



**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. Honors History**  
**Semester- VI (2021-2024)**

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*				
BA610	CC	History of Modern India (From 1858 C.E. to 1950 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 on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO<sub>1</sub> To provide knowledge to students about Modern Indian History.
- CEO<sub>2</sub> To make them understand the consciousness of nationalism and the quest for Home Rule.
- CEO<sub>3</sub> To make them understand the role of Mahatma Gandhi in the Freedom Struggle.
- CEO<sub>4</sub> To make them understand the causes behind the Partition and Independence.
- CEO<sub>5</sub> To highlight the Socio-Economic development of Modern India.

**Course Outcomes (COs):**

The student will be able to:

- CO<sub>1</sub> Discuss the reasons for the nationalism and establishment of the Indian National Congress.
- CO<sub>2</sub> Discuss the works and plans of moderates, extremists, and the road to Home Rule.
- CO<sub>3</sub> Describe the works and contributions of Mahatma Gandhi in the Freedom Struggle.
- CO<sub>4</sub> Discuss the major events of the Partition and Independence.
- CO<sub>5</sub> Discuss the Socio-Economic developments for the upliftment of the society.

**Course Content**

**Unit-I- Rise of Nationalism and Establishment of Indian National Congress**

Queen Victoria's Proclamation Act of 1858 C.E. and Indian Council Act of 1861 C.E. Internal Administration of Lord Lytton and Ripon. Early Political Associations and the Establishment of Indian National Congress. Indian Council Act of 1892 C.E., Lord Curzon and the Partition of Bengal, Swadeshi Movement.

**Unit-II- Expansion of Nationalism and Struggle for Home Role**

Moderates, Extremists and Revolutionary Movements in India and Aboard. Government Act of India 1909 C.E. Important Peasant and Tribal Movements. Home Role Movement, Lucknow Pact, Rowlatt Act, Jallianwala Bagh Massacre. Government of India Act 1919 C.E. and Diarchy. Leftism in India, Congress, and Communist Party of India.

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### Unit-III- Gandhi and Indian Freedom Struggle

Gandhian Era- Khilafat and Non-Cooperation Movement. Swarajists, Simon Commission, Lahore Congress. Civil Disobedience Movement, Round Table Conferences. Government of India Act 1935 C.E. and Provincial Autonomy. Quit India Movement, Role of Women and Youth in the Indian National Movement.

### Unit-IV- Road to Partition and Independence

Cripps Mission, Shimla Conference, Cabinet Mission. Subhas Chandra Bose and the INA. Communal Politics and The Partition of India. Indian Independence Act 1947 C.E. Role of Princely States in the Indian National Movement, Integration of Indian Princely States, Main features of the Indian Constitution.

### Unit-V- Socio-Economic Development and Rise of Modern India

Indian Agriculture, British Famine Policy, Nature of Colonial Economy, British Fiscal Policy, and India's Economic Exploitation. Rise of Modern Industry, Expansion of Trade and Commerce. Socio-Religious Movements- Satya Shodhak Samaj, Arya Samaj, Ramakrishna Mission, Theosophical Society, Muslim Reform Movements. Upliftment of Women. Development of Education, Growth of Indian Press, Beginning of Economic Development and Scientific Revolution in Independent India.

### Suggested Readings-

1. Bandyopadhyay, Sekhar. (2019). **From Plassey to Partition and After: A History of Modern India**. New Delhi: Orient Longman Private Limited.
2. Brown, Judith. (1974). **Gandhi's Rise to Power: Indian Politics 1915-1922**. New Delhi: Cambridge University Press.

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- Chandra, Bipan, K. N. Pannikar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee. (eds.) (2018). **India's Struggle for Independence 1857-1947**. New Delhi: Penguin Random House India.
- Chandra, Bipan. (2011). **Nationalism and Colonialism in Modern India**. New Delhi: Orient Blackswan Private Limited.
- Chandra, Bipan. (1987). **Communalism in Modern India**. New Delhi: Vikas Publishing House Private Limited.
- Chandra, Bipan. (2020). **History of Modern India**. New Delhi: Orient Blackswan Private Limited.
- Dube, Ishita Banerjee. (2014). **A History of Modern India**. New Delhi: Cambridge University Press.
- Gandhi, M. K. (2017). **An Autobiography or The Story of My Experiments with Truth**, Ahmedabad: Navjivan.
- Grover, B. L. and Alka Mehta. (2018). **A New Look at Modern Indian History: From 1707 to Modern Times**. New Delhi: S. Chand and Company Limited.

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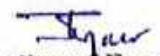
10. Jalil, Rakhshanda, Tarun K. Saint and Debjani Sengupta. (eds.) (2017). **Looking Back: The 1947 Partition of India, 70 Years On.** New Delhi: Orient Blackswan Private Limited.
11. Kaul, Suvir. (2023). **The Partitions of Memory: The Afterlife of the Division of India.** Ranikhet: Permanent Black.
12. Khurana, Dr. K. L. (2022). **History of India (C. 1757-1947).** Agra: Lakshmi Narain Agarwal Publication.
13. Mehta, J. L. (2019). **Advanced Study in the History of Modern India: 1707-1813.** New Delhi: Sterling Publishers (P) Ltd.
14. Sarkar, Sumit. (2014). **Modern India 1885-1947.** New Delhi: Pearson Education India.
15. Sharma, L. P. (2021). **Indian National Movement.** Agra: Lakshmi Narain Agarwal Publication.
16. Sharma, L. P. (2022). **Indian National Movement and Constitutional Development.** Agra: Lakshmi Narain Agarwal Publication.
17. Singh, Amritjit, Nalini Iyer and Rahul K. Gairola. (eds.) (2016). **Revisiting India's Partition: New Essays on Memory, Culture, and Politics.** New Delhi: Orient Blackswan Private Limited.

  
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**Course Educational Objectives (CEOs):**

- CEO<sub>1</sub> To provide the knowledge to students about Contemporary Indian History.  
CEO<sub>2</sub> To make them understand the Economy, Society, and Culture of Independence India.  
CEO<sub>3</sub> To highlight the important issues in Contemporary Indian History.  
CEO<sub>4</sub> To highlight the Indian Politics from the Indian Congress Party to the Opposition.  
CEO<sub>5</sub> To identify the changing patterns of India's Relations with the World.

**Course Outcomes (COs):**

The student will be able to:

- CO<sub>1</sub> Discuss the politics and political History of India after Independence.  
CO<sub>2</sub> Discuss the various changes and stages of the Economy, Society, and Culture after Independence.  
CO<sub>3</sub> Discuss the important contemporary issues of India after Independence.  
CO<sub>4</sub> Discuss the differences, struggles, and coalitions of Indian Politics after Independence.  
CO<sub>5</sub> Discuss India's foreign policy and role in World Politics after Independence.

**Course Content**

**Unit-I- Polity and Political History of Independent India**

Partition Legacies- Problems, Migration and Resettlement. The Making of the Constitution, Salient Features and Establishment of the Republic. The Integration of the Princely States and Reorganization of the States, Special Discussion on Hyderabad, Junagarh, and Jammu & Kashmir. The Issue of National Language. First General Election, Political Parties and Major Political Developments.

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**Unit-II- Economy, Society and Culture of Independent India**

Economic Planning and the Model of Mixed Economy. Industrialization and Growth of Capitalism. Land Reforms and Agrarian Class Structure, Green Revolution and Capitalism in Agriculture, Rural Labor, and Migration. Caste and Politics in Independent India, Dalit, and Backward Caste Assertion. Regionalism and Regional Inequalities, Successionist Movements. Development of Science, Technology, Education, Art, Literature and Mass Media.

**Unit-III- Issues in Contemporary Indian History**

Poverty and Illiteracy, Demographic Trends. Communalism and Religious Identities. The Caste Question and Gender Inequalities. Left Politics in India, The Insurgency of Naxalbari and Origin of Naxalite Movement, Central and State Policy for Naxalite Movement. Ecology, Environmentalism and Environmental Movements in India. Liberalization, Privatization and Globalization.

**Unit-IV- Indian Politics from Lal Bahadur Shastri to Atal Bihari Bajpayee**

The Era of Lal Bahadur Shastri and Indira Gandhi 1964-84 C.E. Conflicts with Pakistan- War of 1965, 1971 and 1999 C.E. Origin of Coalition Politics and Governments in States. Congress Split 1969 C.E., J.P. Movement, The Janta Experiment and Re-emergence of Indira Gandhi. Rajiv Gandhi Years- The Idea of New Millennium, Experiment with Coalition Governments at the Centre 1989-2000 C.E. Growth of Caste Politics- Mandal Commission, Dalit Resurgence, Revival of Communalism, B.J.P. and Ram Mandir Movement and the Issue of Babri Masjid.

**Unit-V- India's Relations with the World**

India's Foreign Policy in the Congress Period- Nehru Era (1947-1964 C.E.), Indira Gandhi Period (1966-1984 C.E.) and Rajiv Gandhi Period (1984-1989 C.E.). The Opposition Period (1977-2000 C.E.)- Principles, Challenges, and Responses. The Non-Alignment Movement- Concept, Evolution, Goals and Achievement, Non-Aligned Movement Today- The Debate and Relevance. Emergence of Terrorism- Issues and Challenges. India's Role in the Contemporary World.

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**Suggested Readings-**

1. Bhambhri, C. P. (2013). **Indian Politics since Independence**. New Delhi: ABH Publishing House.
2. Brass, Paul R. (2012). **The Politics of India Since Independence**. New Delhi: Cambridge University Press.
3. Chand, Jagdish. (2016). **Education in India After Independence**. New Delhi: Shipra Publications.
4. Chandra Bipan, Mridula Mukherjee and Aditya Mukherjee. (eds.) (2016). **India after Independence: 1947-2000**. New Delhi: Penguin.
5. Chandra, Bipan. (2013). **Communalism in Modern India**. New Delhi: Vikas Publishing House Private Limited.
6. Chatterjee, Partha. (2012). **State and Politics in India**. New Delhi: Oxford University Press.
7. Francine, Frankel. (2017). **India's Political Economy: 1947-2004**. New Delhi: Oxford University Press.
8. Granville, Austin. (2011). **Indian Constitution: Cornerstone of a Nation**. New Delhi: Oxford University Press.
9. Guha, Ram Chandra. (2017). **India after Gandhi: The History of the World's Largest Democracy**. New Delhi: Picador.

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10. Kapila, Uma. (2023). **Indian Economy Since Independence: A Comprehensive and Critical Analysis of India's Economy, 1947-2018.** New Delhi: Academic Foundation.
11. Kothari, Rajni. (2012). **Politics in India.** New Delhi: Orient Blackswan Private Limited.
12. Pandey, Gyanendra. (2002). **Remembering Partition: Violence, Nationalism and History in India.** New Delhi: Cambridge University Press.
13. Pant, Harsh V. (2019). **Indian Foreign Policy: An Overview.** New Delhi: Orient Blackswan Private Limited.

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BAHNHIS 6031	DSE	Indian Iconography	60	20	20	0	0	3	0	0	3

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**Course Educational Objectives (CEOs):**

- CEO<sub>1</sub> To provide knowledge to students about Indian Iconography.  
CEO<sub>2</sub> To make them understand the Iconography of Vishnu and Shiva.  
CEO<sub>3</sub> To make them understand the Iconography of Surya, Ganapati, and Saptamatrikas.  
CEO<sub>4</sub> To make them understand the Origin and Development of Buddhist Iconography.  
CEO<sub>5</sub> To highlight the Origin and Development of Jain Iconography.

**Course Outcomes (COs):**

The student will be able to:

- CO<sub>1</sub> Describe the Origin, Development, Sources, and Classification of Indian Iconography.  
CO<sub>2</sub> Discuss the different Forms and Images of the Iconography of Vishnu and Shiva.  
CO<sub>3</sub> Discuss the Iconography of Surya, Ganapati, Syncretic Icons, and Saptamatrikas.  
CO<sub>4</sub> Describe the Iconography of Buddha, Bodhisattvas, Female and Male Buddhist Deities.  
CO<sub>5</sub> Discuss the Iconography of Tirthankara, Jaina Yakshas and Yakshinis.

**Course Content**

**Unit-I- 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.

**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.

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### 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.

### 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.

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**B.A. Honors History**  
**Semester- VI (2021-2024)**

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*					
BAHNHIS 6031	DSE	Indian Iconography	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.

- Banerjee, J. N. (2013). **Development of Hindu Iconography**. New Delhi: Munshiram Manoharlal Publishers Private Limited.
- Bhattacharya, A. K. (2019). **Historical Development of Jaina Iconography (A Comprehensive Study)**. Delhi: Bharatiya Kala Prakashan.
- Bhattacharya, D. (2016). **Iconology of Composite Images**. New Delhi: Munshiram Manoharlal Publishers Private Limited.
- Chawla, J. (2018). **The Rigvedic Deities and their Iconic Forms** New Delhi: Munshiram Manoharlal Publishers Private Limited.
- Czuma, Stanislaw J. (1985). **Kushana Sculpture: Images from Early India**. Ohio: The Cleveland Museum.
- Daheja, Vidya. (2019). **Yogini Cult and Temples**. New Delhi: National Museum.
- Deglurkar, G. B. (2004). **Portrayal of the Women in the Art and Literature of the Ancient Deccan**. Jaipur: Publications Scheme.
- Desai, Kalpana. (2003). **Iconography of Vishnu**. New Delhi: Abhinav Publications.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- VI (2021-2024)**

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*				
BAHNHIS 6032	DSE	History of North-East India (From Earliest Times to 1972 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 on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course Educational Objectives (CEOs):**

- CEO<sub>1</sub> To provide knowledge to students about the Geography and Sources of North-East India.  
CEO<sub>2</sub> To make them understand the Political and Social Development in Brahmaputra Valley.  
CEO<sub>3</sub> To make them understand the Administration of Ahom and Advent of the British.  
CEO<sub>4</sub> To highlight the causes of the Rise and Expansion of the British and their Policies.  
CEO<sub>5</sub> To highlight the main events of the National Movement and Changes after Independence.

**Course Outcomes (COs):**

The student will be able to:

- CO<sub>1</sub> Describe the Geographical Features and various sources of North-East Indian History.  
CO<sub>2</sub> Discuss the emergence of Early Kingdoms in Brahmaputra Valley and the Advent of Ahom.  
CO<sub>3</sub> Discuss the Political and Economic Policies under Ahom and the British.  
CO<sub>4</sub> Describe the Expansion and Consolidation of the British and their Policies in North-East India.  
CO<sub>5</sub> Describe the influence of the Freedom Movement of the North-East and the Changes after Independence.

**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.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- VI (2021-2024)**

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BAHNHIS 6032	DSE	History of North-East India (From Earliest Times to 1972 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 on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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

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

**Unit-III- Administration of Ahom and Advent of British**

Policy of Conciliation and Confrontation, Paik and Khel System, Posa System and Icololies, 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.

**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.

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**B.A. Honors History**  
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNHIS 6032	DSE	History of North-East India (From Earliest Times to 1972 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 on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Borpujari, H. K. (2001). **Problem of the Hills Tribes of North-East Frontier: 1843-1972** in 3 Volumes. Guwahati: Spectrum Publications.
- Bose, M. L. (2017). **British Policy in North-East Frontier Agency**. New Delhi: Concept Publishing Company Pvt. Ltd.
- Dutta, S. (ed.) (1997). **Studies in the History, Economy and Culture of Arunachal Pradesh**. New Delhi: Himalayan Publishers.
- Gait, Sir Edward. (2017). **A History of Assam**. Guwahati: Eastern Book House.
- 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.
- 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.
- Panda. Srinibash. (2010). **Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh**. Devon: VDM Verlag.
- Verma. Rajesh. (2013). **History of North-East India**. New Delhi: Mittal Publications.

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**B.A. Honors History**  
**Semester- VI (2021-2024)**

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*				
BAHNHIS 6033	DSE	Historical Tourism: Theory and Practice	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):**

CEO<sub>1</sub> To provide knowledge to students about the Meaning, Concept, and Development of Tourism in the World.

CEO<sub>2</sub> To make them understand the forms of Travel and Global Travelers in India.

CEO<sub>3</sub> To make them understand the development of Tourism in Ancient and Medieval India.

CEO<sub>4</sub> To make them understand the development of Tourism in Modern and Contemporary India.

CEO<sub>5</sub> To highlight the important tourism Institutions, Tourist Policy, and Role of Government.

**Course Outcomes (COs):**

The student will be able to:

CO<sub>1</sub> Describe the definition, scope, types, and historical development of Tourism in a World Context.

CO<sub>2</sub> Discuss the forms of travel and the Accounts of Global Travelers in India.

CO<sub>3</sub> Discuss the forms and types of Travel and Tourism in Ancient and Medieval India.

CO<sub>4</sub> Discuss the types of Tourism in Modern and Contemporary India.

CO<sub>5</sub> Discuss the government's role, India's Travel Heritage, and use of ICT in Tourism.

**Course Content**

**Unit-I- Meaning, Concept Tourism and of 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- Teerthatana, 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.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- VI (2021-2024)**

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*				
BAHNHIS 6033	DSE	Historical Tourism: Theory and Practice	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-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.

**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.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
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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*				
BAHNHIS 6033	DSE	Historical Tourism: Theory and Practice	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.

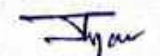
6. D' Souza, Maria. (2013). **Tourism Development and Management**. Jaipur: Mangal Deep Publication.
7. Dasgupta, Samira, Rabiranjana Biswas and Gautam Kumar Mallik. (2021). **Heritage Tourism: An Anthropological Journey to Bishnupur**. New Delhi: Mittal Publications.
8. Gupta, Swarajya Praksh, Krishna 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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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- VI (2021-2024)**

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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*				
BAHN604	CV	Comprehensive Viva Voce	0	0	0	50	0	0	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.

Comprehensive Viva Voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during their graduate programmed. In doing so, the main objective of this course is to prepare the students to face interview at the academic sector.

**Course Educational Objectives (CEOs):**

CEO<sub>1</sub> To provide an opportunity for students to apply theoretical concepts in real life situations

CEO<sub>2</sub> Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

**Course Outcomes (COs):**

The student shall be able to:

CO<sub>1</sub> The student should be able to acquire speaking skills and capabilities to demonstrate the subject knowledge.

CO<sub>2</sub> Exhibit the strength and grip on the fundamentals of the subjects studied during the semester.

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors History**  
**Semester- VI (2021-2024)**

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHN605	P/D/I	Minor Project II	0	0	0	30	20	0	0	10	5

**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):**

CEO<sub>1</sub> To motivate the students to choose a topic for critical analysis.

CEO<sub>2</sub> Enable students to manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

CEO<sub>3</sub> To enable students to develop a Research Proposal.

**Course Outcomes (COs):**

**The student shall be able to:**

CO<sub>1</sub> Enable the students to learn the act of conducting a study and presenting its findings in the form of a rational report.

CO<sub>2</sub> This course will impart knowledge and develop understanding of research methodology and its applications.

CO<sub>3</sub> Enable the students to gain more knowledge on various characterizing techniques of the data and get useful information.

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