**Learning Outcomes-based Curriculum Framework**

**(LOCF)**

**For  
Postgraduate Programme in History  
2022**

**Department of History**

**Cotton University**

**Panbazar, Guwahati**

**Assam**

**Contents**

**Pg no**

* Preamble………………………………………………………………………………………………3

**PART I**

**Pg no**

- Introduction..............................................................................................................................................4   
- Learning Outcome-based Approach to Curriculum Planning in History.......................4  
- Key outcomes underpinning curriculum planning and development............................5

- Graduate Attributes..............................................................................................................................5

- Programme Outcomes (POs) for Postgraduate programme..............................................6

- Programme Specific Outcomes (PSOs) in History...................................................................7

- Course-Level Learning Outcomes Matrix...................................................................................8

- Postgraduate Attributes in History..............................................................................................11

- Teaching-Learning Process.............................................................................................................11  
- Assessment Methods………………………………………………………………………………………11

**Part II**

-Structure of Post Graduate Programme in History.............................................................12

**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.

**PART I**

* 1. **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 gatherd 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.

* 1. **Learning Outcomes-based Approach to Curriculum Planning and Development**

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.

**1.3 Key outcomes underpinning curriculum planning and development**

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

**1.3.1 Graduate Attributes**

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge**: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills**: A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating
3. **Analytical reasoning**: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking**: Capability to apply analytic thought to a body of knowledge
5. **Problem solving**: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills**: Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy**: Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning**: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork**: Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning**: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking**: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence**: Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning**: Ability to embrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities**: Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.
15. **Lifelong learning**: Ability to acquire knowledge and skills, including ‘learning how to learn’, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

**1.3.2 Programme Outcomes (POs) for Postgraduate programme**

POs are statements that describe what the students graduating from any of the educational programmes should able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge**: Acquire asystematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories**: Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and critical thinking**: Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical assessment**: Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
5. **Research and Innovation**: Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.
6. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
7. **Communication Competence:** Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study
8. **Career development**: Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.
9. **Teamwork**: Work in teams with enhanced interpersonal skills and leadership qualities.
10. **Commitment to the society and to the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

**1.3.3 Programme Specific Outcomes (PSOs) in History**

On general observation, Programme learning outcomes stride to foster knowledge, skills, attitudes and values that enhance prospects of students of employability; enables them to pursue further research and contributes in making them responsible citizens. On completion of the Course, it is presumed that the students would be able to:

* Demonstrate fundamental, comprehensive and coherent understanding of the discipline History and dimensions of its interdisciplinarity.
* Acquire procedural knowledge that creates different types of professionals related to the disciplinary/subject area of History, including professionals engaged in research and development, teaching and govt/public service.
* Gather skills in areas related to one’s specialization within the disciplinary/subject area of History and current and emerging trends in the field of History
* Develop skills in addressing current socio-economic and political questions that have their genesis in History
* Identify and explore different genres of historical sources with ample amount of sifting and scrupulously analysis of the same.

Demonstrate relevant generic skills and global competencies such as:

* problem solving skills that are required to solve different types of History related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries;
* investigative skills, including skills of independent investigation of History-related issues and problems;
* communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; analytical skills involving paying attention to detail and ability
* to construct logical arguments using correct technical language related to History;
* ICT skills;
* Personal skills such as the ability to work both independently and in a group.

**1.3.4 Course-Level Learning Outcomes Matrix**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcomes** | **Core subjects (1st Sem and 2nd Sem)** | | | | | | | | | |
| HST  701C | HST  702C | HST  703C | HST  704C | HST  705C | HST  801C | HST  802C | HST  803C | HST  804C | HST  80C |
| 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 (Core and Special Subjects)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcomes** | **Ancient (Group A)** | | | | **Medieval (Group B)** | | | | **Modern (Group C)** | | | | |
| HST  901C | HST  902C | HST  903C | HST 904  SPL1 | HST  901C | HST  902C | HST  903C | HST904  SPL2 | HST  901C | HST  902C | HST  903C | HST904  SPL3 | HST904 SPL4 |
| 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 | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** |

**4th Semester (Core and Special Subjects)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcomes** | **Ancient (GroupA)** | | **Medieval (Group B)** | | **Modern (Group C)** | |
| HST  1001C | HST 1002  SPL1 | HST  1001C | HST1002  SPL2 | HST  1001C | HST1002  SPL3 |
| 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 | **\*** | **\*** | **\*** | **\*** | **\*** | **\*** | |

**1.3.5 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.

**1.4 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.

**1.5 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.

**Part II**

**Structure of Post Graduate Programme in History**

**Credit distribution for PG Programme in History**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
| 5. | Dissertation | 01 |  | 06 |
| Total |  | 21 |  | 84 |

**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 |
| 6. | Archives and Museums | HST SEC 1 | 2 |

**Semester 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  No. | Name of Paper | Paper Code | Credits |
| 7. | Imperialism and Nationalism (1850-1964) | HST801C | 4 |
| 8. | Totalitarian Regimes in Europe and Asia (1914-1945) | HST802C | 4 |
| 9. | History of Revolutions and Revolutionary Thought | HST803C | 4 |
| 10. | History of China (1839-1949) | HST804C | 4 |
| 11. | Contemporary History of Asia (1945-2003) | HST805C | 4 |
| 12. | Research Writing in History | HST SEC 2 | 2 |

**Semester 3:**

**Group A:**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  No. | Name of Paper | Paper Code | Credits |
| 13. | Pre-History and Proto-History of India | HST901C | 4 |
| 14. | History of India (1500-500 BCE) | HST902C | 4 |
| 15. | History of India (BCE 200 to CE 600) | HST903C | 4 |
| 16. | History of Early Assam (mid 4th Century to mid 13th Century) | HST904 SPL-1 | 5 |

**Group B:**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  No. | Name of Paper | Paper Code | Credits |
| 17. | History of Medieval India (1300-1526 CE) | HST901C | 4 |
| 18. | History of Medieval India (1526-1757 CE) | HST902C | 4 |
| 19. | History of Medieval India: Socio-Religious Thoughts & Movements | HST903C | 4 |
| 20. | Economic History of India (1200-1750) | HST904 SPL-2 | 5 |

**Group C:**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  Group C: No. | Name of Paper | Paper Code | Credits |
| 21. | Rise of British Power in India (1757-1857) | HST901C | 4 |
| 22. | Indian National Movement | HST902C | 4 |
| 23. | Assam Under Colonial Rule (1826-1947) | HST903C | 4 |
| 24. | Economic History of Modern India (1757-1947) | HST904SPL-3 | 5 |
| 25. | Ideas and Institutions in Modern India | HST904SPL-4 | 5 |
| 26. | Understanding Popular Culture of Assam | OPE1 | 4 |

**Semester 4:**

**Group A:**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  No. | Name of Paper | Paper Code | Credits |
| 27. | History of India (600-1300 CE) | HST1001C | 4 |
| 28. | Economic History of Early India (1500 BCE - 1300 CE) | HST1002SPL-1 | 5 |

**Group B**:

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  No. | Name of Paper | Paper Code | Credits |
| 29. | Forms of Popular Resistance in Northern India (1560-1740) | HST1001C | 4 |
| 30. | History of Assam (1228-1826) | HST1002SPL-2 | 5 |

**Group C**:

|  |  |  |  |
| --- | --- | --- | --- |
| Sl  No. | Name of Paper | Paper Code | Credits |
| 31. | Social History of Modern India (1800-1947) | HST1001C | 4 |
| 32. | Peasants And Workers’ Resistance Movements in Modern India | HST1002SPL-3 | 5 |
| 33. | Environmental History of Modern India | OPE-2 | 4 |

|  |  |  |  |
| --- | --- | --- | --- |
| 34. | **Dissertation/ Project Work** | **DPW** | **Credit**  6 |

\*\*\*

**COTTON UNIVERSITY**

**DEPARTMENT OF HISTORY**

**Postgraduate Syllabus**

**COURSE STRUCTURE OF HISTORY (POSTGRAGUATE PROGRAMME)**

# PG 1ST Semester

**Paper Code: HST 701 C**

**Historical Methods**

# Credits: 4 = 3+1+0

**Course Objectives:**

* The course is designed to acquaint students with historical Methods and dominant trends within historical writing in the nineteenth and twentieth century.
* The course will train students in research methodology in History.

**Course Outcome:**

* On completion of the course the students will be able to identify the dominant trends within historical writing since nineteenth century. This will enable them to conceptualize the discipline in a holistic manner
* The students will be able identify and categorize diverse historical sources
* The students will be able to design a research proposal in the discipline

# Total no. of lectures- 48

# Unit 1: Nineteenth century schools

1.1 Historical Positivism

1.2 Whig History

# Unit 2: Dominant trends in the Twentieth century

2.1 Marxist History

* 1. Historical Materialism and Determination
  2. Structuralism
  3. History from Below

2.2 The Annales School

* 1. Total History: Marc Bloch ,Lucien Febvre and the Early Years
  2. Time and History: Fernand Braudel and Developments in the Second Phase
  3. History of Mentalities: Third Generation Annales Historians

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

**Unit 4: Research methodology in history**

1. Types of sources and their use – Primary and Secondary evidence.
2. Techniques of research work – Organisation and Presentation; Bibliography and Footnoting.

**Essential Readings**:

Carr, E.H., *What is History*? (1990), Penguin

Collingwood, R.G., (2011), *The Idea of History*, OUP

Mahajan, Gurpreet, (2011), *Explanation and Understanding in the Human Sciences*; OUP

Bloch, Marc, *The Historian’s Craft*, 1964, Vintage

Marx, Karl, *The communist Manifesto*. (2002) Penguin.

Aymard, Maurice and Harbans Mukhia, eds., *French Studies in History*;

Rabinow, Paul (1990), *The Foucault Reader*, Penguin

Derrida by Simon Gledinning; 2011, OUP

Hobsbawm, E.J., Karl *Marx’s Contribution to Historiography in Ideology and social Science*.

MARWICK, A., *The New Nature of History* (1989), Palgrave Macmillan.

Eric Hobsbawm, *How to Change the World*: *Tales of Marx and Marxism*; (2012), Abacus.

Christopher Butler, *Post Modernism* (2002), OUP

\*\*\*

# 

# Paper Code: HST702C

# Urbanism in Ancient Civilizations

# Credits: 4 = 3+1+0 (48 Lectures)

**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
* be aware of Urbanism as a field of study in history
* be able to offer explanation for development of Urbanism in Ancient Civilizations
* be able to make a comparative assessment of the development of Urbanism in multiple areas of the Ancient world.

**Total no. of lectures- 48**

**Unit 1 Theorizing Urbanism**:

* + - Origin & development of Urbanism
    - The Urban Revolution
    - Cities as Creations & Cosmograms
    - Urbanism as elite strategy
    - Urbanism as social practice

**Unit 2 Greek Urbanism:**

* + - Diffusion of the City
    - Relations with the Suzerain
    - Internal Politics

|  |
| --- |
| * Civic Services * The Achievement of the Cities |
| **Unit 3 Roman Urbanism**   * + Writing the Roman metropolis   + Evolution of Urban form in Italy, 200 BC to AD 100   + Urban systems in Roman Italy   + Mobility & Social change in Italian towns during Principate   + Roman city in elite economic strategies |
| **Unit 4 Urbanism in Ancient China**   * + Origin of Urbanism   + Imperial Cities   + Political facets of Urbanism   + Cultural facets of Urbanism |

|  |  |  |
| --- | --- | --- |
| **Unit 5 Urbanism in South East Asia**   * + Early Urbanism (c 500 BCE- 500 CE)   + Forms   + Functions   + Urbanism in SE Asia (c 800- 1400 CE)   + Angkor & NW Cambodia: (c 800-1432 CE) |  |  |

**ESSENTIAL READINGS**

Childe, V.Gordon. *Man makes himself*. London: Watts & Co. 1936

Childe, V. Gordon. *What happened in History.* Harmondsworth: Penguin Books. 1942

Childe, V. Gordon. *New light on the most Ancient East*. London: Routledge & Kegan Paul Ltd, 1934

Sjoberg, Gideon. *The Preindustrial City: Past and Present*. New York: Free Press, 1960

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

Jones, AHM. *The Greek City from Alexander to Justinian*. London: Clarendon Press, 1984

Parkins, Helen M.(ed.) *Roman Urbanism: Beyond The Consumer City*. London: Routledge, 1997

Huskinson, J. (ed.) *Experiencing Rome: Culture, Identity & Power in Roman Empire*. London: Routledge. 2000

Tarling, Nicholas (ed.) *The Cambridge History of Southeast Asia. Vol. 1: From Early times to c 1800.* Cambridge University Press. 1993

Wheatley, Paul. *Nagara and Commandery: Origins of the South East Asian Urban Traditions.* Chicago University Press.1983

Wheatley, Paul*. Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*. Edinburgh University Press. 1971

Cotterell, Arthur. *Imperial Capitals of China: A Dynastic History of Celestial Empire*. New York: Overlook Press. 2008

Cowgill, George L. “Origins & Development of Urbanism: Archaeological perspectives.” *Annual Review of Anthropology.* Vol. 33 (2004): 525-549.

Jstor. Web. 2 Apr. 2018

\*\*\*

# Paper Code: HST703C

**History of United State of America (1783-1919)**

**Credits: 4 = 3+1+0 (48 Lectures)**

**Course Objectives:**

* This paper aims at acquainting the students with the history of the United States of America.
* Familiarize the students with the different dynamics that went into making the USA a world power.

**Course Outcome:**

* Give an insight into the demographic structure of the USA.
* Students will be familiarized with the political processes behind the development of the USA.

**Total no. of lectures- 48**

**Unit 1: Early formative period (1783-1830)**

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** |  |  |
| 2.1 Missourie 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)** |  |  |
| 3.1 Industrialization and emergence of Big Business |  |  |
| 3.2 Farmers’ Movement |  |  |
| 3.3 Labour Movement |  |  |
| **Unit 4: The progressive period** |  |  |
| 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. Stampp, 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*.

\*\*\*

# Paper Code: HST704C

**History of Medieval Europe (500-1400)**

**Credits: 4 = 3+1+0**

**Course Objectives**:

* The objective of this paper is to acquaint the students with the different aspects of Medieval Europe.

**Course Outcome**:

* A rigorous reading of the prescribed texts, class discussions and prescribed examination, the students would be equipped to undertake any competitive and research projects.

**Total no. of lectures- 48**

|  |  |  |
| --- | --- | --- |
| **UNIT 1: The Medieval State** |  |  |
| 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** |  |
| 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** | **8** |
| 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** |  |  |
| 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**  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:** |  |  |
| Bloch, Marc (2004), *Feudal Society*, (Vols. 1 & 2) London: Routledge |  |  |
| Hilton, Rodney (2005), *Bond Men Made Free*, London: Routledge |  |  |
| Ladurie, Emmanuel Le Roy (1990), *Montaillou*, London: Penguin |  |  |
| Southern, R.W. (1952), *The Making of the Middle Ages*, New Haven: Yale University Press | \*\*\*  \*\*\* |  |

|  |  |  |
| --- | --- | --- |
|  |  | |
| **Paper Code:HST 705C**  **GENDER IN HISTORY**  **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:  * Understanding of the changing gender equation in history and factors behind.   Ability to situate the gender perspective within historical studies.  **TOTAL NO. OF LECTURES: 48**        **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** | **12** | | 2.1  2.2  2.3  2.4 | Women in Early Indian Society : Altekar’s Approach and its critique. Buddhism and Women.  Women in Medieval India.  Ancient Indian Texts and Women. |  | | **Unit – 3** | **Women in Modern India** | **12** |   3.1 Women and Social Reform Moveme nts : Brahmo 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 and 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 :-**   * Altekar, A.S. : *The Position of Women in Hindu Civilization, 2 nd Print, Delhi, 1956, Motilal Banarsidass.* * Chakravarti, Uma : *Re-writting History : The Life and Times of Pandita Ramabai, 2006, Zubaan.* * Forbes Geraldine : *Women in Modern India, 1999, Cambridge University Press.* * Kumar, Radha : *The History of Doing, 2006, Zubaan.* * Nair, Janaki : *Women and Law in Colonial India, 1996, Kali, New Delhi.* * Roy, KumKum. (ed.) : *Women in Early India Societies, 2002, Manohar Publishers.* * Sangari KumKum and Vaid Sudesh : *Recasting Women Essays in Colonial History, 1990, Rutgers University Press.* * Andermahr, Lovel & Wolkow i (eds) *: A Concise Glossary of Feminist Theory.* * Beard, (1975) : *Women as a Force in History, Penguin.* * Lerner, (1986) : *The Creation of Patriarchy, OUP.* * Jaggar, (1983) : *Feminist Politics and Human Nature, New Jersey.* * Rowbotham, D. (1974) : *Hidden from History, New York.* * Kuornay, Sterba & Tongs (eds) : *Feminist Philosophies : Problems, Theories and Applications, New Jersey (1992).* * Sangari and Vaid (eds) : *Recasting Women : Essays in Colonial History, New Delhi, 1989.* * Desai & Thakkar (2001) : *Women in Indian Society, New Delhi.* * Kasturi & Mazumdar (eds.) : *Women and the National Movement, New Delhi, 1994.* * Sen, S. (ed) : *Women in Meghalaya, New Delhi, 1992.* * Sharma, D. (1996) : *Assamese Women in the Freedom Struggle, Assam.*  \*\*\*P.G. 2nd Semester **Paper: HST801C**  **Imperialism & Nationalism (1850-1964)** 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-   * Be able to Interpret Imperialism and Nationalism in the global & national contexts * Be able to offer explanation of social origins of National Movements * Be aware of historiography of Colonialism and Nationalism in India  Total no. of lectures- 48 |  |  |
| |  |  |  | | --- | --- | --- | | **UNIT 1** | **Conceptual Understanding** | **10** | | 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** | **8** |   **Essential Readings:**  Cain, Peter J. and Harrison, Mark. *Imperialism : Critical Concepts in Historical Studies*. London: Routledge.2001  Brewer, Anthony. *Marxist Theories of Imperialism: A Critical Survey*. London: Routledge. 2003  Kemp, Tom. *Theories of Imperialism*. London: Dobson. 1967 Kedourie, Elie. *Nationalism.* New Jersey: Wiley-Blackwell.1993  Gellner, Ernest. *Nations and Nationalism*. New York: Cornell University Press. 2008 Hobsbawm, E.J. *Nations and Nationalism since 1780*. Cambridge University Press. 2012  Bandyopadhyay, Sekhar . *From Plassey to Partition: A History of Modern India***.** Orient Blackswan. 2004  Loomba, Ania. *Colonialism/Postcolonialism*. Abingdon:Routledge. 2005 Anderson, Benedict. *Imagined Communities*. London:Verso. 2006  Hutchinson, John and Smith, Anthony D., eds. *Nationalism: critical concepts in political science*. London: Routledge. 2000  \*\*\* |  |  |

# Paper Code: HST802C

**Totalitarian Regimes in Europe & Asia (1919-1945)**

**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

* Be able to Interpret Totalitarianism in the global context
* Be able to offer explanation of the rise of Fascism & Nazism in the world.

## Total no. of lectures- 48

**UNIT 1 Fascism**

* 1. Concept
  2. Fascism & Conservatisms in early 20th century Italy
  3. Fascism, Nation & Race

|  |  |  |
| --- | --- | --- |
| **UNIT 2** | **Nazism** |  |
| 2.1 | Economic & ideological structure of German society in the period between 1928-1933 |  |
| 2.2 | Nation & Race |  |
| 2.3 | Philosophy of Anti-Semitism |  |
| 2.4 | Blood purification & anti Jewish legislation |  |
| **UNIT 3** | **Fascist tendencies in Japan** |  |
| 3.1 | Marxist approach |  |
| 3.2 | Authoritarian modernization thesis  **Essential Readings:**  Eatwell, Roger. *Fascism: A History*. Random House. London: Penguin Books. 1997  Neumann, F. *Behemoth: The Structure and Practice of National Socialism*, *1933-44*. Chicago: Ivan R. Dee. 2009  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  Gallo, Max. *Spain Under Franco: A History,* trans. Jean Stewart. New York: Dutton,1974  Bosworth, R. J.B. *Mussolini’s Italy: Life Under the Fascist Dictatorship, 1915-1945.* London : Penguin, 2007**.**  Jansen, Marius ed. & Duus, Peter ed. *The Cambridge History of Japan*, Volumes 5 and 6. Cambridge: Cambridge University Press, 1988 and 1989.  Duara, Prasanjit. *Sovereignty and Authenticity: Manchukuo and the East Asian Modern*. Maryland: Rowman&Littlefield, 2004  Payne, Stanley G. *A History of Fascism 1914-1945*. Madison, Wisconsin: University of Wisconsin Press, 1995.  Bix, Herbert P. *Hirohito and the Making of Modern Japan*. New York: Harper Collins Publishers, 2000.  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.  Morris, Ivan ed. , *Japan 1931-1945: Militarism, Fascism, Japanism?* Massachusetts: D.C. Heath and Company, 1963.  \*\*\* |  |

# Paper: HST803C

**History of Revolutions and Revolutionary Thought 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:**

* The course will familiarize the students with the deep theoretical underpinnings of Revolution and Revolutionary thoughts of great thinkers. Also the course has been designed in a manner to provide them with vivid illustrations of major revolutions that changed the course of world politics

**Total no. of lectures- 48**

## UNIT 1: Introduction

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

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

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:

* 1. : The Revolution of 1830 and 1848
  2. : The Paris Commune (1871)
  3. : Development of Socialist Ideas; The Communist Manifesto

4.4: Anarchism and Revolutions

4.5: Revolutions and Social Banditry

## UNIT 5: The Socialist Revolutions

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

## Suggested Readings:

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

Hobsbawm, Eric and George Rude (2001), *Captain Swing*, London: Phoenix Press

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

\*\*\*

# Paper: HST804C

# History of China from 1839-1949

# Credits: 4 = 3+1+0

**Course Objective:**

* The course aims to acquaint the students with the stages of development in China after her years of seclusion.
* To familiarize the students with the intervention processes of the Western powers in China.

**Course Outcome:**

* Students will be able to identify the forces that led to the emergence of nationalist fervor against foreign domination followed by the growth of revolutionary tendencies.
* Students will have an insight into the emergence of Communism in China.

**Total no. of lectures- 48**

## UNIT- 1 OPENING UP OF CHINA

* 1. First Opium War- Background, Causes, Results, Taiping Rebellion Circumstances, Failure, Second Anglo-Chinese War, Treaty of Tientsin,
  2. Empress Tzu Hsi, Sino-Japanese Conflict, Korea, Effects
  3. Western Imperialism, Struggle for Concessions, Spheres of Influence, John Hay's doctrine- Open Door policy

## UNIT-2 REFORMS , REBELLIONS AND WAR

* 1. Sun-Yat-Sen and Revolution of 1911, Negotiations and Abdication of the ruling Manchus, YuanShi Kai-President, Warlordism.
  2. World War 1 and China, Twenty-one demands, Paris Peace Conference, The May Fourth Movement, Washington Conference.

## UNIT-3 CHINA IN TURMOIL

3.1 Chiang Kai-Shek, The Kuomintang and the Nationalist Government, Alliance with Russia, Struggle between the KMT and the Communists, Japan’s Aggression, Formation of United Front

## UNIT-4 COMMUNISM AND PEOPLES REPUBLIC OF CHINA

4.1 Mao-Tse-Tung, Foundation of the Communist Party, New Democracy, Civil War in China, Failure of Hurley and Marshall Missions, Communist Victory.

**Essential Readings :**

, S.L. Roy,*A History of Fareast*.

M.C. Jain, *A History of China*.

N.Sen, *Europe and the World, Emergence of Non-European Countries-Relevant Chapters,*

Franz Michael ,*The Taiping Rebellion,*

Clyde and Beers *,The Fareast,*

6.J. Fairmank et.al *China from the Opium wars to the 1911 Revolution,*

7.H.M. Vinacke ,*A History of the Fareast in Modern Time,*

Victor Purcell, *Boxer Uprising a Background Study,*

I.Hsu, *The Rise of Modern China,*

Jerome Chen,*Tuan Shikai (1959-1916),*

\*\*\*

# Paper: HST805C

# Contemporary History of Asia (1945-2003)

**Credits: 4 = 3+1+0**

## Course Objective:

This course will primarily concern on two major developments in the cold war era:

* + The impact of the cold war in East and West Asia and the Indian subcontinent.
  + India’s response to the various developments of the cold war in its neighborhood: Its relations with Pakistan and China during the cold war era and beyond.

## Course Outcome:

* This course will acquaint the students with the major phases of the cold war in Asia and more specifically its impact in the Indian subcontinent.
* Students will be able to critically think and analyze about the historical developments in East and West Asia.
* Students will be able to evaluate the conflict and co-operation in the context of South Asian Politics.

**Total no. of lectures- 48**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-1** | **Major Developments in Post War East Asia** | | |
| 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** |  |  |
| 2.1 | Indo-Pak Relation |  |  |
| 2.2 | Indo-China Relation |  |  |
| 2.3 | China-Pakistan Axis |  |  |
| 2.4 | India and the Neighborhood – 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** |  |  |
| 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 12**  4.1 Afghanistan in the Great Game, calculus  4.2 Soviet Invasion of Afghanistan  4.3 Emergence of Taliban  4.4 9/11 and Afghanistan  **Essential Readings** :  Kanti Bajpai and Harsh Pant *– India’s Foreign Policy, A Reader*, OUP. 2003  C. Raja Mohan *– Crossing the Rubicon*, Penguin India, 2004  C. Raja Mohan *– Sino-Indian Rivalry in the Indian Pacific,* OUP. 2012  Eric Hobsbawm – *Age of Extremes,* Abacas, 2004  Peter Calvocoressi – *World Politics since 1945*, Longman Publishing Group  \*\*\* |  |  |

# SEMESTER: 3 (GROUP – A)

**Paper Code : HST901C**

# PRE-HISTORY AND PROTO-HISTORY OF INDIA

**(Credits: 3+1+0=4)**

## Course Objective:

* To understand the concepts of pre- history and proto- history: pattern of human evolution, material culture and settlement patterns in 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:

* The course will give the students an idea about the scope of terminology in history and understanding its relevance through the changes characteristic of each stage in human evolution. Through an in- depth study of the tools and the settlement pattern of the pre- historic sites, the students will be familiar in analyzing the transformation that followed, as well as its impact on the economy.

## Total no. of lectures- 48

|  |  |
| --- | --- |
| **Unit 1: Introducing Pre-history and Proto-history** |  |
| * 1. Terminology and scope   2. Pleistocene and Early Holocene environments   3. Historiography |  |
| **Unit 2: Hominid Fossils and earliest stone tools** |  |

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

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

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)

* 1. Baluchistan and the Northwest
  2. Indus-Hakra Plain: Punjab, Haryana, Rajasthan and Gujarat

5.3 Peninsular India

## Unit 6: Harappan Civilization

6.1 Terminology and chronology

6.2 Distribution and extent

* 1. Transition from Early to the Mature Phase: Town planning and Architecture
  2. Economic and social features: agriculture, animal husbandry, trade, arts and crafts, technology; social organization, writing, seals and sealings; funerary customs
  3. Decline

## Essential Readings:

Agrawal, D.P. and Chakrabarti, D.K. 1979. *Essays in Indian Protohistory*. New Delhi: B.R. Publishing Corporation.

Chakrabarti, D. K. 1988. *A History of Indian Archaeology from the beginning to 1947*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

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 Chapters Six to Fourteen.

Allchin, F.R.A. and Allchin, B. 1995. *The Origins of a Civilization*. Delhi: Viking.

Lahiri, N. 2005. *Finding Forgotten Cities – How the Indus Civilization was discovered*. New Delhi: Permanent Black.

Possehl, G. 1999. *Indus Age: The Beginnings*. Delhi: Oxford and IBH.

Ratnagar, S. 1991. *Enquiries into the Political organization of Harappan Society*. Pune: Ravish Publishers.

Sahu, B.P. 2006. *Iron and Social Change in Early India*. New Delhi: Oxford University Press

\*\*\*

## Paper Code : HST902C

**HISTORY OF INDIA FROM *c*. 1500 BCE TO 500 BCE**

**(Credits: 3+1+0=4)**

## Course Objective:

* To familiarize the students 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:

* By making an in-depth study of the changes in the material culture and its impact in bringing about social and political changes, it is believed that it will help the students in understanding their relevance and significance in reconstructing the past.

## Total no. of lectures- 48

**Unit 1 Vedic Economy and Society**

* 1. The “Aryan Problem”
  2. Vedic texts and their internal chronology
  3. Forms of property and forces of production; cattle and its importance; booty-capture and redistribution
  4. “Lineage” and “Householding” systems; religious practices and ideologies
  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

* 1. Ashmounds and Neolithic settlements
  2. Beginning of the Iron Age and the issue of Neolithic-Megalithic overlap in Vidarbha and the South
  3. Tamil Sangam Literature

## Unit 3: “Second Urbanization”: Age of Janapadas and Mahajanapadas

* 1. NBP economy and society: the context of second urbanization
  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

* 1. Rise of Magadha State; Mauryan Empire
  2. Critical Assessment of Textual Sources: The *Arthasastra* and the *Indica*
  3. Asokan edicts: *dhamma;* debates on the nature of the Mauryan state
  4. Understanding the historical legacy of Asoka

4.5 Decline of the Mauryan State

## Essential Readings

Bhattacharyya, N.N., *Indian Religious Historiography,* Vol. I, 1996. Bongard-Levin, G.M., *Mauryan India*, Delhi, 1983.

Chakravarti, Ranabir, *Trade and Traders in Early India*, Manohar, Delhi, 2002.

Deo, S.B. and Kamath, Suryanath: *The Aryan Problem,* Pune, 1993.

Deo, S.B.: *Problem of South Indian Megaliths,* Dharwar, 1973.

Dhavalikar, M.K.,: *The Aryans: Myth and Archaeology,* Munshiram Manoharlal, Delhi, 2007.

Erdosy, George (Ed.), *The Indo-Aryans of Ancient and South Asia : Language, Material Culture and Ethnicity,* 1995 (Indian Reprint, 1997).

Gupta, P.L. and Hardekar, T.R., *Ancient Indian Silver Punch-Marked Coins* (1985) Kosambi, D.D., *Indian Numismatics*, ed. B.D.Chattopadhyaya

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.

Sharma, Ram Sharan, *The State and Varna Formation in the Mid-Ganga Plains: An Ethnoarchaeological View,* Manohar, Delhi, 1996.

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)

Thapar, Romila, *From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley,* OUP, Delhi, 1984.

\*\*\*

## Paper Code : HST903C

**HISTORY OF INDIA FROM *c*. 200 BCE - 600 CE**

**(Credits: 3+1+0=4)**

## Course Objective:

* To give an overview of the significant aspects of the history of the subcontinent in between c. 200 BCE- 300 CE .
* To provide a broad overview of the developments in the socio- political and economic processes in the period of present study.
* It will also discuss the art and architecture of the period.

## Course Outcome:

* The course will enable the students to trace the changes in terms of having an adequate understanding of the literary sources as well as having a comprehensive understanding of the political, social, economic and religious processes operative during this period.

## Total No. of lectures- 48

## Unit 1 Introduction

* 1. Assessing Textual Sources in Sanskrit, Prakrit and Tamil
  2. "Dark Age" vs "Golden Age" debate

## Unit 2 The State – Society

2.1 Sungas, Satavahanas and Kushanas: political and administrative structure

2.2 Gupta Polity

## Unit 3 Economic processes

* 1. Urban developments: money; crafts and guilds; trade within the subcontinent; long‐distance trade interactions between the subcontinent, Asia, and Europe
  2. Agrarian structure

## Unit 4: Society, Culture and Religious Processes

* 1. Social structure: varna, jati, gender; the idea of varna‐samkara
  2. Buddhism: Mahayana school; Jainism: Svetambara‐Digambara tradition
  3. Religious doctrine and practice: Puranic Hinduism: Visnuism, Sivaism and Saktism; yaksa and naga cults; the emergence of Tantra
  4. Cultural interactions between India and Asia: East and Southeast Asia

## Unit 5: Art and architecture

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:

Champakalakshmi, R. 1996. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Delhi: Oxford University Press.

Gupta, P. L. [1974] 1979. *The Imperial Guptas*, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.

Gurukkal, Rajan. 2010. *Social Formations of Early South India*. New Delhi: Oxford University Press.

Huntington, Susan. 1985. *The Art of Ancient India: Buddhist, Hindu, Jain.* New York and Tokyo: John Weatherhill Inc. Chapter 5–9.

Jaiswal, Suvira. 1981. *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500,* New Delhi: Munshiram Manoharlal.

Liu, Xinriu. 1988. *Ancient India and Ancient China: Trade and Religious Exchanges*. Delhi: Oxford University Press.

Olivelle, Patrick. ed. 2006. *Between the Empires: Society in India 300 BCE to 400 CE*. Oxford and New York: Oxford University Press.

Ramanujan, A. K. [1985] 2006. *Poems of Love and War: From the Eight Anthologies and the Ten Long Poem of Classical Tamil.* New Delhi: Oxford University Press.

Ray, Himananshu Prabha. 1986. *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.

Sharma, R. S. 2003. *Perspectives in Social and Economic History of Ancient India.* Delhi: Munshiram Manoharlal.

Singh, Upinder. 2009. *A History of Ancient and Early Medieval India from the stone age to the 12th century*. Delhi: Pearson Longman. Chaps. 8 and 9

Shrimali, Krishna Mohan. 1987. *Agrarian Structure in Central India and the Northern Deccan (c. AD 300–500): A Study of Vakataka Inscriptions*. New Delhi: Munshiram Manoharlal.

Thaplyal, K. K. 1996. *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.

\*\*\*

# SEMESTER: 3 (GROUP – B)

**Paper Code : HST901C**

# HISTORY OF INDIA (Medieval from 1300 -1526)

**(Credits: 3+1+0=4)**

**Course Objective:**

* This course will focus on the historical writings of medieval India. The political structure of the Delhi Sultanate will be highlighted.
* It will also focus on the religious, social and cultural dimensions of the period.

**Course Outcome:**

* At the completion of the course the student will get a critical idea of the socio-economic and political dimensions of India following the establishment of the Delhi Sultanate.

## Total No of lectures- 48

## Unit 1 Historiography

* 1. Approaches and Debates
  2. Foundation of Delhi Sultanate : Ghorian Invasions and Turkish Success.

## Unit-2: Consolidation: Political Structures and Institutions

* 1. Expansion of Sultanate: Khalijis, Tughlaqs and Lodis; Mongol threat and Taimurs invasion
  2. Theories of Kingship and legitimation of authority; Nobility, Sufis, Ulema and the political authority
  3. State and Administration - Political and Revenue administration, Iqta system
  4. Decline of the Sultanate and Rise of Provincial Kingdoms: Vijaynagar and Bahmani Kingdom, Gujrat, Malwa and Jaunpur

## Unit-3 Economy in the Sultanate Period

* 1. Agriculture: Fields, Technology, Irrigation, Crops.
  2. Agrarian Relations: Peasants and rural intermediaries
  3. Land ownership, Survey and Measurement, Land Revenue, Revenue Grants
  4. Trade and Commerce: Markets, Currency, Artisans, Portuguese Trade and Indian Ocean trade
  5. Urbanization and Urban Centers

## Unit-4: Religion and Society

* 1. Sufis and their Silsilahs; Expansion of Islam in Bengal
  2. Regional Religious Traditions: Jagannatha Cult in Orissa, Vinasaivite Movement in Karnataka
  3. Bhakti movement in India
  4. Gender relations and Women Bhaktas

## Unit-5 : Architecture and Literature

* 1. Sultanate Architecture: Forms and Designs & Regional variations
  2. Vernacular literature

## ESSENTIAL READING

Satish Chandra : *From Sultanate to the Mughals*, 1999, Har Anand Publications

Tapan Roychoudhuri and Irfan Habib : *Cambridge Economic History of India*, vol 1, 1982, Orient Blackswan

Sunil Kumar: *Emergence of Delhi Sultanate*, 2007, Permanent Black

Aqui1, R: Sujism, *Culture and Politics: Afghans and Islam in Medieval North India* (Oxford University Press: 2007)

\*\*\*

**Paper Code : HST902C**

# HISTORY OF INDIA (Medieval from 1526 - 1757)

**(Credits: 3+1+0=4)**

**Course Objective:**

* To examine the establishment and expansion of the Mughal state.
* To study the imperial structure, socio-economic conditions of the period.

**Course Outcome:**

* The course will apprise the students with 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.
* The course will also help the students to 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- 48**

**UNIT 1 Sources and Historiography**

* 1. Historiography; Different approaches.
  2. Abul Fazal, Badauni, Abdul Hamid Lahori, Bernier

## UNIT 2 The Mughal Empire

* 1. Foundation of the Mughal Empire: Mughal-Afghan contest- Babur, Humayun and Sher Shah.
  2. Territorial Expansion and Consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb.
  3. Evolution of administrative system; Mansab and Jagir, Mughal Nobility, Theories of Kingship,
  4. State and Religion: Akbar and Sulh-i-Kul, Relation with Sikhs, Religious Policy of Aurangzeb towards different religious groups and institutions

## UNIT 3

* 1. Rajput States and Rajput Mughal relations
  2. Maratha power under Shivaji and his Administration.
  3. Decline of Mughal Power : Historiographical Debates; lat and Satnami revolts, Jagirdari Crisis and Successor states

## UNIT 4 Society and Economy

* 1. System of Agricultural production, Extent of Cultivation, Means of Cultivation and Irrigation, Crops and Agricultural Production, Rural society and agrarians relations, peasant revolts
  2. Urban and new trade centers, Mughal monetary system, Inland trade, European and maritime trade
  3. Rural Society, Urban Life, Standards of Living, Servants and Slaves
  4. Art, Architecture, Music and Painting

## ESSENTIAL READINGS :

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

Tapan Roychoudhuri and Irfan Habib : *Cambridge Economic History of India*, Vol. 1, 1982. Orient Blackswan.

Irfan Habib: *Agrarian System of MughaI India 1526-1707*. 2000. Oxford University Press.

Arther Ali : *Mughal India : Studies in Polity, Ideas, Society and Culture,* 2006, Oxford University Press.

J.F. Richards : *The Mughal Empire, 1995*, Cambridge University Press.

\*\*\*

**Paper Code : HST903C**

# HISTORY OF INDIA (Medieval)

**SOCIO RELIGIOUS THOUGHTS AND MOVEMENTS**

**(Credits: 3+1+0=4)**

**Course Objective:**

* To familiarize the students with the intellectual trends and sectarian debates
* To study the Sufi tradition and monotheistic thought.

**Course Outcome:**

* The course will give 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.
* The course will primarily focus on two important religious movements: Sufism (Islam), Bhakti (Hinduism) and their respective proponents.

**Total no. of lectures- 48**

## Unit 1 Sects, socio-re1igious thought

* 1. Theories of governance Nizamul Tusi on wizarat, the Asharites; Al-Ghazali’s ethical thought
  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:

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:

* 1. The Mahdavi movement.
  2. The Roshaniya movement.

## Unit 4 Patronage to religious institutions:

* 1. Madad-i-mu’ash;
  2. Waqf and endowments.

## Unit 5 Bhakti movement in India

* 1. Monotheistic thought: Kabir, Dadu and Satnamis
  2. Guru Nanak and the formation of panth; Guru Arjun and the compilation of Guru Granth Sahib; later gurus and misls.

## ESSENTIAL READINGS:

*Encyclopaedia of Islam* (relevant articles nom the new edition)

E.G. Brown :*A literary History of Persia* (Cambridge, 1951), vols. III & IV

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.

Bernard Lewis : *The Assassins: a radical sect in Islam* (London, 1968)

J .S. Grewal : *History of Sikhism* (reprint. New Delhi: 1998)

J.S. Grewal & Irfan. Habib : *Sikh History through Persian Sources* (New Delhi, 2001)

K.A. Nizami : *Religion and Politics in India during the thirteenth century* (Aligarh, 1961)

S.A.A. Rizvi : *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* (reprint. New Delhi: 1993)

C. Vaudeville : *A Weaver named Kabir* (New Delhi, 1991)

Claudia Lebeskind : *Piety on its Knees: Three Sufi Traditions of South Asia.*

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)

Carl Earnst : *The Eternal Garden* (New York, 1993)

J.S. Tirmingham : *Sufi Orders of Islam* (London, 1971)

Amin Maaloufz : *The Crusades Through Arab Eyes* (London, 1986)

Francis Robinson, *Ulema of Firangi Mahal*, Oxford University Press, Delhi, 2000.

\*\*\*

# SEMESTER: 3 (GROUP – C)

**Paper Code : HST901C**

# RISE OF BRITISH POWER IN INDIA (1757 - 1857)

**(Credits: 3+1+0=4)**

## Course Objective:

The course focuses on two major developments of eighteenth and nineteenth century India.

* The foundation, expansion and consolidation of the British rule in India.
* The ideology and institutional framework of the colonial state in India.

## Course Outcome:

* The course will familiarize the students in a detailed manner with the political transitions and the socio- economic developments following the establishment of the British rule in India.

## Total No of lectures= 48

**Unit 1: India in the Eighteenth and Nineteenth Century**

* 1. Social, economic, political, military and cultural conditions in the second half of the Eighteenth century in India.
  2. The historiography of the eighteenth century.
  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

* 1. Land Revenue, changing framework of colonial governance; economic underpinnings;
  2. The Armature of the colonial state: army, law, police.

## Unit 3 Colonial Ideology and Colonial Rule

* 1. Orientalism, Utilitarianism, Whiggism; Missionary activity and Evangelicalism;
  2. The new education, printing and the idea of reform of Indian civilization.

## Unit 4 Collaboration and Resistance

* 1. Anglo- Mysore, Anglo- Maratha and the Anglo- Sikh conflicts
  2. Mutinies in the armies and popular resistance: The Vellore mutiny, Mappila uprisings and the Great Revolt of 1857.

## Essential Readings:

P. Lawson, *The East India Company: A History, London:* Longmans, 1993.

R. Barnett, *Rethinking Early Modern India, Manohar*, New Delhi, 2002.

C.A. Bayly, *Imperial Meridian: The British Empire and the World 1780-1830*, Longman 1989.

P. Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, New York: Vintage Books, 1987.

J. M. Ward, *Colonial Self-Government: The British Experience 1759-1856*, Toronto: University of Toronto Press 1976.

D. Peers, *India under Colonial Rule 1700-1885, Harlow and London: Pearson* Longmans 2006.

J. Malcolm, *Political History of British India from 1784 to 1823*, New Delhi, Associated Pub. House 1970

T.R. Metcalf; *Ideologies of the Raj: The New Cambridge History of India, III.4*, Cambridge University Press, 1995.

M. Alam, *The Crisis of Empire in Mughal North India: Awadh and the Punjab*, Oxford India Press, 1986

S. Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, Oxford University Press, 1995.

\*\*\*

**Paper Code : HST902C**

# INDIAN NATIONAL MOVEMENT

**(Credits: 3+1+0=4)**

**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

* + Be aware of historiography of the Indian National Movement
  + Be able to offer explanation of the emergence of Nationalism in India
  + 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- 48

## UNIT 1 Historiography and Genesis

* 1. Historiography of the Indian National Movement
  2. Genesis of the National Movement: Imperialism and Colonialism

## UNIT 2 Emergence of organized Nationalism

* 1. Growth of political awareness
  2. Early political organizations
  3. Formation of the Indian National Congress
  4. Moderates and Extremists

## UNIT 3 Mahatma Gandhi: Early career and activism

* 1. Gandhian Philosophy
  2. The Beginnings of ‘Gandhian’ Politics - (a) Champaran, Kheda, Ahmedabad

(b) Rowlatt Satyagraha

* 1. Khilafat and Non-Cooperation and the ways of mass nationalism

## UNIT 4 Emergence of new forces :

* 1. Communalism – different phases
  2. Emergence of the Left Front
  3. Revolutionary terrorism

## UNIT 5 Progress of the Movement

* 1. Simon Commission and the Nehru Report; Dominion status to Purna Swaraj
  2. Civil Disobedience Movement: Salt Satyagraha, Regional variations
  3. Provincial Autonomy in operation
  4. World War II and Indian politics
  5. Trends within the Congress

## UNIT 6 Quit India Movement

* 1. Roots of rebellion
  2. Social composition
  3. All-India pattern
  4. Regional variations
  5. Subhas Chandra Bose and INA

## UNIT 7 The Final Phase

* 1. Freedom and Partition
  2. Transfer of power

## Essential Readings:

Bandopadhyay, Sekhar*. From Plassey to Partition: A History of Modern India. Orient Blackswan,* 2004.

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.

Chandra, Bipan ; Mukherjee, Mridula; Mukherjee, Aditya ; Panikkar, K N; Mahajan, Sucheta.

*India’s Struggle for Independence*. UK: Penguin, 2016. Sarkar, Sumit. *Modern India, 1885-1947*. Pearson India, 2014.

Habib, Irfan. *The Indian National Movement: Studies in Ideology and History*. Chennai: Tulika Books, 2011.

Guha, Ranajit. *Dominance without Hegemony: History and Power in Colonial India*. Harvard University Press, 1997.

Metcalf, Barbara D. & Metcalf, Thomas R. *A Concise History of Modern India*. Cambridge University Press, 2012.

Burns, Judith & Parel, Anthony. *The Cambridge Companion to Gandhi*. Cambridge University Press, 2011.

Singh, Anita Inder. *The Partition of India*. National Book Trust, India, 2017.

Kumar, Ravinder. *Essays in the Social History of Modern India*. New Delhi: Oxford University Press, 1983.

Sarkar, Sumit. *Popular Movements and Middle Class Leadership*. Calcutta : K.P. Bagchi, 1983.

Low, D. A. (ed.). *Congress and the Raj: Facets of the Indian Struggle 1917-1947*. New Delhi: Oxford University Press, 2004.

Guha, Ranajit (ed.) and et al. *Subaltern Studies, Vols 1-12.* Delhi: Oxford University Press/Permanent Black, 1982-2005.

Pandey, Gyanendra. *The Ascendancy of the Congress in Uttar Pradesh 1926-34*: *A Study in Imperfect Mobilization*. New Delhi:Oxford University Press, 1978.

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.

Pandey, Gyanendra (ed.). *The Indian Nation in 1942*. CSSS: K. P. Bagchi and Company, Calcutta, 1988.

Zamindar, Vazira *. The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New Delhi : Viking, 2007.

Brass, Paul R. *Ethnicity and Nationalism: Theory and Comparison*. UK: Sage Publications, 1991.

\*\*\*

**Paper Code : HST903C**

**Assam Under Colonial Rule (1826-1947)**

**(Credits: 3+1+0=4)**

**Course Objectives:**

* The course seeks to assist the students in understanding the various dimensions of the colonial rule in Assam and its myriad long-term impacts on its polity, society, economy and the indigenous resistance to colonial rule.

**Course Outcome:**

* The course will help the students to comprehend the diverse nuances of the colonial rule in Assam and the broad links connecting post colonial socio-political developments in the region with its colonial roots.

## Total no. of lectures- 48

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

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 lectures**

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** –**10 lectures**

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 ofModern Public Sphere–8 lectures**

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**–**10 lectures**

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;

theNon-co-operation movement; the Civil Disobedience movement;the Quit India Movement

5.5 Partition; Sylhet Referendum.

## Essential Readings:

W. W. Hunter, *A Statistical Account of Assam*, Volume 1 and 2, (Reprinted) B.R. Publishing Corporation, New Delhi, 1975.

John M’ Cosh, *Topography of Assam*, (1837), Logos Press, New Delhi, Indian Reprint.

William Robinson, *A Descriptive Account of Assam*, (1841), (Reprinted) Sanskaran Prakasan, New Delhi, 1975.

Barpujari, H. K. (Edited), *The Comprehensive History of Assam,* Volume IV, V,Publication Board Assam, Guwahati, 1993

Barpujari, H. K. *Assam in the days of the Company* (1826 – 1858), Spectrum Publications, Guwahati, 1982.

Barpujari, H. K. *The American Missionaries and North – East India (1836 – 1900),A Documentary Study*, Spectrum Publications, Guwahati, 1986.

Barpujari, H. K. (edited) *Francis Jenkins, Report on the North – East Frontier of India*, *A Documentary Study*, Spectrum Publications, Guwahati, 1995.

Baruah, Apurba Kumar. *Social Tensions in Assam*, *Middle Class Politics,* Purbanchal Prakashan, 1991.

Barooah, Nirode Kumar (edited). *David Scott in North East India, A study in British Paternalism,* Munshiram, Manoharlal Publications, New Delhi, 1970.

Barooah, Nirode Kumar. *Gopinath Bordoloi, ‘The Assam Problem’ and Nehru’s Centre*, Bhabani Print and Publications, Guwahati, 2010.

Barua, Gunaviram, *The story of Ram and Nabami*, Translated from Assamese by Tilottoma Misra, Oxford University Press, New Delhi, 2007.

Bezbaruah, Ranju: *The Pursuit of Colonial Interests in North-East India*, Eastern Book Publishers, 2010.

Bhuyan, S. K. *Anglo – Assamese Relations, 1771 – 1826*, Lawyers Book Stall.

Bhuyan, A.C and De Sibopada: *Political History of Assam*, Volume 1, 2, 3, Publication Board, Assam, Guwahati.

Dutta, Anuradha. *Assam in the freedom Movement,* Darbari Prakashan, Calcutta, 1991.

Gait, Sir, E. A. *A History of Assam*, Lawyers Book Stall, Guwahati, 1926, Reprinted, 1997.

Gohain, Hirendranath. *Assam, A Burning Question*, Spectrum Publications, Guwahati, 1984.

Guha, Amalendu, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826 -1947*, Tulika Books, New Delhi, 2006.

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.

Goswami, P. C. *The Economic Development of Assam*, Asia Publishing House, New Delhi, 1963.

Goswami, Priyam. *Assam in the Nineteenth Century, Industrialization and Colonial Penetration*, Spectrum Publication, Guwahati, 1999.

Goswami, Priyam: *Assam: From Yandaboo to Partition*, Orient Blackswan, 2012.

Goswami, Basanta Kumar and Saikia, Chandra Prasad, Edited, *‘Jonaki’*, Assam Sahitya Sabha, 2001.

Griffith, Percival. Joseph. *The History of Indian Tea Industry*, Weidenfeld and Nicolson, London, 1967.

Handique, Rajib. *British Forest Policy in Assam,* Concept Publishing Company, New Delhi, 2004.

Hazarika, Sanjoy. *Strangers of the Mist, Tales of War and Peace from India’s North – East,* Penguin Books, 1994.

Mills, A.J.: *Report on the Province of Assam*, Publication Board, Assam, Guwahati, 1984.

Misra, Tilottoma. *Literature and Society in Assam: A Study of the Assamese Renaissance 1826 – 1926*, Omsons Publications, Guwahati, 1987.

Moon, Penderel (Edited), *Wavell, The Viceroy’s Journal,* Oxford University Press, London, 1973.

Neog, Dr. Maheswar, *Ananda Ram Dhekial Phukan, Plea for Assam and the Assamese*, Assam Sahitya Sabha, Jorhat, 1977.

Saikia, Rajen. *Social and Economic History of Assam, (1853 – 1921),* Manohar Publishers, New Delhi, 2000.

Sarma, Dr. Manoroma and Timberg, Thomas. *Social and Economic Change in Assam, Middle Class Hegemony*, Ajanta Publishers, New Delhi, 1990.

Saikia, Arupjyoti: *A Century of Protest, Peasant Politics in Assam Since 1900,* Routledge*,New Delhi, 2006.*

Saikia, Arupjyoti:*Forest and Ecological History of Assam, 1826-2000,* Oxford University Press, New Delhi, 2011.

Saikia, Arupjyoti*: The Unquiet River, A Biography of the Brahmaputra,* Oxford University Press, New Delhi, 2019.

\*\*\*

**SPECIAL PAPERS OF PG 3RD SEMESTER**

**(GROUP –A Special Paper)**

## HISTORY OF EARLY ASSAM (Mid 4th to Mid 13th Century CE)

**PAPER CODE: HST 904 SPL-1**

**(Credits: 4+1+0=5)**

## Course Objectives:

* + 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:**

* They will be acquainted with the sources, historiography and socio-economic processes of early Assam, with a special emphasis on art, architecture and archaeology.

**Total no. of lectures- 48**

## Unit 1: Introduction

* 1. Sources: Textual, Inscriptions, Coins, Archaeological Sources
  2. Historiography: Colonial, Marxist, Nationalist and New Researches

## Unit 2: Political and Economic Aspects

* 1. Prāgjyotisha- Kāmarūpa: State Formation Process
  2. Political Processes: Shift of Capital
  3. Urbanization in Early Assam: Doiyang- Dhansiri
  4. Land grant economy in Early Assam

## Unit 3: Social and Religious Aspects

* 1. Social Stratification in Early Assam: Jati- Varna system
  2. Vaishnavism and Shaivism in Early Assam
  3. Sakti Cult: Kamakhya

## Unit 4: Art, Architecture and Archaeological Aspects

* 1. Ambari: Excavation Reports, Pottery and Sculptures
  2. Surya Pahar: Excavation Reports and Architecture
  3. Da- Parbatiya: Architecture

## Essential Readings :

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

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

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

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

Choudhury, P C, 1953, *The History of Civilization of the People of Assam to the 12th century A.D,*University of London, London.

*Lahiri, N, 1991, Pre-Ahom Assam, Munshiram Manoharlal Publishers, New Delhi.*

*A Cultural History of Assam* by B.K Barua

Dutta, H N, 2012, *History, Art & Archaeology of Doiyang Dhansiri Valley, Assam*, LBS Publications, Guwahati.

Boruah, N, 2010, *Historical Geography of Early Assam*, DVS Publishers, Guwahati.

Sharma, Preetee, 2012, Ambari: A Special Note on the Decorated Ware, *Proceedings of the Indian History Congress*, 72nd Session, Delhi, pp. 1099- 2007.

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.

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.

\*\*\*

## (GROUP – B: Special Paper)

## Paper Code : HST904SPL-2

**ECONOMIC HISTORY OF INDIA (1200 - 1750)**

**(Credits: 4+1+0=5)**

**Course Objective:**

* This course looks at the economic policies, changes and development under the Delhi Sultanate and the Mughal rule.
* The course seeks 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:**

* The course will give a holistic understanding of the multiple aspects of the economy of medieval India with emphasis on 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.

**Total no. of lectures- 48**

|  |  |  |
| --- | --- | --- |
| **Unit 1 :** | **The Delhi Sultanate** |  |
| 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 :** | **Mughal Empire** |  |

* 1. System of Agriculture production, Extent of Cultivation, Means of Cultivation and Irrigation
  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** |  |
| 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** |  |
| 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 :

R.S. Sharma, *Indian Feudalism*, Calcutta, 1965

E. Ashtor, *A Social and Economic History of the Near East in the Middle Ages*, London, 1976.

Tapan Raychaudhari & Irfan Habib (ed), *Cambridge Economic History of India (1200-1750),*

New Delhi: Cambridge University Press, 1982.

Irfan Habib, *Agrarian System of Mughal India (1556-1707),* IInd revised addition, New Delhi: OUP, 1999.

Ashin Das Gupta, *Indian Merchants and the Decline of Surat C 1700-1750*, New Delhi: Manohar, 1994 (First published in 1978).

Ashin Das Gupta, *The World of the Indian Ocean Merchants (*Collected Essays), New Delhi: OUP 2001

Shireen Moosvi, *The Economy of the Mughal Empire*, New Delhi: OUP, 1987.

Holden Furber, *Rival Empires of Trade in the Orient, 1600-1800*, Minneapolis, 1976.

Muzaffar Alam, *The Crisis of Empire in Mughal North India*: *Awadh and the Punjab, 1707- 4748*, New Delhi, OUP, 1986

PJ. Marshall, *The Eighteenth Century in Indian History : Evolution or Revolution*, New Delhi: OUP, 2003.

\*\*\*

## 

## (GROUP-C Special Paper)

## Paper Code : HST904SPL-3

**ECONOMIC HISTORY OF MODERN INDIA (1757 - 1947)**

**(Credits: 4+1+0=5)**

## Course Objectives:

* + The course deals with the changing pattern of Indian economy during the colonial period.
  + The course intends to acquaint students with the historiography of colonial economy and also various understanding of mid eighteenth century Indian economy.

## Course Outcome:

* Students will be able to analyse how the colonial control over Indian economy had been a major plank of British imperialism and also evaluate the disastrous consequences of British economic policy in India

**Total no. of lectures- 48**

## Unit 1 Historiography

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

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

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

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:

Tirthankar Roy, (2000) *The Economic History of India* (1857-1970)

B.R. Tomlinson, *The Economy of Modern India*(1860-1970)

Kumar, Dharma (2005), *Cambridge, Economic History of India Vol. II*, Orient BlackSwan.

Habib, Irfan (2008), *Indian Economy* 1845-1915, Tulika Books.

Dutt, R.C., *The Economic History of India* , (2000), Routledge

Bagchi, AMIYA Kumar (2010), *Colonialism and Indian Economy*, OUP.

\*\*\*

**Paper Code : HST904SPL-4**

# IDEAS AND INSTITUTIONS IN COLONIAL INDIA

**(Credits: 3+1+0=4)**

**Course Objectives**:

* 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:**

* The students will be able to move into the realm of ideas and institutions that shaped colonial past.
* The students will be well versed in the philosophical debates that underlay the politics of colonial dominance and repression.

**Total no. of lectures- 48**

|  |  |  |
| --- | --- | --- |
| **Unit 1:** | **Liberalism and Empire** |  |
| 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:** |  |

* 1. Historiography and the question of power; early colonial historiography in India
  2. The importance of English
  3. The construction of the ‘natives’
  4. Early attempts by Indians to write their own histories

## Unit 3: Dominance and hegemony in colonial India

* 1. Antonio Gramsci and the idea of hegemony
  2. The universalizing tendency of capitalism
  3. Colonialism as the failure of a Universalist project
  4. The configuration of power in colonial India
  5. The creation of difference; the ordering of difference

## Unit 4: Knowledge and power in colonial India:

* 1. The Investigative Modalities (Historiography; Survey; Enumerative; Surveillance; Museological)
  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:**  5.1 | **Law and violence in colonial India:**  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:

Cesaire, Aime (2010), *Discourse on Colonialism*, Delhi: Aakar Books

Chatterjee, Partha (2009), *Amtionalist Thought and the Colonial World*, New Delhi: Oxford University Press

Chatterjee, Partha (2009), *The Nation and its Fragments*, New Delhi: Oxford University Press

Cohn, Bernard (1996), *Colonialism and its Forms of Knowledge*, New Jersey: Princeton University Press

Gramsci, Antonio (2011), *Selections from the Prison Notebooks*, New Delhi: Orient BlackSwan

Guha, Ranajit (1997), *Dominance without Hegemony, Massachusetts*: Harvard University Press

Kolsky, Elizabeth (2010), *Colonial Justice in British India*, New Delhi: Cambridge University Press

Levine, Philippa (2003), *Prostitution, Race and Politics: Policing venereal Disease in the British Empire*, London

Mehta, Uday (1999), *Liberalisnz and Empire: A Study in Nineteenth Century British Liberal Thought*, Chicago

Metcalf, Thomas (2013), *Ideologies of the Raj*, New Delhi: Cambridge University Press

Mill, John Stuart (2008), *On Liberty & Utiliteriahism*, Bantam Books

Nandy, Ashis (2011), *The Intimate Enemy*, New Delhi: Oxford University Press

Pitts, Jennifer (2005), *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France*, New Jersey: Princeton University Press

Said, Edward (2001), *Orientalism, Western Conceptions of the Orient*, New Delhi: Penguin Books

Said, Edward (1993), *Culture and Imperialism*, New York: Vintage Books

Wiener, Martin J. (2009), *An Empire on Trial, Race, Murder, and Justice under British Rule, 1870-1935*, New York: Cambridge University Press

\*\*\*

**(Open Elective)**

**Paper Code : HST905 OE-1**

# UNDERSTANDING POPULAR CULTURE OF ASSAM

**(Credits: 4+0+0=4)**

**Course Objectives:**

* This course gives a conceptual idea of popular culture.
* The course is designed to acquaint students with mass culture or folk culture of the people of Assam differentiating from institutional culture.

**Course Outcome:**

## Upon completion of this course students will be able to identify different manifestations of popular culture in Assam opposed to institutional culture

## The students will be able to comprehend the dynamics of popular culture of Assam

**Total No of Lectures:48**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 1**  1.1 | **Introduction**  Defining Popular Culture |  |  | |
| **Unit 2**  2.1 | **Visual Expression**  Folk Art : Mask Making, | Weaving |  | |
| **Unit 3**  3.1 | **Performance**  Bhaona, Mobile Theatre, Folksongs | |  |  |
| **Unit 4**  4.1 | **Audio Visual**  Cinema | |  |  |
| **Unit 5**  5.1 | **Fairs & Festivals**  Bihu, Ras Festival, Jun Beel Mela, Dol Yatra | |  |  |

**ESSENTIAL READINGS :**

Birinchi Kumar Baruah, *A Cultural History of Assam*, Bina Library, 1965.

Jogesh Das, *Folklore of Assam*, National Books Trust, 1991

P.D. Goswami, *Ballads and Tales of Assam* : *A Study of the folklore of Assam,* Dept. Publication, University of Gauhati, 1960

Manoj Barpujari, Garima Kalita (Edited), *Perspective on the Cinema of Assam*, Guwahati Cine Club.2010

Nabin Chandra Sharma, *Oral Songs of Tribal Communities of Assam*, Published by Director of Assam Institute for Tribals and Scheduled Castes, Guwahati, 2006

S.N. Borkakoty, *Tribal Folktales of Assam (Hills)*, Publication Board, Assam, Guwahati-1970

Birendra Kumar Bhattacharya, *Dherxo Bosoror Asomiya Sanksritit Abhumuki*, Assom Prakashan Parishad, Guwahati, Fifth Edition March, 2005

Pranjal Borah, *Sukhi Manohor Chalchitra Aru Ananya*, Sabdda, 2016

Apurba Sarma, *Asomiya Chalachitrar Cha-Puhar*, Aakbak, Reprint – 2016

Dr. Nagen Saikia, *Asomiya Manuhar Itihas*, Kotha Publication, 2016

\*\*\*

# SEMESTER: 4 (GROUP – A)

**Paper Code : HST1001C**

# HISTORY OF INDIA (*c*. 600-1300 CE)

**(Credits: 3+1+0=4)**

## Course Objective:

* To give an introduction to historical debates associated with the early medieval period of the subcontinent.
* Emphasis will be given on understanding the processes of change within the political, economic and social aspects.

## Course Outcome:

* The course will enable the students in analyzing the debates associated with the early medieval phase in Indian history as well as relating it to the developments in the social, economic and political aspects**.**

## Total No. of lectures= 48

## Unit 1 Introduction

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

## Unit 2 Economy

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

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

4.1 Conceptions of kingship; evolution of the structure of polities across the regions; changing forms of legitimation

## Unit 5 Cultural and Religious Processes:

5.1 Puranic Hinduism and Tantrism

5.2 Temples, *mathas* and *tirthas*

5.3 Spread of sastric-epic-puranic ideas

5.4 Developments in arts and literature

## Essential Readings:

Chakrabarti, Ranabir, *Trade and Traders in Early India* Manohar,2002

Champakalakshmi, R., *Trade, Ideology and Urbanization*,OUP,1996

Chattopadhyaya, B.D., *Aspects of Rural Settlements and Rural Society in Early Medieval India, OUP, 2005*

Chattopadhyaya, B.D., *The Making of Early Medieval India, K P Bagchi and co. 1995.*

Deyell, J, *Living without Silver, CUP, 1982*

Huntington, S, *The Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, 2006* Jaiswal, S, *Caste: Origin, Function and Dimensions of Change*, Manohar Publishers,1998 Kane, P.V., *History of Dharmasastra* (relevant volumes).

Kulke, H., *The State in India*, *1000-1700*, OUP,1995

Nandi, R.N., *State Formation, Agrarian Growth and Social Change in Feudal South India*. Nath, Vijay, *Puranas and Acculturation*, Munshiram Manoharlal,2001

Rangachari, D., *Invisible Women, Visible Histories*, Manohar Publishers,2009 Sahu, B.P., ed., *Land System and Rural Society in Early medieval India*.

Shah, S., *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature Manohar,2009* Sharma, R.S. and K.M.Shrimali, eds., *The Comprehensive History of India*, vol. IV (2), People’s Publishing House,1992

Sharma, R.S., *Early Medieval Indian Society: A sTudy in Feudalisation*, Orient Longman,2003 Sharma, R.S., *Urban Decay in India AD 300-1000*., Munshiram Manoharlal,1987

Talbot, C., *Precolonial India in Practice, OUP, 2001.*

Thapar, Romila, *Cultural Pasts*, OUP, 2003

\*\*\*

# 

# SEMESTER: 4 (GROUP – B)

## Paper Code : HST1001C

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

**(Credits: 3+1+0=4)**

**Total No of Lectures:48**

**Course Objective:**

* This course will focus on the various forms 0f resistance both in its the political and non-political dimensions during the Mughal period.
* The course will also analyze the overall impact that these resistance had on the vitality and the stability of the Mughal India gradually leading to its disintegration in the 18th century.

**Course Outcome:**

* The course will equip the students to understand the multifarious forms of struggle both at the elite and the subaltern label against the Mughal political dominance which eventually paved the way for a deep political crisis in the pre-modern era.

|  |  |  |
| --- | --- | --- |
| **Unit 1** | **Historiography of popular resistance** | |
|  |  |  |
| **Unit 2** | **The Revolts of the nobility:** |  |
| 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**

* 1. Zamindar and the Mughal Administration-local uprisings and their consequences for the Mughal polity.
  2. Nature and power of the new Zamindars.
  3. Revolts of Jats.

|  |  |  |
| --- | --- | --- |
| **Unit** | **4**. **Religious forms of resistance**: |  |
| 4.1 | Raushani Movement (1585, 1611-16, 162A.D.); |  |
| 4.2 | Satnami Revolt (1672), Sikh Revolts. |  |
| **Unit** | **5. Other forms of resistance** |  |
| 5.1 | Merchant forms of resistance. |  |
| 5.2 | Everyday/routine forms of resistance. |  |

|  |  |  |
| --- | --- | --- |
| 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:**  5.1 | **Law and violence in colonial India:**  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 :

Alam, Muzaffar, *The Crisis of Empire in Mughal North India*; Awadh and the Punjab, 1707- 1748, Delhi, 2001.

Alam, M. & Subramaniyam, (eds), *The Mughal State, 1526-1750*, New Delhi: GUP, 1998.

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]

, Medieval India: *Society Jagirdari Crisis and the Village*. [Delhi: Macmillan, 1992]

Bhadra, Gautam (1999) *‘Two frontier uprisings in Mughal India’*, Subaltern Studies II

Hobsbawm, E.J. Bandits, Middlesex, 1985.

Hasan, Farhat, *State and Locality in Mughal India Power Relations in Western India*, c. 1572- 1730 (Cambridge: OUP, 2004).

Irfan Habib*, The Agrarian system of Mughal India* (1556-1707), OUP, 1999.

Hasan, S. Nurul, *Thought on Agrarian relation in Mughal India*, 1973.

Mayaram, Shail, A*gainst History, Against State: Counter perspectives from the margins*, New Delhi, 2004.

Smith, W.C., *‘Lower Class Uprisings in the Mughal Empire’, Islamic Culture*, 1946.

Scott, James C., *Weapons of the Weak: Everyday Forms of Peasant Resistance,* Yale University Press, 1985

R.P. Rana, *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665- 1735*, New Delhi: Manohar, 2006.

Khan, A.R., *Chieftains in the Mughal Empire during the Reign of Akbar*, Shimla, 1977.

\*\*\*

# SEMESTER: 4 (GROUP – C)

**Paper Code : HST1001C**

# SOCIAL HISTORY OF MODERN INDIA (1800-1947)

**(Credits: 3+1+0=4)**

**Course Objectives:**

* The objective is to understand the changes in Indian society after the advent of British and the expansion and consolidation of their rule since the late 18th and early 19th century.
* The course also seeks to acquaint the students with the context, content and consequences of the social reform movements that India experienced in the 19th and 20th century.

**Course Outcome:**

* The course will help the students to understand the deep seated transformations in the India society under the colonial rule and their wide ranging socio-political implications

## Total lectures= 48

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit 1**  1.1 | **The Emergence of Modern Society in India**  Decline of old social order |  | |
| 1.2 | Advent of colonialism and re-organization of society |  | |
| 1.3 | Growth of professional middle class |  | |
| **Unit 2**  2.1 | **Colonial Impact on Indian Society**  Rural Society and transformation |  | |
| 2.2 Emergence of urban class evolution and transformation of urban social groups | | | |
| **Unit 3**  3.1 | **Transitions in Modern Indian Society**  The colonial middle class |  |  |
| 3.2 | Response to the pressure of modernity |  |  |
| 3.3 | Religion and gender in a modernizing society |  |  |
| **Unit 4**  4.1 | **Socio-religious trends in Modern India**  Brahmo Samaj |  |  |
| 4.2 | Prarthana Samaj |  |  |
| 4.3 | Arya Samaj |  |  |
| 4.4 | Aligarh Movement |  |  |
| 4.5 | Wahabi Movement |  |  |
| 4.6 | Deoband Movement |  |  |
| **Unit 5**  5.1 | **Castes and Tribes in India**  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:**

Ravinder Kumar, *Essays in the Social History of Modern India*, OUP, 1983.

A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2009.

Jan Breman, *Labour Bondage in West India from Past to Present*, OUP, 2007.

Omvedt, Gail (2008), *Dalit Visions*, Orient Longman.

Jodhka, S. (2012), *Caste*, OUP

Dipankar Gupta, *Interrogating Caste*, Penguin (2002)

Understanding Caste: *From Buddha to Ambedkar and Beyond (2014),* Orient Blackswan

\*\*\*

**(GROUP – A: Special Paper)**

**Paper Code : HST1002SPL-1**

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

**(Credits: 4+1+0=5)**

## Course Objective:

* The primary focus of this course is on understanding the nature of economy and its evolution in the period from 1500 BCE to 1300 CE in the subcontinent.
* To understand the transition in economy, the significance of metal money and development of trade networks.

## Course Outcome:

* The course will specifically and in a detailed manner enable the students to have an understanding of the economic developments as well as analysing the changes pertaining to the economy. Moreover, emphasis on coins will also give the students an understanding of the changes in the domain of coinage which formed an important aspect of the trade network.

## Total lectures= 64

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

* 1. Pastoral Economy: Rig Vedic Economy
  2. Transition from pastoral to agrarian economy: Later Vedic Economy

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

* 1. Agricultural economy
  2. Taxation
  3. Emergence of Coins: Punch-marked coins
  4. The Second urbanization debate

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

* 1. Trade Networks- Internal and External
  2. Coins of the Indo- Greeks, Kushanas, Satavahanas
  3. Buddhism and Economy

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

* 1. Agrarian economy and changing land rights
  2. Trade and its impact on metal money
  3. The Feudalism Debate

## Essential Readings:

P. John Casey, *Understanding Ancient Coins: An Introduction for Archaeologists and Historians* (1986)

Chattopadhyaya Brajadulal, *Coins and Currency Systems in South India, c. AD 225-1300,*

Delhi, (1976)

Joe Cribb (ed.), *Money: From Cowrie Shells to Credit Cards* (1986)

Gupta, Parmeshwari Lal and Jha, Amal Kumar (ed.), *Numismatics and Archaeology, Indian Institute of Research in Numismatic Studies,* Nashik, 1987

Olivier Guillaume, *Analysis of Reasonings in Archaeology: The Case of Graeco- Bactrian and Indo- Greek Numismatics,* 1990

Amal Kumar Jha (ed*.), Coinage, Trade and Economy, Indian Institute of Research in Numismatic Studies*, Nashik, 1991

S.K Maity, *Early Indian Coins and Currency System*

Walter C. Neale, *Monies in Societies*, 1976

\*\*\*

**(GROUP – B: Special Paper)**

**Paper Code : HST1002SPL-2**

# HISTORY OF ASSAM (1228-1826)

**(Credits: 4+1+0=5)**

**Course Objective:**

* This course intends to acquaint students of the political developments in the Brahmaputra Valley.
* The focus of the study will be on the rise and fall of the Ahom rule, 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:**

* The course will familiarize the students with 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 also the course will help the students to 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 lectures= 64

|  |  |  |
| --- | --- | --- |
| **Unit 1** | **Sources** |  |
| 1.1 Literature: indigenous, foreign; | |  |
| 1.2 Archaeology: inscriptions, coins and material remains. | |  |
| **Unit 2 Foundation, expansion and consolidation of Ahom rule** | |  |
| 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**  3.1 Relations with the Mughals | |  |
| 3.2 Administrative system of the Koches. | |  |
| **Unit 4 The Mughal invasions and Ahom resistance**  4.1 Invasion of Mirjumla  4.2 Battle of Saraighat  4.3 Battle of ltakhuli | |  |

## Unit 5 Zenith of the Ahom rule:

* 1. Political, social, economic and cultural developments in the Brahmaputra valley.
  2. Vaisnavite movement.

## Unit 6 Decline and fall of the Ahom power:

* 1. Moamaria rebellion,
  2. Burmese invasion,
  3. Revolts in Lower Assam:

## Essential Readings :

Barpujari, H.K. ed.: *The Comprehensive History of Assam, Vol. I, II and III,* 1992, Publication Board Assam

Choudhury, P.C.: *History of Civilization of the People of Assam to the Twelfth Century A.D.*

1959, Guwahati

Lahiri, Nayanjot: *Pre-Ahom Assam*, 1991, Munshiram Manoharlal

Guha, Amalendu: *Medieval and Early Colonial Assam: Society, Polity and Economy,* 1991, Centre for Studies in Social Sciences

Bhuyan, S.K. *Anglo-Assamese Relations,* 1974, Lawyers Book Stall

Devi. L.: *Ahom Tribal Relations*, 1968, Assam Book Depot, Calcutta

Barua, S.L.: *Last Days of the Ahom Monarchy*, Munshiram Manoharlal

\*\*\*

## (GROUP – C: Special Paper)

## Paper Code: HST1002SPL-3

**PEASANTS’ AND WORKERS’ RESISTANCE MOVEMENT IN MODERN INDIA**

**(Credits: 4+1+0=5)**

## Course Objectives:

* + The course has been designed to impart knowledge on categories of peasants, peasant revolts, and also historiography of Peasant Resistance Movements in colonial India.
  + The paper also throws light on the emergence of modern working class in India and also the colonial background of their resistance movements.

## Course Outcome:

* The course will familiarize the students with the different dynamics of the peasant and labour resistance movement in colonial India.

## Total lectures= 64

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT 1** | **Concept of Peasant: Trends in the study of peasant struggle** |  |  |
| 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** |  |  |
| 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** |  |  |
| 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** |  |  |
| 4.1 | Champaran Satyagraha (1918) |  |  |
| 4.2 | Kisan Sabha Movement (l920-37) |  |  |
| 4.3 | Bardoli Movement (1928) |  |  |
| **UNIT 5** | **Left peasant movements** |  |  |
| 5.1 | Role of women |  |  |
| 5.2 | Tebhaga Movement (1946) |  |  |
| 5.3 | Telengana Movement (1946-51) |  |  |
| **UNIT 6** | **Working Class Movements** |  |  |
| 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 :**

A.R. Desai, *Peasant Movements in India*, New Delhi, 1983

Barrington Moore, *The Social Origins of Dictatorship and democracy: Lord and Peasant in the Making of the Modern World*, Harmondsworth, 1973

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi, 997.

Teodar Shanin, (ed), *Peasant and Peasant Societies*, 1976

David Hardiman (ed), *Peasant Resistance in India (1858-1914)*. New Delhi, 1993

D.N. Dhanagare, *Peasant Movements in India*, New Delhi, 1983

Eric Stokes, The Peasant and the Rai: *Studies in Agrarian Society and Peasant Rebellion; in Colonial India*, 1978

D.K. Singha Roy, *Women in Peasant Movements: Tebhaga Naxalite and After*, New Delhi, 1992

E.J. Hobsbawm, *Bandits*, 1972

David Thorner, *The Agrarian Prospect in India: Five lectures on Land Reforms*, New Delhi, 1956

K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958

H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999

A.C. Bhuyan (ed), *Political History of Assam Vol-II*

H.K. Barpujari, (ed) *Comprehensive History of Assam, Vols. IV and V*

Amalendu Guha, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam*, 1826-1947

Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005

Ranajit Guha (ed), *Subaltern Studies (relevant Volumes)*

*Journal of Peasant Studies (select issues)*

*Indian economic and Social History review (select issues)*

*Studies in History*

\*\*\*

**(Open Elective)**

**Paper Code : HST1003OP1**

# ENVIRONMENTAL HISTORY OF MODERN INDIA

**(Credits: 4+0+0=4)**

**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

• Be aware of the impact of Industrial Revolution on the Environment.

• Be able to critically examine the interlink between development and environment

• Be able to appreciate ideas of sustainable development.

**Total No of Lectures:48**

## Unit 1 Introduction

|  |  |  |
| --- | --- | --- |
| 1.1  1.2  1.3 | Environment and Industrial Revolution  Ecological Imperialism  Early Colonial Era and Indian Environment |  |
| **Unit 2**  2.1  2.2  2.3  2.4  2.5 | **Legislation and Policies**  Colonial State and Environmental Resources  Impact of Railway Construction on Indian Forest. Indian Forest Acts : 1965, 1878 & 1927.  Colonial Debate an Environmental Policies.  Creation of Forest Types : Reserved, Protected and Village. |  |
| **Unit 3**  3.1  3.2  3.3  3.4 | **Impact of Colonial Forest Policies**  Forest Tribes : Hunting – Food Gathering Economy. Shifting Agriculture and Tribes.  Rural Agarian Economy.  Resistance and Protests.  **Unit 4 India after Independence 12**  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**  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.*  Arnold, D and R Guha : *Nature, Culture, Imperialism : Essays and Environmental History of South Asia, 1996*.  Rangaraj, M : *Environmental Issues in India, Pearson, 2007.*  \*\*\* |  |

**Skill Enhancement Courses**

**HST SEC 01**

**Archives and Museums**

**(Credits: 2)**

**Total No of Lectures:24**

**Course Objectives:**

* To familiarize the students with various categories of primary sources for historical research
* To give students hands-on experience on collecting and documenting primary sources

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

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

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

**Unit 3 Museum presentation and exhibition**

**Unit 4 Museums, archives and society : education and communication outreach activities**

**Essential Readings :**

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

**HST SEC 02**

**Research Writing in History**

**(Credits: 2)**

**Total No of Lectures:24**

**Course Objectives:**

* To introduce undergraduate students to the basics in historical research writing.
* To enable them to understand the scope and limitations of the various primary sources used by historians.
* Equip them to understand the nuances in research writing which will be a stepping stone for pursuing research in future.

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

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. Archaeological Sources

**Unit 2: Basics in Research writing**

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

2.2 Referencing, footnotes and bibliography

**Essential Readings:**

* Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*: Pearson Longman, Delhi,2008.
* Ritchie, Donald: *Doing Oral History: A Practical Guide*, Oxford University Press, 2003.
* Ray N R *et al; A Source Book of Indian Civilization,*Orient Longman; 2002
* Aquil, Raziuddin and Chatterjee, Partha (Edited): *History in the Vernacular*, Permanent Black, New Delhi.
* Ali, M Athar: *Mughal India: Studies in Polity, Ideas, Society, and Culture*, Oxford University Press, New Delhi.
* Thakurta, Tapati Guha: *Monuments, Objects, Histories*, Permanent Black, New Delhi.

\*\*\*

.

**Paper Code : HST1004DPW**

# DISSERTATION/PROJECT WORK (DPW)

**Credit – 6**

* Each Dissertation should be of approximately 6000 words
* The Dissertation should be based on both primary and secondary sources.
* The synopsis for Dissertations will be approved by the D A C within 15 days of commencement of the 4th semester
* There shall be an internal assessment for the courses on Dissertation
* Submission of Dissertation must be made not later than the date fixed by the department.

\*\*\*