requisite</b>	10+2 (any discipline)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	Students will be able to understand in-depth knowledge of Languages used in Indian History.						

### Course Outcomes

<b>CO1</b>	Students will be able to understand <ul style="list-style-type: none"> <li>  In-depth knowledge of Languages used in Indian History.</li> <li>  The variation among Historical aspect of different languages.</li> <li>  Interaction with people with different languages and cultural settings.</li> <li>  Study of Historical area of different languages being visited.</li> <li>  Learn to prepare language analysis report</li> </ul>
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Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Language &amp; History</b>	Meaning, types and significance of Historical Languages, Literature review and formulation of research design of the language. Techniques of writing and reading of the selected language.	45	<b>CO1</b>

**Reference Books:**

Chitnis, K.N., (2006)—Research Methodology in History, Atlantic Publication.

Sreedharan,E. : A Textbook of Historiography

Kimerling, A. Jon, --Map Use – Reading Analysis Interpretation, ESRI Press

कार, ई. एच. : (1997) इतिहास क्या है, मैकमलन प्रेस, लंदन

कौतिक, कुतु वरबहादुर : (1984) इतिहास दक्षिण एवं प्राचीन भारतीय इतिहास लेखन, गोरखपुर

श्रीधरन, ई. - इतिहासलेख

**e-Learning Source:**

<https://swam.gov.in>

<http://ignou.ac.in/>

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	-	-	-	-	-	-	-	-	-	-	-	-

<b>Name &amp; Sign of Program Coordinator</b>	<b>Sign &amp; Seal of HoD</b>
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