

Learning Outcomes-based Curriculum

Framework

(LOCF)

For

Postgraduate Programme in History

2022

Cotton University

List of Contents

-Preamble.....	3
- Introduction.....	3
- Learning Outcome-based Approach to Curriculum Planning in History.....	3
- Nature and Extent of the MA in History.....	4
-Aims of PG Programme in History.....	4
-Postgraduate Attributes in History.....	4
- Programme Learning Outcomes for MA in History.....	4
-Structure of PG course in History.....	5
-Course Teaching-Learning Process.....	8
-Assessment Methods.....	8
-Course Level Learning Outcomes Matrix.....	9

Preamble

The objective of the Learning Outcome-based Curriculum Framework is to transform the architecture of higher education from a teacher-centric to learner-centric curriculum. It is done with the hope that this change will ensure significant improvement in the quality of higher education, and will make the students competent and confident to face the challenges of the modern world and contribute substantially to the society at large. One of the core concerns of this new curriculum framework is to underline that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country, but institution should also produce employed postgraduates. Hence, the new curriculum framework for History seeks to make higher education in India learner-centric so that our postgraduates possess in depth understanding of their subject and also be able to better serve the humanity with dignity and honour after having ensured economic and social self sustenance.

Education is all about the addition of value in the individual insights and skills without which he/she remains deprived of realizing their fullest potentials. Traditional modes of rote-learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods have occupied the attention in the higher education institutions. Pedagogy is being reworked, and education is being redefined. Disciplinary boundaries are melting for Interdisciplinary and trans-disciplinary knowledge system.

Introduction

History is a discipline which primarily deals with the ways to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. History as a discipline has in recent decades moved forward from the older frames of dynastic histories, containing endless list of kings and battles, to more dynamic approaches to understand the changing pattern of the social, economic and cultural formations of the past societies. This knowledge of past is critical in understanding the ways in which our world is connected and responds to its history in many complex ways. Insights gather from such studies of the past help to understand not only our multifaceted past better, but also make informed interventions in the present and forge a better future.

Learning Outcome-based Approach to Curriculum Planning in History

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is the higher education qualifications such as PG programme in history is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the postgraduates in history. Learning outcomes specify what students completing a particular programme of study are expected to know and be able to do at the end of their programme of study. The learning outcomes-based course defines it clearly what a student is going to learn from the course, and it's every unit, and how are they going to apply the learned skills. The benefit of this course design is that students are not just taught facts, concepts, and theories, but also how to apply them in explaining, assessing and critically examining the historical processes and phenomenon, and relate them to the real life situations so as to see and act upon the presence of past in the present.

Nature and Extent of the PG Programme in History

The National Curriculum Framework for Postgraduate Studies in history is an outcomes-based framework based on the expected learning outcomes and academic standards that are expected to be demonstrated by a postgraduate degree holder in the discipline of History. The

key outcomes that help curriculum planning at the postgraduate level include Postgraduate Attributes, Programme Learning Outcomes, and Course-level Learning Outcomes.

Aims of PG Programme in History

The overall aims of the LOCF for History at PG level are to:

- help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master's degree;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a postgraduate should be capable of demonstrating on successful completion of PG;
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility;
- provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

Postgraduate Attributes in History

The Post graduate programme aims to inculcate and train students with values, attributes, skills and knowledge expected from a Post graduate student pursuing higher learning in history. These attributes include spirit of historical enquiry founded on the principles of source analysis, critical thinking, formulating research questions, building arguments, imbibing new research techniques. In pursuit of the spirit of scientific enquiry, students engage in multiple interpretations, historical developments, incorporating diverse perspectives, while formulating their arguments and

derivations. With a wide understanding of the past, a trained historian acquires a panoramic vision to interact with historical questions probing for an answer in the present.

Programme Specific Outcomes (PSOs) in History

PG Programme in History aims to facilitate learners to branch out into different paths seeking extensive knowledge of the subject including research and also engage in professional work that they find fulfilling. On completion of the Programme, the learners will be able to acquire in-depth knowledge of major historical work and will be able to demonstrate their skill in comprehending the scholarly debates relating to History. The learners will also be able to comprehend and analyse the major historical trends of the period of study. This will give them the necessary skill to pursue higher studies in History and which expects to give them professional qualifications required both in academia and outside it. The Programme also expects to give its learners life skills which will enable them to face the challenges of life and profession more creatively. The list below provides an overview of outcomes a learner is expected to acquire upon completion of the UG Programme in History:

PSO1- Basic concepts and identifying patterns: Identify and define the basic concepts of history and different patterns of historical developments

PSO2- Classification of chronology: Classify and understand the historical periods in a chronological order

PSO3- Spatial categories: geography, territory: Identify geography and territory as vital forces for determination of historical processes

PSO4- Historical methods: compare and contrast: Comprehend historical knowledge arrived at through different historical methods and make comparisons between them

PSO5- Understanding social stratification and mobility: Analyze historically the forces behind creation of different layers in the society and also comprehend dimensions of human mobilization

PSO6- Application of archaeological, archival, visual, textual sources: Arrive at historical conclusions applying diverse sources ranging from archaeological, archival, visual and textual sources

PSO7- Construct patterns of change across the periods: Analyse the processes of societal change across historical periods.

PSO8- Design and develop research skills: Demonstrate skill in historical writings and research applying rigorous methods of historical writing.

PSO9- Develop knowledge of specialized periods of history: Organise historical knowledge based on specialized periods of study

Programme Specific Outcomes Matrix

Outcomes	Core subjects (1 st Sem and 2 nd Sem)									
	HST 701C	HST 702C	HST 703C	HST 704C	HST 705C	HST 801C	HST 802C	HST 803C	HST 804C	HST 805C
Basic concepts and identifying patterns	*	*		*	*	*	*	*		
Classification of Chronology		*	*	*	*	*	*	*	*	*
Special Categories: Geography, Territory		*	*	*	*	*	*	*	*	*
Historical Methods: Compare and Contrast	*	*		*	*	*	*	*		
Understanding Social stratification and mobility		*	*	*	*	*	*	*	*	*
Application of Archaeological, Archival, Visual and Textual Sources	*	*	*	*	*	*	*	*		
Construct patterns of change across the periods			*	*	*	*	*	*	*	*
Design and Develop Research Skills	*				*	*	*	*		*
Develop		*		*		*	*	*	*	*

PSO FOR OPEN ELECTIVE AND SEC COURSES FOR PG PROGRAMME

PSO	OPE-1 (PG 3rd Sem) Understanding popular culture of Assam	OPE-2 (PG 4th SEM) Environmental history of India	SEC-1 (PG 1st SEM) Colonial knowledge practices and ethnographic account of Assam	SEC-2 (PG 2nd SEM) Research writing in history
Basic concepts and identifying patterns	*	*	*	*
Classification of Chronology		*	*	
Special Categories: Geography, Territory	*	*	*	
Historical Methods: Compare and Contrast		*	*	*
Understanding Social stratification and mobility		*	*	
Application of Archaeological, Archival, Visual and Textual Sources	*	*	*	*
Construct patterns of change across the periods		*	*	
Design and Develop Research Skills		*	*	*
Develop knowledge of specialized periods of history		*	*	

Structure of PG Programme in History

Credit distribution for PG Programme in History

1.

SL.No	Nature of Papers	Total No. of Papers	Credit breakup (L+T+P)	Total Credits
1.	Core Course	14	3+1+0=4	56
2.	Special Paper	02	4+1+0=5	10
3.	Open Elective (OPE)	02	3+1+0=4	08
4.	Skill Enhancement Course(SEC)	02	2+0+0=2	04
Total		20		78

2. Semester wise course /Paper and Credit Distribution

Semester 1:

Sl No.	Name of Paper	Paper Code	Credits
1.	Historical Methods	HST701C	4
2.	Urbanism in Ancient Civilizations	HST702C	4
3.	History of United States of America	HST703C	4
4.	Medieval Western Europe (500-1400)	HST704C	4
5.	Gender in History	HST705C	4

Semester 2:

Sl No.	Name of Paper	Paper Code	Credits
6.	Imperialism and Nationalism (1850-1964)	HST801C	4
7.	Totalitarian Regimes in Europe and Asia (1914-1945)	HST802C	4
8.	History of Revolutions and Revolutionary Thought	HST803C	4
9.	History of China (1839-1949)	HST804C	4
10.	Contemporary History of Asia (1945-2003)	HST805C	4

Semester 3:**Group A:**

Sl No.	Name of Paper	Paper Code	Credits
11.	Pre-History and Proto-History of India	HST901C	4
12.	History of India (1500-500 BCE)	HST902C	4
13.	History of India (BCE 200 to CE 600)	HST903c	4
14.	History of Early Assam (mid 4 th Century to mid 13 th Century)	HST904 SPL-1	5

Group B:

Sl No.	Name of Paper	Paper Code	Credits
15.	History of Medieval India (1300-1526 CE)	HST901C	4
16.	History of Medieval India (1526-1757 CE)	HST902C	4
17.	History of Medieval India: Socio-Religious Thoughts & Movements	HST903C	4
18.	Economic History of India (1200-1750)	HST904 SPL-2	5

Group C:

Sl Group C: No.	Name of Paper	Paper Code	Credits
19.	Rise of British Power in India (1757-1857)	HST901C	4
20.	Indian National Movement	HST902C	4
21.	Assam Under Colonial Rule (1826-1947)	HST903C	4
22.	Economic History of Modern India (1757-1947)	HST904SPL-3	5
23.	Ideas and Institutions in Modern India	HST904SPL-4	5

23.	Understanding Popular Culture of Assam	OPE1	4
-----	--	------	---

Semester 4:**Group A:**

Sl No.	Name of Paper	Paper Code	Credits
24.	History of India (600-1300 CE)	HST1001C	4
25.	Economic History of Early India (1500 BCE - 1300 CE)	HST1002SPL-1	5

Group B:

Sl No.	Name of Paper	Paper Code	Credits
26.	Forms of Popular Resistance in Northern India (1560-1740)	HST1001C	4
27.	History of Assam (1228-1826)	HST1002SPL-2	5

Group C:

Sl No.	Name of Paper	Paper Code	Credits
28.	Social History of Modern India (1800-1947)	HST1001C	4
29.	Peasants And Workers' Resistance Movements in Modern India	HST1002SPL-3	5

30.	Environmental History of Modern India	OPE-2	4
-----	---------------------------------------	-------	---

31.	Dissertation/ Project Work	DPW	Credits 6
-----	----------------------------	-----	--------------

Course Teaching-Learning Process

To make teaching more effective, a range of methods have been adopted which include lecture method, tutorial classes, remedial classes and ICT methods of presentations.

- The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go

through the readings so that they could be more interactive and ask relevant questions in the class.

- For tutorials, the students are given opportunities to interact with the respective teachers once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where students can raise a series of questions ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the student read in a prescribed reading, and so forth.
- Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.
- Special classes are arranged to train students to need based methodologies of research in the discipline which may vary as per areas of specialization.

Assessment Methods

Graded assessment of all papers is broadly carried out in two forms:

- There is an end of semester [theory] examination which covers the entire syllabus. The students are asked to answer sixteen questions with a gradation of marks; 6 questions of two mark each, 7 questions of four mark each (out of 9), three questions of 10 mark each (out of 4 questions) b).
- Examination for SEC is of 50 marks comprising of five questions of 2 mark each, five questions of 4 mark each (out of 7), and two questions of 10 mark each (out of 4 questions).

In the final semester of the PG Programme the students are required to submit a Project of 100 marks (30% internal, 40% for the written content, 30% for vive voce)

The second assessment is through internal evaluation of Mid-term examinations and presentations (in 4th SEM), which is carried out throughout the term and comprises 30% of the final grade.

Course-Level Learning Outcomes Matrix

Outcomes	Core subjects (1 st Sem and 2 nd Sem)									
	1	2	3	4	5	6	7	8	9	10
Basic concepts	*	*	*	*	*	*	*	*	*	*
Understanding Landscape	*	*	*	*	*	*	*	*	*	*
Human Perception and Behaviour:	*				*	*	*	*		

Provide a sense of interconnectedness between past and present	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Identify and analyse historical changes and developments	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sensitize students to the existence and desirability of multiple perspectives	*					*	*	*	*										
Sensitize students to issues of public concern and also generate opinion						*	*	*	*										
Groom students to a sense of active citizenship, making responsible political choices						*	*	*	*										
Engage students with fundamental research writings and presentations	*					*													
Public policy and management						*													
Communication skills	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

3rd Semester and 4th Semester

Outcomes	Ancient						Medieval						Modern						
	C 1	C 2	C 3	C 4	SPL 1	SPL 2	C 1	C 2	C 3	C 4	SPL 1	SPL 2	C 1	C 2	C 3	C 4	SPL 1	SPL 2	
Basic concepts	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Understanding Landscape	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Human Perception													*	*	*	*	*	*	

and Behaviour:																		
Provide a sense of interconnectedness between past and present	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Identify and analyse historical changes and developments	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Sensitize students to the existence and desirability of multiple perspectives							*	*	*	*	*	*	*	*	*	*	*	*
Sensitize students to issues of public concern and also generate opinion					*	*				*	*					*	*	
Groom students to a sense of active citizenship, making responsible political choices																		
Engage students with fundamental research writings and presentations					*	*							*	*	*	*	*	*
Public policy and management																	*	*
Communication skills	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

P.G. 1ST SEMESTER

HISTORICAL METHODS

Paper Code: HST 701 C

Credits 4 (3+1+0)

Course Objectives: The course will help students to

- Acquaint with historical methods and dominant trends within historical writing in the nineteenth and twentieth century.
- Familiarize with the research methodology in History.

Course Outcome: Upon completion of the course, the students would

CO1 Be able to classify the dominant trends within historical writing since nineteenth century. This will enable them to conceptualize the discipline in a holistic manner

CO2 Be able to identify and categorize diverse historical sources

CO3 Be able to design a research proposal in the discipline

Total No. of Lectures- 45

Unit 1: Nineteenth century schools **10**

1.1 Historical Positivism

1.2 Whig History

Unit 2: Dominant trends in the Twentieth century **15**

2.1 Marxist History

a) Historical Materialism and Determination

b) Structuralism

c) History from Below

2.2 The Annales School

d) Total History: Marc Bloch ,Lucien Febvre and the Early Years

e) Time and History: Fernand Braudel and Developments in the Second Phase

f) History of Mentalities: Third Generation Annales Historians

Unit 3: Recent Trends: Post Modernism- Michel Foucault and Jacques Derrida **10**

Unit 4: Research methodology in history **10**

- a) Types of sources and their use – Primary and Secondary evidence.
- b) Techniques of research work – Organisation and Presentation; Bibliography and Footnoting.

Essential Readings:

1. Carr, E.H., *What is History?* (1990), Penguin
2. Collingwood, R.G., (2011), *The Idea of History*, OUP
3. Mahajan, Gurpreet, (2011), *Explanation and Understanding in the Human Sciences*; OUP
4. Bloch, Marc, *The Historian's Craft*, 1964, Vintage
5. Marx, Karl, *The communist Manifesto*. (2002) Penguin.
6. Aymard, Maurice and Harbans Mukhia, eds., *French Studies in History*;
7. Rabinow, Paul (1990), *The Foucault Reader*, Penguin
8. Derrida by Simon Gledinning; 2011, OUP
9. Hobsbawm, E.J., *Karl Marx's Contribution to Historiography in Ideology and social Science*.
10. MARWICK, A., *The New Nature of History* (1989), Palgrave Macmillan.
11. Eric Hobsbawm, *How to Change the World: Tales of Marx and Marxism*; (2012), Abacus.
12. Christopher Butler, *Post Modernism* (2002), OUP

P.G. 1ST SEMESTER

URBANISM IN ANCIENT CIVILIZATIONS

Paper Code: HST 702 C

Credits 4 (3+1+0)

Course Objectives: The course will help the students to

- Examine the concepts and theories of Urbanism
- Interpret Urbanism in the global & regional contexts
- Trace the Genesis & development of Urbanism in multiple areas of the Ancient world

Course Outcome: Upon completion of this course, the students would

CO1 Be able to identify Urbanism as a field of study in history

CO2 Be able to sketch the development of Urbanism in Ancient Civilizations

CO3 Be able to compare development of Urbanism in multiple areas of the Ancient world.

Total No. of Lectures- 45

Unit 1 Theorizing Urbanism **12**

1.1 Origin & development of Urbanism

1.2 The Urban Revolution

1.3 Cities as Creations & Cosmograms

1.4 Urbanism as elite strategy

1.5 Urbanism as social practice

Unit 2 Greek Urbanism **9**

2.1 Diffusion of the City

2.2 Relations with the Suzerain

2.3 Internal Politics

2.4 Civic Services

2.5 The Achievement of the Cities

Unit 3 Roman Urbanism **8**

- 3.1 Writing the Roman metropolis
- 3.2 Evolution of Urban form in Italy, 200 BC to AD 100
- 3.3 Urban systems in Roman Italy
- 3.4 Mobility & Social change in Italian towns during Principate
- 3.5 Roman city in elite economic strategies

Unit 4 Urbanism in Ancient China **8**

- 4.1 Origin of Urbanism
- 4.2 Imperial Cities
- 4.3 Political facets of Urbanism
- 4.4 Cultural facets of Urbanism

Unit 5 Urbanism in South East Asia **8**

- 5.1 Early Urbanism (c 500 BCE- 500 CE)
- 5.2 Forms
- 5.3 Functions
- 5.4 Urbanism in SE Asia (c 800- 1400 CE)
- 5.5 Angkor & NW Cambodia: (c 800-1432 CE)

Essential Readings:

1. Childe, V.Gordon. *Man makes himself*. London: Watts & Co. 1936
2. Childe, V. Gordon. *What happened in History*. Harmondsworth: Penguin Books. 1942
3. Childe, V. Gordon. *New light on the most Ancient East*. London: Routledge & Kegan Paul Ltd, 1934
4. Sjoberg, Gideon. *The Preindustrial City: Past and Present*. New York: Free Press, 1960
5. Finley, MI. 'The Ancient City: From Fustel de Coulanges to Max Weber and beyond' in Brent D. Shaw and Richard Saller, eds., *Economy and Society in Ancient Greece*. NY: Viking, 1982

6. Jones, AHM. *The Greek City from Alexander to Justinian*. London: Clarendon Press, 1984
7. Parkins, Helen M.(ed.) *Roman Urbanism: Beyond The Consumer City*. London: Routledge, 1997
8. Huskinson, J. (ed.) *Experiencing Rome: Culture, Identity & Power in Roman Empire*. London: Routledge. 2000
9. Tarling, Nicholas (ed.) *The Cambridge History of Southeast Asia. Vol. 1: From Early times to c 1800*. Cambridge University Press. 1993
10. Wheatley, Paul. *Nagara and Commandery: Origins of the South East Asian Urban Traditions*. Chicago University Press.1983
11. Wheatley, Paul. *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*. Edinburgh University Press. 1971
12. Cotterell, Arthur. *Imperial Capitals of China: A Dynastic History of Celestial Empire*. New York: Overlook Press. 2008
13. Cowgill, George L. "Origins & Development of Urbanism: Archaeological perspectives." *Annual Review of Anthropology*. Vol. 33 (2004): 525-549. Jstor.

P.G. 1ST SEMESTER

History of United State of America (1783- 1919)

Paper Code: HST703C

Credits 4 (3+1+0)

Course Objectives: The course will help the students to

- Understand the political history of the United States of America till the signing of the treaty of Versailles.
- Examine the different dynamics that went into making the USA a world power.

Course Outcome: Upon completion of the course, students will be able to

CO1 Comprehend the political and socio-economic developments of the USA since its freedom from the British in 1783.

CO2 Identify the various variables that interplayed and aided in making the USA a dominant power in world politics.

Total no. of Lectures- 45

Unit 1 Early formative period (1783-1830) 10

1.1 Making of the American Constitution

1.2 George Washington's internal administration

1.3 Early trends in American democracy – Thomas Jefferson and Andrew Jackson

1.4 Foreign policy of George Washington

1.5 War of 1812

1.6 Monroe Doctrine

1.7 West ward expansion (Louisiana Purchase, Mexican War, leading to the Civil War)

Unit 2 Sectional Conflict and Civil War 15

2.1 Missouri Compromise

2.2 Abolitionist Movement

2.3 Compromise of 1850

2.4 Emergence of Southern Confederacy and causes of its defeat

Unit 3 Post-Civil War developments (1850-1901) 10

3.1 Industrialization and emergence of Big Business

3.2 Farmers' Movement

3.3 Labour Movement

Unit 4 The progressive period 10

4.1 Administration of Theodore Roosevelt

4.2 Trust Busting

4.3 Roosevelt Corollary to Monroe Doctrine

4.4 Taft: Dollar Diplomacy and open door policy in China

4.5 Wilson: America's entry into the First World War

Essential Readings:

1. Farmer, Alan (2008), *The American Civil War: Causes, Course and Consequences 1803-1877*; Hodder Education
2. Collins, C., *Flagship History*
3. Murphy, Waldron & Cooper, (2008), *United States 1740-1919*, Harper Collins
4. Parkes, H.B., *A History of United States of America.*
5. Stamp, K.M., (1992) *The Causes of Civil War*, Touchstone Series.
6. Zinn, Howard, *A People's History of the United States of America*; Vintage Books
7. Tullock, Hugh (..), *The Debate on the American Civil War Era*
8. Macpherson, James, (1990) *Battle Cry of Freedom: The Civil War Era*, Penguin History.
9. Morris, Edmund (2001), *The Rise of Theodore Roosevelt*,
10. Williamward, Adolphus, (...) *The Cambridge History of British Foreign Policy 1783-1919, vol.-I.*

P.G.1st Semester

HISTORY OF MEDIEVAL EUROPE (500-1400)

Paper Code: HST704C

Credit 4 (3+1+0)

Course Objectives: The course will help the students to

- Understand the socio-economic-cultural developments of the period.
- Identify the forms of resistance exhibited by the common people in response to such developments.
- Comprehend the scientific knowledge and practices of the period.

Course Outcome: Upon the successful completion of the course, the students would

CO1 Develop a comprehensive overview of the major political, social, and cultural developments such as the rise of feudalism, the spread of Christianity, the emergence powerful Empires that occurred in Europe during the medieval period.

CO2 Evaluate the impact of medieval Europe on the modern world and explore how historical events and ideas from this period continue to shape the contemporary society.

Total No. of Lectures: 45

UNIT 1 The Medieval State

10

- 1.1 Political organization
- 1.2 Kingship
- 1.3 The Church

- 1.4 Local institutions
- 1.5 The Conditions of Men: Serfdom, Liberty, Nobility

UNIT 2 Economy **10**

- 2.1 Feudalism: Origins, nature and development
- 2.2 The Three Orders
- 2.3 Agriculture
- 2.4 Industry
- 2.5 Trade

UNIT 3 Science, Technology and Society **7**

- 3.1 Material Culture
- 3.2 Obstacles to the development of science
- 3.3 Advances in astronomy: Ptolemy, Copernicus

UNIT 4 Cultural Institutions and Practices **8**

- 4.1 The divisions of Latin Christendom
- 4.2 The Church and the World
- 4.3 Monasteries; Lay Society
- 4.4 The tradition of thought; learning

UNIT5 Popular Resistance **8**

- 5.1 Medieval Peasant Economy
- 5.2 Medieval Peasant Movements
- 5.3 The English Uprising of 1381
- 5.4 The response of the state

Essential Readings:

1. Bloch, Marc (2004), *Feudal Society*, (Vols. 1 & 2) London: Routledge
2. Hilton, Rodney (2005), *Bond Men Made Free*, London: Routledge
3. Ladurie, Emmanuel Le Roy (1990), *Montaillou*, London: Penguin
4. Southern, R.W. (1952), *The Making of the Middle Ages*, New Haven: Yale University Press

P.G. 1ST SEMESTER
GENDER IN HISTORY
Paper Code: HST 705 C
Credits 4 (3+1+0)

Course Objectives:

- Introduction to concepts, issues and historiography related to gender studies
- Discussion of the evolution of gender roles in India from ancient till modern times
- Awareness of the women movement

Course Outcome: Upon completion of this Course, the students would:

CO1 Be able to understand the changing gender equation in history and factors behind it.

CO2 Be able to appraise the gender perspective within historical studies.

Total No of Lectures- 45

Unit 1 Introduction 12

- 1.1 Concepts and Ideas: Gender and Patriarchy.
- 1.2 Historiography of Gender Studies.
- 1.3 Women Liberation Movements: First Wave, Second Wave and Third Wave.
- 1.4 New Sources for Writing Women History: Oral Narratives, Memories, Diaries, Arts Biographies.

Unit 2 Women in Pre-modern India 10

- 2.1 Women in Early Indian Society : Altekar's Approach and its critique.
- 2.2 Buddhism and Women.
- 2.3 Women in Medieval India.
- 2.4 Ancient Indian Texts and Women

Unit 3 Women in Modern India

11

- 3.1 Women and Social Reform Movements : Brahma Samaj, Arya Samaj, Prarthama Samaj and Aligarh Movement.
- 3.2 Women and Colonial State Policy.
- 3.3 Women Leaders and Activists : Dr. Muthulakshmi Reddy, Begum Rokeya Sekhawat Hussain Pandita Ramalai.

Unit 4 Women in the National Movement _

12

- 4.1 Women Organisation in Colonial Period : Women Conference 1910 and NCWI (National Council of Women in India)
- 4.2 Demand for women Franchise.
- 4.3 Pre-Gandhian Phone of Women Movement.
- 4.4 Gandhi and Women.

Essential Readings

1. Altekar, A.S. : *The Position of Women in Hindu Civilization, 2nd Print, Delhi, 1956, Motilal Banarsidass.*
2. Chakravarti, Uma : *Re-writing History : The Life and Times of Pandita Ramabai, 2006, Zubaan.*
3. Forbes Geraldine : *Women in Modern India, 1999, Cambridge University Press.*
4. Kumar, Radha : *The History of Doing, 2006, Zubaan.*
5. Nair, Janaki : *Women and Law in Colonial India, 1996, Kali, New Delhi.*
6. Roy, KumKum. (ed.) : *Women in Early India Societies, 2002, Manohar Publishers.*
7. Sangari KumKum and Vaid Sudesh : *Recasting Women Essays in Colonial History, 1990, Rutgers University Press.*
8. Andermahr, Lovel & Wolkowi (eds) : *A Concise Glossary of Feminist Theory.*

9. Beard, (1975) : *Women as a Force in History*, Penguin.
10. Lerner, (1986) : *The Creation of Patriarchy*, OUP.
11. Jaggar, (1983) : *Feminist Politics and Human Nature*, New Jersey.
12. Rowbotham, D. (1974) : *Hidden from History*, New York.
13. Kuornay, Sterba & Tongs (eds) : *Feminist Philosophies : Problems, Theories and Applications*, New Jersey (1992).
14. Sangari and Vaid (eds) : *Recasting Women : Essays in Colonial History*, New Delhi, 1989.
15. Desai & Thakkar (2001) : *Women in Indian Society*, New Delhi.
16. Kasturi & Mazumdar (eds.) : *Women and the National Movement*, New Delhi, 1994.
17. Sen, S. (ed) : *Women in Meghalaya*, New Delhi, 1992.
18. Sharma, D. (1996) : *Assamese Women in the Freedom Struggle*, Assam.

P.G. 1ST SEMESTER

**SEC-1: COLONIAL KNOWLEDGE PRACTICE AND
ETHNOGRAPHIC ACCOUNTS OF ASSAM**

Credit 2

Course Objectives: The Course will help the students

- To understand colonial knowledge production systems
- To analyze the idea behind colonial mapping of civilizations and resources through ethnographical texts

Course Outcome: Upon completion of the Course, the students will be able to:

CO1 Identify how power operated in production of knowledge in colonial times

CO2 Comprehend how colonial knowledge envisaged through ethnographic texts were used to dominate the same ethnic groups

Total No of Lectures:24

Unit 1 Understanding the landscape and its periphery **12**

- 1.1 Introduction: Power and Knowledge
- 1.2 Mapping the uncivilized
- 1.3 Mapping the resources of the periphery

Unit 2 A survey of the colonial ethnographic accounts of Assam **12**

- 2.1 *A descriptive accounts of Assam* by William Robinson
- 2.2 *A Statistical Account of Assam, Vol I and II* by WW Hunter
- 2.3 *The Kacharis* by Sidney Endle

Suggested Readings:

1. *A Descriptive Account of Assam*; William Robinson; (1841); (Reprinted) Sanskaran Prakasan; New Delhi, 1975.
2. *A Statistical Account of Assam Volume 1 and 2*; W. W. Hunter; (Reprinted) B.R. Publishing Corporation; New Delhi, 1975
3. *An Account of Assam, (1807-1814)*, Hamilton, Francis, Department of Historical and Antiquarian Studies, Guwahati, Assam, 1963.
4. *Anglo – Assamese Relations*, S. K. Bhuyan, 1771 – 1826, Lawyers Book Stall, Guwahati, 1990.
5. *Colonialism and its Form of Knowledge: the British in India*; Bernard Kohn; OUP, New Delhi, 2000

6. *Ideologies of the Raj*; Cambridge University Press, London; 1997
7. *Medieval and Early Colonial Assam, Society, Polity, Economy*, Amalendu Guha, Published for Centre for Social Sciences, Calcutta, by K. P. Bagchi and Company, Calcutta, 1991.
8. *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam*, Amalendu Guha, 1826 -1947, Tulika Books, New Delhi, 2006.
9. *Power and Knowledge*; Michel Foucault; Vintage; 1980
10. *The Art of not being Governed, An Anarchist History of Upland South-East Asia*, Scott, James C. Scott, Yale University Press, London.
11. *The Garos*, Major A Playfair, Spectrum Publications, Guwahati, 1975.
12. *The Kacharis*; Sidney Endle; Macmillan and Co; London, 1911
13. *Topography of Assam*; John M' Cosh, (1837), Logos Press, New Delhi, Indian Reprint.
14. *Travels and Adventure in the Province of Assam*, Butler, Major John. (*During a residence of 14 years*), (Reprinted) Vivek Publishing Company, New Delhi,

P.G. 2nd SEMESTER
IMPERIALISM AND NATIONALISM (1850-1964)
Paper Code: HST801C

Credits 4 (3+1+0)

Course Objectives: The Course will help the students to:

- Examine the concepts and theories of Imperialism & Nationalism
- Make a distinction between concepts like State & Nation -State
- Trace the historiography of Colonialism and Nationalism in India

Course Outcome: Upon completion of this Course, the students would-

CO1 Interpret Imperialism and Nationalism in the global and national contexts

CO2 Analyse social origins of National Movements

CO3 Evaluate the historiography of Colonialism and Nationalism in India.

Total No of Lectures: 45

UNIT 1	Conceptual Understanding	8
1.1	Imperialism	
1.2	State	
1.3	Nation	
1.4	Nation – State	
UNIT 2	Theories of Imperialism	10
2.1	Marxist	
2.2	Liberal	
2.3	Social	
UNIT 3	Nationalist Movements	10
3.1	Social origins and explanations of Nationalism	
3.2	Nationalist Movements & Social factors: a theoretical perspective	

UNIT 4 Colonialism	10
4.1 Definition	
4.2 Colonialism and Nationalism in India: Historiography	
UNIT 5 Changing Concepts of Imperialism in 20th century	7

Essential Readings:

1. Cain, Peter J. and Harrison, Mark. *Imperialism : Critical Concepts in Historical Studies*. London:Routledge.2001
2. Brewer, Anthony. *Marxist Theories of Imperialism: A Critical Survey*. London: Routledge. 2003
3. Kemp, Tom. *Theories of Imperialism*. London: Dobson. 1967
Kedourie, Elie. *Nationalism*. New Jersey: Wiley-Blackwell.1993
4. Gellner, Ernest. *Nations and Nationalism*. New York: Cornell University Press. 2008
Hobsbawm, E.J. *Nations and Nationalism since 1780*. Cambridge University Press. 2012
5. Bandyopadhyay, Sekhar . *From Plassey to Partition: A History of Modern India*. Orient Blackswan.2004
6. Loomba, Ania. *Colonialism/Postcolonialism*. Abingdon:Routledge. 2005
Anderson, Benedict. *Imagined Communities*. London:Verso. 2006
7. Hutchinson, John and Smith, Anthony D., eds. *Nationalism: critical concepts in political science*.London: Routledge. 2000

P.G. 2nd SEMESTER
TOTALITARIANISM REGIMES IN EUROPE AND ASIA
(1919-1945)
Paper Code: HST802C
Credits 4 (3+1+0)

Course Objectives: The Course will help the students to

- Examine the concepts and philosophies of Fascism & Nazism
- Be aware of fascist tendencies in Japan

Course Outcome: Upon completion of this Course, the students would

CO1 Be able to offer explanation of the rise of Fascism & Nazism
in the world.

CO2 Be able to evaluate Totalitarianism in the global context

CO3 Be able to differentiate between the fascist currents in Japan
and those in Europe, especially the Italian or German variety.

Total No. of Lectures: 45

Unit 1 Fascism **15**

1.1 Concept

1.2 Fascism & Conservatism in early 20th century Italy

1.3 Fascism, Nation & Race

Unit 2 Nazism **20**

2.1 Economic & ideological structure of German society in the period
between 1928-1933

2.2 Nation and Race

2.3 Philosophy of Anti-Semitism

2.4 Blood purification & anti-Jewish legislation

Unit 3 Fascist tendencies in Japan

10

3.1 Marxist Approach

3.2 Authoritarian modernization thesis

Essential Readings:

1. Eatwell, Roger. *Fascism: A History*. Random House. London: Penguin Books. 1997
2. Neumann, F. *Behemoth: The Structure and Practice of National Socialism, 1933-44*. Chicago: Ivan R. Dee. 2009
3. Guerin, Daniel. *Fascism and Big Business*. New York: Pathfinder. 1973
Schweitzer, Arthur. *Big Business in the Third Reich*. Indiana University Press. 1964
Knight, F. *The French Resistance, 1940-44*. London : Lawrence and Wishart. 1975
4. Gallo, Max. *Spain Under Franco: A History*, trans. Jean Stewart. New York: Dutton, 1974
5. Bosworth, R. J.B. *Mussolini's Italy: Life Under the Fascist Dictatorship, 1915-1945*. London :Penguin, 2007.
6. Jansen, Marius ed. & Duus, Peter ed. *The Cambridge History of Japan*, Volumes 5 and 6. Cambridge:Cambridge University Press, 1988 and 1989.
7. Duara, Prasanjit. *Sovereignty and Authenticity: Manchukuo and the East Asian Modern*. Maryland:Rowman&Littlefield, 2004
8. Payne, Stanley G. *A History of Fascism 1914-1945*. Madison, Wisconsin: University of Wisconsin Press, 1995.
9. Bix, Herbert P. *Hirohito and the Making of Modern Japan*. New York: Harper Collins Publishers, 2000.
10. Halliday, John . *A Political History of Japanese Capitalism*. New York: Pantheon Books, 1975.
Tasca, Angelo. *The Rise of Italian Fascism, 1918-1922* . New York: H. Fertig, 1966.
11. Morris, Ivan ed. , *Japan 1931-1945: Militarism, Fascism, Japanism?* Massachusetts: D.C. Heath and Company, 1963.

P.G. 2nd SEMESTER

HISTORY OF REVOLUTIONS AND REVOLUTIONARY THOUGHT

Paper Code: HST803C

Credits 4 (3+1+0)

Course Objectives:

- The objective of this paper is to acquaint the students with the revolutionary movements that shaped human society.
- The course also seeks to familiarize the students with the theoretical basis as well as socio-economic conditions behind the outbreak of significant revolutions across the world.

Course Outcome: Upon completion of this Course, the students would be able to

CO1 Distinguish the deep theoretical underpinnings of Revolution and Revolutionary thoughts of great thinkers.

CO2 Illustrate the major revolutions that changed the course of world politics.

Total No. of Lectures:45

UNIT 1 Introduction

9

1.1 Definition, nature and characteristics of Revolutions

1.2 Intellectual, Ideologies and Revolutions

1.3 Charting the course of Revolutions

1.4 Revolutions and Totalitarianism

UNIT 2 Revolution in England and Colonies

9

2.1 Royalty versus Parliament: The English Civil War

2.2 The Glorious Revolution (1688)

2.3 The American War of Independence

2.4 *Swing*

UNIT 3 The French Revolution **9**

3.1 The French Revolution (1789); role of intellectuals

3.2 The French peasantry and the crowd

3.3 Role of women in the French Revolution

3.4 Emergence of a new Socio-Political Order

UNIT 4 Revolutions in the 19th Century **9**

4.1 The Revolution of 1830 and 1848

4.2 The Paris Commune (1871)

4.3 Development of Socialist Ideas; The Communist Manifesto

4.4 Anarchism and Revolutions

4.5 Revolutions and Social Banditry

UNIT 5 The Socialist Revolutions **9**

5.1 Russian Revolution of 1905

5.2 October Revolution of 1917: causes, impact and legacy

5.3 Lenin, Stalin; Programme of Socialist Reconstruction

5.4 Sun-Yat Sen and the Nationalist Revolution (1911)

5.5 Mao Zedong and the Communist Revolution

5.6 The Cultural Revolution

Essential Readings:

1. Hobsbawm, Eric (2011), *Bandits*, London: Abacus Hobsbawm, Eric (2007), *Revolutionaries*, London: Abacus

2. Hobsbawm, Eric and George Rude (2001), *Captain Swing*, London: Phoenix Press
3. Moore, Barrington (1974), *Social Origins of Dictatorship and Democracy*, Penguin Books Rude, George (1959), *The Crowd in the French Revolution*, London: Oxford University Press Rude, George (1995), *Ideology and Popular Protest*, University of North Carolina Press

P.G. 2nd SEMESTER
HISTORY OF CHINA(1839-1949)
Paper Code: HST804C
Credits 4 (3+1+0)

Course Objective: The course will help the students to

- Understand the stages of political and economic development in China since the mid 19th century till the end of the Second World War.
- Learn and examine the intervention processes of the Western powers in China.

Course Outcome: Upon the completion of the course, students will be able to

CO1 Identify the forces that led to the emergence of nationalist fervor in China against foreign domination followed by the growth of revolutionary tendencies.

CO2 Analyze the factors that led to the emergence of Communism in China.

Total No. of Lectures: 45

UNIT 1 OPENING UP OF CHINA

10

1.1 First Opium War- Background, Causes, Results, Taiping Rebellion Circumstances, Failure, Second Anglo-Chinese War, Treaty of Tientsin,

1.2 Empress Tzu Hsi, Sino-Japanese Conflict, Korea, Effects

1.3 Western Imperialism, Struggle for Concessions, Spheres of Influence, John Hay's doctrine- Open Door policy

P.G. 2nd SEMESTER
CONTEMPORARY HISTORY OF ASIA
(1945-2003)

Paper Code: HST805C

Credits 4(3+1+0)

Course Objective: The course will help the students to

- Understand major developments in the cold war era.
- Examine the impact of the cold war in East and West Asia and the Indian subcontinent.
- Assess India's response to the various developments of the cold war in its neighbourhood: Its relations with Pakistan and China during the cold war era and beyond.

Course Outcome: Upon the completion of this course the students would be able to

CO1 Evaluate the major phases of the cold war in Asia and more specifically its impact in the Indian subcontinent.

CO2 Analyse the problems of West Asia and rise of global terrorism.

Total No. of Lectures: 45

Unit 1 Major Developments in Post War East Asia

15

- 1.1 Korean War
- 1.2 Vietnam War
- 1.3 Sino-Soviet Relations
- 1.4 Shanghai Communique

- 1.5 Cambodia and the Khmer Rouge
- 1.6 Formation of ASEAN
- 1.7 The Junta in Myanmar and the Rohingya Crisis

Unit 2 South Asian Politics – Conflict and Co-operation **15**

- 2.1 Indo-Pak Relation
- 2.2 Indo-China Relation
- 2.3 China-Pakistan Axis
- 2.4 India and the Neighbourhood – India and China in the Indian Ocean
- 2.5 Nuclear Arms Race in South Asia
- 2.6 Formation of SAARC
- 2.7 India and the Non-Alignment, Disarmament

Unit 3 Problems of West Asia **10**

- 3.1 Creation of Israel
- 3.2 The Arab – Israel War
- 3.3 Role of Global Power in West Asia
- 3.4 Iraq – Iran War, The Gulf War
- 3.5 US Invasion of Iraq

Unit 4 Crisis in Afghanistan **5**

- 4.1 Afghanistan in the great Game, Calculus
- 4.2 Soviet Invasion in Afghanistan
- 4.3 Emergence of Taliban
- 4.4 9/11 and Afghanistan

Essential Readings:

1. Norman Lowe *Mastering Modern World History*, Macmillan Publishers, U.K 2019.
2. Kanti Bajpai, and Harsh Pant, *India's Foreign Policy-A reader*, OUP, 2003.
3. C. Rajamohan *Crossing the Rubicon*, Penguin India, 2004.

4. Eric Hobsbawm, *Age of Extremes*, Abacus, 2004.
5. Peter Calvocoressi, *World Politics since 1945*, Longman Publishing Group.

P.G. 3rd SEMESTER
(GROUP – A)
PRE-HISTORY AND PROTO-HISTORY OF INDIA
Paper Code: HST 901C
Credits 4(3+1+0)

Course Objective: The course will help the students

- To understand the concepts of pre- history and proto- history: pattern of human evolution, material Indian subcontinent.
- To familiarize the students about the characteristic features of each Stone Age, the transition and the significant aspects of the Harappan civilization.

Course Outcome: Upon completion of this Course, the students would be able to

CO1 Define the scope of terminology in history

CO2 Understand the changes characteristic of each stage in human evolution.

CO3 Identify the tools and the settlement pattern of the pre-historic sites.

CO4 Analyze the transformation from prehistory to proto-history and its impact on the economy.

Total No. of lectures- 45

Unit 1 Introducing Pre-history and Proto-history **7**

1.1 Terminology and scope

1.2 Pleistocene and Early Holocene environments

1.3 Historiography

Unit 2 Hominid Fossils and earliest stone tools **7**

2.1 Palaeolithic sites, sequences and materials in Indian Subcontinent: Punjab and Haryana, Rajasthan and Gujarat, Central India, Eastern India, and Peninsular India

Unit 3 Hunting Gathering Economy of the Mesolithic Period **7**

3.1 Microlithic Tool Technology

3.2 Animal domestication

3.3 Excavated Mesolithic sites with special reference to the Allahabad-Banaras zone

3.4 Rock Art.

Unit 4 Beginning of food production **7**

4.1 Multilineal character of early agriculture

4.2 Issues connected with early domestication

4.3 Mehrgarh and its significance

4.4 Beginning of rice cultivation in the Ganga Plain

Unit 5 Growth of villages (upto c. 2600 BC) **7**

5.1 Baluchistan and the Northwest

5.2 Indus-Hakra Plain: Punjab, Haryana, Rajasthan and Gujarat

5.3 Peninsular India

Unit 6 Harappan Civilization **10**

6.1 Terminology and chronology

6.2 Distribution and extent

6.3 Transition from Early to the Mature Phase: Town planning and Architecture

6.4 Economic and social features: agriculture, animal husbandry, trade, arts and crafts, technology; social organization, writing, seals and sealings; funerary customs

6.5 Decline

Essential Readings:

1. Agrawal, D.P. and Chakrabarti, D.K. 1979. *Essays in Indian Protohistory*. New Delhi: B.R. Publishing Corporation.
2. Chakrabarti, D. K. 1988. *A History of Indian Archaeology from the beginning to 1947*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
3. Chakrabarti, D.K. 2006. *The Oxford Companion to Indian Archaeology The Archaeological*

- Foundations of Ancient India Stone Age to AD 13th Century*. New Delhi: Oxford University Press. Chapters Six to Fourteen.
4. Allchin, F.R.A. and Allchin, B. 1995. *The Origins of a Civilization*. Delhi: Viking.
 5. Lahiri, N. 2005. *Finding Forgotten Cities – How the Indus Civilization was discovered*. New Delhi: Permanent Black.
 6. Possehl, G. 1999. *Indus Age: The Beginnings*. Delhi: Oxford and IBH.
 7. Ratnagar, S. 1991. *Enquiries into the Political organization of Harappan Society*. Pune: Ravish Publishers.
 8. Sahu, B.P. 2006. *Iron and Social Change in Early India*. New Delhi: Oxford University Press

P.G. 3rd SEMESTER

(GROUP – A)

HISTORY OF INDIA (1500 BCE TO 500 BCE)

Paper Code: HST 902C

Credits 4(3+1+0)

Course Objectives: The course will help the students

- To familiarize with the significant developments in Indian history in the period covered with special emphasis on the changing material culture, settlement patterns and the aspects of urbanization.
- The course intends to discuss the major themes and debates in the period under study within Indian history.

Course Outcome: Upon completion of this Course, the students would be able to

CO1 Analyze the settlement pattern of the Neolithic and Chalcolithic culture in the South also that of the Vedic period.

CO2 Assess the political, social, and economic developments in India from 1500 BCE to 500 BCE and understand their impact on the country's history.

CO3 Evaluate the cultural and religious practices of ancient India and their significance in

shaping the country's identity and world view.

Total No. of Lectures: 45

Unit 1 Vedic Economy and Society

15

- 1.1 The "Aryan Problem"
- 1.2 Vedic texts and their internal chronology
- 1.3 Forms of property and forces of production; cattle and its importance; booty-capture and redistribution
- 1.4 "Lineage" and "House-holding" systems; religious practices and ideologies
- 1.5 Later Vedic Period: Texts & Material Culture; Settlement pattern; agriculture and economy; social differentiation; religion

Unit 2 Neolithic, Chalcolithic and Early Iron Age: Deccan and Southern India **10**

- 2.1 Ashmounds and Neolithic settlements
- 2.2 Beginning of the Iron Age and the issue of Neolithic-Megalithic overlap in Vidarbha and the South
- 2.3 Tamil Sangam Literature

Unit 3 "Second Urbanization": Age of Janapadas and Mahajanapadas **10**

- 3.1 NBP economy and society: the context of second urbanization
- 3.2 Republics and Kingdoms: Janapadas and Mahajanapadas: political structure
- 3.3 Dissent and Protest: the context of heterodox religions: Materialism, Jainism and Buddhism: philosophy, social base, patronage and spread

Unit 4 The Arrival of the State

10

- 4.1 Rise of Magadha State; Mauryan Empire
- 4.2 Critical Assessment of Textual Sources: The *Arthashastra* and the *Indica*
- 4.3 Asokan edicts: *dhamma*; debates on the nature of the Mauryan state
- 4.4 Understanding the historical legacy of Asoka
- 4.5 Decline of the Mauryan State

Essential Readings:

1. Bhattacharyya, N.N., *Indian Religious Historiography*, Vol.. I, 1996. Bongard-Levin, G.M.,
Mauryan India, Delhi, 1983
- 2 Chakravarti, Ranabir, *Trade and Traders in Early India*, Manohar, Delhi, 2002.
- 3 Deo, S.B. and Kamath, Suryanath: *The Aryan Problem*, Pune, 1993.
- 4 Deo, S.B.: *Problem of South Indian Megaliths*, Dharwar, 1973.
- 5 Dhavalikar, M.K.,: *The Aryans: Myth and Archaeology*, Munshiram Manoharlal, Delhi, 2007.
- 6 Erdosy, George (Ed.), *The Indo-Aryans of Ancient and South Asia : Language, Material Culture and Ethnicity*, 1995 (Indian Reprint, 1997).
- 7 Gupta, P.L. and Hardekar, T.R., *Ancient Indian Silver Punch-Marked Coins* (1985) Kosambi, D.D., *Indian Numismatics*, ed. B.D.Chattopadhyaya
- 8 Sahu, Bhairabi Prasad, ed., *Iron and Social Change in Early India*. OUP, Delhi, 2006. Sharma, Ram Sharan, *Advent of the Aryans in India*, Manohar, Delhi, 1999.
- 9 Sharma, Ram Sharan, *The State and Varna Formation in the Mid-Ganga Plains: An Ethnoarchaeological View*, Manohar, Delhi, 1996.
- 10 Shrimali, Krishna Mohan, *The Age of Iron and the Religious Revolution (c.700 – c.350 BC)*, 2007. Thapar, Romila, *Asoka and the Decline of the Mauryas*, Oxford, 1985. (Revised Edition)
- 11 Thapar, Romila, *From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley*, OUP, Delhi, 1984.

P.G. 3rd SEMESTER

(GROUP – A)

HISTORY OF INDIA (200 BCE TO 600 CE)

Paper Code: HST 903C

Credits 4(3+1+0)

Course Objective: The course will enable students to

- Trace the significant changes in subcontinent's history during c. 200 BCE- 300 CE period.
- Distinguish the patterns of socio-political formations and economic structures
- Critique the nature of historiographical generalizations

Course Outcome: Upon completion of this course, the students will have the ability to

CO1 Differentiate between various genre of textual sources and their specificities

CO2 Examine the nature of political transitions and state structures

CO3 Reconstruct different facets of urbanization and external trade

CO4 Portray the texture of cultural and religious development over the time

Total No. of Lectures:45

Unit 1 Introduction

10

1.1 Assessing Textual Sources in Sanskrit, Prakrit and Tamil

1.2 Dark Age" vs "Golden Age" debate

Unit 2 The State – Society

10

2.1` Sungas, Satavahanas and Kushanas: political and administrative structure

2.2 Gupta Polity

Unit 3 Economic processes

10

3.1 Urban developments: money; crafts and guilds; trade within the subcontinent; long-distance trade interactions between the subcontinent, Asia, and Europe

3.2 Agrarian structure

Unit 4 Society, Culture and Religious Processes

8

4.1 Social structure: varna, jati, gender; the idea of varna-samkara

4.2 Buddhism: Mahayana school; Jainism: Svetambara-Digambara tradition

4.3 Religious doctrine and practice: Puranic Hinduism: Visnuism, Sivaism and Saktism; yaksa and

Naga cults

Unit 5 Art and architecture

7

5.1 Gandhara and Mathura schools of sculpture; terracotta art; painting

5.2 Religious architecture and sculpture: Form and patronage; early Hindu temples; Buddhist stupas;
Buddhist and Jaina and cave shrines

Essential Readings:

- 1 Champakalakshmi, R., *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, Delhi: Oxford University Press, 1996 .
- 2 Gupta, P. L., *The Imperial Guptas*, 2 Vols. Varanasi: Vishwavidyalaya Prakashan, 1979
- 3 Gurukkal, Rajan, *Social Formations of Early South India*. New Delhi: Oxford University Press, 2010.
- 4 Huntington, Susan, *The Art of Ancient India: Buddhist, Hindu, Jain*, New York and Tokyo: John Weatherhill Inc, 1985.
- 5 Jaiswal, Suvira, *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*,
New Delhi: Munshiram Manoharlal, 1981.
- 6 Liu, Xinriu, *Ancient India and Ancient China: Trade and Religious Exchanges*. Delhi: Oxford University Press, 1988.
- 7 Olivelle, Patrick, ed., *Between the Empires: Society in India 300 BCE to 400 CE*. Oxford and New York: Oxford University Press, 2006.
- 8 Ramanujan, A. K., *Poems of Love and War: From the Eight Anthologies and the Ten Long Poem of Classical Tamil*. New Delhi: Oxford University Press, [1985] 2006.
- 9 Ray, Himananshu Prabha, *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press, 1986.
- 10 Sharma, R. S., *Perspectives in Social and Economic History of Ancient India*. Delhi: Munshiram Manoharlal, 2003.
- 11 Singh, Upinder, *A History of Ancient and Early Medieval India from the stone age to the 12th century*
. Delhi: Pearson Longman, 2009.
- 12 Shrimali, Krishna Mohan, *Agrarian Structure in Central India and the Northern Deccan (c. AD 300–500): A Study of Vakataka Inscriptions*. New Delhi: Munshiram Manoharlal, 1987.

13 Thaplyal, K. K., *Guilds in Ancient India: A Study of Guild Organization in Northern India and Western Deccan from Circa 600 BC to Circa 600 AD*. New Delhi: New Age International Ltd, 1996.

P.G. 3rd SEMESTER

(GROUP – A)

HISTORY OF EARLY ASSAM (mid 4th century to mid 13th century)

Paper Code: HST 903 SPL-1

Credits 5(4+1+0)

Course Objectives: The course will enable students to

- Introduction to historical sources and historiography of early Assam
- Engagement with new research in the area
- Thoroughness with the socio-economic aspects of early Assam
- Special emphasis on non traditional historical sources: art, architecture and archaeology

Course Outcome: Upon completion of this Course, the students would be able to

CO1 Identify with the historical sources of early Assam

CO2 Compare the historiographical literature available on various aspects related to early Assam

CO3 Appraise the socio-economic processes underlying the historical developments with a special emphasis on art, architecture and archaeology.

Total No. of Lectures :60

1.1 Sources: Textual, Inscriptions, Coins, Archaeological Sources

1.2 Historiography: Colonial, Marxist, Nationalist and New Researches

Unit 2 Political and Economic Aspects **15**

2.1 Prāgijyotisha- Kāmarūpa: State Formation Process

2.2 Political Processes: Shift of Capital

2.3 Urbanization in Early Assam: Doiyang- Dhansiri

2.4 Land grant economy in Early Assam

Unit 3 Social and Religious Aspects **15**

3.1 Social Stratification in Early Assam: Jati- Varna system

3.2 Vaishnavism and Shaivism in Early Assam

3.3 Sakti Cult: Kamakhya

Unit 4 Art, Architecture and Archaeological Aspects **15**

4.1 Ambari: Excavation Reports, Pottery and Sculptures

4.2 Surya Pahar: Excavation Reports and Architecture

4.3 Da- Parbatiya: Architecture

Essential Readings :

1 Choudhury, N D, 1985, *Historical Archaeology of Central Assam*, B.R.Publishing, Delhi.

2 Choudhury, R D, 1985, *Archaeology of the Brahmaputra Valley of Assam*, Agam Kala Prakashan, New Delhi.

3 Barua, K L, 1933, *The Early History of Kamrupa: From the Earliest Times to the End of the Sixteenth Century*, Bani Mandir, Guwahati.

4 Barpujari, H K, 1992, *The Comprehensive History of Assam*, Vol. I & II, Publication Board Assam, Guwahati.

5 Choudhury, P C, 1953, *The History of Civilization of the People of Assam to the 12th*

- century A.D, University of London, London.
- 6 Lahiri, N, 1991, *Pre-Ahom Assam*, Munshiram Manoharlal Publishers, New Delhi.
 - 7 *A Cultural History of Assam* by B.K Barua
 - 8 Dutta, H N, 2012, *History, Art & Archaeology of Doiyang Dhansiri Valley, Assam*, LBS Publications, Guwahati.
 - 9 Boruah, N, 2010, *Historical Geography of Early Assam*, DVS Publishers, Guwahati.
 - 10 Sharma, Preetee, 2012, Ambari: A Special Note on the Decorated Ware, *Proceedings of the Indian History Congress, 72nd Session*, Delhi, pp. 1099- 2007.
 - 11 Jamir, T and Manjil Hazarika, (eds.) ,2014, *50 Years After DaojaliHading: Emerging Perspectives in the Archaeology of North East India*, Research India Press, New Delhi.
 - 12 Sharma, Preetee, 2015, Pottery Decorations in the Brahmaputra Valley (c. 6th- 15th centuries CE): A Comparative Study, *Proceedings of the Indian History Congress, 75th Session*, Aligarh, pp. 1116-1124.

P.G. 3rd SEMESTER

(GROUP – B)

HISTORY OF MEDIEVAL INDIA(1300 CE- 1526 CE)

Paper Code: HST 901 C

Credits 4(3+1+0)

Course Objectives: The course will help the student

- To understand and examine the political structures of the Delhi sultanate.
- To comprehend and interpret the religious, social and cultural dimensions of the period.

Course Outcome: Upon the completion of the course, the student will be able

CO1 Identify the socio-economic and political transitions India encountered following the establishment of the Delhi Sultanate.

CO2 Develop the capacity to scrupulously examine the historical writings of the period.

Total No of Lectures:45

Unit 1	Historiography	9
1.1	Approaches and Debates	
1.2	Foundation of Delhi Sultanate : Ghorian Invasions and Turkish Success.	
Unit 2	Consolidation: Political Structures and Institutions	10
2.1	Expansion of Sultanate: Khalijis, Tughlaqs and Lodis; Mongol threat and Taimursinvasion	
2.2	Theories of Kingship and legitimation of authority; Nobility, Sufis, Ulema and thepolitical authority	
2.3	State and Administration - Political and Revenue administration, Iqta system	
2.4	Decline of the Sultanate and Rise of Provincial Kingdoms: Vijaynagar and BahmaniKingdom, Gujrat, Malwa and Jaunpur	
Unit 3	Economy in the Sultanate Period	8
3.1	Agriculture: Fields, Technology, Irrigation, Crops.	
3.2	Agrarian Relations: Peasants and rural intermediaries	
3.3	Land ownership, Survey and Measurement, Land Revenue, Revenue Grants	
3.4	Trade and Commerce: Markets, Currency, Artisans, Portuguese Trade and Indian Oceantrade	
3.5	Urbanization and Urban Centers	
Unit 4	Religion and Society	9
4.1	Sufis and their Silsilahs; Expansion of Islam in Bengal	
4.2	Regional Religious Traditions: Jagannatha Cult in Orissa, Vinasaivite Movement inKarnataka	
4.3	Bhakti movement in India	
4.4	Gender relations and Women Bhaktas	

Unit 5 Architecture and Literature

9

- 5.1 Sultanate Architecture: Forms and Designs & Regional variations
- 5.2 Vernacular literature

Essential Readings:

1. Satish Chandra : *From Sultanate to the Mughals*, 1999, Har Anand Publications
2. Tapan Roychoudhuri and Irfan Habib : *Cambridge Economic History of India*, vol 1, 1982, Orient Blackswan
3. Sunil Kumar: *Emergence of Delhi Sultanate*, 2007, Permanent Black
4. Aquil, R: *Sujism, Culture and Politics: Afghans and Islam in Medieval North India* (Oxford University Press: 2007)

P.G. 3rd SEMESTER

(GROUP – B)

HISTORY OF MEDIEVAL INDIA(1526 CE- 1757 CE)

Paper Code: HST 902 C

Credits 4(3+1+0)

Course Objectives: The course will help the students

- To examine the process of the establishment and expansion of the Mughal state.
- To understand and analyze the imperial structure, socio-economic conditions of the period.

Course Outcome: Upon the completion of the course, the student will be able to

CO1 Comprehend the transitions that took place in the political, social and economic domains during the pre-modern period after the foundation and consolidation of the Mughal rule in India.

CO2 To identify and reappraise with the multiple challenges that the Mughals encountered during the course of their rule in India for around 200 years and will also reexamine the historiography pertaining to its disintegration in the 18th century.

Total No. of Lectures: 45

Unit 1 Sources and Historiography

1.1 Historiography; Different approaches **9**

1.2 Abul Fazal, Badauni, Abdul Hamid Lahori, Bernier

Unit 2 The Mughal Empire 15

2.1 Foundation of the Mughal Empire: Mughal-Afghan contest- Babur, Humayun and Sher Shah.

2.2 Territorial Expansion and Consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb.

2.3 Evolution of administrative system; Mansab and Jagir, Mughal Nobility, Theories of Kingship,

2.4 State and Religion: Akbar and Sulh-i-Kul, Relation with Sikhs, Religious Policy of Aurangzeb towards different religious groups and institutions

Unit 3 Rise of Regional powers and Decline of the Mughals 10

3.1 Rajput States and Rajput Mughal relations

3.2 Maratha power under Shivaji and his Administration.

3.3 Decline of Mughal Power : Historiographical Debates; Jat and Satnami revolts, Jagirdari Crisis and Successor states

Unit 4 Society and Economy 11

4.1 System of Agricultural production, Extent of Cultivation, Means of Cultivation and Irrigation, Crops and Agricultural Production, Rural society and agrarians relations, peasant revolts

4.2 Urban and new trade centers, Mughal monetary system, Inland trade, European and maritime trade

4.3 Rural Society, Urban Life, Standards of Living, Servants and Slaves

4.4 Art, Architecture, Music and Painting

Essential Readings:

1. Sanjay Subramaniam and Mujaffar Alam: *The Mughal State 1526-1750*. 1998. Oxford University Press.

2. Tapan Roychoudhuri and Irfan Habib : *Cambridge Economic History of India*, Vol. 1, 1982. Orient Blackswan.
3. Irfan Habib: *Agrarian System of Mughal India 1526-1707*. 2000. Oxford University Press.
4. Arther Ali : *Mughal India : Studies in Polity, Ideas, Society and Culture*, 2006, Oxford University Press.
5. J.F. Richards : *The Mughal Empire, 1995*, Cambridge University Press.

P.G. 3rd SEMESTER

(GROUP – B)

**HISTORY OF MEDIEVAL INDIA: SOCIO-RELIGIOUS THOUGHTS
AND MOVEMENTS**

Paper Code: HST 903 C

Credits 4(3+1+0)

Course Objective: : The course will help the students

- To comprehend the intellectual trends and sectarian debates during the medieval India.
- To learn and thoroughly examine the Sufi traditions and monotheistic thought.

Course Outcome: At the completion of the course, the student will be able to

CO1 develop a comprehensive idea on the diverse developments that engulfed the Hindu and Islamic religious traditions and practices with its larger impact on the Indian society during the medieval period.

CO2 Identify the multiple trends in the Bhakti and Sufi traditions, acts of state patronage to religious institutions.

Total No. of Lectures: 45

Unit 1	Sects, socio-religious thoughts	9
1.1	Theories of governance Nizamul Tusi on wizarat, the Asharites; Al-Ghazali's ethical thought	
1.2	Development of Tassawuf in the Islamic East development and disputations; organization of the Khanqah; Jalauddin Rumi's masnavis.	
Unit 2	Early Sufi traditions in India:	9
2.1	Ghazi Mian- the tradition and legends; Chishti and Suhrawardi silsilas in India; Sufi literature; Sufi thought and literature; qalandars and darveshes.	
2.2.	Naqshbandi tradition and revivalist tendencies (17th-18th centuries): Shaikh Ahmad Sirhindi and Shah Waliullah.	
Unit 3.	Messianic Movements	9
3.1	The Mahdavi movement.	
3.2	The Roshaniya movement.	
Unit 4	Patronage to religious institutions:	9
4.1	Madad-i-mu'ash;	
4.2	Waqf and endowments.	
Unit 5	Bhakti movement in India	9
5.1.	Monotheistic thought: Kabir, Dadu and Satnamis	
5.2.	Guru Nanak and the formation of panth; Guru Arjun and the compilation of Guru Granth Sahib; later gurus and misls.	

Essential Readings:

1. *Encyclopaedia of Islam* (relevant articles from the new edition)
2. E.G. Brown : *A literary History of Persia* (Cambridge, 1951), vols. III & IV
3. K.A. Nizami (ed.) : *Politics and Society during the Early Medieval period* being the Collected Works of Prof Mohammad Habib (reprint; New Delhi: 1992), 2 volumes.
4. Bernard Lewis : *The Assassins: a radical sect in Islam* (London, 1968)
5. J .S. Grewal : *History of Sikhism* (reprint. New Delhi: 1998)
6. J.S. Grewal & Irfan. Habib : *Sikh History through Persian Sources* (New Delhi, 2001)
7. K.A. Nizami : *Religion and Politics in India during the thirteenth century* (Aligarh, 1961)
8. S.A.A. Rizvi : *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* (reprint. New Delhi: 1993)
9. C. Vaudeville : *A Weaver named Kabir* (New Delhi, 1991)
10. Claudia Lebeskind : *Piety on its Knees: Three Sufi Traditions of South Asia.*
11. Y. Friedman : *Shaikh Ahmad Sirhindi: An outline of his thoughts and a study of his image in the eyes of Posterity* (Mc. Gill, Canada: 1971)
12. Carl Ernst : *The Eternal Garden* (New York, 1993)
13. J.S. Tirmingham : *Sufi Orders of Islam* (London, 1971)
14. Amin Maalouf : *The Crusades Through Arab Eyes* (London, 1986)
15. Francis Robinson, *Ulema of Firangi Mahal*, Oxford University Press, Delhi, 2000.

P.G. 3rd SEMESTER

(GROUP – B)

ECONOMIC HISTORY OF INDIA (1200 - 1750)

Paper Code : HST904 SPL-2

Credits 5 (4+1+0)

Course Objective: The course will help the student to

- Learn and examine the economic policies, changes and development under the Delhi Sultanate and the Mughal rule.
- To understand the different administrative measures through which the new Islamic state tried to appropriate the agrarian surplus and its debilitating impact on the agrarian economy of medieval India.

Course Outcome: Upon the completion of the course, students will be able to

CO1 A holistic understanding of the multiple aspects of the economy of medieval India

CO2 Develop the capacity to discern the agrarian developments, the factors that impelled and accelerated the process of urbanization and also the changes in the pattern of India's external trade with the coming of the European powers in India during the pre modern era.

Total no. of Lectures: 60

Unit 1	Economy under the Delhi Sultanate	20
1.1	Economy of the Delhi Sultanate	
1.2	Fiscal measures of Alauddin Khalji and Muhammad Tughluq	
1.3	Agrarian Relations and taxation during the Sultanate period	
1.4	Urban Economy	
Unit 2	Economy under the Mughal Empire	20
2.1	System of Agriculture production, Extent of Cultivation, Means of Cultivation and Irrigation	
2.2	Rural Society and Agrarian Relations	
2.3	Urban and New Trade Centres	
2.4	Mughal Monetary System	
2.5	European and Maritime Trade.	
Unit 3	Industries and Production Technology	20
3.1	Agro Industries Textiles, Metal Technology	
3.2	Mercantile Groups and their role in production	
3.3	Organization of Production	
Unit 4	Impact of European Companies on Indian Economy	20
4.1	The growth and towns, urban life and regional shifts in urbanization	

4.2 The debate on the nature of Mughal economy

4.3 The debate on the economy of 18th century

Essential Readings:

1. R.S. Sharma, *Indian Feudalism*, Calcutta, 1965
2. E. Ashtor, *A Social and Economic History of the Near East in the Middle Ages*, London, 1976.
3. Tapan Raychaudhari & Irfan Habib (ed), *Cambridge Economic History of India (1200-1750)*,
New Delhi: Cambridge University Press, 1982.
4. Irfan Habib, *Agrarian System of Mughal India (1556-1707)*, IInd revised addition, New Delhi:OUP, 1999.
5. Ashin Das Gupta, *Indian Merchants and the Decline of Surat C 1700-1750*, New Delhi: Manohar, 1994 (First published in 1978).
6. Ashin Das Gupta, *The World of the Indian Ocean Merchants (Collected Essays)*, New Delhi:OUP 2001
7. Shireen Moosvi, *The Economy of the Mughal Empire*, New Delhi: OUP, 1987.
8. Holden Furber, *Rival Empires of Trade in the Orient, 1600-1800*, Minneapolis, 1976.
9. Muzaffar Alam, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-4748*, New Delhi, OUP, 1986
- 10 .PJ. Marshall, *The Eighteenth Century in Indian History : Evolution or Revolution*, New Delhi:OUP, 2003.

P.G. 3rd SEMESTER
(GROUP – C)
RISE OF BRITISH POWER IN INDIA (1757 - 1857)
Paper Code: HST 901C
Credits 4 (3+1+0)

Course Objective: The course will help the student to

- Understand the foundation, expansion and consolidation of the British rule in India.
- Comprehend the ideology and institutional framework of the colonial state in India.

Course Outcome: Upon the completion of the course, students will be able to

CO1 Analyse in a detailed manner the political transitions of the period

CO2 Evaluate the socio- economic developments following the establishment of the British rule in India.

CO3 Asses the ideological foundations of the British colonial state in India.

Total No. of Lectures: 45

Unit 1 India in the Eighteenth and Nineteenth Century

15

- 1.1 Social, economic, political, military and cultural conditions in the second half of the Eighteenth century in India.
- 1.2 The historiography of the eighteenth century.
- 1.3 The British conquest of India: the international context; War and Society; Princely states from Hastings to Dalhousie.

Unit 2 The consolidation of British power in India **10**

2.1 Land Revenue, changing framework of colonial governance; economic underpinnings;

2.2 The Armature of the colonial state: army, law, police

Unit 3 Colonial Ideology and Colonial Rule **10**

3.1 Orientalism, Utilitarianism, Whiggism; Missionary activity and Evangelicalism;

3.2 The new education, printing and the idea of reform of Indian civilization.

Unit 4 Collaboration and Resistance **10**

4.1 Anglo- Mysore, Anglo- Maratha and the Anglo- Sikh conflicts

4.2 Mutinies in the armies and popular resistance: The Vellore mutiny, Mappila uprisings and the Great Revolt of 1857.

Essential Readings:

1. P. Lawson, *The East India Company: A History*, London: Longmans, 1993.
2. R. Barnett, *Rethinking Early Modern India*, Manohar, New Delhi, 2002.
3. C.A. Bayly, *Imperial Meridian: The British Empire and the World 1780-1830*, Longman 1989.
4. P. Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, New York: Vintage Books, 1987.
5. J. M. Ward, *Colonial Self-Government: The British Experience 1759-1856*, Toronto: University of Toronto Press 1976.
6. D. Peers, *India under Colonial Rule 1700-1885*, Harlow and London: Pearson Longmans 2006.
7. J. Malcolm, *Political History of British India from 1784 to 1823*, New Delhi, Associated Pub. House 1970
8. T.R. Metcalf; *Ideologies of the Raj: The New Cambridge History of India, III.4*, Cambridge University Press, 1995.
9. M. Alam, *The Crisis of Empire in Mughal North India: Awadh and the Punjab*, Oxford India Press, 1986
10. S. Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, Oxford University Press, 1995.

P.G. 3rd SEMESTER
(GROUP – C)
INDIAN NATIONAL MOVEMENT
Paper Code: HST 902C
Credits 4 (3+1+0)

Course Objectives: The Course will help the students to

- Interpret Nationalism in the national context
- Examine the emergence of Gandhi in the National Movement
- Learn about the multiple phases of the Indian National movement

Course Outcome: Upon completion of this Course, the students would

CO1 Be able to explain historiography of the Indian National Movement

CO2 Be able to examine the emergence of Nationalism in India

CO3 Be able to demonstrate knowledge of the chronology, diversity, complexity, major events, personalities and turning points in the history of the Indian National Movement.

Total No. of

Lectures: 45

UNIT 1 Historiography and Genesis **4**

- 1.1 Historiography of the Indian National Movement
- 1.2 Genesis of the National Movement: Imperialism and Colonialism

UNIT 2 Emergence of organized Nationalism **5**

- 2.1 Growth of political awareness
- 2.2 Early political organizations
- 2.3 Formation of the Indian National Congress
- 2.4 Moderates and Extremists

UNIT 3 Mahatma Gandhi: Early career and activism	8
3.1 Gandhian Philosophy	
3.2 The Beginnings of ‘Gandhian’ Politics –	
3.3 (a) Champaran, Kheda, Ahmedabad	
(b) Rowlatt Satyagraha	
3.4 Khilafat and Non-Cooperation and the ways of mass nationalism	
UNIT 4 Emergence of new forces:	8
4.1 Communalism – different phases	
4.2 Emergence of the Left Front	
4.3 Revolutionary terrorism	
UNIT 5 Progress of the Movement	10
5.1 Simon Commission and the Nehru Report; Dominion status to Purna Swaraj	
5.2 Civil Disobedience Movement: Salt Satyagraha, Regional variations	
5.3 Provincial Autonomy in operation	
5.4 World War II and Indian politics	
5.5 Trends within the Congress	
UNIT 6 Quit India Movement	5
6.1 Roots of rebellion	
6.2 Social composition	
6.3 All-India pattern	
6.4 Regional variations	
6.5 Subhas Chandra Bose and INA	
UNIT 7 The Final Phase	5
7.1 Freedom and Partition	
7.2 Transfer of power	

Essential Readings :

1. Bandopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India*. Orient Blackswan, 2004.
2. Mahajan, Shweta (ed.), *Towards Freedom: Documents on the Movement for Independence in India: 1947, Part 1*, (New Delhi: : Indian Council of Historical Research/Oxford University Press , 2013.
3. Chandra, Bipan ; [Mukherjee](#), Mridula; [Mukherjee](#), Aditya ; [Panikkar](#), K N; [Mahajan](#), Sucheta. *India's Struggle for Independence*. UK: Penguin, 2016.
4. Sarkar, Sumit. *Modern India, 1885-1947*. Pearson India, 2014.
5. Habib, Irfan. *The Indian National Movement: Studies in Ideology and History*. Chennai: TulikaBooks, 2011.
6. Guha, Ranajit. *Dominance without Hegemony: History and Power in Colonial India*. HarvardUniversity Press, 1997.
7. Metcalf, Barbara D. & Metcalf, Thomas R. *A Concise History of Modern India*. CambridgeUniversity Press, 2012.
8. Burns, Judith & Parel, Anthony. *The Cambridge Companion to Gandhi*. Cambridge UniversityPress, 2011.
9. Singh, Anita Inder. *The Partition of India*. National Book Trust, India, 2017.
10. Kumar, Ravinder. *Essays in the Social History of Modern India*. New Delhi: Oxford UniversityPress, 1983.
11. Sarkar, Sumit. *Popular Movements and Middle Class Leadership*. Calcutta : K.P. Bagchi, 1983.

12. Low, D. A. (ed.). *Congress and the Raj: Facets of the Indian Struggle 1917-1947*. New Delhi:Oxford University Press, 2004.
13. Guha, Ranajit (ed.) and et al. *Subaltern Studies, Vols 1-12*. Delhi: Oxford University Press/Permanent Black, 1982-2005.
14. Pandey, Gyanendra. *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. New Delhi:Oxford University Press, 1978.
15. Amin, Shahid. *Event, Metaphor Memory: Chauri Chaura, 1922-1992*. Penguin India, 2006. Sisson, Richard & Wolpert, Stanley (eds.). *Congress and Indian Nationalism: The Pre- independence Phase*. Berkeley: University of California Press, 1988.
16. Pandey, Gyanendra (ed.). *The Indian Nation in 1942*. CSSS: K. P. Bagchi and Company, Calcutta, 1988.
17. Zamindar, Vazira . *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New Delhi : Viking, 2007.
18. Brass, Paul R. *Ethnicity and Nationalism: Theory and Comparison*. UK: Sage Publications, 1991.

P.G. 3rd SEMESTER

(GROUP – C)

ASSAM UNDER COLONIAL RULE (1826-1947)

Paper Code : HST903C

Credits 4 (3+1+0)

Course Objectives: The course will help the students to

- Understand the various dimensions of the colonial rule in Assam.
- Examine its myriad long-term impacts on its polity, society, economy.
- Interpret the indigenous resistance to colonial rule.

Course Outcome: Upon the completion of this course the students would be able to

CO1 Comprehend the diverse nuances of the colonial rule in Assam.

CO2 Analyse the broad links connecting the post colonial socio-political developments in the region with its colonial roots.

Total No. of Lectures:

45

Unit 1 Historiography of Colonial Assam: Examining the sources through an ideological framework **10**

1.1 Sources: Ethnographic and Administrative accounts

1.2 Census and other Administrative Documents and Reports,

1.3 Works of modern Scholars

Unit 2 Territorial Expansion of the British Colonial Power in Assam **10**

2.1 Treaty of Yandaboo and Annexation of Lower Assam,

2.2 Restoration and Abolition of the Ahom monarchy, annexation of Moran-Matak territories

2.3 Expansion into Cachar

2.4 British Frontier Policy/Role of Christian missionaries

Unit 3 Economic underpinnings of the colonial Rule **9**

3.1 Exploring the flora and fauna of Assam and its minerals;

3.2 Economic expansion and its impact on the indigenous economy

3.3 Colonial industries

3.4 Tools of revenue maximization: land revenue policies, tariffs on indigenous products

3.5 Transport and communication

Unit 4 Making of Modern Public Sphere

8

- 4.1 Emerging Middle Class and debates on its social origins
- 4.2 Growth of modern institutions and emergence of the print media
- 4.3 Modern Socio-Political Associations and Organizations.

Unit 5 Resistance to colonial intrusion

8

- 5.1 The elite resistance (1828-1830): Gomdhar Konwar, Piyali Phukan;
- 5.2 The Subaltern resistance: U Tirot Sing Syiem; Phulaguri and Patharughat
- 5.3 Assam's participation in the Nationalist Movement: Partition of Bengal and the Swadeshi Movement; the Non-co-operation movement; the Civil Disobedience movement; the Quit India Movement
- 5.4 Partition; Sylhet Referendum.

Essential Readings:

- 1) W. W. Hunter, *A Statistical Account of Assam*, Volume 1 and 2, (Reprinted) B.R. Publishing Corporation, New Delhi, 1975.
- 2) John M' Cosh, *Topography of Assam*, (1837), Logos Press, New Delhi, Indian Reprint.
- 3) William Robinson, *A Descriptive Account of Assam*, (1841), (Reprinted) Sanskaran Prakasan, New Delhi, 1975.
- 4) Barpujari, H. K. (Edited), *The Comprehensive History of Assam*, Volume IV, V, Publication Board Assam, Guwahati, 1993
- 5) Barpujari, H. K. *Assam in the days of the Company* (1826 – 1858), Spectrum Publications, Guwahati, 1982.
- 6) Barpujari, H. K. *The American Missionaries and North – East India (1836 – 1900)*, A Documentary Study, Spectrum Publications, Guwahati, 1986.
- 7) Barpujari, H. K. (edited) *Francis Jenkins, Report on the North – East Frontier of India*, A Documentary Study, Spectrum Publications, Guwahati, 1995.
- 8) Baruah, Apurba Kumar. *Social Tensions in Assam, Middle Class Politics*, Purbanchal Prakashan, 1991.
- 9) Barooah, Nirode Kumar (edited). *David Scott in North East India, A study in British Paternalism*, Munshiram, Manoharlal Publications, New Delhi, 1970.
- 10) Barooah, Nirode Kumar. *Gopinath Bordoloi, 'The Assam Problem' and Nehru's Centre*, Bhabani Print and Publications, Guwahati, 2010.
- 11) Barua, Gunaviram, *The story of Ram and Nabami*, Translated from Assamese by Tilottoma Misra, Oxford University Press, New Delhi, 2007.
- 12) Bezbaruah, Ranju: *The Pursuit of Colonial Interests in North-East India*,

Eastern Book Publishers, 2010.

- 13) Bhuyan, S. K. *Anglo – Assamese Relations, 1771 – 1826*, Lawyers Book Stall.
- 14) Bhuyan, A.C and De Sibopada: *Political History of Assam*, Volume 1, 2, 3, Publication Board, Assam, Guwahati.
- 15) Dutta, Anuradha. *Assam in the freedom Movement*, Darbari Prakashan, Calcutta, 1991.
- 16) Gait, Sir, E. A. *A History of Assam*, Lawyers Book Stall, Guwahati, 1926, Reprinted, 1997.
- 17) Gohain, Hirendranath. *Assam, A Burning Question*, Spectrum Publications, Guwahati, 1984.
- 18) Guha, Amalendu, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826 -1947*, Tulika Books, New Delhi, 2006.
- 19) Guha, Amalendu. *Medieval and Early Colonial Assam, Society, Polity, Economy*, Published for Centre for Social Sciences, Calcutta, by K. P. Bagchi and Company, Calcutta, 1991.
- 20) Goswami, P. C. *The Economic Development of Assam*, Asia Publishing House, New Delhi, 1963.
- 21) Goswami, Priyam. *Assam in the Nineteenth Century, Industrialization and Colonial Penetration*, Spectrum Publication, Guwahati, 1999.
- 22) Goswami, Priyam: *Assam: From Yandaboo to Partition*, Orient Blackswan, 2012.
- 23) Goswami, Basanta Kumar and Saikia, Chandra Prasad, Edited, 'Jonaki', Assam Sahitya Sabha, 2001.
- 24) Griffith, Percival. Joseph. *The History of Indian Tea Industry*, Weidenfeld and Nicolson, London, 1967.
- 25) Handique, Rajib. *British Forest Policy in Assam*, Concept Publishing Company, New Delhi, 2004.
- 26) Hazarika, Sanjoy. *Strangers of the Mist, Tales of War and Peace from India's North – East*, Penguin Books, 1994.
- 27) Mills, A.J.: *Report on the Province of Assam*, Publication Board, Assam, Guwahati, 1984.
- 28) Misra, Tilottoma. *Literature and Society in Assam: A Study of the Assamese Renaissance 1826 – 1926*, Omsons Publications, Guwahati, 1987.
- 29) Moon, Penderel (Edited), *Wavell, The Viceroy's Journal*, Oxford University Press, London, 1973.
- 30) Neog, Dr. Maheswar, *Ananda Ram Dhekial Phukan, Plea for Assam and the Assamese*, Assam Sahitya Sabha, Jorhat, 1977.
- 31) Saikia, Rajen. *Social and Economic History of Assam, (1853 – 1921)*, Manohar Publishers, New Delhi, 2000.
- 32) Sarma, Dr. Manorama and Timberg, Thomas. *Social and Economic Change in Assam, Middle Class Hegemony*, Ajanta Publishers, New Delhi, 1990.
- 33) Saikia, Arupjyoti: *A Century of Protest, Peasant Politics in Assam Since 1900*, Routledge, New Delhi, 2006.
- 34) Saikia, Arupjyoti: *Forest and Ecological History of Assam, 1826-2000*, Oxford University Press, New Delhi, 2011.
- 35) Saikia, Arupjyoti: *The Unquiet River, A Biography of the Brahmaputra*, Oxford University Press, New Delhi, 2019.

P.G. 3rd SEMESTER
(GROUP – C)
ECONOMIC HISTORY OF MODERN INDIA (1757 - 1947)

Paper Code : HST904 SPL3

Credits 5 (4+1+0)

Course Objectives: The Course will help students to

- Understand the changing pattern of Indian economy during the colonial period.
- Classify the historiography of colonial economy and also various understandings of mid eighteenth century Indian economy.

Course Outcome: Upon completion the students will be able to:

CO1 Analyse how the colonial control over Indian economy had been a major plank of British imperialism

CO2 Categorize the different tools of colonial economic control and exploitation

CO3 Evaluate the consequences of British economic policy in India

Total No. of

Lectures: 60

Unit 1 Historiography **15**

1.1 Historiography on the economic history of modern India

1.2 Indian economy in the mid eighteenth century; nature of economy: rural and urban.

Unit 2 Early phase of Colonial economy **15**

2.1 Mercantilism and Imperial competition

2.2 Indian textile industry and European Imperialism.

2.3 Drain Theory

2.4 British overseas trade

Unit 3 Agrarian settlements

15

3.1 Permanent settlement

3.2 Ryotwari settlement

3.3 Mahalwari settlement

3.4 Commercialization of agriculture

3.5 Rural indebtedness

3.6 Famine

Unit 4 India under the crown

15

4.1 Indian economy and de-industrialization

4.2 Railways and Indian economy

4.3 Banking, Currency and Insurance

4.4 Indian economy between the two World Wars; impact of world economic depression

4.5 Demographic changes and Urbanization (1881-1941)

4.6 Emergence of new industries and capitalist enterprises

Essential Readings:

1. Tirthankar Roy, (2000) *The Economic History of India (1857-1970)*
2. B.R. Tomlinson, *The Economy of Modern India(1860-1970)*
3. Kumar, Dharma (2005), *Cambridge, Economic History of India Vol. II*, Orient BlackSwan.

4. Habib, Irfan (2008), *Indian Economy 1845-1915*, Tulika Books.
5. Dutt, R.C., *The Economic History of India*, (2000), Routledge
6. Bagchi, AMIYA Kumar (2010), *Colonialism and Indian Economy*, OUP.

P.G. 3rd SEMESTER

(GROUP – C)

IDEAS AND INSTITUTIONS IN COLONIAL INDIA

Paper Code: HST904 SPL– 4

Credits 5 (4+1+0)

Course Objectives: The Course will help students to

- The chief objective is to equip the students to understand history in terms ideas and institutions that shaped colonial India.
- The students would be introduced to different historiographical trends of India's colonial past.

Course Outcome: Upon successful completion of the paper, the students would be able to:

CO1 Analyze to move into the realm of ideas and institutions that shaped colonial past.

CO2 Discuss the philosophical debates that underlay the politics of colonial dominance and repression.

Total No. of Lectures:

60

Unit 1	Liberalism and Empire	12
1.1	Jeremy Bentham; John Stuart Mill	
1.2	The white man's burden and the civilizing mission	
1.3	The pleasures of Empire	
1.4	The paradoxes of Empire	
Unit 2	Historiography and the formation of a colonial state	12
2.1	Historiography and the question of power; early colonial historiography in India	
2.2	The importance of English	

- 2.3 The construction of the 'natives'
- 2.4 Early attempts by Indians to write their own histories

Unit 3 Dominance and hegemony in colonial India

12

- 3.1 Antonio Gramsci and the idea of hegemony
- 3.2 The universalizing tendency of capitalism
- 3.3 Colonialism as the failure of a Universalist project
- 3.4 The configuration of power in colonial India
- 3.5 The creation of difference; the ordering of difference

Unit 4 Knowledge and power in colonial India

12

- 4.1 The Investigative Modalities (Historiography; Survey; Enumerative; Surveillance; Museological)
- 4.2 Education as a tool of colonialism
- 4.3 Languages in colonial India (Persian, Sanskrit, Hindusthani, vulgar languages)
- 4.4 William Jones; Nathaniel Halhed; John Gilchrist
- 4.5 Novels in colonial India

Unit 5 Law and violence in colonial India

12

- 5.1 Citizens and subjects
- 5.2 Law and lawlessness in early colonial India
- 5.3 Codification of laws
- 5.4 Everyday violence in colonial India
- 5.5 Violence in tea plantations in Assam

Essential Readings:

1. Cesaire, Aime (2010), *Discourse on Colonialism*, Delhi: Aakar Books
2. Chatterjee, Partha (2009), *Imperialist Thought and the Colonial World*, New Delhi: Oxford University Press
3. Chatterjee, Partha (2009), *The Nation and its Fragments*, New Delhi: Oxford University Press
4. Cohn, Bernard (1996), *Colonialism and its Forms of Knowledge*, New Jersey: Princeton University Press
5. Gramsci, Antonio (2011), *Selections from the Prison Notebooks*, New Delhi: Orient BlackSwan
6. Guha, Ranajit (1997), *Dominance without Hegemony*, Massachusetts: Harvard University Press
7. Kolsky, Elizabeth (2010), *Colonial Justice in British India*, New Delhi: Cambridge University Press
8. Levine, Philippa (2003), *Prostitution, Race and Politics: Policing venereal Disease in the British Empire*, London

9. Mehta, Uday (1999), *Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought*, Chicago
10. Metcalf, Thomas (2013), *Ideologies of the Raj*, New Delhi: Cambridge University Press
11. Mill, John Stuart (2008), *On Liberty & Utilitarianism*, Bantam Books
12. Nandy, Ashis (2011), *The Intimate Enemy*, New Delhi: Oxford University Press
13. Pitts, Jennifer (2005), *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France*, New Jersey: Princeton University Press
14. Said, Edward (2001), *Orientalism, Western Conceptions of the Orient*, New Delhi: Penguin Books
15. Said, Edward (1993), *Culture and Imperialism*, New York: Vintage Books
16. Wiener, Martin J. (2009), *An Empire on Trial, Race, Murder, and Justice under British Rule, 1870-1935*, New York: Cambridge University Press

P.G. 3rd SEMESTER

(GROUP – C)

UNDERSTANDING POPULAR CULTURE OF ASSAM

Paper Code : HST905 OPE-1

Credits 4

Course Objectives: The Course will help students to

- Learn the basic concepts of popular culture.
- Acquaint with the multiple dimensions of Assamese popular culture.

Course Outcome: Upon completion of this course students will be able to

CO1 Identify different manifestations of popular culture in Assam.

CO2 Comprehend the dynamics of popular culture of Assam.

Total No of Lectures:60

Unit 1	Introduction	12
1.1	Popular Culture:	
1.2	Concepts and Theories	
Unit 2	Visual Representation of Assamese Popular Culture	12
2.1	Folk Art	

2.2	Mask Making	
2.3	Weaving	
Unit 3	Performing Art and Assamese Popular Culture	12
3.1	Bhaona,	
3.2	Mobile Theatre,	
3.3	Folksongs	
Unit 4	Audio Visual Component of Assamese Popular Culture	12
4.1	Cinema	
Unit 5	Fairs & Festivals	12
5.1	Bihu	
5.2	Ras Festival	
5.3	Jun Beel Mela,	
5.4	Dol Yatra	

Essential Readings:

1. Birinchi Kumar Baruah, *A Cultural History of Assam*, Bina Library, 1965.
2. Jogesh Das, *Folklore of Assam*, National Books Trust, 1991
3. P.D. Goswami, *Ballads and Tales of Assam : A Study of the folklore of Assam*, Dept.Publication, University of Gauhati, 1960
4. Manoj Barpujari, Garima Kalita (Edited), *Perspective on the Cinema of Assam*, Guwahati CineClub.2010
5. Nabin Chandra Sharma, *Oral Songs of Tribal Communities of Assam*, Published by Director of Assam Institute for Tribals and Scheduled Castes, Guwahati, 2006
6. S.N. Borkakoty, *Tribal Folktales of Assam (Hills)*, Publication Board, Assam, Guwahati-1970
7. Birendra Kumar Bhattacharya, *Dherxo Bosoror Asomiya Sanksritit Abhumuki*, AssomPrakashan Parishad, Guwahati, Fifth Edition March, 2005
8. Pranjal Borah, *Sukhi Manohor Chalchitra Aru Ananya*, Sabdda, 2016
9. Apurba Sarma, *Asomiya Chalachitrar Cha-Puhar*, Aakbak, Reprint – 2016
10. Dr. Nagen Saikia, *Asomiya Manuhar Itihas*, Kotha Publication, 2016

P.G. 4th SEMESTER

(GROUP – A)

History of India (c. 600-1300 CE)

Paper Code: HST 1001C

Credits 4(3+1+0)

Course Objective: The course will help the students to

- To understand the significance of transitions from the ancient to early medieval period
- Analyze the historical debates on the characterization of the early medieval period in Indian history
- To document patterns of change in agrarian and non-agrarian economy

Course Outcome: Upon completion of this course, the students will have the ability to

CO1 Trace the rise of regional polities and economies

CO2 Explain the rise of new social groups and institutions

CO3 Outline the changing modes of legitimizing power in society

Total No of Lectures:45

Unit 1 Introduction

10

1.1 Representations of Early Medieval India: Debate surrounding the movement towards the early medieval; its constituents

Unit 2 Economy

10

2.1 Agrarian Expansion and spread of settlements with reference to perspective from regions

2.2 Urbanization, Trade, Money and Markets: guilds in North and South India.

Unit 3 Society

8

3.1 Issues related to social stratification; emergence of regional societies; rise of new groups,

3.2 Gender relations, inheritance and history of untouchability

Unit 4	Political Systems	9
4.1	Conceptions of kingship; evolution of the structure of polities across theregions	
4.2	Changing forms of legitimation	
Unit 5	Cultural and Religious Processes	8
5.1	Puranic Hinduism	
5.2	Spread of sastric-epic-puranic ideas	
5.3	Developments in arts and literature	

Essential Readings:

1. Chakrabarti, Ranabir, *Trade and Traders in Early India* Delhi: Manohar, 2002
2. Champakalakshmi, R., *Trade, Ideology and Urbanization*, Delhi: Oxford University Press, 1996
3. Chattopadhyaya, B.D., *Aspects of Rural Settlements and Rural Society in Early Medieval India*, Kolkata: K P Bagchi and co., 1990
4. Chattopadhyaya, B.D., *The Making of Early Medieval India*, New Delhi: Oxford University Press, second edition, 2012
5. Deyell, J, *Living without Silver*, Delhi: Oxford University Press, 1999
6. Huntington, S, *The Art of Ancient India: Buddhist, Hindu, Jain*, Tokyo: Weatherhill, 2006
7. Jaiswal, Suvira, *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar, 1998
8. Kulke, H., *The State in India, 1000-1700*, New Delhi: Oxford University Press, 1995
9. Nandi, R.N., *State Formation, Agrarian Growth and Social Change in Feudal South India*, Delhi: Manohar, 2000.
10. Nath, Vijay, *Puranas and Acculturation*, Delhi: Munshiram Manoharlal, 2001
11. Rangachari, D., *Invisible Women, Visible Histories*, Delhi: Manohar, 2009
12. Sahu, B.P., ed., *Land System and Rural Society in Early medieval India*, Delhi: Manohar, 1997.
13. Shah, S., *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature*, Delhi:

Manohar, 2009

14. Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalization*, Kolkata:

Orient Longman, 2003

15. Sharma, R.S., *Urban Decay in India AD 300-1000.*, Delhi: Munshiram

Manoharlal, 1987

16. Talbot, C., *Precolonial India in Practice*, New Delhi: Oxford University Press, 2001.

17. Thapar, Romila, *Cultural Pasts*, New Delhi: Oxford University Press, 2003

P.G. 4th SEMESTER

(GROUP – A)

ECONOMIC HISTORY OF EARLY INDIA (1500 BCE- 1300 CE)

Paper Code: HST1002SPL-2

Credits 5 (4+1+0)

Course Objectives: The course will help the students to

- Understand the nature of economy and its evolution in the period from 1500 BCE to 1300 CE in the subcontinent.
- Understand the transition in economy, the significance of metal money and development of trade networks.

Course Outcome: Upon completion of this Course, the students would be able to

CO1 Understand the economic developments of ancient India

CO2 Analyse the changes pertaining to the economy from the Vedic age to the early medieval period

CO3 Point out the numismatic development in the subcontinent

CO4 Sketch the the trade networks of ancient India.

Total No of Lectures:60

Unit 1 The Vedic Economy (1500- 600 BCE) 15

1.1 Pastoral Economy: Rig Vedic Economy

1.2 Transition from pastoral to agrarian economy: Later Vedic Economy

Unit 2 Advent of Metal Money (600-200 BCE) 15

2.1 Agricultural economy

2.2 Taxation

2.3 Emergence of Coins: Punch-marked coins

2.4 The Second urbanization debate

Unit 3 Advent of Monetary Economy (200 BCE- 300 CE) 15

3.1 Trade Networks- Internal and External

3.2 Coins of the Indo- Greeks, Kushanas, Satavahanas

3.3 Buddhism and Economy

Unit 4 Advent of Land grant economy (300 CE- 1300 CE) 15

4.1 Agrarian economy and changing land rights

4.2 Trade and its impact on metal money

4.3 The Feudalism Debate

Essential Readings:

1. P. John Casey, *Understanding Ancient Coins: An Introduction for Archaeologists and Historians* (1986)
2. Chattopadhyaya Brajadulal, *Coins and Currency Systems in South India, c. AD 225-1300*, Delhi, (1976)
3. Joe Cribb (ed.), *Money: From Cowrie Shells to Credit Cards* (1986)

4. Gupta, Parmeshwari Lal and Jha, Amal Kumar (ed.), *Numismatics and Archaeology*, Indian Institute of Research in Numismatic Studies, Nashik, 1987
5. Olivier Guillaume, *Analysis of Reasonings in Archaeology: The Case of Graeco-Bactrian and Indo- Greek Numismatics*, 1990
6. Amal Kumar Jha (ed.), *Coinage, Trade and Economy*, Indian Institute of Research in Numismatic Studies, Nashik, 1991
7. S.K Maity, *Early Indian Coins and Currency System*
8. Walter C. Neale, *Monies in Societies*, 1976

P.G. 4th SEMESTER

(GROUP – B)

FORMS OF POPULAR RESISTANCE IN NORTHERN INDIA (1560-1740)

Paper Code : HST1001C

Credits 4 (3+1+0)

Course Objective: The course will help the students to

- Understand the various forms of resistance both in its the political and non-political dimensions during the Mughal period.
- Examine and analyze the overall impact that these resistances had on the vitality and the stability of the Mughal India gradually leading to its disintegration in the 18th century.

Course Outcome: Upon completion of the course, students will be able to

CO1 Identify and comprehend the multifarious forms of struggle both at the elite and the subaltern level against the Mughal political dominance which eventually paved the way for a deep political crisis in the pre-modern era.

CO2 Examine the forces which converged to bring about destabilization of the Mughal state along with deep seated socio-economic predicaments in India during the 17th and the 18th century

	Total	No.	of
Lectures:45			
Unit 1	Historiography of popular resistance	9	
Unit 2	The Revolts of the nobility:	9	
2.1	Changing complexion of the ruling class, c. 1560-1740;		
2.2	Peasant Revolts: Nature of peasant revolts in Mughal India;		
2.3	Modes of protest; Response of the State.		
Unit 3	Zamindars' Revolts	9	
3.1	Zamindar and the Mughal Administration-local uprisings and their consequences for the Mughal polity.		
3.2	Nature and power of the new Zamindars.		
3.3	Revolts of Jats.		
Unit 4.	Religious forms of resistance:	9	
4.1	Raushani Movement (1585, 1611-16, 162A.D.);		
4.2	Santhali Revolt		
4.3	Languages in colonial India (Persian, Sanskrit, Hindusthani, vulgar languages)		
4.4	William Jones; Nathaniel Halhed; John Gilchrist		
4.5	Novels in colonial India		

Unit 5: Law and violence in colonial India:

- 5.1 Citizens and subjects
- 5.2 Law and lawlessness in early colonial India
- 5.3 Codification of laws
- 5.4 Everyday violence in colonial India
- 5.5 Violence in tea plantations in Assam

Essential Readings:

1. Alam, Muzaffar, *The Crisis of Empire in Mughal North India; Awadh and the Punjab, 1707-1748*, Delhi, 2001.
 2. Alam, M. & Subramaniam, (eds), *The Mughal State, 1526-1750*, New Delhi: GUP, 1998.
 3. Champaklakshmi, R. and Gopal, S. eds., *Tradition, Dissent And Ideology*, OUP, 2001
- Chandra, Satish, *Parties and Politics at the Mughal Court, 1707-1740*, New Delhi, OUP, 2003[4th edition]
4. Medieval India: *Society Jagirdari Crisis and the Village*. [Delhi: Macmillan, 1992]
- Bhadra, Gautam (1999) *'Two frontier uprisings in Mughal India'*, Subaltern Studies II
5. Hobsbawm, E.J. *Bandits*, Middlesex, 1985.
 6. Hasan, Farhat, *State and Locality in Mughal India Power Relations in Western India, c. 1572-1730* (Cambridge: OUP, 2004).
 7. Irfan Habib, *The Agrarian system of Mughal India (1556-1707)*, OUP, 1999.
- Hasan, S. Nurul, *Thought on Agrarian relation in Mughal India*, 1973.
8. Mayaram, Shail, *Against History, Against State: Counter perspectives from*

the margins, New Delhi, 2004.

9. Smith, W.C., *'Lower Class Uprisings in the Mughal Empire'*, *Islamic Culture*, 1946.
10. Scott, James C., *Weapons of the Weak: Everyday Forms of Peasant Resistance*, Yale University Press, 1985
11. R.P. Rana, *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665- 1735*, New Delhi: Manohar, 2006.
12. Khan, A.R., *Chieftains in the Mughal Empire during the Reign of Akbar*, Shimla, 1977.

P.G. 4th SEMESTER

(GROUP – B)

HISTORY OF ASSAM (1228-1826)

Paper Code :

HST1002SPL-2

Credits 5 (4+1+0)

Course Objectives: The course will help the students to

- Learn and interpret the political developments in the Brahmaputra Valley during the medieval period.
- Understand and examine the various aspects of state formations in medieval Assam with special emphasis rise, expansion and consolidation of the Ahom rule, the relations between various tribal and non-tribal powers and the various forces and factors which are responsible for the growth of Assamese culture.

Course Outcome: Upon completion of the course, students will be able to

CO1 Identify the political, socio-cultural and economic developments that followed the establishment of the Ahom rule in Assam from the 13th to the early 19th century

CO2 Comprehend, discern, and make a broad analysis of the various crisis that erupted in the 18th century which set the forces for the decline of the six hundred years Ahom rule in Assam.

	Total	No.	of
Lectures:60			
Unit 1 Sources		10	
1.1 Literature: indigenious, foreign;			
1.2 Archaeology: inscriptions, coins and material remains.			
Unit 2 Foundation, expansion and consolidation of Ahom rule		10	
2.1 Relations with the Kacharis, Kamatas,			
2.2 Relations with the Chutiyas, Koches, Jayantia.			
2.3 The Ahoms and Hill tribes - Naga, Dafla, Bhutiya.			
Unit 3 The emergence of the Koch kingdom		10	
3.1 Relations with the Mughals			
3.2 Administrative system of the Koches.			
Unit 4 The Mughal invasions and Ahom resistance		10	
4.1 Invasion of Mirjumla			
4.2 Battle of Saraighat			
4.3 Battle of Itakhuli			
Unit 5 Zenith of the Ahom rule		10	
5.1 Political, social, economic and cultural developments in the Brahmaputra valley.			
5.2 Vaisnavite movement.			
Unit 6 Decline and fall of the Ahom power		10	
6.1 Moamaria rebellion,			

6.2 Burmese invasion,

6.3 Revolts in Lower Assam:

Essential Readings

1. Barpujari, H.K. ed.: *The Comprehensive History of Assam, Vol. I, II and III*, 1992, Publication Board Assam
2. Choudhury, P.C.: *History of Civilization of the People of Assam to the Twelfth Century A.D.* 1959, Guwahati
3. Lahiri, Nayanjot: *Pre-Ahom Assam*, 1991, Munshiram Manoharlal
4. Guha, Amalendu: *Medieval and Early Colonial Assam: Society, Polity and Economy*, 1991, Centre for Studies in Social Sciences
5. Bhuyan, S.K. *Anglo-Assamese Relations*, 1974, Lawyers Book Stall
6. Devi. L.: *Ahom Tribal Relations*, 1968, Assam Book Depot, Calcutta
7. Barua, S.L.: *Last Days of the Ahom Monarchy*, Munshiram Manoharlal

P.G. 4th SEMESTER

(GROUP – C)

SOCIAL HISTORY OF MODERN INDIA (1800-1947)

Paper Code : HST1001CGPC

Credits 4(3+1+0)

Course Objectives: The Course will help students to:

- Understand the changes in Indian society after the advent of British
- Identify the expansion and consolidation policies of the British since the late 18th and

early 19th century.

- Comprehend the context, content and consequences of the social reform movements that India experienced in the 19th and 20th century.

Course Outcome: Upon completion of the course the students will be able to:

CO1 Analyse the deep seated transformations in the India society under the colonial rule

CO2 Evaluate the wide ranging socio-political implications of these transformations

CO3 Evaluate and critique the social constructs created by the colonial state.

Total No. of Lectures: 45

Unit 1	The Emergence of Modern Society in India	9
1.1	Decline of old social order	
1.2	Advent of colonialism and re-organization of society	
1.3	Growth of professional middle class	
Unit 2	Colonial Impact on Indian Society	9
2.1	Rural Society and transformation	
2.2	Emergence of urban class evolution and transformation of urban social groups	
Unit 3	Transitions in Modern Indian Society	9
3.1	The colonial middle class	
3.2	Response to the pressure of modernity	
3.3	Religion and gender in a modernizing society	
Unit 4	Socio-religious trends in Modern India	9
4.1	Brahmo Samaj	
4.2	Prarthana Samaj	
4.3	Arya Samaj	
4.4	Aligarh Movement	

- 4.5 Wahabi Movement
- 4.6 Deoband Movement

Unit 5 Castes and Tribes in India

9

- 5.1 Colonial social classification - census
- 5.2 Caste consciousness and mobility
- 5.3 Protest against untouchability
- 5.4 Tribes in India: a colonial construction
- 5.5 Tribal movements - case studies

Essential Readings:

1. Ravinder Kumar, *Essays in the Social History of Modern India*, OUP, 1983.
2. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2009.
3. Jan Breman, *Labour Bondage in West India from Past to Present*, OUP, 2007.
4. Omvedt, Gail (2008), *Dalit Visions*, Orient Longman.
5. Jodhka, S. (2012), *Caste*, OUP
6. Dipankar Gupta, *Interrogating Caste*, Penguin (2002)
7. Understanding Caste: *From Buddha to Ambedkar and Beyond (2014)*, Orient Blackswan

P.G. 4th SEMESTER

(GROUP – C)

PEASANTS' AND WORKERS' RESISTANCE MOVEMENT IN MODERN INDIA

Paper Code: HST1002SP3

Credits 5 (4+1+0)

Course Objectives: The Course will help students to:

- Acquire knowledge on categories of peasants, peasantrevolts, and also historiography of Peasant Resistance Movements in colonial India.

- Evaluate the emergence of modern working class in India and also the colonial background of their resistance movements.

Course Outcome: Upon completion of the course the students will be able to:

CO1 Critically analyse the different trends in the historiography of peasants and workers' resistance movements

CO2 Formulate different dynamics of the peasant and labour resistance movement in colonial India

CO3 Demonstrate skills in understanding the dynamics of class struggle in India

Total No. of Lectures:60

UNIT 1 Concept of Peasant: Trends in the study of peasant struggle 10

- 1.1 Concept of peasantry
- 1.2 Historiography: approaches in the study of peasant struggles
- 1.3 Categorization of Peasant Revolts

UNIT 2 Peasant uprisings under the Company rule 8

- 2.1 Colonial background of peasants struggles
- 2.2 Peasant struggles of the pre-1857 period
 - (a) Mapplia Uprising (1836-1921)
 - (b) Santhal hool (1855-56)

UNIT 3 Peasant and Tribal uprisings in the Post 1857 Era 10

- 3.1 Bengal Indigo Cultivator's Strike (1860)
- 3.2 Phulaguri Dhawa (1861)
- 3.3 Pabna Agrarian League (1873)
- 3.4 Maratha Uprising (1875)
- 3.5 Birsaite Ulgulan (1899-1900)

UNIT 4 Gandhi, Congress and Peasant Movements 10

- 4.1 Champaran Satyagraha (1918)
- 4.2 Kisan Sabha Movement (1920-37)
- 4.3 Bardoli Movement (1928)

UNIT 5 Left peasant movements 12

- 5.1 Role of women
- 5.2 Tebhaga Movement (1946)
- 5.3 Telengana Movement (1946-51)

UNIT 6 Working Class Movements 10

- 6.1 Emergence of Indian Working Class
- 6.2 Bengal Jute Workers' Strike (1937)
- 6.3 Assam Oil Company Workers' Strike (1939)
- 6.4 Tea Garden Labour Strikes in 19th Century Assam

Essential Readings :

1. A.R. Desai, *Peasant Movements in India*, New Delhi, 1983
2. Barrington Moore, *The Social Origins of Dictatorship and democracy: Lord and Peasant in the Making of the Modern World*, Harmondsworth, 1973
3. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi, 1997.
4. Teodar Shanin, (ed), *Peasant and Peasant Societies*, 1976
5. David Hardiman (ed), *Peasant Resistance in India (1858-1914)*. New Delhi, 1993
6. D.N. Dhanagare, *Peasant Movements in India*, New Delhi, 1983
7. Eric Stokes, *The Peasant and the Rai: Studies in Agrarian Society and Peasant Rebellion; in Colonial India*, 1978
8. D.K. Singha Roy, *Women in Peasant Movements: Tebhaga Naxalite and After*, New Delhi, 1992
9. E.J. Hobsbawm, *Bandits*, 1972
10. David Thorner, *The Agrarian Prospect in India: Five lectures on Land Reforms*, New Delhi, 1956

11. K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
 12. H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999
 13. A.C. Bhuyan (ed), *Political History of Assam Vol-II*
 14. H.K. Barpujari, (ed) *Comprehensive History of Assam, Vols. IV and V*
 15. Amalendu Guha, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826-1947*
 16. Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005
- Ranajit Guha (ed), *Subaltern Studies (relevant Volumes)*
17. *Journal of Peasant Studies (select issues)*
 18. *Indian economic and Social History review (select issues)*
Studies in History

P.G. 4th SEMESTER
ENVIRONMENTAL HISTORY OF MODERN INDIA

Paper Code: HST1003 OPE 2

Credits 4 (3+1+0)

Course Objectives: The Course will help the students to

- Examine the concepts of Environment & Ecological Imperialism.
- Understand the backdrop in the formulation of various Colonial legislation & policies relating to the Environment in India
- Learn about the Major Environmental movements in India

Course Outcome: Upon completion of this Course, the students would

CO1 Be able to explain the impact of Industrial Revolution on the Environment.

CO2 Be able to examine the interlink between development and environment

CO3 Be able to value ideas of sustainable development.

Total No. of

Lectures:45

Unit 1	Introduction	12
1.1	Environment and Industrial Revolution	
1.2	Ecological Imperialism	
1.3	Early Colonial Era and Indian Environment	
Unit 2	Legislation and Policies	
2.1	Colonial State and Environmental Resources	
2.2	Impact of Railway Construction on Indian Forest. Indian Forest Acts : 1965,	
2.3	1878 & 1927.	
2.4	Colonial Debate an Environmental Policies.	
2.5	Creation of Forest Types : Reserved, Protected and Village.	
Unit 3	Impact of Colonial Forest Policies	
3.1	Forest Tribes : Hunting – Food Gathering Economy.	
3.2	Shifting Agriculture and Tribes.	
3.3	Rural Agarian Economy.	
3.4	Resistance and Protests	
Unit 4	India after Independence	9
4.1	Policy and its impact.	
4.2	Forest Development and Environmental Conflicts : Chipko Movement, Naramada Bachao Anadolan.	
4.3	Globlisation and Environment : Green Revolution.	

Essential Readings:

1. Gadgill, M and R. Guha : *This Fissured Land : Ecological History of India*, OUP, 1992.
2. Guha, R. : *The Unquiet Woods, Ecological Change and Peasants Resistance in the Himalaya*, 2000, Oxford University Press.
3. Guha, R. : *Environmentalism A Global History*, 2000, Longman.
4. Sangwar, S. : *Nature and the Orient : The Environmental History of South and South-East Asia*, 1998. Oxford University Press.
5. Martinez-Alies, J and Guha, R : *Varieties of Environmentalism : Essays North and South*, 1998. London : Earthscan.
6. Sivaramkrishnan, K. (ed.) : *Ecological Nationalisms*, 2006. University of Washington Press.
7. Arnold, D and R Guha : *Nature, Culture, Imperialism : Essays and Environmental History of South Asia*, 1996.
8. Rangaraj, M : *Environmental Issues in India*, Pearson, 2007.

P.G. 4th SEMESTER

DISSERTATION/PROJECT WORK (DPW)

Paper Code : HST1004DPW

Credits 6

Course Objectives: The course will help the students to

- Learn the approaches and methods in writing research projects on history by the use of both primary and secondary sources.
- Understand the nuances of interpreting the different sources and contextualising and aligning them with their proposed objectives of research.

Course Outcomes: Upon completion of the course, students will be able to

C01 Learn the application of different kinds of archival, archaeological,

and other related sources in writing their research projects.

CO2 Identify the potential area of research which would encourage them to take up meaningful topics/themes later on, more particularly while pursuing their Ph.D.