

# **Learning Outcomes-based Curriculum**

## **Framework**

**(LOCF)**

**For**

**Undergraduate Programme in History**

**2022**

**Cotton University**

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## **Introduction to the Programme**

The final objective of any programme at the university level higher education is to prepare the students for the society at large. The Cotton University in the same spirit conceptualises all its programmes in the best interest of their students, and in this endeavour it offers a new vision to all its Under-Graduate courses. It follows a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate (UG) Programmes will prepare the students for both, academia and employability.

The structure of each course clearly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The UG curriculum offers students access to cutting edge scholarship organised in a pedagogical form that is accessible and interesting and it is expected that LOCF approach of the UG Programme in History

will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life.

### **Introduction to UG (History) Programme**

The Department of History is one of the founding departments of the Cotton University (erstwhile Cotton College) and its UG programme is regarded as one of the best in the region. As a department we believe that History is a discipline which instructs students on how to read and process information on people, societies, cultures, events and places that are far removed in time and space from our own experience. Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that often eludes the general comprehension.

### **Learning Outcome based Curriculum Framework in UG (History) Programme**

The UG (History) Programme is organised to conform to the basic chronological survey of the past and also to provide necessary flexibility to the students. There are Core papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India, History of Assam and the World History. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines.

### **Nature and Extent of the Programme**

The duration of the UG (History) Programme is three academic years. Each academic year is divided into two semesters, the complete programme therefore spans six semesters. The teaching and learning modalities in the programme will involve theory classes (lectures) of one hour each and tutorial classes. The curriculum will be taught through formal lectures with the aid, wherever the teacher feels the need, of power-point presentations, audio and video tools. In the sixth semester, students do a dissertation for which field and archival work, visits to museums, archaeological sites are included in teaching method.

### **Aims of UG (History) Programme**

At the fundamental level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.

To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions. Our tutorial discussions, written assignments, class room presentations, dissertation writing, consolidate their ability to analyse, research and process information.

## Programme Specific Outcomes (PSOs) in History

UG Programme in History aims to facilitate learners to branch out into different paths seeking extensive knowledge of the subject 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. This will give them the necessary skill to pursue higher studies in History. 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-Develop research skills:** Exercise in basic historical research through Projects in History

### Programme Specific Outcomes Matrix

Outcomes	Core subjects													
	H S T 1 0 1 C	HST 102 C	HST 201 C	HST 202 C	HST 301 C	HST 302 C	HST 303 C	HST 401 C	HST 402 C	HST 403 C	HST 501 C	HST 502 C	HST 601 C	HST 602 C

Basic concepts and identifying patterns	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Classification of Chronology	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Spatial Categories: Geography, Territory	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Historical Methods: Compare and Contrast		*	*	*	*	*	*	*	*	*	*	*	*	*
Understanding Social stratification and Mobility	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Application of Archaeological, Archival, Visual, Textual Sources	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Construct Pattern of change across the periods	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Develop Research Skills	*	*	*							*				*

### DSE AND SEC COURSES FOR UG HISTORY

	DSE-1 (Basics in Historical Methods)	DSE-2 (Gender in Indian History)	DSE-3 (History of Modern Assam)	DSE-4 (Project)	SEC-1 (Archives and Museum)	SEC-2 (Research Writing in History)
Basic concepts and identifying patterns	*	*	*		*	*
Classification of Chronology		*	*			
Spatial Categories: Geography, Territory		*	*			
Historical Methods: Compare and Contrast	*	*	*			
Understanding Social stratification and Mobility		*	*			
Application of	*	*	*	*	*	*

Archaeological, Archival, Visual, Textual Sources						
Construct Pattern of change across the periods		*	*			
Develop Research Skills	*	*	*	*	*	*

### Structure of UG (History) Programme

The programme consists of 6 (six) and 2 (two) credits. The 6 credit course comprises of Theory classes (5 credit) and Tutorial (1 credit). Each credit is equivalent to one hour of lecture and interactions. In the tutorials the students are given an opportunity to interact with the respective teachers to address specific queries and problems pertaining to their course as well as issues that remains incomprehensible in the classroom.

For obtaining an UG degree in History, a student needs to study 14 core courses- two each in semester 1<sup>st</sup> and 2<sup>nd</sup> ; three each in semester 3<sup>rd</sup> and 4<sup>th</sup> ; two each in semester 5<sup>th</sup> and 6<sup>th</sup> .

The students are required to pursue 4 Discipline Specific Elective (DSE) two each in 5<sup>th</sup> and 6<sup>th</sup> semester. The DSE 4 in 6<sup>th</sup> semester is a project paper where the students are required to prepare a project on any topic of historical significance by collecting and analyzing data essentially from primary sources. The students also need to take up 4 General Elective Courses across allied discipline of 6 credits. In addition to this students are expected to take up two (2) Skill Enhancement Courses (SEC) of two (2) credits in semester 3<sup>rd</sup> and 4<sup>th</sup>.

### Structure of UG (History) Programme in History

Credit distribution for B.A Course in History

SL.No	Nature of Papers	Total number of Papers	Credit Break up	Total Credits
1.	Core Course	14	5+1+0=6	84
2.	(DSE) Discipline Specific Elective	04	5+1+0=6	24
3.	GE (Generic Elective)	04	5+1+0=6	24
4.	SEC(Skill Enhancement Course)	02	2+0+0=2	04

Total Number of Papers: 24

Total credits: 136

Semester 1:

Sl. No.	Name of Paper	Paper Code	Credits
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			L	T
1.	History of India [Earliest Times to 3 <sup>rd</sup> Century BC]	HST101C	5	1
2.	Early Social Formations and Cultural Patterns	HST102C	5	1
3.	Introduction to Pre-modern Assam	HST103M	6	0

Semester 2:

Sl. No.	Name of Paper	Paper Code	Credits	
			L	T
4	History of India (3 <sup>rd</sup> Century to 7 <sup>th</sup> Century AD)	HST 201C	5	1
5.	Social Formations and Cultural Patterns of Ancient and Medieval World	HST202C	5	1
6.	History of Science and Technology	GE2	6	0

Semester 3:

Sl. No.	Name of Paper	Paper Code	Credits	
			L	T
7.	History of India [7 <sup>th</sup> Century to 12 <sup>th</sup> Century AD]	HST301C	5	1
8.	History of Europe[14 <sup>th</sup> to 17 <sup>th</sup> Century]	HST302C	5	1
9.	History of India[13 <sup>th</sup> to 16 <sup>th</sup> Century]	HST303C	5	1
10.	Environmental History of India	GE3	6	0
11.	Archives and Museums	SEC1	2	0

Semester 4:

Sl. No.	Name of Paper	Paper Code	Credits	
			L	T
12.	History of India [16 <sup>th</sup> Century to 18 <sup>th</sup> Century]	HST401C	5	1
13.	History of Europe[17 <sup>th</sup> to 20 <sup>th</sup> Century]	HST402C	5	1
14.	History of Assam : State and Polity [Earliest Times to 18 <sup>th</sup> Century]	HST303C	5	1
15.	World Politics [1945-1990]	GE4	6	0

Semester 5:

Sl. No.	Name of Paper	Paper Code	Credits	
			L	T
16.	History of India [1757 to 1857]	HST501C	5	1
17.	Popular Resistance, Nationalism and Freedom Struggle in India	HST502C	5	1
18.	Basics in Historical Methods	DSE1	5	1
19.	Gender in Indian History	DSE2	5	1

Semester 6:

Sl. No.	Name of Paper	Paper Code	Credits	
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			L	T
20.	History of Contemporary India [1947 to 1990s]	HST601C	5	1
21.	Contemporary History of NE India [1947-1971]	HST602C	5	1
22.	History of Modern Assam (1826-1947)	DSE3	5	1
23.	Project/Dissertation	DSE4	5	1

### **Course Learning Objectives**

The three-year UG (History) Programme offered by the Department of History, Cotton University, aims to familiarise students with significant developments in the history of Assam, North East India, India, and certain other parts of the world and through different time periods. While the primary focus remains on the regional history and the Indian subcontinent, students also study about other parts of the world, including Europe. The course aims to make the students challenge the idea of objective knowledge in History. It seeks to expose students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past. The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about the past is constructed. The course also aims to cultivate in students a historically sensitive way of thinking with due regard to temporal and spatial contexts and roles of human agencies involved. This would make students open to the idea of receiving multiple perspectives in historical knowledge rather than passive recipients of singular historical knowledge. Students would also be trained in identifying and interpreting primary sources in the process of critically analysing any historical phenomenon. This would also give them an opportunity to acquire the skill of integrating primary with secondary sources. Thematic courses on gender and environment have also been incorporated to sensitise students to some of the contemporary concerns. Course on methods has been made a part of the programme so that students get to learn about some of the theoretical issues and different trends of historical thoughts.

The course also aims to groom students to a sense of active citizenship, making responsible political choices and democratic conduct in public spaces. The programme also aims to sensitise students in matters public concern and also generate public opinion on the same. Along with academic achievements, the course also aims to inculcate in students humanitarian spirits of tolerance, empathy and compassion. The course not only aims to enable students to progress to higher studies within the discipline but also diversify to different branches of higher studies and knowledge.

### **Course Learning Outcomes**

After completing the undergraduate programme in History, the student is expected to:

- Identify and analyse historical changes and developments that happen within a society and culture and also formulate narratives on these. Students will also be able to identify broad patterns of change and continuity within certain historical contexts.
- Forge and justify arguments with historical evidence, both primary and secondary
- Evaluate historical facts critically and also arrive at narratives.



- Engage with fundamental research writings and presentations and also acquire the skills of identifying historical sources and integrating primary with secondary sources.
- Sensitize students to issues of public concern and also generate opinions.

### 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 at least some readings so that they could be more interactive and ask more 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.

### 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)
- 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 UG 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 Sem exams, which is carried out throughout the term and comprises 30% of the final grade.

### Course-Level Learning Outcomes Matrix

Outcomes	Core subjects													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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**U.G. 1<sup>st</sup> SEMESTER**  
**HISTORY OF INDIA (Earliest Times to 3<sup>rd</sup> Century BCE)**  
**Paper Code: HST 101C**  
**Credits 6 (5+1+0)**

**Course Objectives:** The course will help the students to

- Know the significance of sources in reconstructing early Indian history
- Understand the pre-history and proto-history of the Indian subcontinent
- Analyze the political, socio-economic and cultural transitions across the centuries

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

**CO1** Be able to list and classify important sources for history writing

**CO2** Characterize the patterns of changes from pastoralism to agriculture

**CO3** Evaluate the factors responsible for the rise of cities and states in early Indian history

**Total No. of Lectures :75**

**Unit 1 Introducing Indian History** **14**

1.1 Understanding diverse sources-literary and archaeological sources

1.2 Historical interpretations of Early India

**Unit 2 Geography and Ecology of Early India** **10**

2.1 Paleolithic Cultures- Sequences and distribution, Stone implements and their Mesolithic Developments

2.2 Mesolithic Cultures- Regional distributions, Developments in technology and Economy, Mesolithic Art.

2.3 Neolithic Age, Development in Technology and Food Production. Neolithic Sites and their Distribution, Chalcolithic Communities.

- 3.1 Origin, extent and settlement patterns.
- 3.2 Urban Patterns, Networks of Trade, Craft and Techniques
- 3.3 Religious practices and Script
- 3.4 Harappan Decline: Change in Urban pattern or Environmental Crisis

**Unit 4 Cultural transitions 2000-600 BCE:****10**

- 4.1 Literary and Archaeological Evidence
- 4.2 Polity: Transition from Chieftainship to Kingship,
- 4.3 Agriculture: Pastoralism to Agricultural Expansion,
- 4.4 Religions as Reflected in the Rig Veda and Later Vedic Literature
- 4.5 Society- Social Stratification, Women Question (Critic of Altkerian Paradigm)

**Unit 5 Political Transitions: Rise of Early States****12**

- 5.1 Rise of Territorial States: *Janapadas* and *Mahajanapadas*
- 5.2 Development of the Magadhan Empire, the Persian and Mecedonian Invasions
- 5.3 Megalithic Cultures and Tamilkam

**Unit 6 Socio-Economic Changes (600-300 BCE)****15**

- 6.1 Use of Iron and its socio-economic implications,
- 6.2 Urban Centers, Crafts, Money, Guilds
- 6.3 Religious movements in North India- Jainism and Buddhism social  
of Early Jainism and Buddhism.

**Essential Readings:**

1. Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008, New Delhi: Pearson Longman
2. Thapar, Romilla, *The Penguin History of Early India: From the Origins to AD 1300*, New Delhi: Penguin India, 2003
3. Chakravarti, Ranabir, *Exploring Early India up to c. AD 1300*, Third Edition, Delhi: Primus

- Books, 2016
4. Allchin, Raymond and Bridget Allchin, *Origins of Civilization: The Prehistory and Early Archaeology of South Asia*, New Delhi: Viking, 1997
  - 5 . Chakrabarti, Dilip Kumar, *The Oxford Companion to Indian Archaeology; The Archaeological Foundations of Ancient India, Stone Age to AD 13<sup>th</sup> Century*, New Delhi: Oxford University Press, 2006
  6. Sharma,R.S., *Aspects of Political Ideas and Institutions in Ancient India*, 1996, Delhi: Motilal Banarsidass, 2006

**U.G. 1<sup>st</sup> SEMESETER**  
**EARLY SOCIAL FORMATIONS AND CULTURAL PATTERNS**

**Paper Code: HST 102C**

**Credits 6 (5+1+0)**

**Course Objectives:** The Course will help the students to

- Learn about Human evolution & Prehistory
- Examine the various aspects of early historical cultures
- Interpret Ancient Cultures in the global context

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

**CO1:** Be aware of Early Social Formations as a field of study in history

**CO2** Be able to understand how humans developed over different ages

**CO3** Develop the capacity to recognize different salient features inherent in a Bronze Age Culture.

**Total No. of Lectures :75**

**Unit 1 Evolution of Humans and Palaeolithic Cultures: 14**

1.1 Environmental Context

1.2 Bio-Cultural Evolution

1.3 Tool Technology; Subsistence strategy; Social Organisation; and Art

**Unit 2 Understanding the Mesolithic Age: 14**

- 2.1 Pleistocene to Holocene: Impact of Climatic Transition
- 2.2 Tool Technology; Subsistence strategy; Social Organisation; and Art
- 2.3 Case study of West Asia: Food Production-Gathering economy, Social Complexities, Food Storage and Tools.

**Unit 3 The Neolithic ‘Revolution’: 14**

- 3.1 Origin of Food Production
- 3.2 Neolithic Sites from West Asia: Settlement Pattern; Tool Technology; Pottery; and Social Organisation

**Unit 4 The Bronze Age Cultures: 15**

Note:[Any one case study out of *Egypt(Old Kingdom)* / *Mesopotamia(up to Akkadian Empire)* / *China(Shang dynasty)* to be taken up]

- 4.1 Understanding Concepts: ‘Bronze Age’; ‘Urban Revolution’; ‘Civilisation’; and ‘State’.
- 4.2 Ecological Context
- 4.3 Forms of Kingship, Religion and State
- 4.4 Social Complexities and Economic Processes

**Unit 5 Nomadic Pastoralism: 13**

- 5.1 Concept of Nomadic Pastoralism
- 5.2 Emergence of Nomadic Pastoralism in West Asia

**Unit 6 Iron Age: 10**

- 6.1 Debates on advent of Iron and its implications

## Essential Readings:

1. Burns, Edward McNall and Ralph, Philip Lee. *World Civilizations: Their History and Their Culture*. New York: W. W. Norton & Company Inc, 1974.
2. Clark, J Desmond (ed). *Cambridge History of Africa, Vol. I*. Cambridge: Cambridge University Press, 1982.
3. Childe, V. Gordon. *What Happened in History*. New York: Penguin books, 1946.
4. Clark, Grahame. *World Prehistory: In New Perspective*. Cambridge University Press, 1977
5. Braudel, Fernand. *A History of Civilizations*. New York: Penguin, 1995.
6. Fagan, Brian M & Durrani, Nadia. *People of the Earth: An Introduction to World Prehistory*. Oxford: Routledge,1998.
7. Farooqui, Amar. *Early Social Formations*. Delhi: Manak Publications Pvt. Ltd, 2002.
8. Finley, Moses I. *The Ancient Economy*. Oakland: University of California Press, 1973.
9. Hawkes, Jacquetta. *The first great civilizations; Life in Mesopotamia, the Indus Valley and Egypt*. New York: Knopf ,1973.
10. Roux, Georges. *Ancient Iraq*. London: Penguin Books Ltd, 1993.
11. Shaoyi, Bai. *An Outline History of China*. Beijing: Foreign Languages Press, 1982.
12. Saggs, H. W. F. *The Greatness that was Babylon*. New York: Hawthorn Books, 1962.
13. Trigger, B. G.; Kemp, B. J.; O'Connor, D.; Lloyd, A. B. *Ancient Egypt: A Social History*. Cambridge: Cambridge University Press, 1983.
14. Koffler, Sandy (ed). *History of Mankind: A global view of cultural & scientific development*. Paris: UNESCO, 1963.
15. Wenke, Robert J & Olszewski, Deborah. *Patterns in Prehistory: Humankind's First Three Million Years*. Oxford: Oxford University Press, 2006.
16. Barfield, Thomas J. *The Nomadic Alternative*. New Jersey: Prentice Hall, 1993.
17. Roy H Behnke. *The Herders of Cyrenaica: Ecology, Economy, and Kinship among the Bedouin of Eastern Libya*. University of Illinois, 1980.

## U.G. 1<sup>st</sup> Semester

### GE 1: INTRODUCTION TO PRE-MODERN ASSAM

**Credits: 6 (5 +1+0)**

**Course objectives :** This course will help the students to

- Learn About the History of Assam From Ancient to Pre-Colonial Period.
- Interpret the Relations Between Contemporary Powers.
- Examine the Socio-Economic and Cultural Aspects of This Period.

**Course outcome:** Upon the completion of this course, the students would

**CO1** Understand the Political History of Early and Medieval Assam.

**CO2** Comprehend the Ahom- Mughal Conflict in the 17<sup>th</sup> century.

**CO3** Identify Various Forces and Factors Which are Responsible For the Growth of Assamese Culture.

**Total No of Lectures: 75**

**Unit 1 State Formation in Early Assam 10**

1.1 Sources of Early Assam

1.2 Kamrupa State: Polity and Administration

**Unit 2 The Ahom State Formation 15**

2.1 Sources of Medieval Assam

2.2 Formation, Expansion and Consolidation

2.3 Ahom and Mughal Political Relations

2.4 Ahom State and Relations with Tribes



<b>Unit 3</b>	<b>Other State Formations in Assam</b>	<b>15</b>
3.1	Chutiya State Formation	
3.2	Dimasa State Formation	
3.3	Koch Kingdom	
<b>Unit 4</b>	<b>Understanding Socio-Economic Structures</b>	<b>15</b>
4.1	Caste System, Social Classes and Occupational Groups of early Assam.	
4.2	Social Organizations in Medieval Assam, Nobility, Paiks, Slaves.	
4.3	Agricultural Development in Early and Medieval Assam.	
<b>Unit 5</b>	<b>Understanding Religious and Cultural Practices</b>	<b>10</b>
5.1	Saivism, Shaktism, Buddhism, Vaishnavism.	
5.2	Neo-Vaishnavite Movements in Assam, Satra Institutions.	
5.3	Social and Cultural Institutions and Performing Arts.	
<b>Unit 6</b>	<b>Art and Architecture</b>	<b>10</b>
6.1	Architectural sites of Early Assam: Guwahati, Tezpur and Goalpara.	
6.2	Medieval Architecture, Maidams, Ranghar, Karenghar, Namghar, Satra.	

### **Essential Readings**

1. Barpujari, H.K. (ed) : *The Comprehensive History of Assam, Vol. I, II & 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, New Delhi
4. Guha, Amalendu : *Medieval and Early Colonial Assam : Society, Polity and Economy* 1991,
5. Barua, S.L : *A Comprehensive History of Assam*, 1985, Munshiram Manoharlal, New Delhi

**U.G. 2<sup>nd</sup> SEMESETER**  
**HISTORY OF INDIA (3<sup>rd</sup> Century BCE to 7<sup>th</sup> Century CE )**  
**Paper Code: HST 201C**  
**Credits 6 (5+1+0)**

**Course Objective:** The course will help the students to

- Know the major dynasties that ruled in the North and South India during period 3<sup>rd</sup> BCE to 7<sup>th</sup> century CE
- To analyse the changes in the domain of polity, society, culture and economy associated with the rule of these dynasties.

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

**CO1** Outline the rise of various ruling groups during the period of the study

**CO2** Analyse the factors responsible for the growth of trade and proliferation of crafts

**CO3** Reconstruct the history using variety of indigenous and non-indigenous sources

**Total No of Lectures: 75**

**Unit 1 The Mauryas** **20**

- 1.1 Background of Mauryan state formation
- 1.2 Asokan Inscriptions, Arthasastra, Classical accounts
- 1.3 Mauryan Administration, Ashoka's *Dhamma*
- 1.4 Economy: Agriculture, Trade and Craft, Coins
- 1.5 Decline of the Mauryas

**Unit 2 India in the Post-Mauryan period** **15**

- 2.1 Sungas
- 2.2 Central Asian contacts and its Impact: The Indo-Greeks, Sakas and Kushanas

- 2.3 Urban growth, Trade and Commerce, 'Indo Roman trade', Coinage, Crafts and Guilds
- 2.4 Religious Spheres-Puranic Hinduism, Mahayana Buddhism and Schism in Jainism, Women in Jainism and Buddhism

**Unit 3 Imperial Guptas and Contemporaries** **20**

- 3.1 The Gupta Empire and Vakatakas of Deccan: State and Administration;
- 3.2 Economy: agrarian expansion, land grants, peasantry and forms of production
- 3.3 Society and Social stratification: *Varna Jati*, Gender and Changing Patriarchy: Understanding narratives of Shakuntala
- 3.4 Religion
- 3.5 Scientific and Cultural developments: Idea of 'Golden Age'

**Unit 4 Deccan and South India** **12**

- 4.1 Satavahana Empire in the Deccan
- 4.2 Developments in the far South: Cheras and the Pandyas
- 4.3 Trade, Urban centres and Commerce, literary and archaeological evidence, contacts with East and South East Asia

**Unit 5 Art and Architecture (300 BCE- 700 CE)** **8**

- a) Mauryan art and architecture
- b) Sculptural traditions: Gandhar and Mathura
- c) Religious architecture: Buddhist stupas; Buddhist and Jaina and cave shrines, Early Hindu Temples

**Essential Readings**

1. Singh, Upinder, *A History of Ancient and Early Medieval India*, 2008, New Delhi: Pearson Longman
2. Thapar, Romilla, *The Penguin History of Early India: From the Origins to AD 1300*, New Delhi: Penguin India, 2003
3. Thapar, Romila, *Asoka and the Decline of the Mauryas*, New Delhi: Oxford University Press, 2012
4. Ranabir Chakravarti: *Exploring Early India up to AD1300*, Third edition, Delhi: Primus Books, , 2016

5. Karashima, Noboru, *A Concise History of South India*, New Delhi: Oxford University Press, 2014.
6. Champakalakshmi, R. *Trade, Ideology and Urbanisation: South India 300BC to 1300 AD*, New Delhi: Oxford University Press, 1996

**U.G. 2<sup>nd</sup> SEMESETER**  
**SOCIAL FORMATIONS AND CULTURAL PATTERNS OF**  
**ANCIENT AND MEDIEVAL WORLD**

**Paper Code: HST 202C**

**Credits 6 (5+1+0)**

**Course Objectives:** The Course will help the students to

- Learn about the Cultural Patterns of Ancient & Medieval world
- Examine the various aspects of different Civilizations
- Develop a breadth of historical knowledge that represents an awareness of the diversity of world Civilizations.

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

**CO1** Identify Ancient & Medieval Civilizations as a field of study in history

**CO2** Understand the defining aspects of different Ancient & Medieval Civilizations

**CO3** Demonstrate knowledge of the chronology, major events, personalities and salient features of different civilizations

**Total No of Lectures: 75**

**Unit 1 Classical Greece**

**20**

1.1 Emergence of Polis and Changing Political Formations: Athens and Sparta

1.2 Slavery: Society and Economy

1.3 Culture and Religion

- 2.1 Conflict of the Orders
- 2.2 Imperial Expansion and Social Tensions
- 2.3 The Augustan Era
- 2.4 The Crisis of the Roman Empire
- 2.5 Culture and Religion

**Unit 3 Medieval Europe****20**

- 3.1 Feudal Polity: Monarchy, aristocracy and Nobility
- 3.2 Church and State
- 3.3 Parcellization of sovereignty and militarisation
- 3.4 Peasantry: From colonate to serfdom
- 3.5 Growth of Medieval Economy from 11<sup>th</sup>-14<sup>th</sup> centuries CE: Agriculture, Towns, Trade and Its impact on Feudal relations
- 3.6 Religion and Culture
- 3.7 Crisis of Feudalism

**Unit 4 Islamic Societies in West Asia: From Tribe to State****15**

- 4.1 Rise of Islam
- 4.2 Prophet and Ummah
- 4.3 Caliphate and Sultanate: Umayyads and Abbasids
- 4.4 The *Shunna*, *Shia* and Sufi Traditions

**Essential Readings**

1. Anderson, Perry. *Passages from Antiquity to Feudalism*. London: New Left Books, 1974
2. Bloch, Marc. *Feudal Society*, 2 Vols. University of Chicago, 1961.

3. Holt, P. M.(ed); Lambton, Ann K. S. (ed) & Lewis, Bernard (ed). Cambridge History of Islam, 2 Vols. Cambridge University Press, 1977.
4. Duby, Georges. The Early Growth of the European Economy. New York: Cornell University Press, 1978.
5. Cipolla, C. M. (ed). The Fontana Economic History of Europe, Vol. I (relevant chapters). Collins/Fontana, 1973.
6. Hitti, P. K. History of the Arabs. London: Macmillan International Higher Education, 2002.
7. Garnsey, Peter and Saller, Richard . The Roman Empire: Economy, Society and Culture. University of California Press, 1987.
8. Burger, Michael. The shaping of Western Civilization, Vol. I: From Antiquity to the Mid-Eighteenth century. University of Toronto Press, Higher Education Division, 2013.
9. Lapidus, Ira M. A history of Islamic societies. Cambridge University Press, 2002.
10. Ali, Syed Ameer. The Spirit of Islam. New Delhi: Kitab Bhavan, 1997.
11. Barraclough, Geoffrey. The Medieval Papacy. New York: W. W. Norton & Company, 1979.
12. Nurit, S. & Bosworth, C.E. Encyclopedia of Islam. Leiden: E J Brill, 1997.
13. Hodgson, Marshall G. S. The Venture of Islam: The Classical age of Islam. Vol 1. University of Chicago Press, 1974.

### **U.G. 2<sup>nd</sup> Semester**

### **GE 2: HISTORY OF SCIENCE AND TECHNOLOGY**

**Credits: 6 (5 +1+0)**

**Course Objectives:** The Course will help the students to

- Be aware of the historical development of science as a discipline.
- Develop of an interdisciplinary approach within historical studies.

**Course outcome:** Upon completion of the course, the students would

**CO1** Be able to analyze various phases of historical development of sciences within European history related to science and technology.

**CO2** Be able to understand and identify the trends within the various philosophies pertainin

<b>Unit 1 Introduction</b>	<b>15</b>
1.1 Defining Science	
1.2 Science as social institution and activity	
1.3 Origins of ‘rational’ science	
1.4 Methods of Science; Objectivity; Causality	
1.5 Quantitative Science	
1.6 Science and Measurement	
<b>Unit 2 Beginnings</b>	<b>15</b>
2.1 Natural Science as source of ideas	
2.2 Science and the transformation of the Environment	
2.3 Use of metals; impact on agriculture and warfare	
2.4 Bronze Age cultures	
2.5 Iron technology and social changes	
<b>Unit 3 The Scientific Revolution</b>	<b>15</b>
3.1 Material conditions and social background	
3.2 Capitalism and Science	
3.3 Advances in navigation and astronomy	
3.4 The Justification of the Solar System; Copernicus, Kepler	
3.5 Celestial Mechanics: the Newtonian Synthesis	
3.6 Rethinking the Scientific Revolution	
<b>Unit 4 Science in the 19<sup>th</sup> and 20<sup>th</sup> century</b>	<b>15</b>
4.1 Social background and material conditions	
4.2 Charles Darwin and Evolution; Social Darwinism	
4.3 ‘Big Science’ and its implications	
4.4 Einstein and relativity	
4.5 Uncertainty in the Sciences; Bohr - Einstein debate	
4.6 Impact of Quantum Sciences	
<b>Unit 5 Debates within Sciences</b>	<b>15</b>
5.1 Faith and Science	

- 5.2 Scientific advancement: An international endeavor
- 5.3 Science and Technology in the era of monopoly capitalism
- 5.4 Warfare and technological changes
- 5.5 Science and its impact on other disciplines of knowledge.

**Essential Readings:**

1. Achinstein, Peter (2019), *Speculation, Within and About Science*, Oxford University Press
2. Bernal, J.D. (1969), *Science in History* (Vols. I, II, III, &IV), Bhopal: Ekalavya
3. Bodanis, David (2016), *E=mc<sup>2</sup>: Biography of the World's Most Famous Equation*, Pan Books
4. Bohr, Neils (1963), *Atomic Physics and Human Knowledge*, Suffolk: Richard Clay and Company
5. Darwin, Charles (2004), *The Descent of Man*, London: Penguin Books
6. Deutsch, David (2012), *The Beginning of Infinity: Explanations that Transform the World*, London: Penguin Books
7. Feyerabend, Paul (1993), *Against Method*, London: Verso Books
8. Galison, Peter (1997), *Image and Logic*, University of Chicago press
9. Gribbin, John (2003), *Science: A History*, Penguin Books
10. Gribbin, John (2013), *Erwin Schrodinger and the Quantum Revolution*, Black Swan
11. Heisenberg, Werner (1958), *Physics and Philosophy*, New York: Harper and Brothers
12. Kaiser, David (2005), *Pedagogy and the Practice of Science*, The MIT Press
13. Lakatos, Imre and Alan Musgrave (1970), *Criticism and the Growth of Knowledge*, Cambridge University Press
14. Lindley, David (2007), *Uncertainty: Einstein, Heisenberg, Bohr and the Struggle for the Soul of Science*, Anchor Books
15. Longino, Helen (1990), *Science as Social Knowledge: Values and Objectivity in Scientific Inquiry*, Princeton University Press
16. Merton, Robert K. (1938), "Science, Technology and Society in Seventeenth Century England", *Osiris*, Vol. (4), pp.360-632
17. Osler, Margaret J. (2000), *Rethinking the Scientific Revolution*, Cambridge University Press
18. Poincare, H. (1913), *The Foundations of Science*, The Science press.
19. Shapin, Steven and Simon Schaffer (2018), *Leviathan and the Air Pump, Hobbes, Boyle and the Experimental Life*, Princeton University Press
20. Weinberg, Steven (2015), *To Explain the World: The Discovery of Modern Science*, Penguin Books
21. Wilczek, Frank (2016), *A beautiful Question: Finding Nature's Deep Designs*, Penguin Books



**U.G. 3<sup>rd</sup> SEMESTER**  
**HISTORY OF INDIA (7<sup>th</sup> to 12<sup>th</sup> CENTURY AD)**

**Paper Code: HST 301C**

**Credits: 6 (5 +1+0)**

**Course Objectives:** This Course will help the students to

- Identify the immediate transition between the ancient and medieval period.
- Understand the political structure in the post –Gupta period of North, South and Eastern India.
- Interpret the socio-economic structure and development in art, language, culture and religion.

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

CO 1 Distinguish the characteristic of the early medieval period.

CO 2 Analyse the changing patterns of society and economy.

CO 3 Assess the regional variations in the development of Architecture and Sculpture and also the new patterns in religious practices.

**Total No. of Lectures: 75**

<b>Unit 1</b>	<b>North India: Post Gupta period</b>	<b>20</b>
1.1	Early medieval states : Legitimation of Kingship, Brahmanas and Temples, Royal Genealogies and Rituals.	
1.2	Emergence of Major Political Dynasties : Gurjaras-Pratiharas, Rashtrakutas and Palas	
1.3	Eastern India : Political structure in the Post Gupta Period	
1.4	Arab and Turkish Invasion	
<b>Unit 2</b>	<b>Peninsular India</b>	<b>20</b>
2.1	Pallavas and the Chalukyas : Polity	
2.2	Cholas : Society and Polity	
2.3	Trade and Commerce : Chola Maritime Network	
2.4	Debates on the nature of South Indian States : Segmentary State	
<b>Unit 3</b>	<b>Society and Culture in the Post Gupta Period</b>	<b>20</b>

- 3.1 Proliferation of Jatis , Rajputisation
- 3.2 Royal Land Grants and Agrarian Expansion
- 3.3 Changing Urban Patterns & Currency Problem
- 3,4 Debates of Feudalism in Indian History

#### **Unit 4 Culture**

**15**

- 4.1 Languages and Literature : Sanskrit, Tamil
- 4.2 Islamic Intellectual Tradition : Al Biruni
- 4.3 Temple Architecture and Sculpture : Regional Variation
- 4.4 Religious Practices and ideas : New Patterns in Buddhism and Jainism, ascendancy of Tantric Buddhism ; Tantrism and Bhakti Movement in Southern India

#### **Essential Readings :**

1. Chakravarty , Ranabir : *Exploring Early India up to AD 1300* ,(2010) Macmillan
2. Chattopadyhaya , B.D. : *The Making of Early Medieval India*, 2012, Oxford University,Press
3. Mukhia, Harbans : *The Feudalism Debate*, 1999, Manohar Publishers
4. Sharma , R.S. : *Indian Feudalism*,2009,Macmillan
5. Sharma, R.S. : *Early Medieval Indian Society*,2003, Orient Blackswan.
6. Singh , Upinder : *A History of Ancient and Early Medieval India*,
7. Thapar, Romila : *Early India* , 2004, University of Oxford India Press
8. Veluthat, Kesavan : *The Political Structure of Early Medieval South India* 1993,Orient Blackswan.

**U.G. 3<sup>rd</sup> SEMESTER**  
**HISTORY OF EUROPE (14<sup>th</sup> to 17<sup>th</sup> Century CE)**  
**Paper Code: HST 302C**  
**Credits 6 (5+1+0)**

**Course Objectives:** The Course will help the students to

- Analyze the major political, economic, and social developments in Europe between the 14<sup>th</sup> and 17<sup>th</sup> centuries and their impact on the continent's history.
- Evaluate the role of key historical figures, events, and movements in shaping Europe's cultural and intellectual landscape during this period.

**Course outcome:** Upon completion of this course, the students would

**CO1:** Understand and discuss the ideas and institutions that shaped modern Europe.

**CO2:** Understand and analyze the social and economic transformations in Europe, in both the theoretical and empirical spheres

**Total No. of Lectures: 75**

**Unit 1 Europe in the 15<sup>th</sup> Century** **20**

- 1.1 Renaissance: Meaning, Background and impact
- 1.2 Reformation; Counter-Reformation
- 1.3 The Scientific Revolution; various aspects
- 1.4 Enlightenment; Kant
- 1.5 Critique of the 'Enlightenment'
- 1.6 Condition of the common masses;

**Unit 2 Political Patterns** **20**

- 2.1 Warfare
- 2.2 The Thirty Years War

- 2.3 The Peace of Westphalia; Consequences
- 2.4 Absolutism; various aspects of absolutism
- 2.5 Enlightened Despotism in Russia, Prussia and Austria-Hungary
- 2.6 Civil War in England; the English 'exception'.

**Unit 3 Economic Transitions** **10**

- 3.1 Colonialism
- 3.2 New trading enterprises
- 3.3 The Trans-Atlantic Slave Trade
- 3.4 Rise of mercantilism

**Unit 4 Theoretical debates** **15**

- 4.1 Capitalism
- 4.2 Transition from feudalism to capitalism; Maurice Dobb, Eric Hobsbawm
- 4.3 The Brenner debate; various aspects
- 4.4 Critique of the Brenner debate; Le Roy Ladurie

**Unit 5 Cultural History of Modernity** **10**

- 5.1 Modernity; different aspects
- 5.2 Print capitalism; printing and printing technology
- 5.3 Books as commodity; Books as factor for change
- 5.4 Religion and natural philosophy
- 5.5 Magic and Witch-craft
- 5.6 Popular protests: food riots, Jacquerie

**Essential Readings:**

1. Anderson, Perry (2013), *Passages from Antiquity to Feudalism*, London: Verso
2. Anderson, Perry (1979), *Lineages of the Absolutist State*, London: Verso

3. Aston, T.H. & C.H.E. Philpin (2005). *The Brenner Debate*, Cambridge University Press
4. Cameron, E. (2001), *Early Modern Europe*, Oxford University Press
5. Hilton, Rodney (2009), *The Transition from Feudalism to Capitalism*, Aakar Books
6. Merton, Robert (1938), “Science, Technology and Society in Seventeenth Century England”, *Osiris*, Vol. IV

**U.G. 3<sup>rd</sup> SEMESTER**  
**HISTORY OF INDIA (1200 TO 1500 CE)**

**Paper Code : HST 303C**

**Credit: 6 (5+1+0)**

**Course Objective:** The Course will help the students to

- Learn and form an idea on the developments preceding the establishment of the Delhi Sultanate and political ideologies, institutions and experiments carried out during the Sultanate period.
- Examine the social transitions, cultural developments, and also the multiple forms of economic transactions and trade interaction within India and outside of it.

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

**CO1:** Develop the capacity to identify in a detailed manner the nuances of the political, socio- economic and cultural transitions that India experienced during the period under study.

**CO2 :** Understand the institutional framework and ideological underpinnings through

which the Sultanate expanded and consolidated their power in India and also the political developments in various regions of India following the collapse of the Delhi sultanate

**Total No of Lectures:75**

**Unit 1 Sources and Interpretation. 15**

- 1.1 Persian, Tarikh Tradition : Chachnama, Tabaqat-i-Nasiri, Tarikh-i-Firoz Shahi, Amir-Khusroo
- 1.2 Accounts of Foreign Travellers.
- 1.3 Epigraphic Numismatics and Architectural Sources.

**Unit 2 Political Structure and Institutions. 20**

- 2.1 Establishment and Expansion of Delhi Sultanate
- 2.2 Theories of Kingship and Legitimization of authority
- 2.3 State and Administration
- 2.4 Decline of the Sultanate and

**Unit 3 Rise of Provincial Kingdom in the 15<sup>th</sup> CE. 15**

- 3.1 Vijaynagar and Bahmani Kingdoms.
- 3.2 Gujarat, Malwa, Jaunpur, Bengal.
- 3.3 The Lodi Dynasty.

**Unit 4 Economy in the Sultanate Period. 15**

- 4.1 Agriculture – Technology, Irrigation, Crops
- 4.2 Agrarian Relations – Peasants and Rural Intermediaries
- 4.3 Land Ownership – Survey and Measurements, Revenue Free Grants
- 4.4 Trade and Commerce
- 4.5 Urbanization and Urban Centres

**Unit 5 Religion, Society and Culture. 10**

- 5.1 Sufi silsilas – Chisti and Surhawardis
- 5.2 Bhakti Saint Traditions – Kabir, Nanak, Warkari and Jagannath Cult
- 5.3 Gender Roles
- 5.4 Art and Architecture

**Essential Readings :**

1. Satish Chandra : *From Sultanate to the Mughals*, Har Anand Publication, 1999.
2. Tapan Roy Choudhury and Irfan Habib : *Cambridge Economic History of India*, Volume-I, Orient Blackswan, 1982.
3. R.M. Eaton (edit), *India's Islamic Traditions -711-1750 AD*, Oxford University, New Delhi.
4. M. Juneja (edited) – *Architecture in Medieval India, Forms, Context, Histories*, New Delhi, Permanent Block.
5. Peter Hardy : *Historians of Medieval India Luzac and Company Ltd.*, London, 1996.

**U.G. 3<sup>rd</sup> SEMESTER**  
**GE 3 Environmental History of India**  
**Credits 6(5+1)**

**Course Objectives:** This course will help the students to

- Understand the concept of environment as factor in historical processes
- Assess the broad outline of environmental history of the subcontinent from ancient to modern period.

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

**CO 1** Evaluate the role played by environmental factors in the history human civilisation.

**CO 2** Analyse the impact of Civilization on nature.

**CO 3** Interpret the colonial forest policies and the environmental movements in the post- colonial period.

**Total No. of Lectures: 75**

<b>Unit 1</b>	<b>Introduction</b>	<b>10</b>
1.1	Definition and Concept.	
1.2	Human – Environment Interface in India Pre-History to Modern Times.	
<b>Unit 2</b>	<b>Pre – Colonial India</b>	<b>10</b>
2.1	Ecology and Decline of Harappa Civilisation.	
2.2	Deforestation in Ancient India.	
2.3	Economy and Environment.	
<b>Unit 3</b>	<b>Colonial India</b>	<b>20</b>
3.1	Colonial Forest Legislations : Indian Forest Act. 1865, 1878 and 1927.	



- 3.2 Colonial Forest Policy : Debates and Categorisation of Forest (Renewed, Protected and village Forest)
- 3.3 Impact of Colonial Forest Policy : Hunting – Food – Gathering, Economy, Shifting Agriculture and Plough Agriculture.

**Unit 4 Early Environmentalism in India 20**

- 4.1 Gandhian view of the simple life
- 4.2 An ideal village-Gandhi's prosaic, down to earth description of his an ideal Indian village

**Unit 5 Post-Colonial India 15**

- 5.1 Development and Environmental Conflicts : Chipko Movement, Narmada Bachao Andolan.
- 5.2 Forest Policy and its impact.
- 5.3 Floods, Dams and Displacement.
- 5.4 Environment and Globalisation : Bhopal Gas Tragedy and Green Revolution.

**Essential Readings:**

- Arnold, D and R Guha : *Nature, Culture, Imperialism : Essays and Environmental History of South Asia, 1996.*
- Rangaraj, M : *Environmental Issues in India, Pearson, 2007.*
- Gadgill, M and R. Guha : *This Fissured Land : Ecological History of India, OUP, 1992.*
- Guha, R. : *The Unquiet Woods, Ecological Change and Peasants Resistance in the Himalaya, 2000, Oxford University Press.*
- Guha, R. : *Environmentalism A Global History, 2000, Longman.*
- Sangwar, S. : *Nature and the Orient : The Environmental History of South and South-East Asia, 1998. Oxford University Press.*
- Martinez-Alies, J and Guha, R : *Varieties of Environmentalism : Essays North and South, 1998. London : Earthscan.*

- Sivaramkrishnan, K. (ed.) : *Ecological Nationalisms, 2006. University of Washington Press.*

## **U.G. 3<sup>rd</sup> SEMESTER**

### **SEC 1: ARCHIVES AND MUSEUMS**

**Credits 2**

**Course objectives:** The Course will help the students to-

- Understand the connotations of archives and museums
- Illustrate the different categories of archives and museums
- Appreciate the functions of archives and museums

**Course outcomes:** On completion of this course the scholars will be able to-

**CO1** Analyse the diverse functions and methods of source preservation by different categories

archives and museums.

**CO2** Discuss the policies that guide the operations of archives and museums.

**CO3** Utility of archives and museums to the society.

**CO4** Develop hands on experience of collecting and documenting primary sources in the discipline of History.

**Total No. of Lectures: 30**

**Unit 1      Definition and history of development (With special reference to India)      5**

**Unit 2      Types of archives and museums      10**

2.1      Understanding the traditions of preservation in India, collection policies, ethics and procedures

2.2	Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges treasure trove confiscations and others	
2.3	Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning	
2.4	Preservation: curatorial care, preventive conservation, chemical preservation and restoration	
<b>Unit 3</b>	<b>Museum presentation and exhibition</b>	<b>5</b>
<b>Unit 4</b>	<b>Museums, archives and society: education and communication outreach activities</b>	<b>10</b>

### **Essential Readings:**

1. *A Guide to the National Museum*, National Museum, Janpath, New Delhi, 1997.
2. Agrawal, O.P., *Essentials of Conservation and Restoration and Museology*, Delhi, 2006.
3. Choudhary, R.D., *Museums of India and their Maladies*, Calcutta: Agam Kala Prakashan 1988.
4. Guha, T. Tapati, *Monuments, Objects, Histories : Institution of Art in Colonial India*, New York, 2004.
5. Kathpalia, Y.P., *Conservation and Restoration of Archive Material*, UNESCO, 1973.
6. Mathur, S. *India by design : Colonial History and Cultural Display*, University of California, 2007.
7. Nair, S.N., *Bio-Deterioration of Museum Materials*, Calcutta: Agam Kala Prakashan, 2011.

**U.G. 4<sup>th</sup> SEMESTER**  
**Paper Code : HST 401C**  
**HISTORY OF INDIA (Circa 16<sup>th</sup> to 18<sup>th</sup> Century)**  
**Credits 6 (5+1+0)**

**Course Objectives:** The Course will help the students to

- Examine the processes behind the establishment and expansion of the Mughal state
- Develop a holistic idea on the socio-cultural developments, and also the multilayered forms of economic engagements within India and outside of it.

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

**CO1:** Understand and make an in-depth analysis of the Mughal polity, society, and economy during the period under study

**CO2:** Develop the capacity to comprehend the institutional framework, administrative system and socio- religious policies of the Mughal polity and its overall impact.

**Total No. of Lectures: 75**

<b>Unit 1</b>	<b>Sources and Historiography</b>	<b>10</b>
1.1	Historiography : Different Approaches.	
<b>Unit 2</b>	<b>The Mughal Empire</b>	<b>20</b>
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 Sul- i-Kul, Relation with Sikhs, Religious Policy of Aurangzeb towards different religious groups and institutions.

**Unit 3 The Climax of the Mughal Empire and its decline 15**

- 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, Jagirdaari Crisis and Successor States.

**Unit 4 Indian Economy- (16-18<sup>th</sup> CE) 15**

- 4.1 Agrarian and Revenue Relations : Zamindars and Peasants
- 4.2 Urban and New Trade Centres.
- 4.3 Overland and Overseas Trade.
- 4.4 The Mughal Currency.

**Unit 5 Society and Culture 15**

- 5.1 Religion and Literature
- 5.2 Mughal Architecture,
- 5.3 Music and Painting

**Essential Readings :**

1. Subramaniam, Sanjay and Alam, Mujaffar : *The Mughal State 1526-1750, 1998 Oxford University Press.*
2. Roychoudhuri, Tapan and Irfan Habib : *Cambridge Economic History of India, Vol.1, 1982, Orient Blackswan.*
3. Habib, Irfan : *Agrarian System of Mughal India 1526-1707, 2000, Oxford University, Press.*
4. Ali, Ather : *Studies in Polity, Ideas, Society and Culture, 2006, Oxford University Press.*
5. Richards, F : *The Mughal Empire, 1995, Cambridge University Press.*

**U.G. 4<sup>th</sup> SEMESTER**  
**HISTORY OF EUROPE (17<sup>th</sup> century to 1939)**  
**Paper Code: HST402C**  
**Credits: 6 (5+1+0)**

**Course objectives:** The Course will help the students to

- Examine the major political, social and economic changes in Europe from the European crisis of 17<sup>th</sup> century to the eve of World War II and to analyze their impact on the region's history.
- Explore the key themes and events that marked the history of Europe during this period, including the Industrial Revolution, the rise of nationalism and imperialism, the emergence of totalitarianism regimes, and the two World Wars and understand their relevance in shaping the modern world.

**Course outcome:** Upon completion of this Course, the students would

**CO 1:** Understand the interplay of historical forces that shaped modern Europe.

**CO 2:** Analyze and discuss the different aspects of the two Great Wars.

**Total No. of Lectures: 75**

<b>Unit 1: The New Economy</b>	<b>10</b>
1.1: The European crisis of 17 <sup>th</sup> Century	
1.2: Economic, Social and Political dimensions of the crisis	
1.3: The Enclosure Movement	
1.4: Agrarian Revolution	
1.5: Mercantilism; the mercantile companies	
1.6: The 'Prime Mover' thesis	
<b>Unit 2: The 18<sup>th</sup> Century</b>	<b>15</b>
2.1: Structure of polity and society in the 18 <sup>th</sup> century	
2.2: Parliamentary monarchy	
2.3: The 18 <sup>th</sup> Century Economy	
2.4: War and Finance in Europe	
2.5: The Industrial Revolution: England	
2.6: Critique of the Industrial Revolution	
<b>Unit 3: Liberal Democracy</b>	<b>10</b>
3.1: Liberalism; J.S. Mill	
3.2: Parliamentary Democracy	
3.3: Civil Liberties; England, France and Russia	
3.4: Social protests; food riots, Luddites, Chartism	
3.5: Democratic experiments in Germany, German Social Democracy	
3.6: Liberalism and empire-building	
<b>Unit 4: Rise of nationalism and nation-states</b>	<b>15</b>
4.1: Theory of nationalism	
4.2: Perennialism; Anti-Perennialism	
4.3: Transformation of nationalism (1817-1918)	

- 4.4: State and Nation
- 4.5: Capitalism and nationalism
- 4.6: Italy and Germany as nation-states

**Unit 5: Imperialism, Crisis and war (1880-1939) 15**

- 5.1: Imperialism; alliances; power blocs; expansion of empires
- 5.2: The Great War of 1914-1918; memories of the Great War
- 5.3: Wilson's 14 Points; Treaty of Versailles; League of Nations
- 5.4: The interwar period; expansion of democracy
- 5.5: The Economic Crisis of 1929; consequences; New Deal
- 5.6: Fascism in Italy and Germany; Spanish Civil War; origins of the Second World War

**Unit 6: Cultural and Intellectual developments 10**

- 6.1: Changing contexts: notions of culture, creation of a public sphere and mass media
- 6.2: Charles Darwin; influence; Social Darwinism
- 6.3: Culture and making of ideologies:
- 6.4: Construction of race, class and gender

**Essential Readings:**

1. Arendt, Hanna (2017), *The Origins of Totalitarianism*, Penguin Books
2. Evans, Richard J. (2017), *The Pursuit of Power*, Penguin Books
3. Ferguson, Niall (1999), *The Pity of War*, Penguin Books
4. Hobsbawm, Eric (2003), *The Age of Revolution*, Abacus
5. Hobsbawm, Eric (2008), *The Age of Capital*, Abacus
6. Hobsbawm, Eric (2007), *The Age of Empire*, Abacus

**U.G. 4<sup>th</sup> SEMESTER**  
**HISTORY OF ASSAM : STATE AND POLITY**

**(Earliest Times to 18<sup>th</sup> Century)**

**Paper Code : HST 403C**

**Credits 6(5+1+0)**

**Course Objectives:** The course will help the students to

- Learn the history of Assam from pre-historic period.
- Interpret the various sources of early and medieval period
- Evaluate the political processes of different states from the early to the medieval period.

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

**CO1:** Understand the political history of early and medieval Assam.

**CO2:** Assess the Ahom- Mughal conflict in the 17<sup>th</sup> century.

**CO3:** Identify the crisis in the Ahom State in the 18<sup>th</sup> century.

**Total No. of Lectures : 75**

<b>Unit 1: Pre- Historic Period</b>	<b>10</b>
1.1 Geographical Setting; Migration,	
1.2 Archaeological Evidences	
<b>Unit 2: Sources of Early Assam</b>	<b>10</b>
2.1 Archaeology	
2.2 Literary	
2.3 Inscriptions	



<b>Unit 3:</b>	<b>Outlines of Early State Formations</b>	<b>10</b>
3.1	The Kamarupa State	
3.2	Polity	
3.3	Administration	
<b>Unit 4:</b>	<b>The Ahom State Formation</b>	<b>15</b>
4.1	Sukapha and Ahom State	
4.2	Expansion of the Ahom State : 16 <sup>th</sup> and 17 <sup>th</sup> Century	
4.3	Ahom and Mughal Political Relations	
4.4	Ahom State and Relationship with Hill Areas	
<b>Unit 5:</b>	<b>Other State Formation in Assam</b>	<b>15</b>
5.1	Chutiya State Formation	
5.2	Dimasa State Formation : Phases and Transformation	
5.3	Koch Kingdom	
<b>Unit 6:</b>	<b>Political Development in the 18<sup>th</sup> Century</b>	<b>15</b>
6.1	Politics in the first half of the 18 <sup>th</sup> Century	
6.2	Crisis of the Ahom State : Moamoria Uprisings	
6.3	Expedition of Captain Welsh to Assam	

**Essential Readings:**

1. Barpujari, H.K. (ed) : *The Comprehensive History of Assam, Vol. I, II & 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, New Delhi
4. Bhuyan, S.K.(ed) : *Tungkhungia Buranji*, DHAS, Guwahati, 1932  
---- : *Kachari Buranji*, DHAS, Guwahati, 1936  
--- : *Kamrupar Buranji*, DHAS, Guwahati, 1958
5. Guha, Amalendu : *Medieval and Early Colonial Assam : Society, Polity and Economy*  
1991

6. Bhuyan, S.K. : Anglo-Assamese Relations,1974, Lawyers Book Stall, Guwahati
7. Barua, S.L. : A Comprehensive History of Assam,1985,Munshiram Manoharlal, New Delhi

**U.G. 4<sup>th</sup> SEMESTER**  
**GE 4: WORLD POLITICS (1945-1990)**  
**Credits 6(5+1+0)**

**Course objectives:** This Course will help the students to-

- Classify the historical trends in interpreting the Cold War
- Identify the major political developments in the world in the aftermath of World War 2 which include wars, treaties, alliances, diplomatic relations, disintegration of political units

**Course outcomes:** Upon completion of this course the scholars will be able to-

- CO1** Analyse the historical processes of global politics in the period after Second World War
- CO2** Assess the nuances of political, economic and diplomatic relations that defined the post- World War 2 situations.
- CO3** Evaluate the major developments in the diplomatic area on matters pertaining to disarmament and negotiating rival alliance systems.

**Total No of Lectures: 75**

<b>Unit 1</b> History, Politics, Ideology and Historiography of Cold War	<b>10</b>
<b>Unit 2</b> Cold War in Europe : The Berlin Crisis	<b>10</b>
<b>Unit 3</b> Cold War in Asia and Latin America – Korean War, Vietnam War, West Asia, South Asia, Formation of SEATO, Cuban crisis, Chile	<b>10</b>

<b>Unit 4</b> Sino-Soviet Relations : From Alliance to Antagonism	<b>7</b>
<b>Unit 5</b> Coming of the Détente – Shanghai Communique and Nuclear Disarmament	<b>8</b>
<b>Unit 6</b> The Non Aligned Movement ; Its Origins and Evolution	<b>10</b>
<b>Unit 7</b> Islamism, Iran, Afghanistan (1978-89)	<b>10</b>
<b>Unit 8</b> Collapse of Communism in Eastern Europe , the breakup of Soviet Union and Yugoslavia	<b>10</b>

**Essential Readings:**

1. Calvocoressi , Peter (2008), *World Politics since 1945*, Longman Publishing Group
2. Goldstein, Joshua (2009), *International Relations*, Pearson
3. Hobsbawm, Eric (1995), *Age of Extremes*, Abacus
4. Lowe, Norman (1997), *Mastering World History*, Macmillan India
5. Mathur & Jain (2019), *A History of the modern World (1500-2000AD)*, JMP

**U.G. 4<sup>th</sup> SEMESTER**  
**SEC 2: Research Writing in History**

**Credits: 2**

**Course Objectives:** The Course will help the students to-

- Understand the basics in historical research writing.
- Comprehend the scope and limitations of the various primary sources used by historians.
- Build up historical arguments

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

**CO1** Identify, analyse and compare the different categories of historical sources

**CO2** Understand the nuances in research writing which will be a stepping stone for pursuing research in future.

**CO3** Design a research proposal methodically

**Total No of Lectures: 30**

**Unit 1 Introduction to Historical Sources: Source criticism** **15**

1.1 Introduction to Historical research; Primary & Secondary Source

1.2 Written Sources (Texts, Archives, Inscriptions)

1.3 Visual Sources (Art, Architecture, Photographs, Maps)

1.4 Oral Sources

1.5 Archaeological Sources

**Unit 2 Basics in Research writing** **15**

2.1 Writing a synopsis: Introduction, Aim, Methodology, Review of literature, Tentative chapters

## 2.2 Referencing, footnotes and bibliography

### Essential Readings:

1. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*: Pearson Longman, Delhi, 2008.
2. Ritchie, Donald: *Doing Oral History: A Practical Guide*, Oxford University Press, 2003.
3. Ray N R *et al*; *A Source Book of Indian Civilization*, Orient Longman; 2002
4. Aquil, Raziuddin and Chatterjee, Partha (Edited): *History in the Vernacular*, Permanent Black, New Delhi.
5. Ali, M Athar: *Mughal India: Studies in Polity, Ideas, Society, and Culture*, Oxford University Press, New Delhi.
6. Thakurta, Tapati Guha: *Monuments, Objects, Histories*, Permanent Black, New Delhi.
7. Marwick A; *The New Nature of History*, Palgrave Macmillan, London, 2001
8. [www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

**U.G. 5<sup>th</sup> SEMESTER**  
**HISTORY OF INDIA (1757 TO 1857)**

**Paper Code: HST 501C**

**Credits 6(5+1+0)**

**Course Objectives:** The Course will help the students to

- Learn about the political, economic and social conditions prevailing in India in the 18<sup>th</sup> century which aided the British to lay the foundation of its empire in the Indian subcontinent.
- Examine the ideologies and the institutions which helped the colonial state in consolidating its rule in India.
- Interpret the economic and the social impact India experienced during the first hundred years of the colonial rule in India.

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

**CO1:** Develop the capacity to understand the diverse aspects of the colonial rule and the process of colonial state formation in India.

**CO2:** Identify and delineate the socio-economic and political changes ushered by colonial rule in India.

**Total No. of Lectures: 75**

**Unit 1 : India in the mid 18<sup>th</sup> Century – Society, Economy, Polity and Culture      10**

1.1      Issues and Debates, Continuity and Change

1.2      Emergence of Regional Powers

1.3      Foundation of the East India Company-Rivalry with French East India Company– The Carnatic wars

**Unit 2 : Conflict and Collaboration 10**

- 2.1 Economic and Military Dimension of colonial expansion – Bengal, Mysore, Maratha, Sikh, Awadh
- 2.2 The Subsidiary Alliance System
- 2.3 The Doctrine of Lapse

**Unit 3: Colonial State and Ideology – Emergence of the Company State 10**

- 3.1 Imperial Ideologies – Orientalism, Utilitarianism, Evangelicalism, Question of Race
- 3.2 The India Civil Service, the colonial army military culture and recruitment

**Unit 4: Parliament and the Empire 10**

- 4.1 Regulating the affairs of the East India Company's territorial possessions in India by the British Parliament.
- 4.2 The Regulating Act of 1773.
- 4.3 Pitt's India Act, 1784.
- 4.4 The Charter Act of 1792
- 4.5 The Charter Act of 1813
- 4.6 The Charter Act of 1833
- 4.7 The Charter Act of 1853
- 4.8 The Government of India Act 1858.

**Unit 5 : Law and Education 10**

- 5.1 Evolution of Law and Colonial Courts
- 5.2 Indigenous and Colonial Education: Institution and medium of instruction

<b>Unit 6 :</b>	<b>Economy under the Colonial State</b>	<b>10</b>
6.1	Land Revenue System and Agrarian Relations	
6.2	Commercialization, Indebtedness, Famines	
6.3	Forest and Pastoral Economy	
6.4	Question on De-industrialization	
6.5	Foreign Trade	
<b>Unit 7:</b>	<b>Cultural Change and Socio-Religious Reforms</b>	<b>8</b>
7.1	Reforms and Revival – Brahmo Samaj, Prarthana Samaj, Ramkrishna Mission, Wahabi Movement, Aligarh Movement, Joytiba Phule, Arya Samaj	
7.2	Debates around Gender and Caste	
<b>Unit 8 :</b>	<b>Popular Resistance</b>	<b>7</b>
8.1	Santhal Uprising (1856)	
8.2	The uprising of 1857	

**Essential Readings:**

1. Shekhar Bandhopadhyay : *From Plassey to Partition, A History of Modern India*, Orient Blackswan, New Delhi – 2004.
2. T.R. Metcalfe : *Ideologies of the Raj*, 2001, Cambridge University Press.
3. P.J. Marshall : *The Eighteenth Century in Indian History, Revolution or Evolution*, and University Press, 2005.



4. B. Cohn : *Colonialism and its forms of knowledge* ,Princeton University Press, New York, 2006
5. Ranajit Guha : *Elementary Aspects of Peasant Insurgency in Colonial India* Oxford University Press, New Delhi
6. Kenneth Jones : *Socio-Religious Reforms Movement in British India*, New Cambridge Press, 1986
7. Bipan Chandra, *Essays on Colonialism*, Permanent Black, 2006
8. Tirthankar Roy : *An Economic History of India* OUP, 2005
9. C.A. Bayly : *India Society and the Making of the British Empire, The New Cambridge History of India, Volume-II-I*, Cambridge University Press
10. C.A. Bayly : *Rulers, Townsman, Bazar, North Indian Society in the age of British Expansion, 1770-1870*

#### **U.G. 5<sup>th</sup> SEMESTER**

#### **POPULAR RESISTANCE, NATIONALISM AND FREEDOM STRUGGLE IN INDIA**

**Paper Code : HST 502C**

**Credits 6 (5+1+0)**

**Course Objectives:** The Course will help the students to

- Identify the historiographical issues and debates within writings on Indian nationalism.
- Analyse the different dynamics of Gandhian phase of the Movement.
- Asses the voices of the different groups in the National movement more particularly from the subaltern classes.
- Evaluate the final phase of the National Movement which ended with India's independence and its partition.

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

:

**CO1** Demonstrate fair knowledge of historiography of Indian nationalism

**CO2** Distinguish the genesis and growth of the national movement in India

**CO3** Evaluate the diverse trends of the National movement leading to India's independence

and partition.

**Total No. of lectures: 75**

<b>Unit 1</b>	<b>Historiography of Indian Nationalism:</b>	<b>10</b>
1.1	Schools and Debates	
<b>Unit 2</b>	<b>Nationalism: Early Phase; Constitutional Developments</b>	<b>15</b>
2.1	Foundation of Indian National Congress and the Moderate Phase	
2.2	Partition of Bengal and the Swadeshi Movement	
2.3	Local Self-Government Act, 1882, Morley-Minto Reforms 1909, Montague Chelmsford reforms, 1919	
<b>Unit 3</b>	<b>Rise of Gandhi</b>	<b>15</b>
3.1	Gandhi's Hind Swaraj and Critic of Western Civilization	
3.2	Gandhi: Khadi and Women	
3.3	Gandhian Mobilisation: Kheda, Chamaparan	
3.4	Non-Cooperation, Civil Disobedience Movement	

## **Unit 4: Different Trends in National Movement**

**20**

- 4.1 Capitalists and Workers
- 4.2 Revolutionary Activities in the Inter War Period
- 4.3 Dalit Movements
- 4.4 Left Politics and Socialists
- 4.5 State People's Movements

## **Unit 5: Towards Independence and Partition of India**

**15**

- 5.1 Constitutional Developments: Act of 1935
- 5.2 Growth of Hindu Fundamentalism and Muslim Separatism.
- 5.3 Quit India Movement
- 5.4 Proposing Independence: Wavell Plan and Cabinet Mission
- 5.5 Demands for Pakistan: Responses of the Congress and the Raj
- 5.6 Partition Politics and Independence

### **Essential Readings:**

1. Judith Brown, *Gandhi's rise to Power; 1915-22*. 1972, Cambridge University Press.
2. Bipan Chandra, *Nationalism and Colonialism in Modern India*, 1979. Orient Longman.
3. Sumit Sarkar, *Modern India, 1885-1947*. 1989. Macmillan.

### **Further Readings:**

1. Bipan Chandra, *Rise and Growth of Economic Nationalism in India*. 2010. Har Anand Publications.

2. Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*. 2010, GBD books.
3. Ranajit Guha, ed., *A Subaltern Studies Reader*. 1997, University of Minnesota Press.
4. P. T. Hardy, *Muslims of British India*. 1972, Cambridge University Press.
5. Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*. 1993, Oxford University Press.
6. D.A. Low, ed., *Congress and the Raj*. 1977, Heinemann Educational Books, Delhi.
7. John R. McLane, *Indian Nationalism and the Early Congress*. 1977. Princeton University Press.
8. Jawaharlal Nehru, *An Autobiography*. 1962, Allied Publishers.
9. Gyanendra Pandey, *The Construction of Communalism in colonial north India*. 2012, Oxford University Press.
10. Anil Seal, *Emergence of Indian Nationalism*. 1968, Cambridge University Press.

### **U.G. 5<sup>th</sup> SEMESTER**

#### **DSE 1: BASICS IN HISTORICAL METHODS**

**Credits 6 (5+1+0)**

**Course Objectives:** The Course will help the students to:

- Understand the basics in historical Methods, Concepts and Trends.
- Appraise students with the historiographical trends within Indian historical writings.
- List primary and secondary historical sources for the purpose of research.

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

**CO1** Define the basic concepts within the discipline of History

**CO2** Analyze the different historiographical issues within the Discipline

**CO3** Categorize and interpret different genres of historical sources

**Total Number of Lectures: 75**

<b>Unit 1</b>	<b>Basics in Historical Methods</b>	<b>20</b>
1.1	Understanding History: Meaning and Scope	
1.2	Historical Objectivity: Facts and Historical Facts	
1.3	Positivism and History	
1.4	Causation and Generalisation in History	
<b>Unit 2</b>	<b>Development within Historical Methods</b>	<b>20</b>
2.1	Marxism: Historical Materialism and History from below	
2.2	Annales: Total History, Time and History, History of Mentalities	
2.3	Post Modernism: Understanding Foucault	
<b>Unit 3</b>	<b>Schools of Historiography in Indian History</b>	<b>20</b>
3.1	Colonial: James Prinsep; James Stuart Mill	
3.2	Nationalist: R.C. Mazumdar.	
3.3	Marxist: D.D. Kosambi, Amalendu. Guha	
3.4	Subaltern Historiography: Ranajit Guha	
<b>Unit 4</b>	<b>Understanding and Interpreting Historical Sources</b>	<b>15</b>
4.1	Understanding Sources: Textual, Oral, Visual, Archaeological and Archival	
4.2	Understanding Primary and Secondary Sources	
4.3	Learning to write a research proposal/synopsis	

**ESSENTIAL READINGS:**

1. Carr, E.H.: *What is History*, 2008, Penguin.
2. Collingwood, R.G.: *The Idea of History*, Oxford University Press, 1994.
3. Bloch, M.: *The Historian's Craft*, 1992, Manchester University Press
4. Marwick, Arthur, *The New Nature of History*, 2001, Lyceum Books
5. Burke, Peter: *New Perspectives on Historical Writing*, 2001, Pennsylvania University Press.
6. Sreedharan, E: *Text Book of Historiography*, 2004, Orient Blackswan

## U.G. 5<sup>th</sup> SEMESTER

### DSE 2: GENDER IN INDIAN HISTORY

Credits 6(5+1+0)

**Course Objectives:** The Course will help the students to

- Introduction to the concept of gender within historical processes.
- Brief overview of developments within gender roles from the ancient, medieval and modern periods of Indian history

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

**CO1** Ability to distinguish the changing pattern of gender relations

**CO2** Develop an understanding of gender relations in Indian history in connection to the socio-economic and political processes, from the ancient to modern times within the sub continent.

**Total No. of lectures: 75**

**Unit 1: Themes and Concepts** **15**

1.1 Gender as a tool of Historical Analysis.

1.2 Understanding Structures of Patriarchy.

1.3 Historiography.

**Unit 2: Gender in Ancient India** **15**

2.1 Gender in Political Spaces.

2.2 Gender in Economic Process : Material Production, Property Relations, Patronage.

2.3 Gender within Society : Varna, Jati, Household, Sexuality and Marriage.

2.4 Gender within religion and culture.

**Unit 3: Gender in Medieval India** **15**

3.1 Woman and Power in Delhi Sultanate : Raziya Sultan.

3.2 Political Process, Law and Gender in Mughal India.

3.3 Mughal Harem, Household and Family.

**Unit 4: Gender in Colonial India** **15**

4.1 Gender and everyday violence in colonial India 41

4.2 Social Reforms and the women question

**Unit 5: Indian Women, anti-colonial Struggle and partition** **15**

5.1 Women in the Indian Freedom movement: mainstream and subaltern

5.2 Women and partition

**Essential Readings :**

1. Altekar, A.S. : *The Position of Women in Hindu Civilization, 2 nd 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. Jaggari, (1983) : *Feminist Politics and Human Nature, New Jersey.*

12. Rowbotham, S. (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.*
19. Butalia, U: *The Other side of Silence, Penguin, 1998*

**U.G. 6<sup>th</sup> Semester**

**Paper Code: HST601C**

**HISTORY OF CONTEMPORARY INDIA (1947-1990s)**

**Credits 6 (5+1+0)**

**Course objectives:** The course will help the students to

- Critically examine the political, social and economic developments in India from its independence in 1947 to the 1990s.
- Explore the major events and movements that marked the history of contemporary India, including the Nehruvian socialism, the Green Revolution, the liberalization of the Indian economy, and the growth of regional politics, and to understand their significance in shaping modern India.

**Course outcome:** Upon completion of this Course, the students would

**CO1** Have a holistic understanding of the various events in the post-independent era and analyze them.

**CO2** Develop the ability to compare and discuss the various strands of political, social and economic thoughts at work in modern India .



<b>Unit 1 Independence</b>	<b>10</b>
1.1 The Indian Independence Act, 1947	
1.2 Partition, Migration and Rehabilitation	
1.3 Integration of Princely States	
1.4 Hyderabad, Junagadh and Kashmir	
1.5 Internationalization of the Kashmir issue	
<b>Unit 2 Birth of a Nation:</b>	<b>15</b>
2.1 The Constituent Assembly; Framing of the Indian Constitution	
2.2 Electoral Politics; General Elections of 1952 and 1957	
2.3 The Nehruvian Vision: Democracy, Secularism and Socialism	
2.4 the Hindu Code Bill Controversy	
2.5 Communal Riots in post-Independent India	
2.6 The Communist challenge; suppression	
<b>Unit 3 The Early Years:</b>	<b>15</b>
3.1 Reorganization of States;	
3.2 Genesis of India's Foreign Policy	
3.3 Non-Aligned Movement	
3.4 Indo-China War; genesis; consequences	
3.5 Indo-Pakistan War of 1965	
3.6 Indo-Pakistan War of 1971; the birth of Bangladesh	
<b>Unit 4 Economy</b>	<b>15</b>
4.1 The logic of a planned economy; critique	
4.2 Agriculture; land reforms; Bhoodan	
4.3 The Five Year Plans	
4.4 The Mahalanobis Plan; Industrialization	
4.5: Large dams; displacement	
4.6: The Green Revolution; Critique	

## **Unit 5 Domestic Politics**

**10**

- 5.1 The Naxalbari Uprising; consequences
- 5.2 Regional Polity: Tamil Nadu; Dravida Politics; C.N. Annadurai
- 5.3 India's Nuclear Programme; explosion of 1974
- 5.4 The Emergency (1975-77);
- 5.5 The Left: Kerala, West Bengal and Tripura
- 5.6 Dalit Identity and political mobilization; Bahujan movement

## **Unit 6 Politics in the 1980s and 1990s**

**10**

- 6.1 Secessionism: Mizoram, Nagaland, Assam, Punjab, and Kashmir
- 6.2 The Ram Temple movement; BJP
- 6.3 Foreign Policy: Sri Lanka; Maldives
- 6.4 Liberalization of economy; consequences
- 6.5 Nuclear Explosions of 1998
- 6.6 Kargil conflict (1999); implications

### **Essential Readings:**

1. Brass, Paul (1990), *The Politics of India since Independence*, Oxford University Press
2. Chandra, Bipan (2011), *India since Independence*, New Delhi: Penguin
3. Guha, Ramachandra (2007), *India after Gandhi*, New Delhi: Macmillan
4. Jaffrelot, Christophe & Pratinav Anil (2021), *India's First Dictatorship*, Harper Collin
5. Jaffrelot, Christophe (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India*, London: Hurst
6. Mehta, Pratap Bhanu (2003), *The Burden of Democracy*, Gurgaon: Penguin Books
7. Nariman, Fali S. (2006), *India's Legal System: Can it be saved?* Gurgaon: Penguin Books
8. Omvedt, Gail (2011), *Dalits and the Democratic Revolution*, New Delhi: Sage Publications

**U.G. 6<sup>th</sup> SEMESTER**  
**Contemporary History of Northeast India (1947-1990's)**

**Paper Code: HST602 C**

**Credits 6 (5+1+0)**

**Course Objectives:** The course will help the students to

- Identify the impact of the Indian National movement and the political developments in Assam.
- Interpret the development of Northeast India in the post-independence period
- Evaluate the issues relating to the movement for separate state.

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

**CO1:** Have an understanding about how the perception of Indian Government's apathy towards the multiple concerns of the Northeast region led to an undercurrent of separatist tendencies.

**CO2:** Analyse the problems of perpetual insurgency.

**Total No of Lectures:75**

<b>Unit 1 Legacy of the National Movement</b>	<b>15</b>
1.1 Character of the National Movement	
1.2 Economic Underpinning of the National Movement	
1.3 Political Norms	
1.4 Nation-in Making	
<b>Unit 2 Gopinath Bordoloi and Assam Politics(1946-1950)</b>	<b>15</b>
2.1 Bordoloi and the Grouping Scheme	
2.2 Bordoloi and immigration problem	
2.3 The Central Government and Bordoloi Ministry	

2.4 Contribution as a Chief Minister

**Unit 3 Movement for separate State 15**

3.1 Nagaland

3.2 Mizoram

3.3 Manipur

**Unit 4 Insurgencies in North-East 15**

4.1 The NSCN

4.2 Emergence of MNF

4.3 Rise and fall of ULFA

**Unit 5 The Assam Movement 15**

5.1 Background

5.2 Development

5.3 The Assam Accord

**Essential Readings:**

1. Saikia, Yasmin, Amit R. Baishya ( ed) *North East India*, Cambridge University Press
2. Barooah, K. Nirode : *Gopinath Bordoloi and Nehru's Centre* ,2010
3. Paswan, N(ed), *North East India, Conflict and Development*, Akansha Publishing House, New Delhi, 2017
4. Hajarika, Sanjay, *Strangers of the Mist* , Penguin Books, 1994
5. Chandra , Bipan & et.al , *India since Independence (relevant chapters)*, 2000
6. Barpujari, H.K., *North-East India: Problems , Policies and Prospects*, Spectrum Publications, Guwahati, 1998
7. Chaube, S ,K. *Hill Politics in North East India*, Orient Longman, 1973

## U.G. 6<sup>th</sup> SEMESTER

### DSE 3: HISTORY OF MODERN ASSAM (1826-1947)

**Credits 6 (5+1+0)**

**Course Objectives:** The course will help the students to

- Understand the various stages of colonial penetration in Assam.
- Examine and analyse the response and reaction of the people to the far reaching political, economic and social changes that occurred due to Assam's interface with colonialism.

**Course outcome:** Upon completion of this Course, the students would

**CO1** Understand the far reaching changes Assam experienced as a result of its coming under the political domination of the British.

**CO2** Identify the process and development of modern political consciousness and its manifold crystallization during the 19<sup>th</sup> and 20<sup>th</sup> century.

**Total No. of Lectures: 75**

**Unit 1 Beginning of colonial penetration. 20**

- 1.1 British interests in the region-
- 1.2 Treaty of Yandabo-Military Occupation of the land-Annexation of Lower Assam 1828, anti-colonial uprisings.
- 1.3 Restoration of Ahom monarchy in Upper Assam-Treaty with Ahom Raja Purandar Singha, Annexation of Upper Assam 1838.
- 1.4 Administration of David Scott, Cracroft, T C Robertson, Francis Jenkins.
- 1.5 Rebellions, Subjugations and Annexations by the British on Khasis, Khamtis, Singphos, Matakis, Lushais, Garos, Nagas, Jaintias, Cachar, Manipur.
- 1.6 A J Moffatt Mills Visit to Assam-Anandaram's Petition, Maniram's Petition, Repercussions of Revolt of 1857 on Assam-the conspiracy of Maniram Dewan, Peali Barua, Kandarpeswar Singha, Trial-Significance of February 26, 1858.
- 1.7 Peasant Uprising-Phulaguri, Rangia, Lachima, Patharughat-Rajmels and their significance.

## **Unit 2 Nationalist Patterns**

**20**

2.1 Growth of political awareness, Nationalist consciousness, *Sarbajanik Sabhas*, Assam Association, its links with Indian National Congress and participation.

2.2 Detachment from Bengal Presidency, Constitution of Chief Commissioners Province, Learning to Govern, Legislative Councils, debates and discussions on grazing and opium-role of Manik Chandra Baruah, Phanidhar Chaliha etc.

2.3 Partition of Bengal, Eastern Bengal and Assam, Council Act of 1892 and Assam, Swadeshi and its impact on Brahmaputra and Surma valleys, Annulment of Partition, Reverting to Chief Commissioners Province, April 1912.

2.4 Population, Migration, Line System.

## **Unit 3 Political Yearnings**

**20**

3.1 Montagu-Chelmsford Reforms, Major Province Status to Assam-role of Nabin Chandra Bardoloi and his successful London visit

3.2. Non-Co-operation and Dyarchy, Chargola Exodus, Gandhi's visits to Assam and its impact, Birth of Swaraj Party, role of T R Phukan, 41<sup>st</sup> session of INC, Pandu, Sylhet question in the Reformed Council.

3.3 Civil Disobedience and its aftermath, Cunningham Circular, Birth of a Peasant Movement, Working class struggles.

3.4 Politics of a Plural Society.

3.5 Assembly Politics and Left Nationalism, Mohammad Saadula, Gopinath Bordoloi.

## **Unit 4 Last phase of Freedom Movement**

**15**

4.1 1942 struggle, Final Bid for Power, Assam in the Cabinet Mission Plan, Towards Partition.

4.2 Sylhet Referendum

4.3 Emergence of Hill Politics

**Essential Readings:**

1. A Comprehensive History of Assam,SL Baruah
2. The Comprehensive History of Assam,Vol –IV,H K Barpujari
- 3.The History of Assam from Yandabo to Partition,1826-1947, Priyam Goswami
4. Planter Raj to Swaraj, Amalendu Guha
- 5.Political History of Assam,Volume I,II,III,H K Barpujari
- 6.Problem of the Hill Tribes, North East Frontier,H K Barpujari.
- 7.The Economic Change in Agrarian Assam,A Guha
- 8.The North East Frontier of India, Alexander Mackenzie

**UG 6<sup>th</sup> SEMESTER****DSE 4: PROJECT****Credits 6**

**Course objectives:** This Course will help the students to

- Identify areas of possible historical research
- Classify and collect historical sources specific to area of research
- Understand the techniques of historical research

**Course outcomes:** Upon completion of this course the scholars will be able to

**CO1** Develop structures of basic historical research

**CO2** Formulate and apply discipline specific methodology in research

**CO3** Role play in giving back to the society through innovative research

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