

**Draft Course Structure and Syllabus of
First Semester of B.A. Four Year
Undergraduate
Programme in History**

MANIPUR UNIVERSITY

Manipur University
Academic Level 4.5
Level No. 100 and Semester 1
Semester No. 1
Syllabus for HISTORY
Name of the Course MAJOR-1 (Theory)

Nature of Course	Major				
Course Code	MJC4.5HIS101				
Course Title	Idea of Bharat				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1	0	4
Course Audience	Students pursuing a Major in History				
Proposed by (for Non-Core courses)	Department of History and Department of Ancient History & Archaeology & Undergraduate Board of Studies History Manipur University.				
Pre Requisites (if any)	1. 2.				
Skill Training Required (if any)	1. 2.				
Pre-Requisite Course Required (if any)	1. 2.				
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary):

- This course is designed to enable learners to learn and develop a fair understanding of the society, culture, religion, and political history of ancient India.
- To facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature and scriptures.
- Learners will be able to understand ancient Indian art and culture and also ancient science and technology.
- Further, learners are expected to have a good understanding of the health consciousness among the ancient Indian people as reflected by Ayurveda and Naturopathy.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	CLO 1: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
2.	CO 2: Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc.
3.	CLO 3: Students will also understand ancient Indian art and culture, science, and technology.
4.	CLO 4: Further, they will also understand health consciousness through the learning of Ayurveda and Naturopathy.
5.	CLO 5: Students will acquire the knowledge of changing socio-economic scenarios of ancient India.

Detailed Syllabus Content

Provide only the Unit-wise Credit: (Do not provide marks). Units and credits should be distributed uniformly to ensure balanced content and workload.

Idea of Bharat

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept of Bharatvarsha	<ul style="list-style-type: none"> • Understanding of Bharatvarsha • Eternity of synonyms Bharat • Indian concept of time and space • The glory of Indian Literature: Veda, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc. 	1
II	Indian Knowledge Tradition, Art and Culture	<ul style="list-style-type: none"> • Evolution of language and Script: Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, Tigaliri etc • Salient features of Indian Art & Culture • Indian educational system • The ethics of Indian valour 	1
III	Dharma, Philosophy and Vasudhaiva Kutumbakam	<ul style="list-style-type: none"> • Indian perception of Dharma and Darshan • The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world Polity and governance • The concept of Janpada & Gram Swarajya • Indian economic thoughts 	1
IV	Science, Environment and Medical science	<ul style="list-style-type: none"> • Science and Technology in Ancient India • Environmental conservation: Indian View • Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy • Indian numeral system and Mathematics 	1

Note: Additional units may be added as required, ensuring alignment with total credit norms.

Suggested Readings

1. A.L. Basham: The Wonder that was India, Rupa, Delhi, 1994
2. AS Altekar: Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing, Delhi, 2014
4. Radha Kumud Mookerji: The Fundamental Unity of India, Bharatiya Vidya Bhavan, 1970
5. Om Prakash: Cultural History of India, New Age International Pvt Ltd; 2004

Additional Readings:

1. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
2. Will Durant: The Story of Civilization, Five Communications, US, Jan.1993 (11 Vol)
3. Zekuthial Ginshurg: New Light on our Numerals.
4. G. Arrhenius: Evolution for Space
5. Radha Kumud Mookerji: Indian Shipping, South Asia Books, 1999

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions

- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	CLO1	CLO2	CLO3
CO1	2	3	1	0	1	2	0	2	1	3
CO2	2	3	1	0	1	2	0	2	1	3
CO3	2	3	1	0	1	2	0	2	1	3
CO4	2	3	1	0	1	2	0	2	1	3
CO5, etc.	2	3	1	0	1	2	2	2	1	3

3: High, 2: Medium, 1: Low, 0: No correlation

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.

Manipur University
Academic Level 4.5
Level No. 100 and Semester 1
Semester No. 1
Syllabus for HISTORY
Name of the Course MINOR-1 (Theory)

Nature of Course	Major				
Course Code	MNC4.5HIS101				
Course Title	Idea of Bharat				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	4	3	1	0	4
Course Audience	Students pursuing a Minor in History				
Proposed by (for Non-Core courses)	Department of History and Department of Ancient History & Archaeology & Undergraduate Board of Studies History Manipur University.				
Pre Requisites (if any)	1. 2.				
Skill Training Required (if any)	1. 2.				
Pre-Requisite Course Required (if any)	1. 2.				
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary):

- This course is designed to enable learners to learn and develop a fair understanding of the society, culture, religion, and political history of ancient India.
- To facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature and scriptures.
- Learners will be able to understand ancient Indian art and culture and also ancient science and technology.
- Further, learners are expected to have a good understanding of the health consciousness among the ancient Indian people as reflected by Ayurveda and Naturopathy.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	CLO 1: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.
2.	CO 2: Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc.
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4.	CLO 4: Further, they will also understand health consciousness through the learning of Ayurveda and Naturopathy.
5.	CLO 5: Students will acquire the knowledge of changing socio-economic scenarios of ancient India.

Detailed Syllabus Content

Provide only the Unit-wise Credit: (Do not provide marks). Units and credits should be distributed uniformly to ensure balanced content and workload.

Idea of Bharat

Unit	Unit Name	Detailed Syllabus	Credit
I	Concept of Bharatvarsha	<ul style="list-style-type: none">• Understanding of Bharatvarsha• Eternity of synonyms Bharat• Indian concept of time and space• The glory of Indian Literature: Veda, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	1
II	Indian Knowledge Tradition, Art and Culture	<ul style="list-style-type: none">• Evolution of language and Script: Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, Tigaliri etc• Salient features of Indian Art & Culture• Indian educational system• The ethics of Indian valour	1
III	Dharma, Philosophy and Vasudhaiva Kutumbakam	<ul style="list-style-type: none">• Indian perception of Dharma and Darshan• The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world Polity and governance• The concept of Janpada & Gram Swarajya• Indian economic thoughts	1
IV	Science, Environment and Medical science	<ul style="list-style-type: none">• Science and Technology in Ancient India• Environmental conservation: Indian View• Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy• Indian numeral system and Mathematics	1

Note: Additional units may be added as required, ensuring alignment with total credit norms.

Suggested Readings

1. A.L. Basham: The Wonder that was India, Rupa, Delhi, 1994
2. AS Altekar: Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing, Delhi, 2014
4. Radha Kumud Mookerji: The Fundamental Unity of India, Bharatiya Vidya Bhavan, 1970
5. Om Prakash: Cultural History of India, New Age International Pvt Ltd; 2004

Additional Readings:

1. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
2. Will Durant: The Story of Civilization, Five Communications, US, Jan.1993 (11 Vol)
3. Zekuthial Ginshurg: New Light on our Numerals.
4. G. Arrhenius: Evolution for Space
5. Radha Kumud Mookerji: Indian Shipping, South Asia Books, 1999

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions

- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes
- Presentations through Posters and power point

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	CLO1	CLO2	CLO3
CO1	2	3	1	0	1	2	0	2	1	3
CO2	2	3	1	0	1	2	0	2	1	3
CO3	2	3	1	0	1	2	0	2	1	3
CO4	2	3	1	0	1	2	0	2	1	3
CO5, etc.	2	3	1	0	1	2	2	2	1	3

3: High, 2: Medium, 1: Low, 0: No correlation

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.

Manipur University
Academic Level 4.5
Level No. 100 and Semester 1
Semester No. 1
Syllabus for MDC
Name of the Course MDC-1 (Theory)

Nature of Course	MDC				
Course Code	MDC4.5HIS101				
Course Title	INTRODUCING NORTH EAST INDIA				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	For 1 st Semester students pursuing FYUP				
Proposed by (for Non Core courses)	Department of History and Department of Ancient History & Archaeology & Undergraduate Board of Studies History Manipur University.				
Pre Requisites (if any)	1. 2.				
Skill Training Required (if any)	1. 2.				
Pre-Requisite Course Required (if any)	1. 2.				
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary):

This course attempt to provide a brief introduction to North East India which region has remained isolated from the rest of the country because of its location and terrain. However, the north east forms one of the important regions of India comprising of eight states namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim inhabited by a number of communities. These states command special importance in India, not only because of their location but also their cultural and historical uniqueness. The region shares an international border of 5,182 kilometres (3,220 miles) (about 99 percent of its total geographical boundary) The landscape, the range of communities and geographical and ecological diversity make these states quite different from other parts of the country.

The states have distinct cultures and multiple ethnic groups and are a fine example of unity in diversity. The variety of ethnic groups, languages and religions reflect the multi-cultural character of the states. As the government of India is vigorously pursuing ‘Act East Policy’ over the last few years it becomes imperative for the learners to have a fair idea about the region, of its people, their history, culture and lived world.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Have a fair idea of the region called North east India and change the perception of North-Eastern Region from relatively isolated and remote territory to future potential economic growth engine of the country.
2.	Understand the ethnic composition, cultural diversity and rich heritage of the North-Eastern Region.
3.	Explore socio-economic and commercial potential of North-Eastern Region.
4.	Understand contribution of the region in India’s nation building process
5.	Appreciate and inculcate the idea of unity in diversity

Detailed Syllabus Content

Provide only the Unit-wise Credit: (Do not provide marks). Units and credits should be distributed uniformly to ensure balanced content and workload.

Introducing North East India

Unit	Unit Name	Detailed Syllabus	Credit
I	Geographical and Historical Outline	Geographical landscape and Historical Outline of North East India: Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura	1
II	Communities	People and their lived world: language and literature, fairs and festivals, places of interest and prominent personalities	1
III	Economy	Agriculture, industry, tourism and biodiversity	1

Note: Additional units may be added as required, ensuring alignment with total credit norms.

Suggested Readings

1. NCERT: North East India: People, History and Culture, NCERT, 2017
2. NCERT: Women of North-East India: Making a Difference, NCERT, 2018
3. Amalendu De: North-East India (Society, Culture and Development), Asiatic Society, 2016
4. N.N. Bhattacharya: North East India: A Systematic Geography, Delhi, 2018

Additional Readings:

1. K.R. Dikshit & Jutta K. Dikshit (ed.): North-East India: Land, People and Economy, Springer, 2014
2. Sanjib Baruah, In the Name of the Nation, Navayana, 2021

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Quizzes

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	CLO1	CLO2	CLO3
CO1	2	3	1	0	1	2	0	2	1	3
CO2	2	3	1	0	1	2	0	2	1	3
CO3	2	3	1	0	1	2	0	2	1	3
CO4	2	3	1	0	1	2	0	2	1	3
CO5, etc.	2	3	1	0	1	2	2	2	1	3

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.

Manipur University
Academic Level 4.5
Level No. 100 and Semester 1
Semester No. 1
Syllabus for HISTORY
Name of the Course SEC-1 (Theory)

Nature of Course	SEC=Skill Enhancement Course				
Course Code	SEC4.5HIS101				
Course Title	Introduction to Archaeology				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	Students pursuing a Major in History				
Proposed by (for Non Core courses)	Department of History and Department of Ancient History & Archaeology & Undergraduate Board of Studies History Manipur University.				
Pre Requisites (if any)	1. 2.				
Skill Training Required (if any)	1. 2.				
Pre-Requisite Course Required (if any)	1. 2.				
Faculty Eligibility and Specialization (if any)					

Course Objective (Summary):

- The objective of this paper is to give a general view about the principles, methods and theoretical framework of archaeology.
- This course introduces the student's concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past.
- The definition, aims and scope of archaeology, methods and its development as a discipline is introduced to the students.
- The course also provides understanding cultural development and diversity from human origin to civilization development.

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	Evaluate the applications in terms of interpreting the human past life history through practical approaches in archaeology.
2.	Understand the cultural development and diversity from human origin.
3.	Learn the practical methods of doing Archaeological work in any site.
4.	Create a strong foundation on the basic understanding of the nature, development and value of archaeology
5.	Have a brief idea of Manipur's historical past through archaeological studies

Detailed Syllabus Content

Provide only the Unit-wise Credit: (Do not provide marks). Units and credits should be distributed uniformly to ensure balanced content and workload.

Introduction to Archaeology

Unit	Unit Name	Detailed Syllabus	Credit
I		<ul style="list-style-type: none"> • Definition, Nature, Aim and Scope of Archaeology • Archaeology as a Source of Cultural Studies • Archaeology: Its relation with other Sciences (Social and Exact) 	1
II		<ul style="list-style-type: none"> • Phases in the Evolution of Archaeology • Terms and Concepts in Archaeology • Types of Archaeology 	1
III		<ul style="list-style-type: none"> • Archaeological Exploration • Excavation and Methods of Excavation • Archaeology of Manipur: Kangla, Khangkhui, Sekta and Tharon, • Field work and report. 	1
IV			

Note: Additional units may be added as required, ensuring alignment with total credit norms.

Suggested Readings

- Rajan K., Archaeology: Principles and Methods, Pathippakam Publication, Thanjavur, 2002.
- Paul Bahn: Archaeology - A Very Short Introduction, Oxford University Press, 1996
- Agrawal D. P., South Asian Prehistory, Aryan Books, Delhi, 2002.
- Allchin Briget and Raymond, The Rise of Civilization in India and Pakistan, Canbridge University Press, First South Asian Edition, 1996.
- Allchin F. R., Archaeology of Early Historic South Asia, The Emergence of Cities and States, Cambridge University Press, 1995.
- Chakrabarty D. K., A History of Indian Archaeology: From Begging to 1947, Munshiram Manoharlal, Delhi, 1988.
- V. K. Jain, Prehistory and Protohistory of India: An Appraisal, D.K. Print World Ltd, 2006.
- Daniel G., A Short History of Archaeology, Thames nd Hudson, London, 1981.
- Dhawalikar M. K., Indian Protohistory, Books and Books, New Delhi, 1997.
- Dhawalikar M. K., Historical Archaeology of India, Books and Books, New Delhi, 1999.
- Fagan Brian M, In the beginning: an introduction to archaeology, Prentice Hall, 2001
- Sali S. A., Stone Age India, Aurangabad, 1993.
- Sankalia H. D., Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 2nd edition, 1974.
- Wheeler R E M, Archaeology from the Earth, Penguin Books, London, 1961.
- O. Kumar Singh, Stone Age Archaeology of Manipur, Imphal, 1997.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Field-based learning

Linkage between Programme Learning Outcomes (POs) and Course Learning Outcomes (COs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	CLO1	CLO2	CLO3
CO1	2	3	1	0	1	2	0	2	1	3
CO2	2	3	1	0	1	2	0	2	1	3
CO3	2	3	1	0	1	2	0	2	1	3
CO4	2	3	1	0	1	2	0	2	1	3
CO5, etc.	2	3	1	0	1	2	2	2	1	3

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.
- Field work.