

**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	MJC45HIS101(T)25				
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	- 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	- 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	- 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	- 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 (11Vol)
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	MNC45HIS101(T)25				
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)					

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- 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	• 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	• 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	• 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	• 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

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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
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Additional Readings:

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2. Will Durant: The Story of Civilization, Five Communications, US, Jan.1993 (11Vol)
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

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- 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	MDC45HIS101(T)25				
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	SEC45HIS101(T)25				
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		• 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		• Phases in the Evolution of Archaeology • Terms and Concepts in Archaeology • Types of Archaeology	1
III		• 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.

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

Nature of Course	Major				
Course Code	MJC45HIS102(T)25				
Course Title	ANCIENT CIVILIZATIONS				
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 Overview: This course is introductory in nature and endeavour to present a broad understanding of the struggle and progress of the human race towards civilization in the early times. The aim is to give both an appreciation of the distinctive achievements and limitations of the principal human societies and cultures in the past. Political events, inevitably, are important and at the same time formed bases for the cultural, social and economic developments in the early civilizations.

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 world. At the end of this course, students should be able to:

-  Understand the concepts of civilizations across the world and their roles in shaping various dynasties, republics and empires
-  Identify and evaluate the salient features of different types of civilizations, like the Egyptian, Mesopotamian, Persian, Greek and Roman
-  Comprehend the frameworks that operate among different societies in different times through economy, agriculture, craft specialization and trade
-  Understand the developments in various cultures worldwide through religion, art, literature, architecture and knowledge systems

- 🌍 Appreciate the challenges and achievements of the Early Civilizations.

Course Outcome: They also will learn how the ancient world civilizations along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

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

1.	CLO 1: Upon completing this course, students will acquire a basic foundation in the understanding of ancient world civilizations through the study and analysis of primary documents and secondary sources. Theory of civilizations explore the origins, development, and decline of complex human societies, focusing on factors like environmental interaction, social structure, and technology.
2.	CLO 2: They will be equipped with the knowledge and skills to identify, assess, and visualize the characteristic features of ancient world civilizations.
3.	CLO 3: They also will learn how the ancient world civilizations along with the then societies, systems, institutions functions in different civilizations.
4.	CLO 4: Students also will learn how religious traditions, ideologies, belief systems, shaped the growth of individual societies.
5.	CLO 5: They also will learn how cultures and technologies operated overtime demonstrating various changes.

Detailed Syllabus Content

ANCIENT CIVILIZATIONS

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Mesopotamian Civilization	Theories of civilization, Mesopotamian Civilization–Sumeria and Akkad – Sumerian city states – Polity, Socioeconomic life–Script and Monuments	12 hrs
II	Egyptian Civilization	Egyptian Civilization – Political Dispensation–Polity, Socio-economic life-Contribution to science- Religion-Script and Monuments	12 hrs
III	The Babylonian Empire	The Babylonian Empire –Code of Hammurabi, Rule of Nebuchadnezzar-Babylonian gods Assyrian conquerors, Asur Banipal	12 hrs
IV	Chinese civilization	Chinese civilization; Society, economy and Religion	12 hrs
V	Greek and Roman civilizations	Greek and Roman civilizations - Roman Society and Culture	12 hrs

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

Suggested Readings

1. Amar Farooqui: Early Social Formations, Manak Publications, 2025
2. Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
3. B.K. Gokhale: *Introduction to Western Civilization*, S Chand & Company Pvt Ltd, 1991
4. Braudel Fernand: A History of Civilizations, Penguin UK, 1995
5. Burns, Edward MacNall (Et al.): World Civilization: Ancient - Vol. A, Goyal Publishers, New

Delhi, 2011

6. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
7. Rakesh Kumar: Social Formations in the Ancient World, Taylor & Francis Books India Pvt Ltd., 2025
8. Rao, B. V.: *World History*, Sterling Publishers, New Delhi, 2018
9. Shama Mahmood: An Introduction to the History of the World, Pearson Education India, 2012
10. Sharma, Manoj: *History of World Civilization*, Anmol Pub, New Delhi, 2005
11. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
12. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
13. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
14. Will Durant: The Story of Civilization, Five Communications, US, Jan.1993

Course Teaching-Learning Process

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

- Class lectures
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- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
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- Quizzes

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CO1										
CO2										
CO3										
CO4										
CO5, etc.										

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 II
Semester No. II
Syllabus for HISTORY
Name of the Course MINOR-II (Theory)

Nature of Course	MINOR				
Course Code	MNC45HIS102(T)25				
Course Title	INTRODUCTION TO ANCIENT CIVILIZATIONS				
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.				
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Faculty Eligibility and Specialization (if any)					

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-  Identify and evaluate the salient features of different types of civilizations, like the Egyptian, Mesopotamian, Persian, Greek and Roman
-  Comprehend the frameworks that operate among different societies in different times through economy, agriculture, craft specialization and trade
-  Understand the developments in various cultures worldwide through religion, art, literature, architecture and knowledge systems
-  Appreciate the challenges and achievements of the Early Civilizations.

Course Outcome: They also will learn how the ancient world civilizations along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

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

1.	CLO 1: Upon completing this course, students will acquire a basic foundation in the understanding of ancient world civilizations through the study and analysis of primary documents and secondary sources.
2.	CLO 2: They will be equipped with the knowledge and skills to identify, assess, and visualize the characteristic features of ancient world civilizations.
3.	CLO 3: They also will learn how the ancient world civilizations along with the then societies, systems, institutions functions in different civilizations.
4.	CLO 4: Students also will learn how religious traditions, ideologies, belief systems, shaped the growth of individual societies.
5.	CLO 5: They also will learn how cultures and technologies operated overtime demonstrating various changes.

Detailed Syllabus Content

INTRODUCTION TO ANCIENT CIVILIZATIONS

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Mesopotamian Civilization	Mesopotamian Civilization–Sumeria and Akkad – Sumerian city states – Polity, Socioeconomic life–Script and Monuments	12 hrs
II	Egyptian Civilization	Egyptian Civilization – Political Dispensation–Polity, Socio-economic life-Contribution to science- Religion-Script and Monuments	12 hrs
III	The Babylonian Empire	The Babylonian Empire –Code of Hammurabi, Rule of Nebuchadnezzar-Babylonian gods Assyrian conquerors, Asur Banipal	12 hrs
IV	Chinese civilization	Chinese civilization; Society, economy and Religion	12 hrs
V	Greek and Roman civilizations	Greek and Roman civilizations - Roman Society and Culture	12 hrs

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

Suggested Readings

15. Amar Farooqui: Early Social Formations, Manak Publications, 2025
16. Arnold J Toynbe: A study of History, Voll to XII, 1934-1961, Reprint; OUP USA, 1988
17. B.K. Gokhale: *Introduction to Western Civilization*, S Chand & Company Pvt Ltd, 1991
18. Braudel Fernand: A History of Civilizations, Penguin UK, 1995
19. Burns, Edward MacNall (Et al.): World Civilization: Ancient - Vol. A, Goyal Publishers, New Delhi, 2011
20. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
21. Rakesh Kumar: Social Formations in the Ancient World, Taylor & Francis Books India Pvt Ltd., 2025
22. Rao, B. V.: *World History*, Sterling Publishers, New Delhi, 2018
23. Shama Mahmood: An Introduction to the History of the World, Pearson Education India, 2012
24. Sharma, Manoj: *History of World Civilization*, Anmol Pub, New Delhi, 2005
25. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
26. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
27. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
28. Will Durant: The Story of Civilization, Five Communications, US, Jan.1993

Course Teaching-Learning Process

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

- Class lectures
- Seminars
- Tutorials
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes

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

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

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 II
Semester No. II
Syllabus for HISTORY
Name of the Course SEC-II (Theory)

Nature of Course	SEC=Skill Enhancement Course				
Course Code	SEC45HIS102(T)25				
Course Title	Archives and Museum				
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 course is to introduce students to the institutions of Archives and Museums as a site of knowledge.

To aid students to understand the making of the primary sources for the study of history.

To help students understand and appreciate the different kinds of archives and museum and then new structuring in the digital era.

- 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

1.	Students would learn about the many uses of archives and museums as a site of historical and social knowledge.
2.	They would be trained to use archives and understand the process of classification and cataloguing of the records.
3.	Learn the functioning and management of archives and museums.
4.	Create a strong foundation on the basic understanding of the nature, development and value of archives & museums in creation and production of knowledge
5.	Have a brief idea of historical past through archival records and museum artefacts.

Detailed Syllabus Content

Archives and Museum			
Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Definition of Archives and Museum	• Definition of Archives • Types of Archives • Definition of Museum • Types of Museums • Difference between Archives, Museum and Library • Key Terms	9 hrs.
II	History of Development of Archives and Museum in India	• History of Development of Archives • Case Study: The National Archives of India • History of Development of Museum • Case Study on Museum: The Indian Museum, Kolkata • Key Terms	9 hrs.
III	Collection, Documentation, Preservation	• Collection, Documentation, Preservation at Archives • Collection, Documentation, Preservation at Museum • Key Terms	9 hrs.
IV	Museum Presentation and Exhibition	• Museum Presentation • Museum Exhibition • Key Terms	9 hrs.
V	Project Report	• Make a Project Report with visit and access to Museum and Archives in nearby place.	

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

Suggested readings:

- Agrawal, O. P.: (2007). *Essentials of Conservation and Museology*. Delhi: Sundeeep.
- Ambrose. Timothy & Crispin Paine. (1993). *Museum Basics*. London: Routledge.

- Basu, Purnendu; Records and Archives, what are they, National Archives of India, 1960, Vol. II, No. 29.
- Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858-1947*. Delhi: Oxford University Press
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
- Dey, Malay: Introduction to museums & Archives, Pothe Pushpak, Ghaziabad, 2024
- Grace Morely: Museum Today, University of Baroda, 1981.
- Guha, Thakurta, Tapati: Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004.
- Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.
- Nair, S. N. (2011): *Bio-Deterioration of Museum Materials*. Calcutta, Agam Prakashan..
- Ray Niharranjan: An Approach to Indian Art, Calcutta, 1970.
- Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.
- Sengupta, S.: Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004.
- Abhilekh Patal Web Portal.
- Internet Archives <https://archive.org/>
- National Museum <https://nationalmuseumindia.gov.in/en>
- Partition Archives <https://in.1947.partitionarchive.org/>

Course Teaching-Learning Process

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

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- 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										
CO2										
CO3										
CO4										
CO5, etc.										

Assessment Methods

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

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

Nature of Course	MDC				
Course Code	MDC45HIS102(T)25				
Course Title	INTRODUCTION TO HISTORY OF MANIPUR				
Course Level	Level 100				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	For 2 nd 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 attempts to provide a brief introduction to the history of Manipur, formerly a small kingdom sandwiched between India and Southeast Asia. Because of its strategic location, Manipur has been a meeting ground of Indic and Sinic cultures, which is manifested in the lived experiences of its people. The variety of ethnic groups, languages, and religions reflects the multicultural character of the state—a fine example of unity in diversity. As the Government of India has vigorously pursued the ‘Act East Policy’ over the last few years, it has become imperative for learners to have a fair understanding of Manipur, its people, their history, and their culture.

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

1.	Understand the meaning of history and its relation to other social sciences and historical writing.
2.	Learn about the land, its people and culture.
3.	Understand the multicultural character of the Manipur.
4.	Learn about the richness of Vedic culture.
5.	Appreciate and inculcate the idea of unity in diversity

Detailed Syllabus Content

Introduction to History of Manipur

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	What is History	What is History? Importance of History; Relation with other Social Sciences; Sources of Manipur History: Archaeological and Literary Sources.	10 hrs.
II	Land and people	Land and People: Manipur-Geographical setting and historical ecology	8 hrs.
III	Pre and Proto History	Pre and Proto History: Palaeolithic, Mesolithic, Neolithic, Megalithic and Chalcolithic Phases.	9 hrs.
IV	Chiefdoms	Chiefdoms: Principalities and their domains	8 hrs.
V	Emergence of Kingdom	Emergence of Manipur kingdom – a brief account from the reign of Nongda Lairen Pakhangba to Khagemba (1 st century CE to 17 th century CE)	10 hrs.

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

Suggested Readings

1. John C.B. Webster: Studying History, Primus Books, 2019
2. Kamei, Gangmumei: History of Manipur – Pre-colonial Period, Akansha Publishing House, 2015
3. Jhalajit Singh, R.K.: A Short History of Manipur, Imphal, 2023
4. Singh, N. Joykumar: Emergence of Manipur as a Nation State, Akansha Publishing House, 2015
5. Singh, Ch. Manihar: History of Manipuri Literature, Sahitya Akademi, 2003

Course Teaching-Learning Process

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

- Class lectures
- Tutorials
- 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										
CO2										
CO3										
CO4										
CO5, etc.										

Assessment Methods

- Oral and written examinations
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.

Manipur University
Academic Level 5.0
Level No. 200 and Semester III
Semester No. III
Syllabus for HISTORY
Name of the Course MAJOR-III (Theory)

Nature of Course	Major				
Course Code	MJC50HIS203(T)25				
Course Title	<i>History of India from Earliest Times to 550 C.E.</i>				
Course Level	Level 200				
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)					
Skill Training Required (if any)					
Pre-Requisite Course Required (if any)					
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 world. At the end of this course, students should be able to: up to sixth century BCE.

Course Outcome: They also will learn how the ancient Indian civilization developed along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes. The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.

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

1.	CLO 1: Upon completing this course, students will acquire a basic foundation in the understanding of ancient Indian history through the study and analysis of primary sources and secondary sources.
2.	CLO 2: They will be equipped with the knowledge and skills to identify, assess, and visualize the characteristic features of ancient Indian history.
3.	CLO 3: They also will learn how the ancient Indian society evolved along with the

	development of institutions.
4.	CLO 4: Students also will learn how religious traditions, ideologies, belief systems, shaped the growth of ancient India.
5.	CLO 5: They also can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

Detailed Syllabus Content

History of India from Earliest Times to 550 C.E.

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Sources, Historiography and Prehistoric India	• Sources and Historiographical trends of ancient Indian History up to 550 C.E. • A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures. • The Indus - Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization. • Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.	12 hrs
II	Aryan Civilization	• Original home of Aryans, Myths of Aryan Invasion: Various theories. • Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy • Vedic Religion and Philosophy. • Epic literature and Culture: Problem of Dating and Historicity of Epics.	12 hrs
III	India from Sixth Century BCE to Mauryan Age	• Sources • India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism. • Religious systems in 6th century BCE, Buddhism and Jainism. • The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica.	12 hrs
IV	Post Mauryan Age	• Sources • Reorganization of Republic in Post Mauryan Age. • Indo Greek, Saka, Kushan, Shunga, Kharvela, Satavahanas: Society and Culture, Art, • Architecture and Coinage. • Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.	12 hrs
V	Imperial Guptas	• Sources • Imperial Guptas and their Contemporaries. • Gupta Administration	12 hrs

		Gupta Art, Architecture, Religion. Literature and development of Science and Technology.	
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Suggested Readings

1. Agarwal, D.P: The Archaeology of India, 1985
2. Majumdar, R.C. and Pusalkar, A.D. (edited): The History and Culture of Indian People Vol. I, Vedic Age.
3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial Unity.
4. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee
5. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
6. Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
7. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
8. Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
9. Thapar, Romilla: Romila Thapar, The Penguin History of Early India from The Origins to 1800, University of California Press, 2004
10. Ranabir Chakravarti: Exploring Early India, Primus books, 2016
11. Sharma L P: History Of Ancient India, Konark Publishers Pvt Ltd., 2001
12. Sharma, R.S.: India's Ancient Past, Oxford University Press, 2005

Course Teaching-Learning Process

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

- Class lectures
- Seminars
- Tutorials
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes

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

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

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.
- End Semester Examination

Manipur University
Academic Level 5.0
Level No. 200 and Semester III
Semester No. III
Syllabus for HISTORY
Name of the Course MAJOR-IV (Theory)

Nature of Course	Major				
Course Code	MJC50HIS204(T)25				
Course Title	<i>History of Europe: 13th Century to 1789 C.E.</i>				
Course Level	Level 200				
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)					
Skill Training Required (if any)					
Pre-Requisite Course Required (if any)					
Faculty Eligibility and Specialization (if any)					

Course Objective

This course is designed to enable learners to learn and develop a fair understanding of the society, culture, religion, and political history of Europe and its transition from medieval to modern. At the end of this course, students should be able to:

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

1.	CLO 1: gain knowledge about the History of Europe since 13th Century and the important aspects of the formation of Europe and also about colonialism and Feudalism
2.	CLO 2: make aware about the important revolutions of the world which not only revolutionized Europe but also impacted the whole world.
3.	CLO 3: They also will learn how the societies, systems, institutions function in early modern Europe.
4.	CLO 4: Students also will learn how religious traditions, ideologies, belief systems, shaped the growth of modern Europe.
5.	CLO 5: They also will learn how technological changes in Europe have its

	repercussions in other parts of the world as well.
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Detailed Syllabus Content

History of Europe: 13th Century to 1789 C.E.

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Europe in 13th Century	1. Europe in 13th Century (i) Political, social and religion condition of Europe in 13th Century (ii) Causes for downfall of Constantinople and its impact. 2. Renaissance (i) Origin (ii) Characteristics (iii) Spread (iv) Role of city State (v) Humanism and its Spread in Europe (vi) Impact on Art and Architecture. 3. Theocracy (i) Reformation - Origin, Causes and effects (ii) Counter Reformation (iii) Religious warfare - Causes, Phases and Impact (iv) The Thirty Years war - Causes and Significance (v) Edict of Nantes - Significance. 4. Mercantilism - Meaning, Causes of rise and Impact.	12 hrs
II	Transition from Feudalism to Capitalism	1. Feudalism (i) Meaning (ii) Characteristics (iii) Structure (iv) Post Feudal State and transition to capitalism (v) Fall of Feudalism. 2. Post Feudal State and Transition to Capitalism 3. Transition from Feudalism to Capitalism- The Debate 4. Nature of the New State	12 hrs
III	Colonial Expansion and Economic Development	1. Colonial Expansion and Economic Development (i) Motives (ii) Voyages (iii) Discoveries (iv) Exploration (v) Early Colonial Empire of Portugal and Spain (vi) British Expansion (vii) Shift of Economic Balance from Mediterranean to Atlantic. 2. Nation State System (i) Causes of emergence (ii) Characteristics (iii) France, Spain, England and Russia.	12 hrs
IV	Revolutions	1. The Scientific Revolution (i) Background (ii) New Ideas (iii) Significance 2. Age of Enlightenment (i) Background (ii) Characteristics (iii) Impact. 3. Glorious Revolution (i) Causes (ii) Natures (iii) Impact (iv) Growth of Parliamentary System in England.	12 hrs
V	French Revolution	French Revolution (i) Causes of rise (ii) Ancient Regime of France (iii) Role of Intellectuals (iv) Impact.	12 hrs

Suggested Readings

1. B.K. Gokhale: *Introduction to Western Civilization*, S Chand & Company Pvt Ltd, 1991
2. Braudel Fernand: *A History of Civilizations*, Penguin UK, 1995
3. B.V. Rao, *History of Modern Europe*, Sterling Publishers Pvt. Ltd, New Delhi, 2022.
4. Suranjan Chatterjee: *Europe in Transition (1400-1700)*, Progressive Publishers, 2023.
5. Rila Mukherjee: *Europe Transformed (1350-1789)*, Progressive Publishers, Calcutta, 2004.
6. Acton: *Lectures on Modern History*, London, Macmillan and co. Ltd., 1906.
7. Butterfield: H. *The Origins of Modern Science: 1300-1800*, The Macmillan Company, 1959
8. Cipola Carlo: M. *before the Industrial Revolution, European Society and Economy 1000-1700*
9. Elton G.R: *Reformation in Europe*, Wiley-Blackwell, 1999.
10. Hale J.R.: *Renaissance Europe, 1480-1520*, Blackwell Publications, 2000.
11. Hayes C.J.H: *A Cultural and Political History of Europe (Vol. I) (1500-1830)*, London, Macmillan, 1936.
12. Hazen C.D: *A History of Europe in Modern times*, Henry holt and company, 1937.
13. Hilton Rodney: *Transition from Feudalism to Capitalism*, Aakar Books, Delhi, 2010.
14. Kriedte Peter: *Peasants, Landlords and merchant capitalist*, Berg Publishers, 1983
15. Harry A. Miskimin: *The Economy of Later Renaissance Europe 1460–1600*, Cambridge University Press, 1975.
16. Phukan Meenaxi: *Rise of Modern West*, Trinity Press Pvt. Ltd., 2012.
17. Eugene F. Rice & Anthony Grafton: *The Foundations of Early Modern Europe 1460–1559*, W. W. Norton & Company, 1994
18. Schevil: *History of Modern Europe (Hindi or English)*, Charles Scribner’s sons, 1898
19. Arvind Sinha: *Europe in Transition from Feudalism to Industrialization*, Manohar Publishers and Distributors, Delhi, 2010
20. Ishwari Prasad: *A History of Modern Europe from 1453 to 1789 AD*, Surjeet Publications, 2019.

Course Teaching-Learning Process

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

- Class lectures
- Seminars
- Tutorials
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Quizzes

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

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

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.
- End Semester Examination

Manipur University
Academic Level 5.0
Level No. 200 and Semester III
Semester No. III
Syllabus for HISTORY
Name of the Course MINOR-III (Theory)

Nature of Course	Minor				
Course Code	MNC50HIS203(T)25				
Course Title	<i>History of Manipur from Earliest Times to 17th Century C.E.</i>				
Course Level	Level 200				
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 attempts to provide an account of the history of Manipur, formerly a small kingdom sandwiched between India and Southeast Asia from the earliest times to 17th century C.E., the period which witnessed the consolidation and emergence of Manipur as a nation-state. Because of its strategic location, Manipur has been a meeting ground of Indic and Sinic cultures, which is manifested in the lived experiences of its people. The variety of ethnic groups, languages, and religions reflects the multicultural character of the state—a fine example of unity in diversity.

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

1.	Learn about the land, its people and culture.
2.	Know the varied sources of studying Manipur history and its historiography.
3.	Understand the pre-historic past of Manipur.
4.	Learn about the emergence of Manipur as a nation-state
5.	Appreciate and inculcate the idea of unity in diversity and ties of dependence

Detailed Syllabus Content

History of Manipur from Earliest Times to 17th Century C.E.

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Land and people	Land and People: Manipur-Geographical setting and historical ecology	12 hrs.
II	Sources of history	Historiography and sources of history	12 hrs.
III	Pre and Proto History	Pre and Proto History: Palaeolithic, Mesolithic, Neolithic, Megalithic and Chalcolithic Phases.	12 hrs.
IV	Chiefdoms and Principalities	Chiefdoms: Locating the Principalities and their domains.	12 hrs.
V	Manipur as a Nation-State	Emergence of Manipur as a nation-state – a brief historical account of Manipur from the reign of Nongda Lairen Pakhangba to Khagemba (1 st century CE to 17 th century CE)	12 hrs.

Suggested Readings

1. Kamei, Gangmumei: On History and Historiography of Manipur, Akansha Publishing, 2022.
2. Pandey, S. N.: Sources of the history of Manipur, National Publishing House, New Delhi, 1985.
3. Kamei, Gangmumei: History of Manipur – Pre-colonial Period, Akansha Publishing House, 2015.
4. Jhalajit Singh, R.K.: A Short History of Manipur, Imphal, 2023.
5. Singh, N. Joykumar: Emergence of Manipur as a Nation State, Akansha Publishing House, 2015.
6. Singh, Ch. Manihar: History of Manipuri Literature, Sahitya Akademi, 2003.
7. Saroj Nalini Parratt: The Religion of Manipur, Firma KLM, Calcutta, 1980.

Course Teaching-Learning Process

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

- Class lectures
- Tutorials
- 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										
CO2										
CO3										

CO4										
CO5, etc.										

Assessment Methods

- Oral and written examinations
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.
- End Semester Examination

Manipur University
Academic Level 5.0
Semester No. III
Syllabus for HISTORY
Name of the Course SEC-III (Theory)

Nature of Course	SEC=Skill Enhancement Course				
Course Code	SEC50HIS203(T)25				
Course Title	Historical Tourism in North East India				
Course Level	Level				
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):

This course is designed to allow learners to have a nuanced understanding of the meaning and scope of tourism in theory and practice with primary focus on North East India. Another objective is to facilitate learners to gain a good understanding of the economic prospects and also ethno-cultural tourism prospects of tourism in the region. Students will be able to understand tourism through practical field engagement and also through projects and fieldwork.

Course Learning Outcomes:

1.	This paper intends to give the students an idea about Tourism in North East India with special reference to the historical monuments, cultural elements and places of the northeastern region of India as heritage sites. It aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth and expansion.
2.	They will understand the economic prospects and also ethno-cultural tourism prospects of tourism in the region.
3.	They will understand the practical field knowledge of tourism through projects and fieldwork.
4.	Understand how tourism can be a source of income.
5.	They will also understand the varied foods, costumes, and folklore of the region which could be sources of tourist attraction in the state.

Detailed Syllabus Content

Historical Tourism in North East India

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Tourism: Theory & Practice	- Theoretical aspects of tourism - Tourism – Concept, meaning and significance and types of Tourism - Elementary geography and bio-diversity of North East India - Important wildlife habitats: Keibul Lamjao, Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Rain forests of Assam.	9 hrs.
II	Tourist Sites and Places of Interest	- Ancient remains and important tourist places of the North – East - Ancient remains: Wilong megaliths, Sekta, Khangkhui and Tharon Caves, Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang – Dhansiri Valley - Tourist places: Shillong, Moirang, Ukhrul, Cherapunjee, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga	9 hrs.
III	Art, Architecture and Tourism	- Architectural pattern - Kachari Architecture: Dimapur, Kasomari, Maibong and Khaspur - Ahom Architecture: Charaideo, Garhgaon, Sivasagar and Rangpur - Temple Architecture: Vishnu and Mahabali at Manipur, Kamakhya, Hoyagriva Madhava	9 hrs.
IV	Fairs and Festivals	- Fairs and festivals of the North – East - Festivals – Cheiraoba, Ningol Chakkouba, Lura Phanit, Gan-Ngai, Kut, Bihu, Mopin festival, Tai – Buddhist festivals in Assam, Ras Lila - Tourist festivals based on ethnic culture – Sangai festival, Horn Bill festival, Dihing Patkai festival	9 hrs.
V	Project Report (Internal Assessment)	Make a Project Report with visit and access to a tourist site or to a festival in nearby place. (to be prepared as a part of internal assessment).	9 hrs.

Suggested readings:

1. Taher & Ahmed, Geography of North East India, Mani Manik Prakash, Guwahati, 2010.
2. A K Bhatia, Tourism Development: Principles & Practices Sterling Publishers Pvt. Ltd, Delhi, 2020
3. Rajmani Singh and G.P. Singh, Tourism Industry in North East India, Akansha Publishing, Delhi, 2015
4. Bezboruah, M.P., Frontier of New Tourism, Gyan Publishing House, 2003
5. Mukutar R. Saikia & Rajdeep Borgohain, Historical Tourism in North East India, EBH Publishers, Guwahati, 2021
6. Madhumita Deb & Sanjay Sen, Historical Tourism in North East India, Mahaveer Publications, 2020
7. Manipur Tourism Policy 2014, Department of Tourism Govt. of Manipur, Imphal <http://www.manipurtourism.org>
8. <http://www.manipursangaifestival.com>

Course Teaching-Learning Process

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

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- 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										
CO2										
CO3										
CO4										
CO5, etc.										

Assessment Methods

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

Manipur University
Academic Level 5.0
Semester No. III
Syllabus for MDC
Name of the Course MDC-III (Theory)

Nature of Course	MDC				
Course Code	MDC50HIS203(T)25				
Course Title	Introduction to Indian Knowledge Systems				
Course Level	Level				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
	3	2	1		3
Course Audience	For 3 rd 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 attempts to provide a brief introduction to the study of Indian Knowledge System. The main objective of the course is:

To facilitate the students with the concepts of Indian traditional knowledge and to make them understand the importance of roots of Indian Knowledge System.

2. To make students acquaint with the facets of traditional knowledge and their relevance and help them be able to apply it to their daily life.

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

1.	understand Indian culture and civilisation including its knowledge system and tradition,
2.	to understand the knowledge, art and creative practices, skills and values in ancient Indian system,
3.	explore the underlying unity despite the visible diversity in Indian culture

	and traditions,
4.	understand development of varied knowledge systems and practices in ancient India and its contributions to the world,
5.	Comprehend the contribution of Ancient Indian tradition to modern system.

Detailed Syllabus Content

Introduction to Indian Knowledge Systems

Unit	Unit Name	Detailed Syllabus	Credit/Hours
I	Indian Knowledge System	• Introduction to Indian Knowledge System • Nature of Indian Knowledge System • Scope of Indian Knowledge System • Significance of Indian Knowledge System in the Present Scenario.	9 hrs.
II	Indian Culture and Civilization	• Introduction to Key Aspects of Indian Culture and Civilization • Significance and Importance of Indian Culture and Civilisation • Vedas and Vedangas • Sastras and the Great Indian Epics • Fine and Performing Arts.	10 hrs.
III	Science and Technology	• Introduction to Ancient Indian Science • Mathematics • Indian Mathematicians and their Contributions • Indian Astronomy and Astronomical Instruments • Ancient Indian Metallurgy • Iron in Early India.	10 hrs.
IV	Health And Wellness	• Contribution of Ancient India to Health and Wellness • Ayurveda and Yoga Ayurveda • Key Principles and Common Practices of Ayurveda • Charaka's Contributions to Indian Health and Wellness Science.	10 hrs.
V	Indigenous Knowledge System of Northeast	• Folk Music and Dance Forms of Northeast • Metalworks in Northeast India • Folk culture and folk medicine practice in Manipur.	6 hrs.

Suggested Readings

1. B. Mahadevan, Nagendra Pavana, Vinayak Rajat Bhat: Introduction to Indian Knowledge System: Concepts and Applications, PHI Learning, 2022.
2. Kapil Kapoor and Avadhesh Kumar Singh (ed.) ,: Indian Knowledge Systems, IIAS, Shimla.

3. D. P. Chattopadhyaya: History of Science, Philosophy and Culture in Indian Civilization: volume 4, Centre for Studies in Civilisations, 2005.
4. Basham, A.L.: The Wonder That Was India, Oxford University Press, Delhi.
5. Saswati Bordoloi: Bridging Ancient Wisdom and Modern Knowledge: Indian Knowledge Systems, Kamakhya Book Agency, Guwahati, 2025.
6. N.M. Khandelwal and Pratap Singh Chauhan: Indian Knowledge System, Himalaya Publishing House, 2023
7. Amrendra Kumar Thakur: Technology of the Tribes of Northeast India, DVS Publishers, Guwahati, 2017.
8. M. Kirti Singh: Folk Culture of Manipur, Manas Publications, Delhi, 1993.

Course Teaching-Learning Process

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

- Class lectures
- Tutorials
- 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										
CO2										
CO3										
CO4										
CO5, etc.										

Assessment Methods

- Oral and written examinations
- Problem-solving exercises,
- Seminar and presentations,
- Interactive sessions.
- End Semester Examination