

SYLLABUS & PROGRAMME STRUCTURE



M.A.

IN

History

(under National Education Policy- 2020)

(Effective from the Academic Session 2022-2023)

**DEPARTMENT OF HISTORY
MAHARAJA BIR BIKRAM UNIVERSITY AGARTALA,
TRIPURA: 799004**

PROGRAMME STRUCTURE

Semester	Core Courses (CC)			Discipline Specific Elective (DSE)			Open Elective (OE)			Compulsory Elective (CE)			Total Credits
	No. of Papers	Credits	Total Credits	No. of Papers	Credits	Total Credits	No. of Papers	Credits	Total Credits	No. of Papers	Credits	Total Credits	
I	3	4	12	1	4	4				1	2	2	18
II	3	4	12				1	4	4				16
III	3	4	12							1	4	4	16
IV	3	4	12	1	4	4							16

Important Guidelines and Information:

1. Total credits of the programme = Semester I + II + III +IV = 18+16+16+16 = 66
2. 1 credit = 1 hour of class per week
3. In Semester I, a student shall have to study three (3) Core Courses which are compulsory and One (1) Discipline Specific Elective (DSE) out of two Electives offered by the Department. Each Course carries four (4) Credits. Students shall have to study one Compulsory Elective Course on Communication Skills in English of two (2) Credits.
4. In Semester II, a student shall have to study three (3) Core Courses which are compulsory and One (1) Open Elective (OE) offered by the Departments other than History or a student can opt any Course from SWAYAM of four (4) Credits of his/her choice [The list of such Courses shall be provided by the Department in the beginning of the Semester. Each Course carries four (4) Credits.]
5. In Semester III, a student shall have to study three (3) Core Courses which are compulsory and One (1) Compulsory Elective (CE) in Basic Computer Skills. Each Course carries four (4) Credits.
6. In Semester IV, a student shall have to study three (3) Core Courses which are compulsory and One (1) Discipline Specific Elective (DSE) out of two Electives offered by the Department. Each Course carries four (4) Credits.
7. All Core Courses (CC), Discipline Specific Elective (DSE) Courses, Open Elective (OE) are divided into 4 Units and carry 30 Marks in Internal Assessment and 70 Marks in the End Semester Examination. Internal Assessment shall be conducted by the concerned Course Teacher and submit the marks to the Controller of Examinations. The Internal Assessment shall be in the form of Assignment/Written Test/Seminar etc. Semester End Examinations are conducted by the Controller of Examinations. In the Semester End Examination, for each Course there shall be eight (8) questions, out of which a student shall have to answer five (5) questions with each carrying fourteen (14) marks.

8. Open Elective Courses offered by the Department of History are meant for students of Departments other than History.
9. Students shall have to attend 75% classes of the total classes conducted in a Semester. Attendance of 75% of classes is mandatory, failing which a student will not be allowed to seat in the Semester End Examination.
10. The Department of History offers Compulsory Elective (CE) Course in Basic Computer Skills. This Course is divided into four (4) Units and carries 30 Marks in Internal Assessment and 70 Marks in the End Semester Examination. For Internal Assessment the concerned Course Teacher shall conduct the Test and submit the marks to the Controller of Examinations. Semester End Examinations are conducted by the Controller of Examinations. In Semester End Examination, there shall be two Parts -Theory and Practical. For Theory part, a student shall have to answer two (2) questions out of four (4) questions each carrying ten (10) marks. That is in total twenty (20) Marks. Time for Theory Exam is one (1) hour. For Practical Part there shall be eight (8) questions out of which a student shall have to answer five (5) questions each carrying ten (10) marks. Time for Theory Examination is two (2) hours.

SEMESTER-I

Course Code	Title of the course	Internal Assessment	Semester End	Total Marks	Credits
HIST-101(CC-I)	HISTORIOGRAPHY	30	70	100	4
HIST-102(CC-II)	ANCIENT SOCIETIES	30	70	100	4
HIST-103(CC-III)	FEUDALISM	30	70	100	4
HIST-104(DSE-I) OR HIST-105 (DSE-I)	CAPITALISM AND IMPERIALISM POST INDEPENDENT INDIA	30	70	100	4
CSE-101	COMMUNICATION SKILLS IN ENGLISH	30	70	100	2

SEMESTER- II

Course Code	Title of the course	Internal Assessment	Semester End	Total Marks	Credits
HIST-201(CC-IV)	NATIONALISM	30			4
HIST-202(CC-V)	SOCIETY AND CULTURE IN COLONIAL INDIA	30	70	100	4
HIST-203(CC-VI)	ECONOMIC HISTORY OF COLONIAL INDIA	30	70	100	4
HIST-204 (OE) Or HIST-205 (OE)	M. K. GANDHI AND INDIA COURSE FROM SWAYAM	30	70	100	4
				100	4

SEMESTER- III

Course Code	Title of the course	Internal Assessment	Semester End	Total Marks	Credits
HIST-301(CC-VII)	SOCIO-POLITICAL HISTORY OF EUROPE(1870-1945)	30	70	100	4
HIST-302(CC-VIII)	CONTEMPORARY WORLD (1945-1991)	30	70	100	4
HIST-303(CC-IX)	SOCIO-ECONOMIC HISTORY OF NORTH- EAST INDIA	30	70	100	4
HIST-304 (CE)	BASIC COMPUTER SKILLS	30	70	100	4

SEMESTER- IV

Course Code	Title of the course	Internal Assessment	Semester End	Total Marks	Credits
HIST-401(CC-X)	INDIAN NATIONALISM	30	70	100	4
HIST-402(CC-XI)	BRITISH COLONIAL POLICY AND EXPANSION IN COLONIAL INDIA	30	70	100	4
HIST-403(CC-XII)	INDIAN KNOWLEDGE SYSTEM	30	70	100	4
HIST-404(DSE-II) OR HIST-405 (DSE-II)	HISTORY OF TRIPURA ECOLOGY AND ENVIRONMENT	30	70	100	4

FIRST SEMESTER

HIST-101 (CC-I): Historiography

Course Specific Outcome:

1. The students will be taught about the meaning and scope of History.
2. They will also be taught about the relationship of History with other disciplines like Archaeology, Geography, Anthropology, Linguistic, Sociology, Philosophy, Political Science and Applied Science and Literature.
3. They will learn about the traditions of Historical writing.
4. The course provides information about Indian Historical writing, Marxist, Subaltern and recent trends in Historical writing in North East India.
5. Major theories of history and techniques of Historical Research are also taught to the students.

Course Content:

- A. Scope of History and other Disciplines: Historical facts, Causation, Historicism, Generalization, Objectivity, Archaeology, Geography, Anthropology, Linguistics, Sociology, Philosophy, Political Science, Natural science, Applied Science and literature
- B. Traditions of Historical writing: World: Greco - Roman, Chinese, Western, Arabic, Persian, Church, Medieval Historiography, Renaissance Historians;
- C. India: Colonial, Nationalist, Communalist, Marxist, Subaltern and Annals; Recent trends in Historical writing in North- East India; Dominant trends.
- D. Major theories and Techniques of History: Cyclical, Historical materialism, Sociological, Comparative, Structural, World system, Ecological and post-modernist critiques of History, Techniques of Historical Research: Methods, Collection and Classification of data, Analytical and Synthetic Operations

Reference Books:

1. Arthur Marwick, The Nature of History, Penguin, 1993, Rep.
2. R. G. Collingwood, the Idea of History, Madras, 1989.
3. Keith Jenkins, Rethinking History, London, 1991.
4. Mark T Gilderhus, History and Historians: A Historiographical Introduction, Prentice Hall, New Jersey, 1992.
5. E. H. Carr, What is History, London, 1963.
6. Romila Thapar, Interpreting Early India, OUP, Delhi, 1993
7. Harbans Mukhia, Historians and Historiography during the reign of

- Akbar, Vikas, New Delhi, 1976.
8. Irfan Habib, Interpreting Indian History, NEHU, Shillong, n.d
 9. Manorama Sharma, History and History Writing in North East India, Regency Publishers, Delhi, 1999
 10. C. H. Philips, Historians of India, Pakistan and Ceylon, OUP, London, 1967, Reprint.
 11. B. Sheikh Ali, History : Its Theory and Methods
 12. D. P. Choudhury: Idea of History in a Changing World (KP Bagchi)
 13. E. Sreedharan : A Text Book of Hitoriography

HIST-102(CC-II): Ancient Societies

Course Specific Outcome:

1. The students are taught about the Human Evolution.
2. The course also discusses about the first Urbanization in Human History, about the Iron Age Civilization in India and the Aegean World and the about the decline of early Empire like the Mauryan Empire and the Imperial Rome.

Course Content:

- A. Human Evolution and First Urbanization: Geographical Background and Chronology; social evolution and trends: Hunters gatherers and the origins of food production in Ancient World
First Urbanization: Copper- Bronze using Cultures: Development and metallurgical technology; Pastoral Nomadism in Ancient World
- B. Iron age Civilization: Beginning of the use of Iron; Metallurgical technique; Emergence of Urban centers and proto - states Civilization in India and Aegean World
- C. Structure of early Societies : Transition from pre - state to early state with special reference to the Gangetic plan; Slave Societies in Ancient Greece and Rome
- D. Decline of Early Empires with special reference to Maurya India and Imperial Rome.

Reference Books:

1. V. Gordon Childe, What Happened in History, Penguin Books, 1975, Rep.
2. G. Clark, Archaeology and Society, London, 1966.
3. E. J. Hobsbawm (ed.), Karl Marx: Pre-Capitalist Economic Formations, London, 1964.
4. Cart Piggot, Prehistoric Societies, Penguin Books, 1980
5. D.P. Agarwal, The Copper Bronze Age of India, Poona, 1969
6. D.D.Kosambi, An Introduction to the Study of Indian History, 2nd Revised Edition, Bombay, 1975
7. RomilaThapar, From Lineage to State, OUP, Delhi, 1983
8. R.S.Sharma, Material Culture and Social Formations in Ancient India, Macmillan, Delhi, 1983
9. V. Gordon Childe, Social Evolution, Penguin Books, New York, 1951
10. H.J.M Claessen, P. Skalnik (ed.) The Early State, Vol. I and II, Mouton Publishers, New York, 1978 and 1981
11. George Dalton (ed.), Tribal and Peasant Economics, The Natural History Press, New York, 1967
12. RomilaThapar, Asoka and the Decline of the Mauryas, OUP, 1961
13. Amar farooqui: Early Social Formations (Manas)

HIST 103 (CC-III): Feudalism

Course Specific Outcome:

1. The students will learn about the transition of Societies from Ancient to Feudal Societies.
2. The course will discuss about the transition of early Medieval Indian Society
3. The concept of Feudalism in Europe, India and the North East India is clearly defined for the understanding of the students.
4. The students will also learn about the Indian Feudalism in Slavery, Urban Decay, Peasantry and about Feudal Land Tenure.

Course Content:

- A. Concept of Feudalism and Traditional Societies: European, India and North-East India.
Ancient to Feudal Societies - Western Europe; Mode of production; slave, serfdom and peasant societies
- B. The Second feudal age: Population Growth, trade and urbanization; New Economy Growth; Crisis of Feudalism; Decline of Feudalism
- C. Transition of Early Medieval Indian society: Material Changes and New Social Order with unequal distribution of power, increasing social tension
- D. Indian Feudalism: Slavery, Urban Decay, Agricultural technology, Peasantry, feudal land tenure.

Reference Books:

1. Marc Bloch, Feudal Society, 2 vols., London, 1962
2. Perry Anderson, Passages from Antiquity to Feudalism, London, 1975
3. Henry Pirenne, Economic and Social History of Medieval Europe, London, 1961
4. R.S. Sharma, Perspective in Social and Economic History of Early India, New Delhi, 1983
5. R.S. Sharma, Indian Feudalism, New Delhi, 1985
6. HarbansMukhia, Perspectives on Medieval History, New Delhi, 1993
7. R. Coulbran, Feudalism in History, Princetown, 1956
8. R. H. Hilton (ed.), Transition from Feudalism to Capitalism, London, 1976
9. R. S. Sharma, Urban Decay in India, New Delhi, 1987
10. V. K. Thakur, Historiography of Indian Feudalism, Patna, 1992
11. B. D. Chattopadhyay: making of Early Medieval India (OUP)
12. F.L. Ganshof : Feudalism

HIST 104 (DSE-I): Capitalism and Imperialism Course

Specific Outcome:

1. The course discusses about the theories and practices of Capitalism and Imperialism.
2. The Students will be taught about the Political Economy of capitalism and imperialism.
3. The course also discusses about England in transition during the 16th up to the 17th Century
4. The students are also taught about the development of Capitalism and Imperial expansion and its impact in World History

Course Content:

- A. Theories and Practices of Capitalism & Imperialism and Political economy of Capitalism: Development of Capitalism: Age of Merchant Capitalism, Mercantilism, and Expansion and Rivalries, Pattern of Colonization.
- B. England in Transition, 16th-17th Century: Transition from Mercantilism to Industrialization (Industrial Revolution), Factory, Labour and Legislation.
- C. Europe in 18th Century: Economic pattern and social structure of Britain, France and Netherlands; Industrial Capital development and its impact on colonial trade and expansion.
- D. Development of capitalism and imperial expansion and its impact; Capital development in Europe, USA; Imperial expansion in Africa and Asia; Colonial rivalries prior to 1914; World Economic Crisis and Aftermath; Imperial Expansion of Germany, Italy and Japan; Second World War: Decolonization.

Reference Books:

1. Meenaxi Phukan, Rise of the Modern West, Macmillan India Ltd., New Delhi, 1998
2. R. H. Hilton, (ed.) The Transition from Feudalism to Capitalism, London, 1976
3. Maurice Dobb, Studies in the Development of Capitalism, London, 1963-4
4. Cambridge Economic History of Europe, Vol. V, CUP, 1991
5. D.K. Fieldhouse, The Colonial Empire, New York, 1993
6. D.K. Fieldhouse, Economics and Empire, 1830-1914, London, 1976
7. E.J. Hobsbawm, Industry and Empire, London, 1975
8. Sydney Pollard, European Economic Integration 1815-1970, Thames and Hudson, London, 1974
9. Michael Barrat, Economics of Imperialism, Brown Press, 1989
10. A.J.P. Taylor, Struggle for the Mastery in Europe, OUP, 1971
11. A.J.P. Taylor, Origins of the First World War, OUP, 1979
12. A.J.P. Taylor, Origins of the Second World War, Penguin, Hammond Sworth, 1964

13. James Joil, Europe since 1870: An International History, Hammond Sworth, 1976
14. V.I. Lenin, Imperialism: The Highest Stage of Capitalism, Introduction by Prabhat Patnaik, Left word Books, New Delhi, 2000
15. Roger Owen, Studies in the Theory of Imperialism, Longman, London, 1972

HIST-105 (DSE-I): Post-Independent India

Course specific outcome:

1. The course intends to acquaint students with the contemporary history of India after independence
2. Students will get acquainted with the nation building programme after Independence.
3. Students will learn about India's economic development after Independence.
4. Students will get a clear idea about independent India's foreign policy.

Course Content:

- A. Emergence of India Republic and Democracy at Work: transfer of power, integration of India states, making of the Indian Constitution, reorganization of States, New states.
Democratic Socialism and Welfare State, working of the centre- states relations; J. P. Movement and Emergency, Coalition politics; Democratic Decentralization, Panchayati Raj; problem of Communalism, Regionalism, ethnicity, militancy, caste and untouchability.
- B. Foreign relation; foundation of foreign policy, Panchseel and Nehru Era; India in Commonwealth, UN, NAM and SAARC.
- C. Social development; ideology of planned economic growth; agricultural growth- Green revolution, land reforms, industrial progress; economic reforms and globalisation; political economy of development, education, literacy; problem of the marginalized peasants, works Dalits; India Women since Independence.
- D. Achievements- Science and technology, art, literature and culture, mass communication.

Reference:

1. Bipin Chandra : India after Independence
2. Ramchandra Guha: India after Gandhi
3. Paul Brass : Indian politics since independence
4. Bidyut Chakraborty : Indian Government and Politics
5. Partha Chatterjee: Politics in India
6. Bipin Chandra : Essays in Contemporary India.
7. Pratap Bhanu Mehta : Politics in India

Syllabus

Communication Skills in English

CSE-I (2 Credits)

This course will acquaint the students with the English language, its importance and use in the contemporary world. It will enable the learners to gain basic knowledge of English grammar and vocabulary and also nourish their speaking and writing skills in English language.

UNIT-I

Introduction to the Language Skills: Listening and Speaking

1. a) Nature and significance of English Language
b) Introduction to the skills of Language
2. Listening and speaking skills
 - a) Introduction to English sounds
 - b) Vowel sounds
 - c) Consonantal sounds
 - d) Word accent and stress shift
 - e) Accent and rhythm in connected speech
 - f) Intonation
 - g) Listening Radio and TV programmes and recorded conversations and different accents.
3. Basics of Communication: Communication-an overview; barriers and gateways to communication; essential of non-verbal communication.

UNIT-II

1. Basic grammar and Grammar in context

1. The sentence, Clause, Phrase, Kinds of sentences
2. Parts of speech
3. Verb, Tenses: Form and use
4. Use of auxiliaries and Modals
5. Concord: Subject – verb
6. Articles and prepositions
7. Transformations of sentences
8. Common Errors
9. Patterns

2. Reading Skills

- a) Skimming and scanning
- b) Reading for comprehension
- c) Reading for pleasure
- d) Reference skills
 - i. Looking up the Dictionary
 - ii. Using tables of contents and indexes for locating information
 - iii. Information Technology

UNIT-III

Presentation Skills

1. Public Speaking
 - a) Presentation Techniques
 - b) Use of quotations and anecdotes
 - c) Organizing a seminar/symposium/workshop/conference
 - d) Welcome Address and Vote of Thanks
 - e) Body Language
 - f) Interview
2. Essential Writing Skills:
 - a) Linking Devices: Use of connectors
 - b) Sentences and paragraphs
 - c) Essay-writing
 - d) Letter-writing
 - e) Preparation of Resume
 - f) Report-Writing: Newspaper Reports and Minutes of the Meeting
 - g) Summarizing, Note-Making and Note-Taking
 - h) Information Transfer
 - i) E-Mail
 - j) Advertising and writing- memos, circulars, etc.

Recommended Readings:

- a) Sanjay Kumar and Pushp Lata. *Communication Skills*, Oxford University Press, Second Edition, 2015.
- b) Barker, Alan. *Improve your Communication Skills*, Kogan Page, Fifth Edition, 2019.
- c) Lewis, Norman. *Speak Better Write Better*, Goyal Publishers, 2011.
- d) Dr Wilfred Funk and Norman Lewis. *30 Days to a more Powerful Vocabulary*, Simon and Schuster, 2012.

SECOND SEMESTER

HIST 201 (CC-IV): Nationalism

Course Specific Outcome:

At end of the course student will:

1. Be familiar with the theories of nationalism
2. Learn about the socio-economic and political aspects of European history
3. Learn about the early nationalist stirrings, the impact of the First World War, the Russian Revolution, about India and China till the 1940s and the Japanese nationalism
4. Help the students to understand the Second World war and its impact on national movements in Asia and Africa

Course Content:

- A. Theories of Nationalism and Its Socio-Economic and Political Aspects: Ernest Gellner, Anthony D. Smith, B. Anderson, Partha Chatterjee and Others
Socio- economic and political aspects of European Nationalism; Liberalism in England; French Revolution of 1789, 1830 and 1848, their impact on Europe; Rise of nationalism in Russia, and unification of Germany and Italy, the Balkans – pan Slavism
- B. Early nationalist stirrings, impact of First World War, Russian Revolution, Kemalist Revolution, Zionism and Palestinian Nationalism, India and China till the 1940s, Japanese Nationalism.
- C. Second World War and impact on Nationalist movements in Asia and Africa, case studies of Nigeria and Egypt, Indonesia and Vietnam.
- D. Nation building in Africa and Asia, problems of national integration, social- economic development, ethnicity and continued nationalist upsurges within the newly formed states.

Reference:

1. Edward Royle, Modern Britain, A Social History 1750 - 1985, Edward Arnold, London, 1992
2. Agatha Ramm, Europe in the Nineteenth Century, Longman, London, 1989
3. E. J. Hobsbawm, Nations and Nationalism since 1780: Myth, Reality, CUP, Cambridge, 1990
4. Paul Brass, Ethnicity and Nationalism: Theory and Comparison, New Delhi, 1991

5. Peter Alter, Nationalism, Edward Arnold, London, 1994
6. Michael Crowder, The Cambridge History of Africa 1943-1970, CUP, 1996
7. MeenaxiPhukan, Rise of Modern West, Macmillan India Ltd, New Delhi, 1998
8. Nicholas Tarling (ed.), The Cambridge History of South East Asia, Vol. II, The 19th and 20th centuries, CUP, Cambridge, 1992
9. R. Emersson, From Empire to Nation: The Rise and Self - Assertion of Asian and African Peoples, Harvard University Press, 1960
10. Steven Grossby, Nationalism: A Very Short Introduction
11. Anthony D. Smith, Nationalism and Modernism
12. Anthony D. Smith, The Ethnic Origins of Nations
13. E. Hobsbawm and T. Ranger (ed.), The Invention of Tradition
14. Ernest Gellner, Nations and Nationalism
15. Hans Kohn, The Idea of Nationalism
16. Hans Kohn, The Age of Nationalism
17. Benedict Anderson, Imagined Communities
18. ParthaChatterjee, Nationalist Thought and Colonial World: A Derivative Discourse?
19. ParthaChatterjee, Nation and Its Fragments

HIST 202(CC-V): Society and Culture in Colonial India

Course Specific Outcome:

At end of the course student will:

1. Learn about the religious dissent and protest, caste structure, education and economy of 18th Century India.
2. Be familiar with Sanskritization, westernization, modernization, Bengal Renaissance in colonial India.
3. Be familiar with the socio-religious reform movements in India
4. Learn about the development of education and press in colonial India
5. Be familiar with the different lower caste and backward caste movements in colonial India.

Course Specific Content:

- A. India in the 18th Century: religious dissent and protest, Caste structure and organization, education and economy
Understanding social and cultural changes in colonial India: conceptual issues: Sanskritization, westernization, modernization: Debate on Bengal Renaissance, women as the focus of reform.
- B. Reform movements. Nature of socio-religious reform movements. Raja Ram Mohan Roy: his ideas, thoughts, and reforms, Brahmo Samaj. Prarthama Samaj. Dayanand Saraswati and Arya Samaj. Vivekananda and Ramakrishna Mission. Faraizi movements, Wahabi movement, Sayeed Ahmed khan and Aligarh movements. Deoband school of thought. Ishwarchandra vidyasagar and his movement for emancipation of women
- C. Colonial education and press: Different agencies for the growth and expansion of modern education (Anglist vs Orientalist controversy) Woods' Despatch Of 1854 , Impact of western education. Rise of modern Indian literature. Rise of press in English and Indian languages and its impact. Emergence of an Indian middle class
- D. Lower caste and backward caste movements: Nature of caste movement, Jyotibha Phule's movement; B.R.Ambedkar's depressed class movement; Justice party movement. Self-respect movement, Role of Congress.

Reference:

1. S.C.Roy Chowdhury, Social, Cultural and Economic History of India, Vol. III
2. A.R. Desai, Social Background of Indian Nationalism
3. K.K. Dutt, Social History of Modern India
4. Heimsath, Indian Nationalism and Hindu Social Reform
5. K. K. Dutt, Survey of Social Life and Economic Condition of India in the 18th century.

6. B.B. Misra, Indian Middle Class
7. Susobhan Sarkar, Bengal Renaissance and Other Essays
8. Dharma Kumar, Land and Caste in South India
9. Sumit Sarkar, Modern India
10. Sumit Sarkar, A critique of colonial India
11. Sumit Sarkar, Writing Social History
12. Tanika Sarkar, Hindu Wife, Hindu nation
13. Amiya Sen, Social and Religious Reform: the Hindus of British India
14. Gail Omvedt, Dalit Visions
15. Susan Bayly, Caste, Society and Politics in India from the 18th century to the Modern Age
16. Kenneth W. Jones, Socio-Religious Reform Movement in British India
17. Nicholas B. Dirks, Castes of Mind
18. P.J. Marshall (ed.), India in the 18th c.
19. Seema Alavi, (ed.), India in the 18th c.
20. Subaltern Studies, Relevant Volumes
21. R.P. Dutt, India Today
22. S. Bandopadhyay, From Plassey to Partition and after, History of Modern India
23. S. Bandopadhyay, From Plassey to Partition and after, History of Modern India
24. S. Bandopadhyay, Caste, Culture and Hegemony
25. Ishita Bannerjee Dube: History of Modern India (Cambridge)
26. Sumit Sarkar : Modern Times (Orient Blackswan)

HIST 203(CC-VI): Economic History of Colonial India

Course Specific Outcome:

At end of the course student will:

1. Be familiar with the Indian economy of 18th Century
2. Learn about the various land tenure systems and commercialization of agriculture in colonial India.
3. Learn about the famines and peasant uprisings during colonial India
4. Learn about the agency houses, modern banking, transport and communications, working class during colonial period.

Course Specific Content

- A. The 18th century Indian Economy : trade & Commerce, land and agriculture, urban economy, regional formations, East India Company : From Trading Company to State
Agrarian Conditions: regional variations; land tenure systems - Permanent, Ryotwari, Mahalwari & their consequences; commercialization of agriculture
- B. Famines, Peasant uprisings
- C. Fate of Handloom and other artisanal production : Debate and Regional Experiences, emergence of modern industrial sector & British Policy, the Indian capitalist class
- D. Agency Houses, Modern Banking, Transport & Communications, working class

Reference:

1. D.N. Dhanagare, Peasant Movements in India
2. A.R.Desai, (ed.), Peasant Struggles in India
3. Aditya Mukherjee, Imperialism, Nationalism and the Making of the Indian Capitalist Class
4. Rajat Ray, (ed.) Entrepreneurship and Industry in India
5. A.K.Bagchi, Private Investment in India
6. SukomalSen, Working Class in India
7. DipeshChakraborty, Rethinking working class history
8. Tirthankar Roy, Economic History of India
9. V.B. Singh, (ed.), Economic History of India
10. IrfanHabib, Indian Economy, 1858-1914
11. Cambridge Economic History of India, Vol. II
12. B.R. Tomlinson, The Economy of Modern India (1860-1970)

13. Dwijendra Tripathi, The Concise Oxford history of Indian Business
14. Ishita Bannerjee Dube: History of Modern India (Cambridge)
15. Sumit Sarkar : Modern Times (Orient Blackswan)
16. P.J. Marshall (ed.), India in the 18th c.
17. Seema Alavi, (ed.), India in the 18th c.
18. Subaltern Studies, Relevant Volumes
19. R.P. Dutt, India Today
20. S. Bandopadhyay, From Plassey to Partition and after, History of Modern India
21. K.K. Dutt, Survey of Social Life and Economic Condition of India in the 18th c.
22. Sumit Sarkar: Modern India
23. Sumit Sarkar: Modern Times

HIST-204 (OE): M.K. Gandhi and India

Course Specific Outcome:

At end of the course student will:

1. Learn about Gandhian philosophy.
2. Learn about Gandhi's method and strategy during national movement.
3. Learn about Gandhi's relation with contemporary leaders and personalities like Rabindranath Tagore, Nehru, Ambedkar.
4. Get a detailed overview on Gandhi and his critiques.
5. Learn about the contemporary relevance and impact of Gandhi.

Course Content:

- A. Gandhi: his Early Life, South African Experience and participation in the India National Movement.
Gandhi: Political Philosophy: Hind Swaraj, Satyagraha, Ahimsa, Communal Harmony; His relation with Contemporaries: i) Subhash, ii) Ambedkar, iii) Jinnah, iv) Tagore etc.
- B. Gandhi: Socio-Economic Philosophy: Ecology, Peasantry, Rural Development, untouchability, women, trusteeship, education.
- C. Gandhi and his Critique: Imperialists, Left, Feminists, Capitalists, Psycho-dynamic critique
- D. Gandhi and his relevance: i) Contemporary socio-political movements, ii) Contemporary environmental movements, iii) Conflict resolution and Gandhian ethics.

Reference Books:

1. Judith Brown: Gandhi's rise to Power.
2. Judith Brown : Prisoner of Hope
3. Rajmohan Gandhi : The Good Boatman
4. Rajmohan Gandhi: Mohandas
5. David Hardiman: Gandhi in his time and ours
6. Partha Chatterjee : nationalist Thought and Colonial World
7. Denis Dalton : Gandhi's Power
8. Louis Fischer : Gandhi
9. Pannalal Dasgupta : Revolutionary Gandhi
10. Anthony Copley : Gandhi
11. M.K. Gandhi: My Experiments with Truth

THIRD SEMESTER

. HIST 301(CC-VII): Socio-Political History of Europe (1870-1945)

Course specific outcome: After studying this course:

1. Students will learn about Political development in Germany (1871-1914).
2. Students will learn about the rise in population, emigration, social structure of working class, middle class, aristocracy, social upheavals in Europe.
3. Students will have detailed knowledge about the Balkans and Russia (1870 - 1914).
4. Students will also learn about the state and social welfare, education, position of women, factory reforms, health care, and Social conditions in Europe.
5. Students will also learn about the two World Wars and its assessments.

Course Content:

- A. Political development in Germany (1871 -1914), Post - unification and domestic and foreign policies, internal development in France (1871 - 1914), Establishment of the third republic, the Paris Commune and its collapse, its Social and economic policy,
The rise in population, emigration, social structure of working class, middle class, aristocracy, social upheavals in France, Britain, Germany, Russia, Italy.
- B. The Balkans and Russia (1870-1914): European interest in the Balkans, the rise of nationalism in Balkan States, the Russian Empire upto 1917, emancipation of Serfs, Peasant and working class movements, revolution of 1917, Communism in Russia 1917-1939, New Economic Policy, Working Class Movement in Europe.
- C. The state and social welfare, education, position of women, factory reforms, health care, Social conditions in Europe.
- D. World between two World Wars: The First World War, Peace of Versailles, The League of Nations- its assessment, Fascism in Italy, Nazism in Germany, Rise of Hitler, Socio-Economic Policy of Nazi State, Origin and Aftermath of the Second World War

Reference:

1. Harold Perkins, The Origins of Modern English Society, London, 1969
2. Hugh Seton-Watson, The Russian Empire 1801-1917, OUP, Oxford, 1989
3. G. M. Trevelyan, English Social History, Orient Longman, New Delhi, 1970
4. A. J. P. Taylor, English History 1914-1945, Penguin Hammand-Smith, 1970
5. P. Richard, A Social History of the Third Reich, Penguin Hammand-Smith,

1974

6. Agatha Ramm, *Europe in the Nineteenth Century 1789-1905*, Longman, 1984
7. Allan Bullock, *The Twentieth Century, Relevant Volumes*, New York, 1995
8. J.M. Roberts, *The Penguin History of the 20th century*
9. E. J. Hobsbawm, *The Short 20th century*
10. E. J. Hobsbawm, *The Age of Empire*
11. E. J. Hobsbawm, *The Age of Capital*
12. James Joll, *Europe since 1870s*
13. David Thompson, *Europe since Napoleon*
14. Gordon A. Craig, *Germany (1866-1945)*
15. A. S. Milward and S. B. Saul, *The Development of Economies of Continental Europe (1850-1914)*
16. Clive Trebilcock, *The Industrialisation of the Continental Europe (1780-1914)*
17. H. Bohme, *Introduction to the Social and Economic History of Germany*
18. C. M. Cipolla (ed.) *The Fontana Economic History of Europe, Relevant Volumes*
19. L.C.A. Knowles, *Economic Development in the 19th Century*
20. George Dupeux, *French Society (1789-1970)*
21. Theodore Zeldin, *France Society, (1789-1970)*
22. Eric Calm, *Politics and Society in Contemporary France (1789-1971)*
23. J.H. Clapham, *Economic Development of France and Germany (1815-1914)*
24. R.D. Anderson, *France 1870-1914 Politics and Society*
25. A. Gerschenkron, *Cambridge Economic History of Europe, Vol-VI*
26. J.N. Westwood, *Endurance and Endeavour: Russian History, 1812-1971*
27. M.S. Miller, *Economic Development of Russia 1905-1914*
28. E.H. Carr, *A History of Soviet Russia: the Bolshevik Revolution.*
29. Martin McCauley: *The Soviet Union since 1917*
30. Maurice Dobb: *Soviet Economic Development since 1917*
31. Lipton, *An Economic and Social History of Europe*
32. W. Laquer (ed.): *Fascism: A Reader's Guide*
33. J. C. Fest: *The Face of the Third Reich*
34. A.J.P. Taylor, *the Origins of the Second World War.*
35. R. Grunberger, *The Social History of the Third reich.*
36. F. Neumann, *Behemoth: the Structure and Practice of National Socialis m (1933-1944)*
37. M. Broszat: *The Hitler State*
38. W. W. Carr: *Hitler: A study in personality and politics*
39. E. H. Carr, *The Russian Revolution from Lenin to Stalin, 1917-1929*
40. I. Deutscher: *Stalin*
41. G. Carocci: *Italian Fascism*
42. S. W. Halperin, *Mussolini and Italian Fascism*
43. A.J. Gregor, *Italian Fascism, the Developmental Dictatorship*
44. J. P.T. Bury, *France: 1814-1940*
45. A. Cobban, *A History of Modern France, Vols. III: 1871-1962.*

HIST 302(CC-VIII): Contemporary World (1945 -1991)

Course specific outcome:

After studying this course, students will:

5. Be familiar with the Post Second World War Reconstruction.
6. Learn about the Decolonization in Asia and Africa.
7. Learn about the Social Movements.
8. Help the student's to understand the major areas of tension.
9. Will also learn about the Global associations and their functioning.

Course content:

- A. Post Second World War Reconstruction, Cold War: different phases; Fall of USSR and Communism in Eastern Europe, Decolonization in Asia and Africa: Indo - China, Ghana, Algeria; Apartheid: Rise and fall
- B. Social Movements: Civil Rights in the USA, Feminist Move ments, Environmental Movements, Human Rights.
- C. Major areas of tension: Israel- Palestine Conflict, USSR- China schism, nuclear arms race, economic disparity between North and South Countries etc.
- D. Global associations and their functioning: UNO, IMF, World Bank

Reference:

1. Norman Lowe: Mastering Modern World History
2. Daniel R. Brower: The World Since 1945, A Brief History
3. Wayne C. McWilliams and Harry Piotrowski: The World Since 1945 , A History of International Relations
4. Sneh Mahajan: Issues in Twentieth Century World History
5. Vijay Malhotra: International Relations
6. Peter Calvocorressi: The World Since 1945
7. Francis Fukuyama: The End of History
8. Samuel Huntington: The Clash of Civilisations
9. John Baylis and S. Smith: The Globalisation of World Politics
10. Eric Hobsbawm: Age of Extremes: The Short Twentieth Century.

HIST 303(CC-IX): Socio-Economic History of North East India

Course specific outcome: After studying this course:

1. Students will learn about the Pre-colonial societies in North East India.
2. Students will learn about Aristocracy and tribal chieftain.
3. Students will have detailed knowledge about the Pre-Colonial Economy.
4. Students will also learn about the Literary and cultural development in North-East India.
5. Students will also learn about the Growth of Industry like tea, coal, oil, handloom and handicrafts, etc.

Course Content:

- A. Pre-colonial societies in North East India; Social Institution -Pyke system in Assam, Tribal Social Organisations, Socio-Religious movements in Assam
Aristocracy and tribal chieftain, Rise of New Social Milieu, Modern Education, Role of Christian Missionaries, Language and Script Controversies
- B. Pre-Colonial Economy, Early European Trade in the Region, Anglo - Ahom Treaty of 1793; Introduction of Money Economy, land and revenue administration, the Agrarian Protest, wasteland settlement rules, Agriculture, Forrest utilization.
- C. Literary and cultural development in North East India; traditional Institution, custom and modernization in tribal society, position of women in North Eastern India.
- D. Growth of Industry-tea, coal, oil, handloom and handicrafts, industrial unrest and labour movement, Development of transport and communication, trade and commerce, effects of Partition of India on North East economy, economic Development since 1947, role of NEC in the economic development in the North East.

References:

1. Priyam Goswami : From Yandaboo to Partition , A History of Assam
2. H. K. Barpujari : A Comprehensive History of Assam, 5 Vols
3. Dipankar Bannerjee : labour Movement in Assam
4. NEIHA Proceedings
5. J.B. Bhattacharjee : Trade and Colony
6. Amaendu Guha: Planter Raj to Swaraj
7. Amalendu Guha : Medieval and Early Colonial Assam: Society, Polity, Economy
8. C. Nunthra : Mizo Society
9. Visier Sanyu:A History of Nagas and Nagaland: Dynamics Of Oral Tradition In Village Formation2008
10. Piketo Sema: A History of Nagaland
11. Lokendra Singh : Unqiet Valley
12. G. Kamei: History of Manipur Pre-colonial Period
13. Milton Sangma: A History of American Baptist Mission in North-East Ind

PS-304 (CE)**Basic Computer Skills**

The course is designed to acquaint students with the use and application of the fundamentals of computer for their day-to-day basic computer activities. It will enhance the IT literacy among the students and enable them to write letters, articles, prepare flow chart, PowerPoint presentation, calculation with excel, etc. They will also be able to learn the different aspects of Open-Source Software. This course will offer hands on training with basic computer knowledge.

Unit-I

1. History of Computers, Evolution of Computers,
2. Generation of Computers, Structure of Computers (H/w and S/w), Types
3. Applications of Computers

Unit-II

4. Idea of Algorithm,
5. Basics of Programming Language, Internet

Unit-III

6. Word: Features, Word Menu, Table, Page Setup, Background, Font, Paragraph, Formatting, Symbol, Equation, Formatting of Numbers, Mail-merge, Protected Document
7. Excel: Features, Cell, Worksheet, Workbook, Excel Menu, Simple Formulas with Basic Functions viz. avg, sum, min, max etc., sorting, chart.
8. Power Point: Features, PPT Menu, Creation of Slides, Animation, Auto Presentation and Mouse Click Presentation.

Unit-IV

9. Introduction to Open Source Soft wares

Recommended Books:

- Introduction to Computer Science, ITL Education Solutions Limited, 2nd Edition, Pearson
- Fundamentals of Computers, P.K. Sinha, BPB Publications.

[More references as and when required will be given by the concerned Course Teacher]

Fourth Semester**HIST 401(CC-X): Indian Nationalism****Course Outcome:**

At end of the course student will:

1. Be familiar with the historiography of the national movement.
2. Learn about the origin of Indian Nationalism
3. Be familiar with the idea of Swadeshi and anti-partition movement
4. Be familiar with the various aspects of the national movement of the Gandhian phase.
5. Will learn about rise and growth of communalism in colonial India

Course Specific Content:

- A. Indian National Movement and its interpretations: Historiography, Economic Critique of Colonialism, Ideological Dimension, Origin of Indian Nationalism; Press and public opinion, Early Organization, INC-Constitution and Strategies.
- B. Partition of Bengal and Swadeshi Movement; Rise of Extremism, Home-Rule Movements, Communalism, Militant Nationalism, Left Wing, Rise of Muslim Politics, women and students.
- C. Major phases- Khilafat, Rowlatt Satyagraha, Non-Cooperation, Civil Disobedience.
- D. National Movement during World War II; Quit India and INA; Muslim Politics, Communalism and Partition of India.

Reference:

1. C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.
2. Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
3. Ranajit Guha, ed., *A Subaltern Studies Reader*.
4. R.C. Majumdar, ed., *History and Culture of Indian People*, Vols. IX and X. *British Paramountcy and Indian Renaissance*.
5. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.
6. A.R. Desai, *Peasant Struggles in India*.
7. A.R. Desai: *Social Background of Indian nationalism*.
8. R.P. Dutt, *India today*.
9. Sekhar Bandyopadhyay: *From Plassey to Partition and Beyond*.
10. Sumit Sarkar: *Modern India*
11. Sumit Sarkar: *Modern Times*
12. Ishita Bannerjee Dube: *History of Modern India*

HIST 402(CC-XI): BRITISH COLONIAL POLICY AND EXPANSION IN COLONIAL INDIA

Course Specific Outcome:

At end of the course student will:

1. Learn about the decay and decline of Mughal rule in India and how European settlements were established.
2. Learn about the British policy and strategy of expansion from Clive to Dalhousie.
3. Impart a detailed knowledge on the various aspects of the Revolt of 1857.
4. Learn about British expansion in North east India.
5. Give student an idea about the political and economic aspects of decolonization.

Course Content:

- A. Historiography of British Rule in India: Decay and Disintegration of the Mughal Empire; European Settlement, trade and commerce; British expansion; Clive to Dalhousie; Ascendancy in Bengal, Carnatic, relations with Mysore, Hyderabad, Marathas, Sikhs; Ideology of expansion.
- B. Nature and consequences of the Revolt of 1857; Policies towards landholder, peasants, Indian States; Arms of the States-the Army and I.C.S.
- C. British policy, expansion and consolidation in North East India.
- D. Colonial Political and Economic aspects of Decolonization; Impact on Indian polity and society

Reference Books:

1. C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.
2. Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
3. SubashChakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.
4. J.S. Grewal, *The Sikhs of the Punjab*, New Cambridge History of India
5. P.J. Marshall, *Bengal: The British Bridgehead*, New Cambridge History of India.
6. R.C. Majumdar, ed., *History and Culture of Indian People*, Vols. IX and X. *British Paramountcy and Indian Renaissance*.
7. Eric Stokes, *English Utilitarians and India*.
8. R.P. Dutt, *India today*.
9. M.J. Fisher, ed., *Politics of Annexation* (Oxford in India Readings).
10. P.C. Joshi, *Rebellion 1857: A Symposium*.
11. SekharBandyopadhyay : From Plassey to partition and After
12. PriyamGoswami : From Yandaboo to partition : A history of Assam

13. Stuart Gordon : The Marathas
14. Laxmi Subrahmanian : A History of India (1757-1857)
15. Bipan Chandra : History of Modern India
13. A.R. Desai, *Peasant Struggles in India*.
14. R.P. Dutt, *India today*.
16. Sekhar Bandyopadhyay: From Plassey to Partition and Beyond

HIST 403(CC-XII): INDIAN KNOWLEDGE SYSTEM

Course Specific Outcome:

At end of the course student will:

1. Learn about the nature, object, components and structure of Indian Knowledge System with reference to knowledge system of Vedas, Upanishads, Bhagavadgītā, Buddhism and Jainism.
2. Learn about knowledge system of Bhakti Movement, Brahma-samaja, Rāmānuja, Chaitanya, Sankar Deva, Nanak and Kabir
3. Give student an idea about Swami Vivekananda, Sri Aurobindo, Tagore and Gandhi and their contributions in the Indian Knowledge System.

A

- Definition of – Indian Knowledge System
- The Nature and object & Components, Structure of Indian Knowledge System
- Indian Knowledge System of Self-Discipline and Cleanliness
- Indian Knowledge System and Rural Technology
- Knowledge System of Vedas – River, Earth, Agni, Mathematics.
- Knowledge System of Upanishads:
- Knowledge System of Bhagavadgītā: Jñānayoga, Karmayoga and Bhakti yoga.

B

- Knowledge System of Buddhism: Four Noble Truths, Pratīyasamutpāda, Anātmavāda (No-soul theory) and Nirvāna.
- Knowledge System of Jainism: Nature and Classification of Reality, Syādvāda, Anekāntavāda.

C

- Knowledge System of Bhakti Movement-
- Rāmānuja, Chaitanya, Sankar Deva
 - Nanak, Kabir,
 - Brahma-samaja and Aryasamaja,
 - Theosophical Movement & Annie Besant.

D

Knowledge System of –

- Swami Vivekananda: - Idea of the East and the West, Service and traditional spirituality.
- Sri Aurobindo: Absolute, Super mind and Evolution.
- Tagore: The Concept of Infinite, Religion of Man, Nature
- Gandhi: Truth, Non-Violence and Satyāgraha

Suggested Readings:

1. L. Hardayal: Twelve Major Religions of the World
2. K. Mishra: The Central Philosophy of Kashmir Saivism.
3. R.G. Bhandarkar: Vaisnavism, Saivism and Minor Religious Sects.
4. L.N. Sharma: Kashmir Saivism.
5. Murray T. Titus: Indian Islam.
6. Jodh Singh: Religious Philosophy of Guru Nanak.
7. V.S. Narvane: Modern Indian Thought
8. Mahadevan and V. Saroj: Contemporary Indian Philosophy.
9. Datta & Chatterjee: An Introduction to Indian Philosophy, University of Calcutta, 1968.
10. Ksetresh Chanda Chattopadhyaya: Vedic Religion
11. S. Radhakrishnan: The Ten Principal Upanishads
12. A.B. Keith: Religion and Philosophy of Veda & Upanishads
13. G.C. Pande: Studies in the Origin of Buddhism
14. A.K. Warder: Indian Buddhism, (M.L.B.D. 1970)
15. M.L. Mehta: Jain Philosophy.
16. Asim Kumar Chatterjee: A Comprehensive History of Jainism, Delhi, Munshiram Manoharlal, 2000.
17. N. Bhattacharya: Jain Philosophy, Delhi, Munshiram Manoharlal, 1999.
18. Dayanand Bhargava, Jain Tarkabhasa, Delhi, MBD, 1968.

HIST-404 (DSE-II): HISTORY OF TRIPURA

Course specific outcome: After studying this course:

1. Students will learn about Sources of the history of Tripura.
2. Students will learn about Tripura's land, people, settlement, etc.
3. Students will have detailed knowledge about British relations with Tripura.
4. Students will also learn about growth of political developments in Tripura during 1947-1958.
5. Students will also learn about the Socio- Economic condition in Tripura 19th -20th Century.

Course Content:

- A. Sources of the history of Tripura: Archeological, Numismatic, Literary, Oral traditions, Land, people, Settlement; Pre- colonial state formation; Sanskritisation; State structure.
- B. British relations with Tripura; administrative changes, Resistance Movements- Tipra, Jamatia, Reang; Tripura in the 1st and 2nd world wars, Merger of Tripura with India Union.
- C. Tripura 1947 -1958: demographic changes; political developments to statehood and formation of TTAADC
- D. Socio- Economic condition in Tripura 19th -20th Century: Land and agriculture, migration, forest resource, trade and commerce; language, education and literature; Christianity in Tripura; Art and Architecture

Reference:

1. A. Mackenzie, History of the relations of the government with the Hill Tribes of North East Frontier of Bengal
2. E. F. Sandys, History of Tripura, Calcutta, 1915
3. J. G. Gunning, Survey and Settlement of the Chakla Roshanabad Estate in the District of Tripura and Noakhali, 1892-99
4. W. W. Hunter, A statistical account of Bengal, Vol. VI, London, 1876
5. Captain T. H. Lewin, the Hill tracts of Chittagong and the Dwellers therein, 1869
6. Tripur Chandra Sen, Tripura in transition 1923-1957, Agartala, 1970
7. Apurba Ch. Bhattacharya, Progressive Tripura, Calcutta, 1930
8. Charu Bhuson Deb (C), Ancient Tripura and its Modest Rulers, Agartala, 1940
9. P. R. Bhattacharjee, Economic transition in Tripura, New Delhi, 1993
10. M. Chakraborti, Rajamalaba Tripura ritihas, Agartala, 1985
11. D. Ch Datta and S. Bandopadhyay, Rajgi Tripurar Sarkari Bangla, Agartala, 1976.
12. Somendra Ch. Debbarma, Census Bibarini, Agartala, 1932
13. Bajendra Ch. Dutta, Tripura Rajye Tris Batsar, Agartala, 1985.
14. J. B. Ganguly, Tripura: The Benign Hills, Agartala, Calcutta 1983
15. J. B. Ganguly, Economic problems of the Jhumias of Tripura, Calcutta, 1969
16. B. P. Misra, Socio-Economic Adjustment of Tribals: A Case Study of Tribal Jhumias, New Delhi, 1976

17. H. K. Sur, British relations with the State of Tripura 1760 -1947, Agartala, 1986
18. Suprasanna Bandopadhyay, Tripura State Gazette Sankalan, 1971
19. M. Chakroborti, Administrative Reports of Tripura Vol.I-IV, Agartala
20. G. Bhattacharjee, Refugee Rehabilitation and Its Impact on Tripura's Economy, Gua, 1988
21. A. Goswami ed., Land Reforms and Peasant Movement: A study of the North East India, Guwahati, 1986
22. Census of India Series
23. Sukhendu Debbarma, Origin and Growth of Christianity in Tripura, New Delhi, 1996
24. North East India History Association Proceedings
25. Tribal Research Institute, Government of Tripura, Agartala.

HIST-405 (DSE-II): ECOLOGY AND ENVIRONMENT IN HISTORY

Course specific Outcome:

1. the course makes an attempt to apprise the students of History with a crucial issue of ecology and environment
2. Students will get an in-depth idea about the nature of Human- Nature interaction ancient India.
3. Students will get an in-depth idea about the nature of Human- Nature interaction in medieval India.
4. The course intends to apprise the students about the impact of colonial rule on India's environment
5. Students will also learn about environmental issues in post-independence India.

Course Content:

- A. Scope of Ecology, Ecology- Science or Art, its relation to other subjects, Terminology of Ecology, Basic concept of Ecology, Approaches to Ecology, Component of Environment, Living and Non - Living components, Management and conservation of living and non - living resources of environment for sustainable development, Environmental degradation and its impact on present and future generations.
- Environment consciousness in ancient India: Indus Valley civilization; planned urbanization, drainage system, watershed management, waste management, worship of different components of nature, concept of prakriti and purush. Pre-Vedic and Post-Vedic civilization. Forest and wild life management in Maurya and Gupta period small scale

- Industries based on natural resources in ancient India.
- B. Environmental consciousness in Medieval India. Exploration of natural resources for economic development in early Medieval India, exploration of natural resources for sustainable economic and ecological development in Mughal period, Over exploitation and ecological destabilization during later Mughal period.
- C. Environmental and ecological consciousness in Modern India; British economic policy and imperialism; Ruin of India small scale industries; Over exploitation of natural resources; Establishment of industries based on Indian natural resources and its impact on environment and ecology.
- D. Environmental issues after independence: Environmental policies of government of India after independence; the continuing debate between environmental protection and economic development; environmental movements in India- Chipko Movement, Save Narmada Movement, The Silent Valley movement, Impact of global development on Indian Environmental policy.

Reference:

1. Stern, Klaus and Rocha, Laurence, Genetics of Forest Ecosystems, Heidelberg, 1974
2. Gadgil, Madhava and Guha, Ramachandra, This Fissured Land: An Ecological History of India, Delhi, 1992
3. Ribentrop, B, Forestry in British India, Calcutta, 1900
4. RamachandraGuha Omnibus, OUP
5. Kannau, K.P., Forest for Industry's profit in Economic and Political Weekly, June 5, 1982

