SYLLABUS

FOR

FYUGP

IN

HISTORY

DIBRUGARH UNIVERSITY

DIBRUGARH-786004

ASSAM

Introduction to Programme

The FYUGP History syllabus for Dibrugarh University affiliated colleges under the Choice Based Credit System (CBCS) is designed following Dibrugarh University Regulations for the Four-Years Undergraduate Programme (FYUGP) as per NEP 2020. In the first six semesters (three years), it requires the students to complete 15 Major courses of four credits each (fifteen Core Courses), six Minor Courses (MC) of four credits each, and three Generic Elective Courses (GEC) of three credits each.

The seventh semester requires the students to complete three major courses of four credits each, one minor course of four credits, and one Research Ethics and Methodology course of four credits. The eighth semester requires the students to complete four Major Courses (DSE) of four credits each with one Minor Course of four credits. Students willing to pursue Honours with Research, may opt for one Dissertation of eight credits with two major DSE courses and one minor course in this semester.

The major courses are offered to the students who choose History as their major. Minor Courses (MC) are offered to students from other disciplines. The Generic Elective Courses are offered to the students from other disciplines. The Core Courses have been structured to introduce the students to a broad range of topics related to the discipline of History. The programme broadly covers the history of Indian civilization, state formation, economic, social and political history from ancient to contemporary periods and world history. The courses also cover ideas and concepts of historiography to impart knowledge on the traditions of history writing. These also encourage the students to think critically and understand the discipline from multiple perspectives. The Dissertation in the eight semesters will provide training to the students on methods fundamental to historical research which involves critical thinking and analysis of historical events and issues with interpretation of the primary sources. This will help the students in the development of research aptitude.

Aims of Four Year Under-Graduate Programme (FYUGP) in History:

The aims of the Four Year Under-Graduate Programme (FYUGP) in History are:

1. To enhance the students' learning about History as a Social Science discipline, by providing the students with a rigorous historical experience aiming to develop a sound theoretical background in the subject.
2. To enable the students to understand the Historical methodologies.

3. To develop the capabilities of the students to critically evaluate events and issues and the emerging trends influencing the field of History.
4. To promote an understanding of the process of change with time.
5. To familiarize students with educational technology and train them in the use of ICT in History.

Graduate Attribute for Four Year Undergraduate Programme (FYUGP) History

The programme intends to broadly lay out certain graduates' attributes which are as follows-

A. **Disciplinary Knowledge**: The foundational knowledge of History, theoretical and philosophical aspects of the discipline

B. **Communication Skills**: The programme will emphasize on communication skill of the students..

C. **Ethical Awareness and Reasoning**: The research projects, methodology and dissertation courses in the programme will enhance the graduate's ability to identify the key ethical issues like intellectual property rights, plagiarism, data falsification, social media, environmental issues, artificial intelligence, privacy rights and enhance the reasoning capacity of the graduates.

D. **Information Technology and Digital Literacy**: Aware knowledge of ICT, enhance the ability to access various information sources and evaluate them critically and effectively.

E. **Reflective and Critical Thinking**: The programme will enhance the level of analytical and critical thinking in research-related work. It will develop the capacity to evaluate sources, evidence, arguments and theories related to the discipline.

F. **Research-Related Skill**: Programme includes courses on research methodology and projects which will enhance the aptitude and analytical aspects of the graduates to a level that helps to identify the problems, research gaps, methodology, procuring data, formulate hypothesis, analyze data, interpret and draw conclusive findings followed by the preparation of reports.

Programme Learning Outcomes for Four Year Undergraduate Programme (FYUGP) in History:

Firstly, a graduate in History will acquire a profound knowledge of world civilization along with historical knowledge regarding culture, socio-economic development, and politics.

Secondly, the programme imbibes broad skills including manuscript reading, deciphering script, epigraphy, and numismatic, developing archiving skills, and commentary on declassified government/non-government documents, and reports along with communicating skills.

Thirdly, a graduate of history will develop competency in various academic writings like essays, and research projects.

Fifthly, the courses are structured in a way that gives avenues for further research and teaching in various academic and research institutions across disciplines.

Teaching Learning Process

The programme allows using varied pedagogical methods and techniques both within the classroom and beyond.

- Lecture
- Tutorial
- Powerpoint presentation
- Documentary film on a related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Reports/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topics
- LCD Monitor
- White/Green/Black Board

Assessment

- Home assignment/Book Review/Seminar Presentation by Student
- Project Report
- Class Presentation: Oral/Poster/PowerPoint
- Group Discussions
- In-semester examinations
- End Semester examinations

Course Structure for Under-Graduate Programme in History, 2023

Year	Semester	Course Type	Courses	Credit
1	1st	Major	HISC1 - History of India-I (Prehistory to c.300 BCE)	4
		Minor	MINHIS1- History of Ancient India	4
		Open Elective Course/GEC	GECHIS1- Introduction to Culture and Heritage of Ancient India	3
		AEC language		4
		VAC	Understanding India	2
		SEC		3
			Total Credit	**20**
	2nd	Major	HISC2 -Social Formation and Cultural Patterns of Ancient and Medieval World	4
		Minor	MINHIS2- History of Medieval India	4
		Open Elective Course/GEC	GECHIS2 Introduction to the Cultural Heritage of Assam	3
		AEC-Language II		4
		Environmental Education		2
		SEC		3
			Total Credit	**20**
2	3rd.	Major	HISC3- History of India II (c. 300 BCEto 500 CE)	4
			HISC4 -History of India III (post-Gupta-1206 CE)	4
		Minor	MINHIS3 -History of Modern India	4

		Open Elective Course/GEC	GECHIS3- Introduction to Indian Freedom Struggle	3
		Digital Solutions/ Mathematical and Reasoning Ability		2
		SEC		3
			Total Credit	**20**
	4th	Major	HISC5- History of India-IV (1206-1526)	4
			HISC6- Rise of Modern West	4
			HISC7- History of India-V (1526-1750s)	4
			HISC8- History of Modern India-VI (1757-1857)	4
		Minor	MINHIS4-Early and Medieval Assam	4
			Total Credit	**20**
3	5th	Major	HISC9- History of Modern Europe (1789-1945)	4
			HISC10- History of India-VII (1857-1947)	4
			HISC11- History of Early and MedievalAssam (Political)	4
		Minor	MINHIS5- History of Modern Assam	4
		Internship/Community Engagement		4
			Total Credit	**20**
	6th	Major	HISC12- History of Modern Assam	4
			HISC13- Contemporary World	4
			HISC14- Social and Economic History of Assam	4
			HISC15-Introduction to History and Historiography	4

		Minor	MINHIS6A- Rise of Modern West or MINHIS6B – History of Modern Europe(1789-1945)	4
			Total Credit	**20**
	7th	Major	HISC17-Economic History of Ancient and Medieval India	4
			HISC18- Economic History of Modern India	4
			HISC19A- History of Art and Architecture in Ancient and Medieval India OR HISC19B History of Science and Technology in Pre-Colonial India	4
			HISC20- Research Ethics and Methodology	4
		Minor	MINHIS7A- Environmental History of India OR MINHIS7B-History of Science and Technology in Pre-Colonial India	4
			Total Credit	**20**
8th		Major	HISC21-Socio-Religious History of Ancient and Medieval India	**4**
			HISC22-Social History of Modern India	**4**
			HISC23-India Since Independence (1947-2000)	**4**
			HISC24A- Environmental History of India	**4**

		OR HISC24B-Women in Indian History	
	Minor	MINHIS8A- Women in Indian History OR MINHIS8B-World Revolutions	**4**
	Dissertation	Students writing dissertations will select two Major courses this semester	**8**
		Total Credit	**20**
		Grand Total (Semester I, II, III, IV, V, VI, VII and VIII)	**160**

Semester-I

Course Code: HISHC101.00

Course Title: HISTORY OF INDIA-I (Prehistory to c.300BCE)

Nature of the Course: Major

Credit: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

The course offers an in-depth knowledge of the Indian past from prehistoric to historical times. It provides an analytical approach to trace the processes of early state formation and cultural transformations.

- **Pre-requisite** - Basic concepts of Indian history and culture

Course Objectives:

The course aims to familiarize the students with a comprehensive understanding of Indian history in chronological detail from prehistoric times to the 6th century BCE. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of Harappan and Vedic cultures and the early state formation processes in India.

Course Outcomes:

CO1: Develop a chronological interpretation of Indian prehistory and protohistory.

CO2: Explain the tools, technologies, and subsistence patterns in Indian prehistory.

CO3: Analyse the characteristics and significance of the Harappan civilization.

CO4: Evaluate the processes of early territorial state formations in the Indian subcontinent around the 6th century BCE.

CO5: Explain the growth of different philosophical traditions during the period

CO6: Interpret the characteristics of the Vedic society and religion

Course Contents

Topics			
Unit-1: Introduction to Indian Prehistory (15 marks)			
1.1	Sources and Approaches Defining Prehistory and Proto-history	2	1
1.2	Environmental factors and human evolution in Indian prehistory	3	1
1.3	Sources of Indian prehistory- Stone tools, bones, potsherds, artifacts	3	1
1.4	Introduction to dating techniques (Radiocarbon dating, TL dating, K-AR dating, Paleomagnetic dating)	3	1
Unit- 2: Prehistoric India- Hunter-gatherers to Food producers (15 marks)			
2.1	Palaeolithic cultures-distribution of sites- tools, techniques, and subsistence pattern	3	1
2.2	Mesolithic cultures-distribution of sites-tools, techniques and subsistence pattern	3	1

2.3	Neolithic cultures in India-distribution of sites-tools, techniques, and subsistence pattern	3	1
2.4	Chalcolithic cultures in India (Non-Harappan)- Megalithic cultures-distribution of sites	2	1
Unit- 3: The Harappan civilization (15 marks)			
3.1	Phases of Harappan Civilization-Geography and Chronology	2	1
3.2	Urban features of the Harappan civilization	3	1
3.3	Harappan art and architecture	3	1
3.4	Urban decline and the late/post-Harappan traditions.	3	1
Unit-4: Cultures in transition (15 marks)			
4.1	Northern India (c.1500-600 BCE)-Vedic and post-Vedic period- society, religion, polity and economy	3	1
4.2	Early Territorial states (c. 600-300 BCE)-Trade and Urban centers	3	1
4.3	Buddhism and Jainism, Ajivika, Carvakas	3	1
4.4	South India (c. 300 BCE -CE 300)	2	1

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion

b. Book Review/Home Assignment

c. Viva

Suggested Reading List:

- V.K. Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
- R.S. Sharma, Material Culture and Social FormationsinAncientIndia,1983
- R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers,1995
- Bridget &F. Raymond Allchin, The Rise of Civilization in India and Pakistan,1983.
- A.L. Basham, The Wonder that Was India,1971.
- D.K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D.K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi,2006.

- H.C. Raychaudhuri, ed. Political History of Ancient India, Rev.
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -1, Prehistory
- R. Chakrabarti, Exploring Early India, Macmillan,2013
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.RajanGurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India300 BC-AD 1300,1996

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge	CO1 CO2, CO6	CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1, CO2 CO5, CO6	CO5 CO6	CO3 CO4,CO6		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

Course Code: HISM1

Course Title: History of Ancient

India Nature of Course: Minor

Credit: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:
This course offers knowledge on the chronological development of ancient Indian history from Harappan times to the post-Gupta period.

Pre-requisite: Basic concepts of Indian history

Course Objectives:
This course aims to familiarize the students with a comprehensive understanding of Indian history from the Harappan period to the post-Gupta period in chronological order. By the end of the course, the students will be able to learn about the features of the Harappan civilization, early states, Mauryan and post-Mauryan polities and the political scenario of India during the Guptas and the post-Gupta dynasties.

Course Outcomes:

CO1: Interpret the sources of ancient Indian history

CO2: Explain the origin and extent of Harappan culture and its major sites

CO3: Interpret the characteristics of the Vedic society and economy

CO4: Analyze the political developments of the Magadhan empire throughout the period

CO5: Evaluate the process of polity formation in the post-Mauryan period till c. 600 CE

CO6: Develop a chronological interpretation of the Gupta and post-Gupta polities.

Course contents:

Unit-1: (15 marks)			
		L	**T**
1.1	Sources –Literary, archaeological and numismatics	2	1
1.2	Harappan Civilization –Origin and Extent, Major sites, Salient features, decline and transformation	4	1
1.3	Vedic Civilization- Society, Economy and Polity	3	1
1.4	Rise of the Territorial States – Janapadas and Mahajanapadas	2	1
Unit-2: (15 marks)			
2.1	Ascendancy of Magadha- Haryanka and Nandas	3	1
2.2	Alexander's Invasion of India.	2	1
2.3	Rise of the Mauryan Empire under Asoka, Asoka's Dhamma	3	1

2.4	Mauryan System of Administration and decline	3	1
Unit-3: (15 marks)			
3.1	Political and economic Developments in the Post-Mauryan period - the Sungas, Kanvas, Kushanas and Satavahanas	4	1
3.2	The Tamils and Sangam Age.	2	1
3.3	The Sakas, Parthians and the Indo-Greeks in India	3	1
3.4	The Guptas and the Vakatakas	2	1
Unit-4: (15 marks)			
4.1	Developments in the post-Gupta period- Vardhanas, Palas and Pratiharas	3	1
4.2	The Pallavas, the Rashtrakutas and the Chalukyas	3	1
4.3	The Imperial Cholas	2	1
4.4	The Arabs and the Turks in Indian politics –Ghaznivids and the Ghorid Invasions	3	1

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion

b. Book Review/Home Assignment

c. Viva

Suggested Readings Lists:

- Upinder Singh, A History of Ancient and Early Medieval India, Pearson
- Ranabir Chakravarti, Exploring Early India, Macmillan
- R.S.Sharma, India's Ancient India, Oxford
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -I,II
- A.L. Basham, The Wonder that Was India,1971.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**

Factual Knowledge		CO1	CO6 CO2	CO3 CO4	CO5	
Conceptual Knowledge		CO1	CO2 CO6	CO3 CO4	CO5	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

Semester: I

Course Code: HISOEC 1

Course Title: Introduction to Culture and Heritage of Ancient India

Nature of Course: OEC/ GEC

Credit: 3

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course objectives and intended learning Outcomes:

CO1: To explain the development of literature in ancient India.

CO2: To interpret various religious traditions of ancient India.

CO3: To explain the development of art and architecture during the period of study.

CO4: To interpret the cultural development during the period.

Course Contents:

Topic	**Credit**	
Unit-1:	**Lecture**	**Tutorial**
	Marks Distribution: 15	

1.1	Sanskrit literature (Vedic, Epic, Puranas, Smritis)	3	1
1.2	Sanskrit literature (drama, prose, didactic, biographical)	3	1
1.3	Pali and Prakrit literature (Jatakas, Nikayas, Pitakas)	3	1
Unit- 2:		**Marks Distribution: 15**	
2.1	Vedic religion and philosophy, Six schools of philosophy (Astikadarshanas)	3	1
2.2	Origin of Buddhism and Jainism; Buddhist and Jain philosophy	3	1
2.3	Materialistic philosophy	3	1
Unit- 3:		**Marks Distribution: 15**	
3.1	Schools of Sculptural Art- Gandhara, Mathura, Sarnath, and Amaravati	3	1
3.2	Rock-cut architecture- Pillars, Stupa, Chaitya, Vihara	3	1
3.3	Styles of Temple architecture- Nagara, Dravida and Vesara	3	1
Unit-4:		**Marks Distribution: 15**	
4.1	Tamil literature (Tolkappiyam, Manimekhalai, Silapadikaram)		
4.2	Later developments of Upanishadic philosophy- Shankara, Madhava and Ramanuja		
4.3	Paintings –prehistoric rock art, mural paintings of Ajanta and Ellora		

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

d. Group Discussion

e. Book Review/Home Assignment

f. Viva

Suggested Reading List:

- V. K. Jain, Prehistory and Protohistory of India- An Appraisal, DK Printwood, 2006
- R. S. Sharma, India's Ancient Past, New Delhi, OUP,2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Partha Mitter, Indian Art, OUP, 2001

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

Semester: I

Course Title: Understanding India

Nature of Course: VAC

Credit: 2

Assessment: 20 (In Semester)+30 (End Semester)=50

Course Description: This course offers an introductory understanding of cultural development through art and architecture, religions and philosophies of ancient and medieval India. The paper also deals with phases of the Freedom Struggle, various constituent assembly debates and the basic features of the Indian Constitution.

Pre-requisite: Basic concepts of Indian society and culture

Objectives: To familiarize the students with the history, culture, and constitution of India

Course Outcomes:

CO1: To interpret the literary and philosophical development in Ancient India.

CO2: To analyze the art and architectural development in early and medieval India

CO3: To explain the medieval Bhakti movement and the Sufi tradition.

CO4: To develop an understanding of the Constitution of India.

Course Contents:

Topic		**Credit**	
Unit-1		**Lecture**	**Tutorial**
		Marks Distribution: 15	
1.1	The idea of Bharatvarsha; Indian literature- Sanskrit, Pali, Prakrit, Tamil	4	1
1.2	Scientific literature and development of science in Ancient India	4	1
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	4	1
1.4	Education and educational Institutions in Ancient India	4	1
Unit- 2		**Marks Distribution: 15**	
2.1	Art and architecture of ancient India	4	1
2.2	Art and Architecture of	4	1

	Medieval India		
2.3	Medieval Bhakti Movement and The Sufi Tradition	4	1
Unit- 3		**Marks Distribution: 15**	
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national movement-Independence and Building a framework for the new Nation, Constituent Assembly Debates and the Making of the Indian Constitution	3	2
3.2	Basic features of the Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary, and the Parliamentary system	8	2

Modes of In-Semester Assessment : 20 Marks

Unit Test : 10

Any two of the activities listed below : 10

g. Group Discussion

h. Book Review/Home Assignment

i. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

Suggested Reading List:

- A.L. Basham, The Wonder that Was India, Picador India,1971
- R.S.Sharma,India's Ancient Past, NewDelhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018
- Bipan Chandra, History of Modern India,2019
- Bipan Chandra, India Since Independence, 2008

Semester-II

Name of the Course: Social Formations and Cultural Patterns of Ancient and Medieval World

Code: HISHC201.00

Nature of the Course: Major

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers an in-depth knowledge of human history from prehistoric to historical times. It provides an analytical approach to trace the processes of early state formation and cultural transformations.

Pre-requisite - Basic chronological understanding of World civilizations.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of world history in chronological detail from prehistoric times to the medieval period. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of various ancient civilizations and medieval societies with an understanding of the early social formation processes in the world.

Course Outcomes:

CO1: To explain the historical development of human civilization around the world.

CO2: To Compare socio-cultural and economic developments of early medieval human societies.

CO3: To explain the challenges and crises faced by these early civilizations and their responses to these crises.

CO4: To explain the emergence and development of the major religions.

Course Contents:

Topic		Credit	
		Lecture	Tutorial
		MarksDistribution:15	
1.1	Origin and growth Human culture and Civilization- Prehistoric culture: Characteristic features of Palaeolithic, Mesolithic, Neolithic	6	1
1.2	Bronze and Iron age: Iron Debate, Characteristic features, important sites	6	1
Unit-2		MarksDistribution:15	
2.1	Mesopotamian Civilization: up to Akkadian: Temple economy, Law Codes.	4	1
2.2	Egyptian Civilization: Political Developments, Art & Architecture, Religion.	4	1
2.3	Chinese Civilization: Polity, Society, Science & Technological Developments	4	
Unit-3		MarksDistribution:15	
3.1	Greek Civilization: Athenian Democracy, Society and Culture. Slavery	4	1
3.2	Roman Civilization: Establishment of Republic, Society and Cultures, trade and urbanization	4	1
3.3	Europe in the Medieval Age:	4	1

	feudalism, Expansion of Christianity.		
Unit-4		MarksDistribution:15	
4.1	The Aztec and the Maya-The Origin, Society, Religion, Economy and Decline	4	1
4.2	The Incas: Origin, Polity, Religion, Society and Economy, Art and Architecture, Decline.	4	1
4.3	Central Islamic civilization (Arab and Persia): Rise of Islam, Ummah, Caliphate, Crusades	4	1

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

j. Group Discussion

k. Book Review/Home Assignment

l. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2	CO3 CO4	CO3	
Conceptual Knowledge		CO1 CO2	CO2	CO3 CO4		
Procedural Knowledge						
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S

CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

S-Strong, M-Medium, L-Low

Suggested Reading List:

- Burnsand Ralph, World Civilizations
- Gordon Childe, What Happened in History
- UNESCO series, History of Mankind
- Amar Farooqui , Early Social Formations
- Rakesh Kumar, Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism
- Perry Anderson ,Passages from Antiquity to Feudalism
- Charles Phillips , et al, Aztec and Maya : The Complete Illustrated History.

SEMESTER-II

Name of the Course: History of Medieval India

Code: HISM 2

Nature of the Course: Minor

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers a comprehensive understanding of Indian history during the medieval period. It provides a systematic approach to study the political and socio-cultural history of the Indo-Islamic political powers viz. Delhi Sultanate and Mughal Empire and contemporary regional states.

Pre-requisite - Basic chronological understanding of Indian history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate to the Mughals. By the end of the course, the students will be able to learn about the political history and various socio-cultural-economic developments in medieval India.

Course Outcomes:

CO1: To discuss the political history of India during the Delhi Sultanate.

CO2: To discuss the political history of India during the Mughals.

CO3: To explain the political developments in the 18th century.

CO4. To discuss the developments in the major religious trends and development in the art- -architecture in medieval India.

Course Contents:

Topic		Credit	
Unit-1			Lecture
		MarksDistribution:15	
1.1	Indian polity during 11th and 12th century: Background	3	1
1.2	Advent the Arabs and the Turks in Indian politics–Ghaznivids And the Ghorid Invasions	3	
1.3	Establishment of The Delhi Sultanate- (a) The Slave dynasty (b) The Khalijis-AlauddinKhaliji's Administration (c) The Tughlaqs –Experiments of Muhammad Bin Tughlaq.	3	1
1.4	Disintegration of Delhi Sultanate and Rise of Provincial Kingdoms: Vijayanagar and Bahmani kingdom	3	1
Unit-2		MarksDistribution:15	
2.1	Establishment of Mughal rule: (a) India on the eve of Babur's invasion and establishment of the Mughal rule under Babur; Military technology and warfare (use of firearms) (b) Humayun's struggle for empire (c) Sher Shah, his administrative And revenue reforms	4	1

2.2	Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: Mughal-Rajput diplomacy, annexations in the North-West Frontier, Conquest of Bengal, Sulh-i-kul; Din-I Ilahi	4	1
2.3	Evolution of administrative institutions and apparatus: zabt, mansab, jagir, madad-i-maash grants, Zamindars, and peasants (Khudkasht and pahikasht)	4	1
Unit-3		MarksDistribution:15	
3.1	Mughal Empire under Jahangir and Shahjahan: Important campaigns and conquests, peasant rebellions, wars of Succession	3	1
3.2	Mughal Empire during the reign of Aurangzeb: Military and Religious policies.	3	1
3.3	Decline and disintegration of the Mughal empire: Various issues	3	1
3.4	Emergence of the regional powers: Marathas, Nawabs of Bengal	3	
Unit-4		MarksDistribution:15	
4.1	Bhakti Movement: Saguna and Nirguna Trends (Tulsi, Kabir, Meerabai); Growth and Development of Vernacular Literature	3	1
4.2	Sufism in India: Basic characteristics and important Silsilahs (Chistis and Suhrawardis)	3	
4.3	Guru Nanak and emergence of the Sikhs	3	1
4.4	Developments in art and architecture: Important features of Indo-Islamic style, characteristics of miniature Paintings	3	1

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion
b. Book Review/Home Assignment
c. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO2	CO3 CO4	CO1	
Conceptual Knowledge		CO1 CO4		CO3	CO2 CO3	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	S	S	S	L	L	S
CO2	S	S	M	M	S	S	M	L	S
CO3	M	S	M	S	S	S	M	L	S
CO4	S	M	M	M	S	S	M	L	S

S-Strong, M-Medium, L-Low

Suggested Reading List:

- Satish Chandra: Medieval India.
- Salma Ahmed Farooqui: A Comprehensive History of Medieval India
- Vipul Singh, Interpreting Medieval India: Early Medieval, Delhi Sultanate and regions
- Meena Bhargava, Understanding Mughal India:16thto18thcenturies

Semester: II

Name of the Course: Introduction to the Cultural Heritage of Assam

Course Code: HIS-OEC-2

Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Credit: 3

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Outcomes:

CO1: To develop an understanding of the archaeological remains of early Assam.

CO2: To explain the development of art and architecture in the medieval period with special reference to the Ahoms.

CO3: To explain the religious and cultural developments of Medieval Assam.

CO4: To evaluate the development of religious institutions and literature in Medieval Assam.

Course Contents

Topic		Credit	
Unit-1		**Lecture**	**Tutorial**
		MarksDistribution:15	
1.1	Archaeological remains: Deopahar, Malini than, Madan Kamdev, Daparbotiya, Doyang- Dhansiri	**4**	1
1.2	Sculptures of Assam: Deopani school, East India school of Medieval Art	**4**	1
1.3	Stupas and rock-cut caves: Surya Pahar, Jogighopa, Pancharatna	4	1
Unit:2		MarksDistribution:15	
2.1	Historical monuments of the Ahom	**4**	1

	period: monuments at Sivasagar, Dergaon, Maidams of Charaideu		
2.2	Monuments of the Koch period: Kamakhya and Hajo.	**4**	1
2.3	Literary traditions of Medieval Assam: Buranjis, Vamsavalis	4	1
	Unit:3	MarksDistribution:15	
3.1	Neo- Vaishnavism in Medieval Assam: Socio-religious background, Basic tenets	**4**	1
3.2	Satra institutions of Barpeta and Majuli	**4**	1
3.3	Development of Vernacular literature: Bhakti literature, Caritputhis	4	1
	Unit:4	MarksDistribution:15	
4.1	Monuments Kachari period: Kasomari and Dimapur	**4**	1
4.2	Art and Architecture of the Ahoms	**4**	1
4.3	Manuscript tradition of medieval Assam	4	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Project/Seminar

Suggested Reading List:

- Maheswar Neog, Cultural Heritage of Assam
  - Sankardeva and His Times
- H.K. Barpujari, The Comprehensive History of Assam Vol. I and III
- S. N. Sarma, A Socio-Economic and Cultural History of Medieval Assam
  -Neo- Vaishnavite Movement and Satra Institutions of Assam
- B.K.Baruah, A Cultural History of Assam
- S.L. Baruah, A Comprehensive History of Assam

Semester :II (History)

Course Code : HIS-SEC

Course Title : Doing Oral History

Nature of the Course : Skill Enhancement Course (SEC)

Distribution of Credits : 3

Course Objectives (COs) and Intended Learning Outcomes (ILOs):

CO1: Introduce the meaning,scope and use of Oral History
ILO1.1:Explain the historical backdrops of Oral History its forms and narratives.
ILO1.2:Describe the role of memory and its reliability of in Oral History

CO2: Discuss the methodology of Oral history
ILO2.1: Identify the tools, technology requires in doing oral history
ILO2.2: Explain the preservation and archiving

CO3: Analyse the emergence of women movements through oral history
ILO3.1: Discuss the holocaust history through people's memory
ILO3.2: Understand the history of India's Partition and aftermath through oral history

Topic	Credits/Hours		
	Lecture	Tutorial	Field Visit
Unit-I:Concept and Scope 1.01. Oral History: Meaning, Scope and its Historical Backdrops. 1.02. Forms of Oral history: Narratives, History and Myth. 1.03. Reliability, Validity in Oral History,Role of Memory and its limitations.	20		
Unit-II Methodology 2.01. Oral History Interviewing: Preparation, Skill, Tools, Equipment and Technology,Video Oral History. 2.02 Post-Interview: Transcription, Editing,Citing and quoting 2.03 Preservation:Archiving,Digital,Library, Publishing.	20		5
Unit-III Oral Traditions and Contemporary History 3.01 Women Movements 3.02 Holocaust History 3.03 Partition and Aftermath through memory	20		5

3.04 Environmental Movements			
Total Contact Hours	**60+10=70**		

Essential Reading:

Donal A Ritchie, Doing Oral History, Third Edition Oxford University 2015**.**

Vansina, Jan, Oral Tradition: A Study in Historical Methodology. New Brunswick, NJ: Transaction Publishers, 2009.

Thompson, Paul with Joanna Bornat. The Voice of the Past. Oral History. 4 th Ed. Oxford: Oxford University Press, 2017

History. Albany "What Makes Oral History Different." In: Luisa Del Giudice, ed. Oral History, Oral Culture, and Italian Americans. New York: Palgrave Macmillan, 2009.

Chowdhury, Indira, 'Oral Traditions and Contemporary History Event, Memory, Experience and Representation,' Economic & Political Weekly, July 26, 2014 Vol XLIX No 30.

Butalia, Urvashi , The other Side of Silence,Penguin Random House, 2017.

Butalia, Urvashi, The Persistence Memory, Herper Collins, 2014.

Butalia,Urvashi, Partition:The Long Shadow,Penguin Viking, 2015.

Jeremy Black,The Holocaust: History & Memory, Bloomington, Indiana University Press,2016.

Baum, Willa K. Transcribing and Editing Oral History. Nashville: American Association for State and Local History, 1985.

Ives, Edward D. The Tape-Recorded Interview: A Manual for Fieldworkers in Folklore and Oral History. Knoxville: University of Tennessee Press, 1995.

Munz, Peter. "History and Myth." The Philosophical Quarterly (1950) 6, no. 22 (1956): 1-16.

Joanna Bornat and Hanna Diamond 'Women's History and Oral History:Developments and Debates' Women's History Review Vol. 16, No. 1, February 2007, pp. 19–39

Suggested Reading

Abrams, Lynn. Oral History Theory. 2nd Ed. London and New York: Routledge, 2016.

Beck, B., et.al, Folklore of India. Chicago: Chicago University Press, 1987.

Ben-Amos, Dan. Folklore in Context: Essays. New Delhi: South Asian Publishers, 1982.

Bhagwat, Durga. An Outline of Indian Folklore. Bombay: Popular Book Depot, 1958. 60

Blackburn, Stuart and A.K. Ramanujan, eds. Another Harmony: New Essays on the Folklore of India, Berkeley: University of California Press, 1986.

Blackburn, S, et.al, eds. Oral Epics in India, Berkeley: University of California Press, 1989.

Claus, P.J. and F.J. Korom. Folkloristics and Indian Folklore. Udupi: RRC, 1991.

Dunaway, D.K. and W.K. Baum, eds. Oral History: An Interdisciplinary Anthology. 2 nd Ed. London: Atlanta Press, 1996.

Finnegan, Ruth H. Oral Traditions and the Verbal Arts: A Guide to Research Practices. London: Routledge, 1992.

Frisch, M. A Shared Authority: Essays on the Craft and Meaning of Oral and Public History. Albany: State University of New York Press, 1990.

Goody, Jack. The Interface between Written and the Oral. Cambridge: Cambridge University Press, 1987.

Heehs, Peter. "Myth, History and Theory." History and Theory 33, no. 1 (1994): 1-19.

Henige, David P. Oral Historiography. London, New York, Lagos: Longman, 1982.

Hoopes, James. Oral History: An Introduction for Students. Chapel Hill: University of North

Carolina Press, 1979.
Lummins, Trevor. Listening to History: The Authenticity of Oral Evidence. Totowa, N.J.: Barnes and Noble Books, 1988.
Moss, William W. Oral History Programme Manual. New York: Praeger, 1975.
Ong, Walter J. Orality and Culture: The Technologizing of the Word. Taylor & Francis e Library, 2005.
Perks, R. Oral History: Talking about the Past. 2 nd Ed. London : Historical Association in association with The Oral History Society, 1995.
Perks, Robert and Alistair Thomson, eds. The Oral History Reader. 2nd Ed. New York: Routledge, 2006.
Portelli, Alessandro. The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History. Albany: State University of New York Press, 1990. 61
._____ "What Makes Oral History Different." In: Luisa Del Giudice, ed. Oral History, Oral Culture, and Italian Americans. New York: Palgrave Macmillan, 2009.
Ritchie, Donald A.ed. The Oxford Handbook of Oral History. Oxford: Oxford University Press, 2012.
Shopes, Linda and Paula Hamilton. Oral History and Public Memories. Philadelphia: Temple University Press, 2008.
Sommer, Barbara W. and Mary Kay Quinlan. The Oral History Manual. 2nd Ed. Lanham, MD: Rowman & Littlefield, AltaMira, 2009.
Robertson, Beth M. Oral History Handbook. 5 th Ed. Unley, S. Aust.: Oral History Association of Australia (South Australian Branch), 2006.
Stucky, Nathan. "Performing oral History: Storytelling and pedagogy." Communication Education 44, no.1 (1995): 1- 14.
Thomson, Alistair. "Four Paradigm Transformations in Oral History." The Oral History Review 34, no. 1 (Winter - Spring, 2007): 49-70.
Tonkin, Elizabeth. Narrating Our Pasts. The Social Construction of Oral History. Cambridge: Cambridge University Press, 1992.
Vansina, Jan. Oral Tradition as History. Madison: University of Wisconsin Press, 1985.
Yow, Valerie. Recording Oral History: A Practical Guide for Social Scientists. 2nd Ed. Lanham, MD: Rowman & Littlefield, AltaMira, 2005

Semester -III

Name of the Course: History of India II (c.300 BCE-500 CE)

Code: HISHC301.00

Nature of the Course: Major

Credit: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course offers an in-depth knowledge of Indian history from Mauryan times to the rule of the Gupta dynasty.

Pre-requisite: Basic concept of Indian history

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of Indian history from 300 BCE to 500 CE.

Course Outcomes:

CO1: Explain the nature of the Mauryan and post-Mauryan polities
CO2: Evaluate the changing political formations under the Kushanas and Guptas
CO3: Interpret the socio-economic formations in early historic India
CO4: Analyze the nature of cultural developments in India between BCE 300-750 CE

Course Contents

Topic		Credit	
Unit-1 **Changing political formations-I:**		**Lecture**	**Tutorial**
		MarksDistribution:15	
1.1	The Mauryan Empire-Extent and sources, Inscriptions	**3**	1
1.2	Asoka and His Dhamma, Administration, Decline	**3**	
1.3	Post-Mauryan politics- Sunga, Kanva	3	1
1.4	Satavahanas and their polity	3	1
Unit- 2 **Changing political formations -II:**		MarksDistribution:15	
2.1	Indo-Greeks, Sakas, Pahlavas	3	1
2.2	Kushanas	3	1
2.3	Gupta Empire: Extent, sources, administration, decline	3	
2.4	Contemporaries of the Guptas	3	
Unit- 3 **Economy and Society**		MarksDistribution:15	
3.1	Expansion of agrarian economy	3	1
3.2	Urban centres and Craft production,	3	1
3.3	Trade-internal and external, metallic coinage.	3	1
3.4	Social Stratification: Varna, Jati, Untouchability	3	
Unit-4 **Cultural developments (circa300BCE- CE750**		MarksDistribution:15	
4.1	Transformations in Buddhism and Jainism, Puranic tradition	3	1
4.2	A brief survey of Sanskrit, Pali, Prakrit and Tamil literature, Scientific and technical treatises	3	
4.3	Art and architecture-Mauryan and post-Mauryan (pillars, sculptures, stupa, chaitya)	3	1
4.4	Art and architecture-Gupta and Vakataka (temple, cave, sculptures), Ajanta paintings	3	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a.Group Discussion/Viva
b.Seminar
c. Book Review

Suggested Reading List

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- D. P. Chattopadhyaya, History of Science and Technology in Ancient India
- D.D. Kosambi, An Introduction to the Study of Indian History,
- S. K. Maity, Economic Life in Northern India in the Gupta Period,
- B.P. Sahu(ed), Land System and Rural Society in Early India,
- K.A. N. Sastri, A History of South India.
- Romila Thapar, Asoka and the Decline of the Mauryas, 1997.

- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain
- R. Chakrabarti, Exploring Early India, Macmillan, 2013
- N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents
- J.C. Harle, The Art and Architecture of the Indian Subcontinent
- P. L. Gupta, Coins.
- KesavanVeluthat, The Early Medieval in South India

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

Semester: III

Course Code: HISHC302.00

Course Title: History of India –III (post-Gupta to 1200 CE)

Nature of Course: Major

Credit: 4

Marks=40(In-Sem) +60 (End-Sem) =100

Course Description: This course offers in-depth knowledge of Indian history of the post-Gupta period

Pre-requisite: Basic concept of Indian history

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of the history of India during the post-Gupta dynasties.

Course Outcome:
CO1: To analyze the political structures in the post-Gupta period in Indian history.

CO2: To explain the formation of political structures in the Deccan and South India.

CO3: To assess the growth and development of the economy during the period of study.

CO4: To explain the religious and cultural developments in India during the period of study.

Course Contents:

Topic		Credit	
Unit-1: Political Structures		**Lecture**	**Tutorial**
		MarksDistribution:15	
1.1	Sources and approaches	**3**	1
1.2	Post-Gupta Polities: Vardhanas, Palas,	**3**	
1.3	Pratiharas	3	1
1.4	Rastrakutas	3	1

Unit- 2: Political Structures		**Marks Distribution: 15**	
2.1	Chalukya, Pallava	3	1
2.2	Cholas: State and Administration	3	1
2.3	The Arab conquest of Sindh	3	1
2.4	Early Turkish invasions	3	
Unit- 3: Agrarian Structure, Trade and Urbanism:		**Marks Distribution: 15**	
3.1	Land grant and Agricultural Expansion	3	1
3.2	Feudal economy and polity in early medieval India, Feudal debate-	3	1
3.3	Internal and External Trade, Urban centers	3	1
3.4	Coinage and money economy, Merchant guilds of South India	3	
Unit-4: Religious and Cultural Developments:		**Marks Distribution: 15**	
4.1	Growth of Bhakti philosophy- Alvars and Nayanar	3	1
4.2	Islamic intellectual traditions: Al-Biruni; Al-Hujwiri	3	
4.3	A survey of Literature (royal biographies- Charitas, technical treatises, historical texts- Rajatarangini)	3	1
4.4	Art and Architecture: Nagara, Dravida and Vesara	3	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Suggested Reading List:

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- Romila Thapar, Early India from origins up to 1300 AD, Penguin, 2002
- R. Chakrabarti, Exploring Early India, Macmillan,2013
- R.S. Sharma, Indian Feudalism (circa 300-1200).

- B.D. Chattopadhyaya, The Making of Early Medieval India.
- R. S. Sharma and K.M. Shrimali (ed). Comprehensive History of India, Vol. IV(A&B).
- Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol.V, The Delhi Sultanate
- Hermann Kulke, ed., The State in India(AD1000-AD1700).
- N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850- 1800
- Derry lN. Maclean, Religion, and Society in Arab Sindh
- Richard Davis, Lives of Indian Images.
- Romila Thapar, Somanatha: The Many Voices of History.
- John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India.Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
- Burton Stein, Peasant State and Society in Medieval South India.
- R. Champakalakshmi, Trade, Ideology and Urbanization: SouthIndia, 300 BCto1300 AD. A l. Beruni's India, NBT edition.
- Ali Hujwiri, Kashful Mahjoob, tr. R. Nicholson.
- SC Mishra, Rise of Muslim Communities in Gujarat.

• Cognitive Map of Course Outcomes with Bloom's Taxonomy

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Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO3	CO1 CO2	CO4	
Conceptual Knowledge			CO3	CO1 CO2	CO4	
Procedural Knowledge						
Metacognitive Knowledge						

• Mapping of Course Outcomes to Program Outcomes

•

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

Semester: III

Name of the Course: History of Modern India (From 1757- 1947 A.D.)

Course Code: HISM-3

Nature of the Course: Minor

Credit: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

CO1: To examine the factors that led to the establishment of British rule in India

CO2: To analyze the growth and expansion of the British empire in India.

CO3: To develop a critical understanding of the British economic policies in India and its reactions.

CO4: To evaluate different movements that happened during this period.

Course Contents

Topic			
Unit-1 (Marks 15)			
		L	T
1.1	Decline and the Disintegration of the Mughal Empire and the Growth of Regional Powers	3	1
1.2	The establishment of the British Rule in India: The Battle of Plassey and the Battle of Buxar	3	1
1.3	Robert Clive and his Dual Administration in Bengal, Anglo-French Rivalry	3	1
1.4	Expansion and Consolidation of the British Rule under Warren Hastings and Lord Cornwallis	2	1
Unit- 2 (Marks 15)			
2.1	British Relations with the Marathas and Mysore, Lard Wellesley and the Policy of Subsidiary Alliance, Lord Hastings and the Relations with the Indian States.	3	1
2.2	Lord Bentinck and his Reforms; Raja Ram Mohan Roy and the Growth of Western Education in India	3	1
2.3	The Growth and Expansion of Sikh Power under Ranjit Singh; Lord Dalhousie and his Policy of Expansion- The Doctrine of Lapse	3	1
2.4	The Revolt of 1857- Causes and Consequences, The Government of India Act of 1858	2	1
Unit- 3 (Marks 15)			
3.1	The British Economic Policies in India- Land Revenue, Trade, Commercialization of Agriculture, The Drain Theory	2	1
3.2	Socio-Religious Reform Movements in the 19th century	2	1
3.3	Tribal Movements, Growth of Nationalism and the Establishment of the Indian National Congress, Moderates and Extremist Phase	2	1
3.4	Lord Curzon and the Partition of Bengal- The	2	1

	Swadeshi Movement in India, Home Rule Movement- Growth of Revolutionary Movement		
3.5	Constitutional Reforms Acts of 1861, Act of 1891, Act of 1909, and Act of 1919	2	1
Unit 4 (Marks 15)			
4.1	Gandhi in Indian Politics- Kheda and Champaran, The Khilafat and the Non-Cooperation Movement, the Civil Disobedience Movement	3	1
4.2	Peasants Movements, Labour Movements and Depressed Class Movements	2	1
4.3	The Growth of the Left, Muslim League, and Communal Politics in India Government of India Act 1935, Provincial Election in 1937, and the Congress Politics	3	1
4.4	The Quit India Movement, INA, RIN Movement, Cabinet Mission Plan and Partition of India	3	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Suggested Reading List:

- Bandyopadhya, Sekhar, From Plassey to Partition: A History of Modern India, Orient Longman Ltd. Hyderabad, 2004.
- Chandra, B, Mukherjee, M and et, al, India's Struggle for Independence, Penguin Books, New Delhi, 2003.
- Chandra, B, The Rise and Growth of Economic Nationalism in India, Peoples Publication House, New Delhi, 1990.
- Dodewell, W (ed) The Cambridge History of India, Vol. V. S. Chand & Company, New Delhi, 1990.
- Desai, A. R: Social Background of Indian Nationalism, Popular Publication, New Delhi, 1990.
- Fisher, Micheal: The Politics of the British Annexation of India, 1757 – 1857, Oxford University Press, New Delhi, 1999.
- Gopal, S: The British Policy in India, 1858-1905, Mc. Millan, New Delhi, 1992.

- Grewal, J. S: The Sikhs of the Punjab, Cambridge University Press, New Delhi, 1999.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2	CO3	CO4	
Conceptual Knowledge		CO1 CO2		CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

S-Strong, M-Medium, L-Low

Semester: III

Name of the Course: Introduction to Indian Freedom Struggle (1857-1947)

Course Code: HISOEC-3

Nature of Course: OPEN ELECTIVE COURSE (OEC)/GE

Credit: 3

Marks: 60+40

Course Description:
This course offers an introduction to the history of freedom struggle in India. It provides an analytical approach to assess the role of various political organizations and intelligentsia and the different approaches and methods employed in different phases of the movement for India's Independence from the British rule.

Pre-requisite - Basic knowledge of the history of Modern India.

Course Objectives:
The course aims to acquaint the student with the history of the freedom struggle in India. It will familiarize the student with the various phases of the movement, the significant role of the freedom fighters, organizations, ideologies, and methods in uniting all the different sections of the society in fighting against the British colonial power. After completion of the course, the student will be able to think critically about the significant events in modern India and at the same time able to comprehend and identify historical themes, causes, and effects.

Course Outcomes (COs):

CO1: Explain the different phases of the Freedom movements in India.
CO2: Analyse the role of the intelligentsia in the emergence of political consciousness
CO3: Compare the different political ideologies and approaches in the freedom movement.
CO4: Examine the policies and plans introduced by the British Parliament for Independence and transfer of power to India.

Course Contents

Topic		Credit	
Unit-1:		Lecture Marks Distribution: 20	Tutorial
1.1	The Revolt of 1857, Tribal and Peasant movements	4	1
1.2	Growth of Nationalism and Political Associations before 1885, Foundation of Indian National Congress: Ideology, Moderates and Extremist	4	1
1.3	Economic Nationalism, Drain of Wealth theory, Partition of Bengal, Swadeshi Movement, Revolutionary	4	1

	movements		
Unit- 2:		**Marks Distribution: 20**	
2.1	Gandhi's entry into Indian Politics:Method and Struggle : Champaram, Kheda, Rowlatt Satyagraha	4	1
2.2	The Khilafat and Non-Co-operation Movement, Civil Disobedience Movement	4	1
2.3	The Rise of Socialist, Depressed Class Movements and Ambedkar, Peasants and Workers struggle.	4	1
Unit- 3:		**Marks Distribution: 20**	
3.1	The Rise of Muslim Leagues and Politics of Jinnah.	4	1
3.2	Government of India Act 1935 and the Provincial Autonomy	4	1
3.3	The World War II and Quit India Movement	4	1
Unit- 4:		**Marks Distribution: 20**	
4.1	The Indian National Army		
4.2	Post-War Nationalist Upsurge-Cabinet Mission and Grouping Controversy.		
4.3	The Indian Independence Act, Transfer of Power, and Partition.		

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Suggested Reading List:

- R Desai: Social Background of Indian Nationalism, Sage Publication India, Reprinted 2016.
- Biswamoy Pati, The 1857 Rebellion, New Delhi Oxford University, 2007
- Sumit Sarkar, The Swadeshi Movement in India, New Delhi Permanent Black,1973.
- ----------,Modern India,1887-1947, Macmillan India,1983.
- Bipan Chandra, India's Struggle for Independence, Penguin India,
- Shekhar Bandyopadhyay, From Plassey to Partition, Orient Black-swan Pvt. 2009.
- Judith Brown, Gandhi Rise to Power, Cambridge University Press,1971.
- Irfan Habib, Indian Nationalism, the Essential Reading, Aleph Book Company,2017
- David Hardiman, The Non-Violent Struggle for Indian Freedom 1905-1919, Penguine Vikings 2018.
- MK Gandhi, The Hind Swaraj Various Edition: Pare led.. and T.Surhud, S Sharma ed. Etc
- Peter Hardy, The Muslim of British India, Cambridge University Press, Cambridge University Press, 1972.
- Ramchandra Guha, Gandhi and the Years that Change the World 1914-1948, Penguin Indian 2018.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3	CO4	
Conceptual Knowledge		CO1 CO2		CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

SEMESTER-IV

Name of the Course: History of India-IV (c. 1206-1526)

Course Code: HISC 5

Nature of the course: Major

Credit: 4

Marks-40 (In Sem) + 60 (End Sem) = 100

Course Description: The course offers an in-depth knowledge of Indian history during Medieval times. It provides a systematic approach to study political and socio-cultural history during the Delhi Sultanate and contemporary regional states.

Pre-requisite - Basic chronological understanding of Indian history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate. By the end of the course, the students will be able to learn about the political history and various socio-cultural developments in medieval societies with an understanding of the developments in the sphere of religion, art, and architecture.

Course Objectives (Cos):

CO1: Discuss the historical sources of medieval India.

CO2: Assess political development in India between 1200-1526.

CO3: Critically analyze the political developments in the different regions of India.

CO4: Explain the development of art and architecture of the period.

Course Contents

Topic			
Unit -1: Interpreting the Delhi Sultanate: MARKS-15			
		L	T
1.1	Survey of sources: (a) Persian Chronicles Tarikh tradition (Barani's Tarikh-iFirozshahi and Minhaj-us Siraj's Tabaqati Nasiri), Travellers' accounts (Al Beruni & Ibn Batuta) (b) Vernacular histories: Vigratha tradition and Premakhyans (Chandayyan, Padmavat) (c) Epigraphy (Palam Baoli inscription) and Numismatics	5	1

1.2	(b) Early Medieval polities: the Rajput states of North-West India and invasions of Mahmud of Ghazni (c) Sultanate Political Structures: Emergence of the Sultanate of Delhi (Ruling elites and political authority) (d) Mamluk Sultans (Aibak to Balban), Iqta System	5	1
1.3	The expansion and consolidation under The Khalijis (Market reform policies)	5	1
Unit- 2: Disintegration of the Delhi Sultanate: MARKS-15			
2.1	The Tughlaqs (expansion and consolidation, Deccan policy)	5	1
2.2	Mongol threat and Timur's invasion	5	1
2.3	The Lodis: Conquest of Bahlul and Sikander	5	1
Unit- 3: Emergence of provincial Dynasties: Political structure and Consolidation of regional identities: MARKS-15			
3.1	Emergence of Vijaynagar Empire, Political structure: Nayaka system, Decline	5	1
3.2	Sultanates of Deccan Bahmani, Ahmadnagar, Golconda, Berar, Bedar (Emergence, political structure, Decline)	5	1
3.3	Bengal Sultanate (Emergence, political structure)	5	1
Unit-4: Religion, Art and Architecture: MARKS-15			
4.1	Architecture of Sultanate period (Trabeate Style) Emergence of Indo-Islamic architecture (major features of Arcuate style)	5	1

4.2	Art and architecture of Regions: Vijaynagara and Bahmani, Bengal	5	1
4.3	Development of Bhakti and Sufi		

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2	CO3 CO4	CO3 CO2	
Conceptual Knowledge		CO1 CO4	CO2	CO3	CO2 CO3	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	S	S	S	M	S	S	M	L	S
CO3	M	S	M	S	S	S	S	L	S
CO4	S	M	S	M	S	S	L	L	S

S-Strong, M-Medium, L-Low

ESSENTIAL READINGS:

Mohammad Habib and K.A. Nizami, (eds.) Comprehensive History of India, Vol. V, The Delhi Sultanate.

Satish Chandra, Medieval India I.

Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe.

Tapan Raychaudhuri and Irfan Habib, (eds.) Cambridge Economic History of India, Vol. I.

K.A. Nizami, Religion and Politics in the Thirteenth Century.

W.H. McLeod, Karine Schomer, (et al, eds.) The Sants.

S.A.A. Rizvi, A History of Sufism in India, Vol. I.

Mohibul Hasan, Historians of Medieval India.

SUGGESTED READINGS:

Cynthia Talbot, Pre-colonial India in Practice.

Simon Digby, War Horses and Elephants in the Delhi Sultanate.

I.H. Siddiqui, Afghan Despotism.

Burton Stein, New Cambridge History of India: Vijayanagara.

Richard M. Eaton, ed., India's Islamic Traditions. ----------,India in the Persianate Age 1000_1765

Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.

Sheldon Pollock, Languages of the Gods in the World of Men.

Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.

Andre Wink, Al-Hind, Vols. I-III.

SEMESTER IV

Course Code: HISC6

Course Title: Rise of Modern West

Nature of Course: **Major**

Course Credit: 4
Marks- 40+60=100

Course Outcomes:

CO 1: To critically appraise the European transition from feudalism to capitalism.

CO 2: To assess the advent of the Age of Renaissance in Europe.

CO 3: To explain economic transformation in Europe and in the new world.

CO 4: Examine European enlightenment and role of philosophers.

Course content:

		Credits	
Unit I	**Transition period 15**	**Lectures**	**Tutorial**
1.01	The transition from Feudalism to Capitalism- Problems and Theoretical debates- factors responsible	3	1
1.02	for its decline. Early colonial expansion – political and economic	3	1

	dimension- Plantation, labour, mines	3	1
1.03	Slavery and the slave trade		
			1
	Agriculture Revolution- British and Scottish		
1.04	Agriculture Revolution		
		3	
	The conquest of the Americas and the beginning of colonization- Mercantilism –Evolution of banking system and financial institutions- Emergence of mercantile capitalism.		
Unit II	**Age of Renaissance and Reformation 15**		
2.01		3	1
	Renaissance – Its idea and impacts in Europe -Art, and Humanism		
2.02		3	1
	Reformation in Europe- social background – Martin Luther, Calvin and Zwingli, Anglicanism, Counter-reformation	3	1
2.03		3	1
2.04	English Civil War- Role of Parliament- Oliver Cromwell- Royalist and Parliamentarians		
	Restoration of the English monarchy in England		
Unit III	**Modern State System 15**		
3.01	16th-century economic transformation in Europe- shift from the Mediterranean to the Atlantic	3	1
	Commercial revolution, Influx of American Silver, and Price revolution		
3.02		3	1
3.03	European state system- Thirty Year War and Treaty of Westphalia, Age of Absolutism in 17^{th} and 18^{th} century	3	1

3.04	Spain, England, France, and Russia Economic Reformation in Europe – Shift from the Mediterranean to the Atlantic Colonial policies in the European state system- Commercial Revolution: background, guilds and merchant companies, joint stock companies-	3	1
Unit IV	**Enlightenment in Europe** **15**		
4.01	Enlightenment in Europe- Role of Philosophers (Hobbes, Locke, Rousseau)	3	1
4.02	Scientific Revolution in Europe: Impact	3	1
4.03	Enlightened Despotism in Europe – Prussia, Austria and Russia	3	1
	American Revolution- Economic and political factors	3	1

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva

b. Seminar/Home Assignment

c. Book Review

Suggested Readings:

T.S. Aston and C.H.E. Phillips(eds) The Brenner Debate

H. Butterfield, The Origin of Modern Science

Carlo M . Cipolla, Fontana Economic History of Europe, Vols II and III

Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000-1700, 3rd ed 1993

D.C. Coleman(ed) Revisions in Mercantilism

Ralph Davis, The Rise of Atlantic Economies

Maurice Dobb, Studies in the Development of Capitalism

J.R. Hale, Renaissance Europe

R. Hall From Galileo to Newton

Christopher Hill, A Century of Revolutions

Rodney Hilton, Transition from Feudalism to Capitalism

H.G. Koenigsberger and G.L. Mosse, Europe in the Sixteenth Century

Stephen J. Lee, Aspects of European History, 1494- 1789

G. Parker, Europe in Crisis 1598-1648

G. Parker and L.M. Smith General Crisis of the Seventeenth Century

J. H. Parry, The Age of Reconnaissance

Meenaxi Phukan, Rise of the Modern West:

Social and Economic History of Early Modern Europe

V. Poliensky, War and Society in Europe, 1618-48

Theodore K. Rabb, The Struggle for Stability in Early Modern Europe

V. Scammell, The First Imperial Age: European Overseas Expansion 1400-1715

Jan de Vries Economy of Europe in an Age of Crisis, 1600-1750.

Peter Kriedte, Peasants, Landlords and Merchant Capitalism

The Cambridge Economic History of Europe Vol I to VI

F. Rice, The Foundation of Early Modern Europe

Philip J Stern Mercantilism Reimagined: Political Economy in Early Modern Britain and Its Empire

William Bouwsma, Michael Kimmel Absolutism and Its Discontent: State and Society in 17th Century France and England

Cognitive map of Course Outcome with Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1		CO2 CO3	CO 4	
Conceptual Knowledge		CO1 CO2		CO3	CO4	

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	M	L	L	M
CO2	S	S	M	M	S	L	S	L	S
CO3	S	S	S	S	L	S	S	L	S
CO4	S	S	S	S	S	M	M	L	L

S-Strong M-Medium L-Low

Course Code: HISC7

Course Title: History of India V (c. 1526-1750s)

Nature of the course: Major

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers an in-depth knowledge of Indian history during Mughal periods. It provides a systematic approach to study political and socio-cultural history during the Mughal Empire and contemporary regional states.

Pre-requisite - Basic chronological understanding of Indian history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate. By the end of the course, the

students will be able to learn about the political history and various socio-cultural developments in medieval societies with an understanding of the developments in the sphere of religion, art, and architecture.

Course Contents:

Topics			
Unit-1:			
		L	**T**
1.1	An overview of Sources: (a) Persian Sources (Court chronicles, Biographies and autobiographies: Tuzuk-i Babari, Humayunnama, Akbarnama and Ain-i Akbari, Munthakhab-ul Tawarikh, Jahangirnama, Maasir –I Alamgiri) (b) Vernacular literary traditions (Bakhar, Buranji, Ardhakathanaka) (c) Travellers Accounts (Francois Bernier, Nicolo Manucci, Travernier) (d) Numismatic sources	4	1
1.2	Establishment of the Mughal rule under Babur and Humayun: (political background, military technologies, use of firearms)	4	1
1.3	Expansion and consolidation under Akbar: political diplomacy, court rituals, Sulh-I Kul, Din-i Ilahi	4	1
1.4	Political-administrative organization under the Mughals and Surs: Jagirdari system, Mansabdari system, Madad-i Maash grants	4	1
Unit- 2:			
2.1	Reign of Jahangir: political expansion and consolidation, Nur	5	1

	Jahan's Junta		
2.2	Reign of Shahjahan: Campaigns to the North-west	5	1
2.3	War of succession (Dara Shikoh, Shah Shuja, Murad, Aurangzeb)	5	1
Unit- 3:			
3.1	Aurangzeb and the later Mughals, Deccan policy		
3.2	Rise of Maratha Power and Shivaji	5	1
3.3	Decline of the Mughals: Historiography and 18th-century debate	5	1
Unit- 4:			
4.1	Architecture: Under the Mughals: features and techniques (Imperial style gardens, tombs, cities),	5	1
4.2	Major features of architecture in Bengal and Awadh	5	1
4.3	Paintings: Mughal miniatures, Pahari and Rajput style	5	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Course Outcomes:

CO1: Critically analyze the historical sources of medieval India from the 16th to 18th century.

CO2: Explain the political development in India between 1526- 1750s.

CO3: Discuss the developments in the 18th-century India.

CO4: Explain various aspects of art and architecture in Mughal Period.
Course Contents:

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO2	CO3 CO4	CO1	
Conceptual Knowledge		CO1 CO4		CO3	CO2 CO3	
Procedural Knowledge						
Metacogniti ve Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	S	S	S	M	S	S	M	L	S
CO3	M	S	M	S	S	S	S	L	S
CO4	S	M	S	M	S	S	L	L	S

S-Strong, M-Medium, L-Low

ESSENTIAL READINGS:

Richard M. Eaton, India in the Persianate Age 1000-1765

Harbans Mukhia, The Mughals of India.

Salma Ahmed Farooqui, A Comprehensive History of Medieval India

Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.

J.F. Richards, The Mughal Empire.

Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.

Satish Chandra, Essays on Medieval Indian History.

----------,Medieval India, Vol 2

Catherine Asher, Architecture of Mughal India

Milo Beach, Mughal, and Rajput Paintings.

Seema Alavi (ed.) The Eighteenth Century in India

Shireen Moosvi, The Economy of the Mughal India: A Statistical Study

Om Prakash, on the Economic Encounter between Asia and Europe, 1500-1800

Suggested readings:

M. Athar Ali, The Mughal Nobility under Aurangzeb.

Ebba Koch, Mughal Art and Imperial Ideology.

S. Arsaratnam, Maritime India in the Seventeenth Century.

Satish Chandra, Parties and Politics at the Mughal Court.

Andre Wink, Land and Sovereignty in India.

S. NurulHasan, Religion, State, and Society in Medieval India.

S. Arsaratnam, Maritime India in the Seventeenth Century.

Muzaffar Alam, The Crisis of Empire in Mughal North India.

Stewart Gordon, The Marathas 1600 - 1818.

Meera Bhargava (ed) the Decline of the Mughal Empire

Name of the Course: History of Modern India VI(c.1750-1857)

Course Code: HISC8

Nature of the Course: Major

Credit: 4

Marks: 40 + 60 =100

Course Outcomes:

CO1: To analyze the political scenario in different parts of India during the 18^{th} century.

CO2: To evaluate the administrative and diplomatic policies of the colonial government during the period of study.

CO3: To examine the economic and cultural developments during that period.

CO4: To discuss the major factors which led to the end of East India Company's rule in India.

Description: This course describes the growth of the British Empire in India and the rise of a new system of administration as well as a new economy and society.

Pre-requisite: Basic concept of modern Indian history

Objectives: Understanding what transpired after the Mughal Empire's decline led to the growth of several regional powers and taking advantage of their internal dissensions helped the European powers to establish their control over the subcontinent. It was the English East India Company who finally was able to establish their empire. This paper will try to understand the different expansionist policies taken by the East India Company to expand and consolidate their hold over India till 1857.

Course Contents:

Topic			
Unit-1 (Marks-15)			
		Lecture	**Tutorial**
1.1	Regional Powers in the 18th Century- Bengal, Awadh, Hyderabad, Marathas and Sikhs	3	1
1.2	Anglo-French rivalries in India- The Carnatic Wars Hyder Ali and Tipu Sultan	2	1
1.3	The Battle of Plassey and the establishment of East India Company's rule in India. Robert Clive and Warren Hastings's policies to lay the foundation of the Company Rule	3	1
1.4	Marathas, Sikhs and Sindh in the 18th century	2	1
Unit-2 (Marks-15)			
2.1	Consolidation of the Colonial Rule- Lord Hastings's Relations with Nepal and the end of the Anglo-Maratha Wars	2	1
2.2	The increasing Control of the British Government over the Indian affairs- The Regulating Act (1773) The Pitts India Act (1784) the Charter Acts of 1813, 1833, and 1854	3	2

2.3	Lord Cornwallis and the introduction of the Cornwallis Code The Policy of Subsidiary Alliance with the native rulers.	3	1
2.4	East India Company's relations with the neighboring areas- Burma and Afghanistan	2	1

Unit.3 Marks-15

3.1	Land Revenue policies of the East India Company- the Permanent, Ryotwari and the Mahalwari settlements	3	1
3.2	The early political organizations: Zamindary Association of Bengal, The Madras Native Association, and the Bombay Native Association	3	1
3.3	Growth of Modern Education in India- establishment of new institutions- the Hindu College, the Wood's Despatch, Henry Vivian Derozio and Young Bengal Movement	3	1
3.4	Social Reform movements: Raja Rammohan Roy and Western Education, the prohibition of Sati, Ishwarchandra Vidyasagar on female education, widow remarriage.	3	1

Unit.4	Marks-15		
4.1	Introduction of railways, Steamers, and Postal services	3	1
4.2	The Revolt of 1857 and the end of East India Company's rule in India	3	1
4.3	The East India Company and the Tribal Movements- The Faraizi movement, Birsa Munda and the Santhal Uprisings , Barelvi, Wahabi Movement and Deobandi Movement	3	1

4.4	Lord Dalhousie and the policies of expansion- The Doctrine of Lapse and its reactions	3	1

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva

b. Seminar

c. Book Review

Suggested Readings:

Bandyopadhya, Sekhar : From Plassey to Partition A History of Modern India

Chandra, B : The Rise and Growth of Economic Nationalism in India

Desai, A. R :Social Background of Indian Nationalism

Fisher, Micheal : The Politics of the British Annexation of India, 1757 – 1857,

Grewal, J. S : The Sikhs of the Punjab

Gordon, Stuart : The Marathas

Grover B.L & Grover, S : A New Look at Modern Indian History

Jones, K.W : Socio-Religious Reform Movements in British India,

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1 CO2	CO5 CO6	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S
CO5	M	M	M	S	M	M	L	L	S
CO6	S	M	S	S	S	S	L	L	S

S-Strong, M-Medium, L-Low

SEMESTER V

Course Code: MINHIS4

Course Title: Early and Medieval Assam

Nature of Course: Minor

Credit: 4

Marks: 40 (In-Sem) +60(End-Sem) =100

Course Description: This course offers an in-depth knowledge on the political history of pre-modern Assam.

Pre-requisite: Basic concepts on the history and geography of Assam

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of Assam's history from early historic times to the coming of the British.

Course Outcomes:

CO1: Develop a chronological interpretation of early and medieval Assam

CO2: Evaluate the process of polity formation till the late 17^{th} century AD.

CO3: Explain the causes of the decline of the Ahom state

CO4: Evaluate the nature of the Ahom state and its relations with the neighbouring states

Units	Topic	Lecture	Tutorial
	Marks-15		
Unit I	1.01: Sources: Archaeological, Numismatic, Epigraphy, Literary Sources (Buranjis and Charit puthis)	5	1
	1.02: State Formation in Early Assam: Socio-Economic background, Varmana, Salastambha and Pala dynasty, Polity and Administration.	5	1
	1.03: Political condition of the Brahmaputra Valley in the 13th Century, State Formation in the Brahmaputra Valley-the Chutiya, Kachari, Siu ka Pha and Ahom State Formation.	5	1
	Marks-15		
Unit 2	2.01: Expansion and Consolidation of the Ahom State till the 16th century.	5	1
	2.02: Koch States and Bara-Bhuyans, Tribal Kingdoms and Chiefdoms in Lower Assam region-their relations with the Ahom State	5	1
	2.03: Political Developments in the 17th Century, Ahom-Mughal Conflict (invasion of Mir Jumla and Battle of Saraighat)	5	1
	Marks-15		
Unit 3	3.01: Political condition in Assam in the late 17th century, Ascendancy of the Tungkhungia Dynasty	5	1
	3.02: Ahom State in the 18th Century, Decline of the Ahom State: the Moamariya Rebellion and The Burmese Invasions	5	1
	3.03: The English East India Company in Assam Politics- the Treaty of Yandaboo, 1826.	5	1
	Marks-15		
Unit 4	4.01: Administration in Ahom State-the Paik and the Khel system, Koch Administration	5	1
	4.02: Ahom Policy towards the Neighbouring Tribes- the systems of Duar, Posa, Khat and Pam.	5	1
	4.03: Ahom Relations with the States of Manipur, Tripura and Jaintia	5	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar/ project

Suggested Readings:

Barpujari, H. K. : Comprehensive History of Assam, Vol. I, II, III
Baruah, S. L.: A Comprehensive History of Assam
Gait E. A. : A History of Assam
Baruah, S. L. : Last Days of Ahom Monarchy(1769-1826)
Bhuyan, S.K. : Anglo-Assamese Relations(1771-1826)
Devi, L. : Ahom-Tribal Relations
Gogoi, L. : A History of the System of Ahom Administration
Nath, D : History of the Koch Kingdom

• **Cognitive Map of Course Outcomes with Bloom's Taxonomy**

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO3	CO4 CO2	
Conceptual Knowledge			CO1	CO3	CO4 CO2	
Procedural Knowledge						
Metacognitive Knowledge						

• **Mapping of Course Outcomes to Program Outcomes**

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

SEMESTER-V

Name of the Course: History of Modern Europe (c. 1789-1945)

Course Code: HISC9

Nature of the Course: Major

Credits: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course offers an in-depth knowledge of the history of Modern Europe. It provides an analytical approach to assess the importance of the French Revolution and the emergence of industrial capitalism and its impact on the social and polity in Europe. The role of nationalism and modern state in creating nation-State which has long lasting ramification and shape the geo-polity in the globe.

Pre-requisite - Basic Knowledge of the history of Modern Europe.

Course Objectives:

The course aims to acquaint the student with the emergence of changes in the socio-political and economic landscape in Europe from the late eighteenth century beginning with the French Revolution that routed the monarchy of France, to the development of industry and the emergence of capitalist regime and the two World Wars. After the completion of the course, the graduate will be able to comprehend the dramatic changes in the socio-political and economic landscape and their long-lasting ramification in Europe. The students will also be able to think critically about the historical events that changed the political geography of Europe in particular and the world in general. At the same time, the course will help the students in identifying various historical themes, causes, and effects.

Course Outcomes:

CO1: Explain the French Revolution and its repercussions in Europe.

CO2: Analyse the significance of industrialization that led to the evolution of social and political classes in Europe.

CO3: Illustrate the growth of industrialization and the emergence of new social and political classes which had stimulus to the birth of nation-state in Europe.

CO4: Critically assess the idea of exclusive nationalism that led to the rise of militarism and fascism in Europe.

CO5: Analyse the origin of the World Wars I and II

CO6: Develop an idea of how the history of modern Europe has changed the courses and themes of the regional history in particular and the world in general.

Contents	Credits	
	Marks:15	
	Lecture	Tutorial
I. The French Revolution and its European Repercussions (a) The French Revolution: Background, Crisis of Ancient Regimes, Intellectual Currents and Social Classes, Women and French Revolution. (b) Phases of French Revolution and rise of Napoleon Bonaparte, Reform and Empire. (c) Congress of Vienna and the New Balance of Power in Europe (d) Revolutionary and Radical Movements in Europe 1830 and 1848.	14	1
	Marks:15	
II. Industrialization and Socio-Economic Transformation (a) Industrial Revolution: Background, Characteristics (b)Capitalist Development in Industry and Agriculture: in Britain, France, Germany and Russia (c) Industry and Urbanization: Changing trends in urban demography and urban centers (d)Evolution of Social Classes: Bourgeoisie, Proletariat and Peasantry.	14	1
	Marks:15	
III. Nationalism and Re-making of the States (a) Nationalism, Nation-State: Meaning and idea (b) Formation of the Nation-states: British, French, Unification of Germany and Italy. (c) Empires and Nation-States: Ottoman, Habsburg, Russian Empires. (d) Greek War of Independence, Crimean War, Russo-Turkish War.	14	1
	Marks:15	
IV. Imperialism and the World Wars (a) Imperialism: Meaning and theory, Imperialism in Africa and Asia (b) Growth of Power Blocks, Militarism and Alliances in the 19th and 20th century (c) World War I, Peace settlements, Post-War Political World Order, The Bolshevik Revolution and the Creation of USSR, and the Great Depression. (d) Rise of Dictatorships: Nazism and Fascism, World War II:	14	1

	Origin, courses and Consequences.		
	Total Contact Hours	**56+4=60**	

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva

b. Seminar

c. Book Review

ESSENTIAL READING

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.
Norman Davies: Europe: A History
J. Evans: The Foundations of a Modern State in 19th Century Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany
E.J. Hobsbawn: The Age of Revolution.

E.J. Hobsbawm, Nations and Nationalism

E.P. Thompson: Making of the English Working Class
Lynn Hunt: Politics, Culture and Class in the French Revolution.
James Joll: Europe Since 1870.
David Landes: Prometheus Unbound.
George Lefebvre: Coming of the French Revolution.
George Lichtheim : A Short History of Socialism.
Peter Mathias: First Industrial Revolution.
Alec Nove: An Economic History of the USSR.
Andrew Porter: European Imperialism, 1876-1914
Anthony Wood: History of Europe, 1815-1960
Stuart Woolf: History of Italy, 1700 - 1860.

SUGGESTED READINGS

G. Barrowclough, An Introduction to Contemporary History.
Fernand Braudel, History and the Social Science in M. Aymard and
H. Mukhia Ed. French Studies in History, Vol. I (1989).
Maurice Dobb: Soviet Economic Development Since 1917.
M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.
H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914..
Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 - 1920.
James Joll, Origins of the First World war (1989).
Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.

David lowenthal, The Past is a Foreign Country.
Colin Licas: The French Revolution and the Making of Modern Political Culture, Volume
Nicholas Mansergh: The Irish Question, 1840 -1921.
K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].
R.P. Morgan: German Social Democracy and the First International.
N.V. Riasanovsky: A History of Russia.
J.M. Robert, Europe 1880- 1985.
J.J. Roth (ed.), World War I : A Turning Point in Modern History.
Albert Soboul: History of the French Revolution (in two volumes).
Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).
Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.
Michel Vovelle, Fall of the French Monarchy.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1 CO2	CO5 CO6	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

SEMESTER V

Name of the Course: History of India VII(1857-1947)

Course Code: HISC10

Nature of the Course: Major

Credits: 4

Marks = 60+40

Course Description:

This course offers an in-depth knowledge of the history of Modern India. It provides an analytical approach to assess the various policy measures introduced by the British ranging from land settlement, imposing tax and revenue to constitutional measures. At the same time, it emphasizes on the role of political organizations and intelligentsia through different approaches and methods in responding against unjust policies and measures. The role of Mahatma Gandhi and his method of struggle 'Satyagraha' eventually turned regional politics into a mass movement by uniting different sections of the society in fighting against the British in India leading to Independence and partition.

Pre-requisite - Basic knowledge of the history of Modern India.

Course Objectives:

The course aims to acquaint the student with the history of Modern India during the period of the study. It will familiarize the student with the development of various historical events and their significance. At the same time aims to impart the different policies introduced by the British rule and the role of the intelligentsia in responding to such policies. It emphasizes the role of regional political organizations and leaders in the development of political consciousness, their ideologies, and methods in uniting all the different sections of the society in fighting against the British colonial power and defeating them and eventually gain independence from the yoke of the British rule. After completion of the course, the student will be able to think critically about the significance of historical events in modern India at the same time able to comprehend and identify historical themes, causes, and effects.

Course Outcomes (COs):

CO1: Explain the various social reform movements in the first half of the nineteenth century.
CO2: Analyse the role of the intelligentsia in the emerging political consciousness against the policy of the British during the first half of their ruled in India.
CO3: Compare and contrast the different political ideologies and their approaches in the freedom movement in the first decades of the twentieth century.
CO4: Critically assess the role of Mahatma Gandhi and his Satyagraha in the freedom movement in India.
CO5: Explain the constitutional measures introduced by the British Parliament and its repercussion on Indian national politics.
CO6: Examine the policies and plans introduced by the British Parliament for Independence and transfer of power to India.

	Contents	**Credits**	
		Marks:15	
		Lecture	Tutorial

Unit I 1.01 1.02 1.03 1.04	**India in the 19th century** Reform and revival- Brahmo Samaj, Prarthana Samaj, and Ramakrishna Mission and aftermath Aligarh, Wahabi, Deobandi and Singh Sabha Movements- changes in Indian society Development of Indian Nationalism- socio-economic Background-exploring the socio-economic conditions in colonial India- Drain of wealth Indian National Congress – background-growth of political ideas and associations- Bombay Association, Madras Native Association, Indian Association, Landholders Society.	14	1
		Marks:15	
Unit II 2.01 2.02 2.03 2.04	**Trends of Nationalism** Emerging national consciousness-political ideologies and organizations in late 19th century, Establishment of INC - 1885-1905. Moderates and Extremists, Partition of Bengal and its aftermath-the Swadeshi movement and its impact The Muslim League, Home Rule Movement, and Khilafat Movement First World War and its impact on the politics of India- Rowlatt Act- Jallianwala and Revolutionary Extremism- Act of 1909 and 1919 Government of India Act 1919- Simon Commission 1927- Swaraj Party- Nehru Report	14	1
		Marks:15	

Unit III 3.01 3.02 3.03 3.04	**Nationalism after 1919** Gandhian Era –His views on Indian nationalism, methods of movement-Satyagraha-women empowerment Non-cooperation and Civil Disobedience movement-participation women in freedom struggle Act of 1935, Congress and Princely states, social groups and classes: Depressed class, capitalist, peasant and working class movements WWII and Its Impact on Indian politics, Quit India Movement, INA , Cripps mission and Wavell Plan	14	1
Unit IV 4.01 4.02 4.03 4.04	**India's Independence till 1947** Communalism- ideologies and practices Post-War Movements: RIN Cabinet Mission Plan: Negotiations for Independence - partition plan Constituent Assembly - Attlee's Announcement-Mountbatten Plan Indian Independence Act 1947-Transfer of power-Partition and its aftermath, Partition Violence and Refugee problem- integration of Indian states, Muslim league Politics after 1937 and the idea of Pakistan	14	1
	Total Contact Hours	**56+4= 60**	

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva

b. Project /Seminar

Suggested Readings:

Anil Seal, Emergence of Indian Nationalism

Bipan Chandra Chandra, K. N. Panikkar et al India's Struggle for Independence

Bipan Chandra, Rise and Growth of Economic Nationalism in India

Judith Brown Gandhi's Rise to Power

Ranajit Guha, et al A Subaltern Studies Reader

Sumit Sarkar, Modern India, 1885- 1947

Ram Lakhan Shukla(ed) Adhunik Bharat Ka Itihas

H. R. Khanna Making of India's Constitution
Lakshmi Subramanian, History of India, 1707-1857, Orient Black Swam.

Kenneth Jones, Socio-Religious Reform Movements In British India, Cambridge University, 1984.

Nicholas Dirks, Caste of Mind, Princeton University, 2001.

R.C Majumdar, British Paramountcy and Indian Renaissance, Bombay: B.V.B 1965.
Sanjay Joshi, The Middle Class in Colonial India, Oxford University Press,2010.
B. B.Misra, The Indian Middle Classes: Their Growth in Modern Times, Oxford University Press, 1979.
I. K Mclane, Indian nationalism and the Early Congress, Princeton University Press,1971.
Sumit Sarkar, The Swadeshi Movement in Bengal, 1973, New Delhi: Permanent Black.
Biswamony Pati,The 1857 Rebellion, Oxford University Press,
Thomas Metcalf,The Aftermath of Revolt:India 1857-1870 New Delhi, Manohar.
David Hardiman, The Nonviolent Struggle for Indian Freedom 1905-1919, Penguin Viking, 2018.
Sahid Amin, Event Metaphor Memory:Chauri Chaura, 1922-1992, Penguin India.
Sekhar Bandyopadhyay, From Plassey to Partition, Orient Blackswam, 2009.

V.P Menon, The Transfer of Power in India,1957, Orient Blackswan

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1 CO2	CO5 CO6	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S
CO5	M	M	M	S	M	M	L	L	S
CO6	S	M	S	S	S	S	L	L	S

S-Strong, M-Medium, L-Low

SEMESTER V

Course Code: HISC11

Course Title: History of Early and Medieval Assam (Political)

Nature of Course: Major

Credit: 4

Marks: 40 (In-Sem) +60(End-Sem) =100

Course Description: This course offers an in-depth knowledge of the political history of pre-modern Assam.

Pre-requisite: Basic concepts on the history and geography of Assam

Course Objectives: This course aims to familiarize the students with a comprehensive understanding of Assam's history from early historic times to the coming of the British.

Course Outcomes:

CO1: Develop a chronological interpretation of early and medieval Assam

CO2: Evaluate the process of polity formation till the late 17th century AD.

CO3: Explain the causes of the decline of the Ahom state

CO4: Evaluate the nature of the Ahom state and its relations with the neighbouring states

Units	Topic	Lecture	Tutorial
	Marks-15		
Unit I	1.01: Sources: Archaeological, Numismatic, Epigraphy, Literary Sources (Buranjis and Charit Puthis)	5	1
	1.02: State Formation in Early Assam: Socio-Economic background, Varmana, Salastambha and Pala dynasty, Polity	5	1

	and Administration.		
	1.03: Political condition of the Brahmaputra Valley in the 13th Century, State Formation in the Brahmaputra Valley-the Chutiya, Kachari, Siu ka Pha and Ahom State Formation.	5	1
	Marks-15		
Unit 2	2.01: Expansion and Consolidation of the Ahom State till the 16th century.	5	1
	2.02: Koch States and Bara-Bhuyans, Tribal Kingdoms and Chiefdoms in Lower Assam region-their relations with the Ahom State	5	1
	2.03: Political Developments in the 17th Century, Ahom-Mughal Conflict (invasion of Mir Jumla and Battle of Saraighat)	5	1
	Marks-15		
Unit 3	3.01: Political condition in Assam in late 17th century, Ascendancy of the Tungkhungia Dynasty	5	1
	3.02: Ahom State in the 18th Century: Rule of Rudra Singha and Rajeswar Singha	5	1
	3.03: Decline of the Ahom State: the Moamariya Rebellion and The Burmese Invasions	5	1
	Marks-15		
Unit 4	4.01: Administration in Ahom State-the Paik and the Khel system, Koch Administration	5	1
	4.02: Ahom Policy towards the Neighbouring Tribes- the systems of Duar, Posa, Khat and Pam, Jaintia, Manipur and Tripura	5	1
	4.03: Ahom Relations with the States of Manipur and Tripura	5	1

Modes of In-Semester Assessment : 40 Marks

1. Two Unit Test : 10+10=20

2. Any two of the activities listed below : 10+10=20

a. Group Discussion

b. Fieldwork/Project

Viva-Voce

Suggested Readings:

Barpujari, H. K.: Comprehensive History of Assam, Vol. I, II, III

Baruah, S.L.: A Comprehensive History of Assam

Gait E.A.: A History of Assam

Baruah, S.L.: Last Days of Ahom Monarchy(1769-1826)

Bhuyan, S.K. : Anglo-Assamese Relations(1771-1826)

Devi, L. : Ahom-Tribal Relations
Gogoi, L.: A History of the System of Ahom Administration
Nath, D: History of the Koch Kingdom

• **Cognitive Map of Course Outcomes with Bloom's Taxonomy**

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO3	CO4 CO2	
Conceptual Knowledge			CO1	CO3	CO4 CO2	
Procedural Knowledge						
Metacognitive Knowledge						

• **Mapping of Course Outcomes to Program Outcomes**

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

SEMESTER V

Course Code: MINHIS5

Course Title: History of Modern Assam

Nature of the Course: Minor

Marks: 40+60=100

Course Objectives and Learning Outcomes:

CO 1: To explain the colonial political situations in Assam and its ramifications.

CO 2: To assess British annexation policy and the emergence of a new territorial identity.

CO 3: To interpret the emergence of an educated middles class

CO 4: Critically assess the nationalist movement in Assam.

	Lecture	Tutorial
Unit I: Transition I (15) (i) From Chaos to Normalcy-The pre-colonial situation and the rise of the colonial regime (ii) Experiments by the new regime to reorganize the province through new practices- new institutions and ideas, David Scott, Robertson, Jenkins and the administrative reorganisation in Assam (iii) The British relations with the Ahom Kingdom and Purandar Singha, the Matak and the Khasis (iv) Reactions and Reconciliations- The reactions of the old nobility- the Sepoy Mutiny and its aftermaths	4 4 4 4	2
Unit: 2 Transitions II: (15) (i)Extension of territory through annexations- British relations with the neighbouring Hills (ii)Emergence of a new province and a new territorial identity- the issue of Sylhet (iii)Colonial state's revenue measures – land revenue and opium and the responses of the people (iv)The colonial state and immigration issue	4 4 4 4	2
Unit: 3 Emergence of the Educated Reactions (15) (i)The growth of Press and Public Associations- The Jorhat Sarbajanik Sabha (ii)The growth of modern nationalist consciousness (iii)The Partition of Bengal and its impacts in Assam (iv)The Assam Association and its role in the politics of Assam	4 4 4 4	2
Unit: 4 The Nationalist Movement and Independence (15) (i)The Entry of the Indian National Congress in Assam- The Non-Cooperation Movement, Civil Disobedience Movement (ii)The responses of the Muslim League, Tribal League, and the Depressed section, The Act of 1935 and the Provincial	4 4	2

elections in 1937 before the response of Muslim League (iii)The issue of Labour Movement (iv)The Grouping Controversy, Quit India Movement and the Second World War- the role of Md. Sadullah, Gopinath Bordoloi -Independence	4 4	

. Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Suggested Readings:

S.K. Bhuyan: Anglo-Assamese Relations

H.K. Barpujari- Assam in the Days of the Company

H.K. Barpujari Ed, The Comprehensive History of Assam Vol IV& V

A. Bhuyan Ed. -The Political History of Assam Vols-I,II & III

Rajen Saikia Ed. The Political History of Assam Vol.I

Ramesh Chandra Kalita, Situating Assamese Middle Class- The Colonial Period

Raktima Bhuyan and Sanjib Pol Deka Print Modernity in Colonial Assam

Cognitive map of Course Outcome with Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO 1	CO1 CO2 CO3		CO2 CO3 CO4	CO 2 CO 3 CO4	
Conceptual		CO1		CO3	CO4	

Knowledge		CO2		CO4		

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	M	M	L	S
CO2	S	S	S	M	S	S	L	L	S
CO3	S	S	S	S	L	S	S	L	S
CO4	M	S	S	M	S	M	M	L	S

S-Strong M-Medium L-Low

SEMESTER VI

Course Code: HISC12

Course Title: History of Modern Assam

Nature of the Course: Major

Marks: 40(In Semester)+60(End Semester)=100

Course Outcomes:

CO 1: To assess the pre-colonial political situation and the advent of colonial power

CO 2: Examine British territorial extent including neighbouring hills.

CO 3: To analyze the emergence of the educated middle class in 19^{th}-20^{th} century

CO 4: To critically appraise national movement in Assam

Course Content:

	Lecture	**Tutorial**
Unit I: Transition I (15) (i) From Chaos to Normalcy-The pre-colonial situation and the rise of the colonial regime (ii) Experiments by the new regime to reorganize the province through new practices- new institutions and ideas (iii) The British relations with the Ahom Kingdom, the Matak, the Khasis (iv) Reactions and Reconciliations- The reactions of the old nobility- revolt of 1857 and its aftermaths	12	4
Unit: 2 Transitions II: (15) (i)Innerline regulations, Extension of territory through annexations- British relations with the neighbouring Hills (ii)Emergence of a new province and a new territorial identity- the issue of Sylhet (iii)Colonial state's revenue measures – land revenue and opium and the responses of the people (iv)The colonial state and immigration issue	12	4
Unit: 3 Emergence of the Educated Reactions (15) (i)The growth of Press and Public Associations- The Jorhat Sarbajanik Sabha (ii)The growth of modern nationalist consciousness (iii)The Partition of Bengal and its impacts in Assam (iv)The Assam Association, Student movement and its role in the politics of Assam till 1920	12	4

Unit: 4 The Nationalist Movement and Independence (15) (i)The Entry of the Indian National Congress in Assam- The Non-Cooperation Movement, Civil Disobedience Movement, Student Movements (ii) Provincial politics after 1937 election: The responses of the Muslim League, Tribal League, and the Depressed section (iii)The issue of Labour Movement, Line System Controversy and the plan of Crown Colony (iv)The Quit India Movement, Second World War and its impact in Assam the role of Md. Saadullah, Gopinath Bordoloi, Grouping Controversy, Independence and partition	12	4

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

- **a.** Group Discussion/Viva
- **b.** Fieldwork/Project

Suggested Readings:

S.K. Bhuyan: Anglo-Assamese Relations, 1771-1826

Lahiri, R.M: Annexation of Assam, 1975

H.K. Barpujari- Assam in the Days of the Company, 1826-1858

H.K. Barpujari Ed, The Comprehensive History of Assam Vol IV& V

Barpujari, H.K.: Problems of the Hills Tribes, 1981

Bhuyan A.C. & De, S Ed. -The Political History of Assam Vol.I, II and III

Bhuyan, A.C: (ed) Nationalist Upsurge in Assam, 2000

Baruah Sagar: History of Non Co-operation Movement in Assam

Guha, Amalendu: Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in

Assam, 1977

Priyam Goswami: The History of Assam From Yandabo to Partition, Orient Blackswan

Alexander Mackenzie: North –east Frontiers of India

L.W. Shakespear: History of Upper Assam, Upper Burma and North East Frontier

Francis Jenkins (Ed. By H.K. Barpujari): Report on the North-East Frontier of India, Guwahati, 1995

Bidyut Chakrabarty: The Partition of Bengal and Assam, Taylor and Francis Ltd

Medhi, S. B : Transport System and Economic Development in Assam.
Saikia, Rajen : Social and Economic History of Assam (1853- 1921).
Sharma, Monorama : Social and Economic Change in Assam: Middle Class Hegemony
Barooah, Nirode K. ; Gopinath Bordoloi, The Assam problem and Nehru's Centre

Cognitive map of Course Outcome with Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO 1 CO2	CO1 CO2 CO3 CO4		CO2 CO3 CO4	CO2 CO3 CO4	
Conceptual Knowledge		CO1 CO2 CO3		CO3 CO4	CO4	

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	M	M	L	S
CO2	S	S	S	M	S	S	L	L	S
CO3	S	S	S	S	L	S	S	L	S
CO4	M	S	S	M	S	M	M	L	S

S-Strong M-Medium L-Low

Course Title : Issues in Contemporary World

Course Code : HISC13

Total Credits **: 4**

Distribution of Marks **: 60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Examine the key tenets of Colonialism, Nationalist Movements and Decolonization

ILO1.1: Explain the facets of Colonialism

ILO1.2: Outline the contending visions of Nationalism

ILO1.3: Interpret the implications of Decolonization

CO2: Outline the features of the Cold War, NAM and the United Nations

ILO2.1: Examine the Origins, Reasons, and End of the Cold War

ILO2.2: Discuss the trajectory of communism in different countries

ILO2.3: Outline the features and role of the United Nations

ILO2.4: Examine the features of the Non-Aligned Movement

CO3: Analyse the facets of Globalization, Neoliberalism, and Bretton Woods

ILO3.1: Discuss the Globalization of Culture, Media, and Sports Environment Political Globalization

ILO3.2: Explain Neoliberalism and its impact on Africa, Asia, and Latin America

IMO3.3: Examine the doctrines of World Systems Theory and Dependency Theory

ILO3.4: Examine the institutions of the Bretton Woods System

ILO3.5: Discuss the key facets of regionalism and resistance against globalization

CO4: Interpret the nature of Ecological, Feminists and Human Rights Movements

ILO 4.1: Discuss the International Organisations, Environmental Governance on ecological issues

ILO 4.2: State the Treaties and Organizations on Human Rights

ILO4.3: Examine the waves of feminism and women's movements

ILO 4.4: Appraise the interface of culture, consumerism and media

Unit	Contents	Instructional hours per week	Total Marks

		L	T	
I	**Colonialism, Nationalist Movements and Decolonization** Nature and tenets of Colonialism, Nationalism and Decolonization in South Asia, Africa, South East Asia	10	5	15

II	**Cold War, NAM, and the United Nations** United Nations: Principles and Organs, Role, Reforms, UNESCO Cold War -Origins, Reasons and Impact Communism in the USSR, China, Eastern Europe, North Korea, Cuba, and Vietnam Disintegration of the USSR Non-Aligned Movement, Gulf War, War Against Terrorism, Palestine – Israel conflict	10	5	15
III	**Globalization, Neoliberalism, and Bretton Woods** Globalization and its impact Neoliberalism: Impact in Africa, Asia, Latin America World Systems Theory, Dependency Theory Bretton Woods System: Overview, GATT And WTO, IMF, World Bank Regionalism and Resistance Against Globalization	10	5	15
IV	**Movements: Ecological, Feminists and Human Rights** Ecological Movements: International Organisations, Environmental Governance, Issues Human Rights: Treaties, Organizations, Vulnerable Groups Feminism: Waves, Women's Movements in the Arab World, Africa and India. Consumer Culture: Concepts, Expansion, Sustainability, Popular Culture: Introduction and Evolution	10	5	15

	Media: Technological Developments and Trends			

Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				CO1, CO2, CO3		
Procedural knowledge					CO4	
Metacognitive knowledge						

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

Group Discussion**;** Home Assignment**;** Fieldwork/Project**;** Viva-Voce

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References

Anubha, K., & K, C. P. (2021). Perspectives in Environmental Studies. New Age International Pvt. Ltd.

Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. University of Minnesota Press.

Bates, R. H. (1981). Markets and States in Tropical Africa. University of California Press.

Baylis, J., Smith, S., & Owens, P. (2008). The Globalization of World Politics: An Introduction to International Relations. Oxford University Press.

Boron, A. (1995). State, Capitalism, and Democracy in Latin America. Lynne Rienner Publishers.

Breslauer, G. W. (2021). The Rise and Demise of World Communism. Oxford University Press, USA.

Butler, J. (2016). Gender trouble: Feminism and the subversion of identity. Routledge.

Carson, R. (2002). Silent spring (40th anniversary ed.). Houghton Mifflin.

Chandra, B. (2020). History of Modern India.

Clapham, A. (2007). Human Rights: A Very Short Introduction. Oxford University Press.

Dauvergne, P. (Ed.). (2005). Handbook of Global Environmental Politics. Edward Elgar Publishing.

Desai, D. R. S. (2016). South East Asia: Past and Present.

DuBois, E. C. (1998). Woman Suffrage and Women's Rights. New York University Press.

Falkner, R. (Ed.). (2013). The Handbook of global climate and environment policy. John Wiley & Sons Inc.

Fitzpatrick, S. (2022). The Shortest History of the Soviet Union. Picador India.

Forsythe, D. P. (2006). Human Rights in International Relations. Cambridge University Press.

Friedan, B. (1963). The Feminine Mystique. W. W. Norton & Company.

Gabriel, Y., & Lang, T. (2006). The Unmanageable Consumer. Sage.

Green, D. (1995). Silent Revolution: The Rise of Market Economics in Latin America. Cassell.

Heywood, A. (2011). Global Politics. Palgrave.

Huntington, S. (2002). The Clash of Civilizations and the Remaking of World Order. Simon & Schuster.

Khapoya, V. B. (2015). The African Experience. Routledge.

Kovarick, B. (Year). Revolutions in Communication: Media History from Gutenberg to the Digital Age.

Lowe, N. (2013). Mastering Modern World History. Palgrave Macmillan.

Luthi, L. M. (2020). Cold Wars: Asia, the Middle East, Europe. Cambridge University Press.

McMahon, R. (2003). The Cold War: A Very Short Introduction. Oxford University Press.

Murphy, W. W. (2017). Consumer Culture and Society. Sage.

Narlikar, A. (2005). World Trade Organization: A Very Short Introduction. Oxford University Press.

Neier, A. (2012). The International Human Rights Movement: A History. Princeton University Press.

Patras, J., & Veltmeyer, H. (2011). Social Movements in Latin America, Neoliberalism and Popular Resistance. Palgrave.

Pogge, T. W. (2002). World poverty and human rights. Polity Press.

Ritzer, G. (2010). Globalization: A Basic Text. Wiley-Blackwell.

Rodan, G., & Hewison, K. (2006). Neoliberalism and Conflict in Asia after 9/11. Routledge.

Rothermund, D. (2006). The Routlege Companion to Decolonisation.

Steger, M., & Roy, R. K. (2010). Neoliberalism: A Very Short Introduction. Oxford University Press.

Stearns, P. (2001). Consumerism in World History: The Global Transformation of Desire. Routledge.

Thussu, D. K. (1998). Electronic empires: Global media and local resistance. New York: Arnold.

Walters, M. (2006). Feminism: Very Short Introduction. Oxford University Press.

Weitz, E. D. (2003). A Century of Genocide: Utopias of Race and Nation. Princeton University Press.

Wegs, R. J., & Ladrech, R. (1996). Europe since 1945: A Concise History. Macmillan Education.

Wright, D. C. (2011). History of China.

Wallerstein, I. (2004). World System Analysis: An Introduction. Duke University Press.

Course Title: Social and Economic History of Assam

Course Code: HISC14

Nature of Course: Major

Marks; 40 (in semester) +60 (end semester)

Code: HISC14

Credit: 4

Marks=40+60=100

Course Description: The course offers an in-depth knowledge of Assam from Ancient to Medieval times. It provides an analytical approach to trace the processes of early state formation and socio-cultural developments of Assam.

Pre-requisite - Basic chronological understanding of Assam history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of Assam's history in chronological detail from ancient times to the medieval period. By the end of the course, the students

will be able to learn about society, religion, and economy with an understanding of various state formation processes in Assam.

Course outcomes:

CO1: To familiarise the social and economic history of Ancient Assam.

CO2: To interpret the social and religious history of Ancient and Medieval Assam.

CO3: To explain the economic developments in Medieval Assam.

CO4: To examine the nature of Society and Economy in Colonial Assam.

Topics: (All Units Carry Equal Marks)	Lectures	Tutorial
Unit: I **Social and Economic History of Ancient Assam** 1.01. Development of Caste System in Ancient Assam, Social Classes and Occupational Groups 1.02. Religious Beliefs and Practices in Ancient Assam: Vaishnavism, Saivism, Shaktism and Buddhism 1.03. Land System and Ownership of Land; Land Grant and Agrahara Settlements 1.04. Development of Agriculture, Trade, and Medium of Exchange 1.05. Art and Architecture of Ancient Assam	4 4 4 3	1
Unit: II **Society in Medieval Assam** 2.01. Social Structure in the Brahmaputra Valley – Caste System, Caste-Class Relationship, Nobility, Paiks, Slaves and Servants 2.02. 2.03. Neo-Vaishnavite Movement in Assam – Development of Satra Institutions, Impact on Society, Patriarchy, Women and Society in Medieval Assam	3 4 4 4	1
Unit: III **Economy in Medieval Assam** 3.01.Agriculture and Land System – Classification and Ownership of Land 3.02.Trade and Commerce – Export and Import, Trade routes and Means of Transport, Medium of Trade – Coinage and Barter System 3.03.Economic Relation between the Hills and Valleys 3.04. Coinage in Medieval Assam; Medium of exchange	4 4 4 4	1
Unit: IV **Society and Economy in Colonial Assam** 4.01. Growth of Modern Education and role of the Christian Missionaries, Language Controversy in 19th century Assam,	4	1

Arunodoi and its impact 4.02. Emergence of Middle Class, Issues relating to Women Literary and Cultural Development - Growth of Public Associations – The Assam Sahitya Sabha, Language Controversy, emergence of Middle class and Sankar Sangha 4.03.Press and Periodicals- Bahi,Usha, Jonaki, Ghar Jeuti, Awahan 4.03. Wasteland grants and Tea plantation economy; Colonial Land Regulations, Growth of Tea Industry and demographic changes in Assam 4.04. Development of Modern Industries – Coal, Oil, Silk and other Traditional Industry, Development of Inland Transport System- Railways and Roads	5 4 4	

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Seminar **b.** Fieldwork/Project

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO2	CO3 CO4	CO1	
Conceptual Knowledge		CO1 CO4		CO3	CO2 CO3	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	S	S	S	L	L	S
CO2	S	S	M	M	S	S	M	L	S
CO3	M	S	M	S	S	S	M	L	S

CO4	S	M	M	M	S	S	M	L	S

S-Strong, M-Medium, L-Low

Suggested Readings:

Barpujari, H.K.: (ed) : The Comprehensive History of Assam, Vol. I, III, IV & V.

Boruah, Nirode : Early Assam, State Formation, Political Centres, Cultural Zones

Baruah, Sagar : Migration of East Bengal Peasants into Assam: Response and Reaction

Rhodes, N. and S. K. Bose : The Coinage of Assam, Vol. I &.II

Baruah, S.L. : A Comprehensive History of Assam.

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

Gait, E.A. : A History of Assam.

Guha, Amalendu : Medieval and Early Colonial Assam.

Goswami, Priyam : Assam in the Nineteenth Century: Industrialization and Colonial Penetration.

Guha, Amalendu : Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam 1826-1947.

Gogoi, Jahnabi : Agrarian System of Medieval Assam

Medhi, S. B : Transport System and Economic Development in Assam.

Neog, Maheswar : Sankardeva and His Times

Sarma, S.N. : Satra and Satra Institutions of Assam

: A Socio-Economic and Cultural History of Medieval Assam(1200-1800)

Saikia, Rajen : Social and Economic History of Assam (1853- 1921).

Sharma, Monorama : Social and Economic Change in Assam: Middle Class Hegemony

Talukdar, Nanda: Assam and the 19th Century: In the Context of Anandaram Dhekial

Phookan and the early nineteenth century Renaissance in Assam

Kaur, Kawal Deep: A History of Intoxication: Opium in Assam, 1800-1959, Routledge, 2019

Majumdar, Paramananda: Colonialism Language and Politics-Origin of the Language Dispute in

Assam, DVS Publication<Guwahati, 2018

Sharma, Jayeeta: Empire’s Garden, Assam and the Making of India, Duke University Press, 2011

Course: HISC15

Course Title: Introduction to History and Historiography

Nature of Course: Major

Credit: 4

Mark:40+60=100

Course description: the course deals with the history of writing history in different parts of the world in the pre-modern period. It also deals with the phases of development in historiography in the early modern and the modern period and the different schools of historiography.

Course Outcomes:

CO1: To explain the meaning, scope and definition of history.

CO2: To examine the nature of sources and the development of different kinds of history writing

CO3: To apprise the students of the different traditions of historical writing in the pre-modern period.

CO4: To explain the development of modern historiography in Europe and India

CO5: To critically assess the different schools of historiography

Course contents	**Lectures**	**Tutorial**
Unit: I Concept and Sources		
1.1: Concept: Meaning, Scope and Purpose of History, Varieties of History, Causation in History, Objectivity in History	5	1
1.2: Primary and Secondary Sources, Internal and External Criticism,	5 5	

1.03: History and Allied Subjects: Archeology, Epigraphy and Numismatics 1.04: History and Geography, Anthropology, Sociology, and Literature	5	
Unit: II Evolution of Historiography 2.01: Ancient Greece and Rome -Herodotus and Thucydides, Livy and Tacitus; Chinese and Arab Historiography- Summa Chien and Ibn Khaldun 2.02: Medieval European Historiography and Christian Chronicles 2.03: Renaissance Historiography, Enlightenment Historiography, 2.04: Ranke, Niebuhr, and Development of History Writing; Marxism and its Impact in History Writing, The Annales School-Marc Bloch, Lucien Febvre and Braudel	5 5 5 5	1
Unit: III: Historical Traditions in India 3.01: Historical Traditions in Early India: Itihasa-Purana Tradition and Rajatangini 3.02: Development of History Writing in Sultanate and Mughal Period 3.03: Regional Historical Traditions- Assam, Maharashtra, South India	5 5 5	
Unit: IV Development of History Writing in India in Modern Period 4.01: Sir William Jones and the Asiatic Society of Bengal 4.02: James Mill and development of Colonial Historiography in the 19th century 4.03: Nationalist Historiography 4.04: Marxist and Subaltern Historiography	4 4 4 4	1

Cognitive map of Course Outcome with Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1		CO2 CO3	CO 4	
Conceptual Knowledge		CO1 CO2		CO3	CO4	

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

b. Group Discussion/Seminar

c. Book Review
d. Viva

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	M	L	L	M
CO2	S	S	M	M	S	L	S	L	S
CO3	S	S	S	S	L	S	S	L	S
CO4	S	S	S	S	S	M	M	L	L

Suggested Readings

Chandra Satish : Recent Trends in Historiography, New Delhi, 1988

Barnes, H.E. : A History of History Writing, Oklahoma, 1937Black Jeremy and Donald M. : Studying History, Macmillan, 1997

Cannon John (ed) : The Historian at Work, London, 1980

E.H. Carr : What is History

Lila Gogoi The Buranjis- Historical Literature of Assam

Collingwood, R.G : The Idea of History, OUP, latest editionEvans J. Richard : In Defense of History, London, 1997

Gare, Arran E : Postmodernism and Environmental Crisis, London, 1997 Gooch, G.P. : History and Historians of the Nineteenth Century, Reprint, : 1952

Merquior J.G : Foucault, London, Second edition, 1991

Marwick, Arthur : Introduction to History, London, 1977

Sreedharan, E : A Textbook of Historiography 500 BC to 2000

Stern Fritz : Varieties of History, New York, Thompson, J.W & Bernard H : A History of History Writing, 2 vols.

William Kelleher Storey :Writing History A Guide for Students

Guha, Ranajit ; Small Voice of History

David Cannadine :Making History Now and Then- Discoveries, Controversies and Explorations

Perry Matt : Marxism and History

Rublack, Ulinka : A Concise Companion to History

Tosh, John : Why History Matters

Thapar, Romila : Our History, Their History, Whose History

: The Pasts Before Us --Historical Traditions of early North India

: Interpreting Early India

Course Code: **MINHIS6.1**

Course Title: **Rise of Modern West**

Nature of Course: **Minor**

Course Credit: **4**

Marks: 40 (in semester)+60(end Semester)=100

Course Outcomes:

CO 1: To critically appraise the European transition from feudalism to capitalism.

CO 2: To assess the advent of the Age of Renaissance in Europe.

CO 3: To explain economic transformation in Europe and the new world.

CO 4: Examine European enlightenment and the role of philosophers.

Course content:

		Credits	
Unit I	**Transition period**	**Lectures**	**Tutorial**
1.01	Transition from Feudalism to Capitalism- Problems and Theories	3	1
1.02	Early colonial expansion – political and economic dimension-	3	1
1.03	Slavery and slave trade,	3	1
1.04	The conquest of the Americas and the beginning of colonization	3	1
Unit II	**Age of Renaissance and Reformation**		
2.01	Renaissance – Impacts in Europe- Renaissance Art	3	1
2.02	Reformation in Europe- social background – Martin Luther, Calvin and Zwingli, Anglicanism, Counter-reformation	3	1
2.03	English Civil War- Role of Parliament-	3	1
2.04	Restoration of the English monarchy in England	3	1
Unit III	**Modern State System**		
3.01	16th-century economic transformation in Europe- shift from the Mediterranean to the Atlantic, Commercial revolution, Influx of American Silver, and Price revolution	3	1
3.02	European state system- Thirty Year War and Treaty of Westphalia, Age of Absolutism in 17^{th} and 18^{th} century Spain, England, France, and Russia	3	1
3.03	Mercantilism and Colonial Policies of European States	3	1

3.04	Revolution- secularization in Europe Impact of 17th-century crisis in Italy, France, Spain, and England	3	1
Unit IV	**Enlightenment in Europe**		
4.01	Enlightenment in Europe- Role of Philosophers (Hobbes, Locke, Rousseau)	3	1
4.02	Enlightened Despotism in Prussia,	3	1
4.03	Enlightened Despotism in Austria and Russia	3	1
4.04	American Revolution- Economic and political factors	3	1

Modes of In-Semester Assessment : 40 Marks
Two Unit Test : 10+10=20
Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva
b. Seminar
c. Book Review

Suggested Readings:

T.S. Aston and C.H.E. Phillips(eds) The Brenner Debate

H. Butterfield, The Origin of Modern Science

Carlo M . Cipolla, Fontana Economic History of Europe, Vols II and III

Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000-1700, 3rd ed 1993

D.C. Coleman(ed) Revisions in Mercantilism

Ralph Davis, The Rise of Atlantic Economies

Maurice Dobb, Studies in the Development of Capitalism

J.R. Hale, Renaissance Europe

R. Hall From Galileo to Newton

Christopher Hill, A Century of Revolutions

Rodney Hilton, Transition from Feudalism to Capitalism

H.G. Koenigsberger and G.L. Mosse, Europe in the Sixteenth Century

Stephen J. Lee, Aspects of European History, 1494- 1789

G. Parker, Europe in Crisis 1598-1648

G. Parker and L.M. Smith General Crisis of the Seventeenth Century

J. H. Parry, The Age of Reconnaissance

Meenaxi Phukan, Rise of the Modern West:

Social and Economic History of Early Modern Europe

V. Poliensky, War and Society in Europe, 1618-48

Theodore K. Rabb, The Struggle for Stability in Early Modern Europe

V. Scammell, The First Imperial Age: European Overseas Expansion 1400-1715

Jan de Vries Economy of Europe in an Age of Crisis, 1600-1750.

Peter Kriedte, Peasants, Landlords and Merchant Capitalism

The Cambridge Economic History of Europe Vol I to VI

F. Rice, The Foundation of Early Modern Europe

Philip J Stern Mercantilism Reimagined: Political Economy in Early Modern Britain and Its Empire

William Bouwsma, Michael Kimmel Absolutism and Its Discontent: State and Society in 17th Century France and England

Cognitive map of Course Outcome with Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create

Factual Knowledge		CO1		CO2 CO3	CO 4	
Conceptual Knowledge		CO1 CO2		CO3	CO4	

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	M	L	L	M
CO2	S	S	M	M	S	L	S	L	S
CO3	S	S	S	S	L	S	S	L	S
CO4	S	S	S	S	S	M	M	L	L

S-Strong M-Medium L-Low

Name of the Course: History of Modern Europe (C1789-1945)

Course Code: MINHIS6.2

Nature of the Course: Minor

Credits: 4

Marks = 60+40

Course Description:

This course offers an in-depth knowledge of the history of Modern Europe. It provides an analytical approach to assess the importance of the French Revolution and the emergence of industrial capitalism and its impact on the social and polity in Europe. The role of nationalism and the modern state in creating a nation-state which has long-lasting ramifications and shapes the geo-polity in the globe.

Pre-requisite - Basic Knowledge of the history of Modern Europe.

Course Objectives:

The course aims to acquaint the student with the emergence of changes in the socio-political and economic landscape in Europe from the late eighteenth century beginning with the French Revolution that routed the monarchy of France, to the development of industry and the emergence of capitalist regime and the two world wars. After the completion of the course, the graduate will be able to comprehend the dramatic changes in the socio-political and economic landscape and their long-lasting ramification in Europe. The students will also be able to think critically about the historical events that changed the political geography of Europe in particular and the world in general. At the same time, the course will help the students in identifying various historical themes, causes, and effects.

Course Outcomes:

CO1: Explain the French Revolution and its repercussions in Europe.

CO2: Analyze the significance of industrialization that led to the evolution of social and political classes in Europe.

CO3: Illustrate the growth of industrialization and the emergence of new social and political classes which had stimulus to the birth of nation-state in Europe.

CO4: Critically assess the idea of exclusive nationalism that led to the rise of militarism in Europe.

CO5: Analyse how exclusive nationalism and imperial dominion over one another in Europe and outside of it during the twentieth century drove Europe into an inevitable World Wars I and II involving different nations had shaped and reshaped the political geography of Europe in particular and the world in general.

COs6: Develop an idea of how the history of modern Europe has changed the courses and themes of the regional history in particular and the world in general.

Topic	**Credits**	
	Lecture	**Tutorial**
	Marks:15	
I. The French Revolution and its European Repercussions (e) The French Revolution: Background, Crisis of Ancient Regimes, Intellectual Currents and Social Classes, Women and French Revolution.	14	1

(f) Phases of French Revolution and rise of Napoleon Bonaparte, Reform and Empire. (g) Congress of Vienna and the New Balance of Power in Europe (h) Revolutionary and Radical Movements in Europe 1830 and 1848.		
	Marks: 15	
II. Industrialization and Socio-Economic Transformation (a) Industrial Revolution: Background, Characteristics (b)Capitalist Development in Industry and Agriculture: in Britain, France, Germany and Russia (c) Industry and Urbanization: Changing trends in urban demography and urban centers (d)Evolution of Social Classes: Bourgeoisie, Proletariat and Peasantry.	14	1
	Marks:15	
III. Nationalism and Re-making of the States (e) Nationalism, Nation-State: Meaning and idea (f) Formation of the Nation-states: British, French, Unification of Germany and Italy. (g) Empires and Nation-States: Ottoman, Habsburg, Russian Empires. (h) Greek War of Independence, Crimean War, Russo-Turkish War.	14	1
(e)	**Marks:15**	
IV. Imperialism and the World Wars (f) Imperialism: Meaning and theory, Imperialism in Africa and Asia (g) Growth of Power Blocks, Militarism and Alliance in the 19th and 20th century (h) World War I, Peace settlements, Post-War Political World Order, The Bolshevik Revolution and the Creation of USSR, and the Great Depression. (i) Rise of Dictatorships: Nazism and Fascism, World War II: Origin, courses and Consequences.	14	1
Total Contact Hours	**56+4= 60**	

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva

b. Seminar

c. Book Review

ESSENTIAL READING

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.
C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.
Norman Davies: Europe: A History
J. Evans: The Foundations of a Modern State in 19th Century Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany
E.J. Hobsbawm: The Age of Revolution.

E.J. Hobsbawm, Nations and Nationalism

E.P. Thompson: Making of the English Working Class
Lynn Hunt: Politics, Culture and Class in the French Revolution.
James Joll: Europe Since 1870.
David Landes: Prometheus Unbound.
George Lefebvre: Coming of the French Revolution.
George Lichtheim : A Short History of Socialism.
Peter Mathias: First Industrial Revolution.
Alec Nove: An Economic History of the USSR.
Andrew Porter: European Imperialism, 1876-1914
Anthony Wood: History of Europe, 1815-1960
Stuart Woolf: History of Italy, 1700 - 1860.

SUGGESTED READINGS

G. Barrowclough, An Introduction to Contemporary History.
Fernand Braudel, History and the Social Science in M. Aymard and
H. Mukhia Ed. French Studies in History, Vol. I (1989).
Maurice Dobb: Soviet Economic Development Since 1917.
M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.
H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914..
Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920.
James Joll, Origins of the First World war (1989).
Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.
David lowenthal, The Past is a Foreign Country.
Colin Licas: The French Revolution and the Making of Modern Political Culture, Volume
Nicholas Mansergh: The Irish Question, 1840 û 1921.
K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].
R.P. Morgan: German Social Democracy and the First International.
N.V. Riasanovsky: A History of Russia.
J.M. Robert, Europe 1880 û 1985.
J.J. Roth (ed.), World War I : A Turning Point in Modern History.
Albert Soboul: History of the French Revolution (in two volumes).
Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the
Present (1981).
Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution..
Michel Vovelle, fall of the French Monarchy.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1 CO2	CO5 CO6	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

Semester- 7th
Course code : HISC17
Course Title : Economic History of Ancient and Medieval India
Nature of the course: Core
Credit : 4
Marks: 40(In Sem)+60(End- Sem)=100

Course Outcomes:
After going through this course the students will be able to:

CO1: Understand the development and expansion of agriculture in Indian subcontinent from the pre-historic times
CO2: Know the various phases of urbanization in early India and to understand the internal and external trading activities in early India
CO3: Identify the early medieval Indian economy and the feudalism debate and to understand agrarian economy of medieval India.

CO4: understand non-agricultural sector of economy and the processes of commodity production and distributions through various trading networks.

CO5: To critically evaluate the influence of economic processes upon the society

Objectives of the Course
The objectives of the course are:

- Acquaint the students with the development of Indian economy in Early India
- To understand economic processes and their impact upon the socio-political developments
- Different aspects of early Indian economy i.e. agriculture, trade, urbanization, the use of coins and their process of evolution throughout the period
- Acquaint the students with the development of Indian economy in medieval India
- The paper also seeks to critically understand the debate regarding various modes of production in the context of medieval India.
- The paper also focuses on maritime history of India and tries to understand Indian history in a global perspective.
  Course Outcomes:

Mode of Assessment: End Semester Examination/Two In Semester Examinations
Home Assignment/Viva/Seminar

Course contents:

Topic	Lecture	Tutorial
Unit- I		

1.01: History of Agriculture- stages of development, technology and methods of irrigation **1.02:** Land system: Ownership Patterns, Land Revenue and Land grants **1.03:** Crafts, Guilds, Internal Trade and External Trade, Silk Road and its significance, Roman Trade **1.04:** Urbanization in ancient India: Indus valley and Gangetic valley.	**14**	**1**
Unit-II:		
2.01: Development of monetized economy- punch marked coins, Indo-Greek coins, Kushana coins, Gupta coins **2.02:** Early Medieval economy- Thesis on Indian Feudalism **2.03:** The theses of De-urbanization and Paucity of Coins in Early Medieval India 2.04 The Feudal Debate in Indian History	**14**	**1**
Unit-III:		
3.01: Agrarian economy under the Delhi Sultanate: Agrarian relations, land assignments, land revenue assessment and collection **3.02:** Urban economy: Fiscal and market reform policies under the Khaljis and the Tughlaqs. **3.03:** The System of Agricultural production under the Mughals: Crops, extent, Agrarian Relations- Land ownership, Peasants and rural intermediaries. **3.04:** Land Revenue: survey and measurement,	**14**	**1**

Assignment and revenue grants, methods of Revenue Assessment and collection		
Unit –IV:		
4.01: Inland and maritime trade: Trade routes, Items of trade, markets. **4.02:** Trading communities: Indian merchants and non-Indian traders (Arab, Chinese, Europeans) **4.03:** Banking and commercial practices: indigenous methods and medium of exchange (Barter, *Hundi*), coinage (minting system) **4.04:** Non-agricultural Production: (textile, metallurgy), Organization of production- *Karkhana, Dadni*.	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

Banga, I. : The City in Indian History, 1991
Champakalakshmi, R. : Trade, Ideology and Urbanization in South India 300BC TO 1300, 1996
Chakravarty, R. : (ed.) Trade in Early India, Oxford, 2004

Trade and Traders in Early Indian Society, 2007

Chautopadhyay B.D. : The Making of Early Medieval India, 2000
Gupta, P.L. : Coins, 1978
Gurukkal, R. : Rethinking Classical Indo-Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations, 2016
Habib, I. : Prehistory, 2002
The Harappan Civilization, 2003

Post-Mauryan India: A Political and Economic History, 2013
Habib, I. & V.K.Thakur The Vedic Age, 2003
K.M.Shrimali The Age of Iron and the Religious Revolution, 2007
Hansen, V. : Silk Road: A New History, 2012
Jha, D. N. : Economy and Society in Early India, 1993
: Feudal Order, Society and Ideology In Early Medieval India,2000
Kosambi, D.D : An Introduction to the Study of Indian History, 1956
:The Culture and Civilization of Ancient India in Historical Outline, 1956
Lallanji, Gopal : The Economic Life of Northern India (c. AD 700-1200) 1965
Mukherjee, B.N. : The Rise and Fall of the Kushana Empire, 1989
Mukhia, H (ed) : The Feudalism Debate, 2001

Matichandra : Trade and Trade Routes in Ancient India, 1977
Maity, S. K : Economic Life of Northern India in the Gupta Period, 1957
Ratnagar. S : The End of the Great Harappan Tradition, 2000
: Understanding Harappa, 2001
Ray, H.P. :The Winds of Change: Buddhism and Maritime Links in Early South Asia, 1994
Sahoo,B. P (ed) : Land System and Rural Society in Early India, 1997
: (ed.) Iron and Social Change in Early India, 2006
Singh, U. : A History of Ancient and Early Medieval India, 2008
Sharma, R. S : Indian Feudalism, 1980
: Urban Decay in India, 1987
: Material Culture Social Formation in Ancient India, 1983
Thapar Romila (ed); : Recent Perspectives of Early Indian History, 1995
Thakur, V.K. : Urbanization in Ancient India, 1981

Ashraf, K.M. : Life and Conditions of the people of Hindustan (1200-1550 AD) Delhi, 1970
Banga, Indu, : (ed), The city in Indian History: Urban Demography, Society and Politics Delhi, 1991
Chandra, S : Medieval India. Vols-I & II
————, : Assays on Medieval Indian History, Delhi 2005
Chaudhuri, K.N : Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750 Delhi, 1985.
_____, : Agrarian System of Mughal India,1526-1707 Mumbai,1963
Chitnis K.N – : Socio-Economic History of Medieval India, New Delhi, 1990.
Habib, I : The Agrarian System of Mughal India. 1556-1707 new Delhi (12th impression) 2011
Moreland, W.H : The Agrarian System of Moslem India Cambridge, 1929
Naqvi, H.K. : Urbanization and Urban Centers under the Great Mughals, 1556-1707 Simla, 1971.

Richards, J.F. : (ed), The Imperial Monetary System of Mughal India Delhi,1987.
_____, : New Cambridge History of India: The Mughal Empire Delhi, 1993.
Rahman, A : History of Indian science, Technology and Culture AD 1000-1800 Vol.-III New Delhi 2000
Raychaudhury, Tapan &
Habib Irfan (ed) : The Cambridge Economic History of India, vol.1.
Subramanyam, S : Money and the Market in India, 1100-1700.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

Semester- 7th
Course code : HISC18
Course Title : Economic History of Modern India
Nature of the course: Core
Credit : 4
Marks: 40(In Sem)+60(End- Sem)=100

Objectives of the Course
The objectives of the course are:
This paper aims to acquaint the students the different forces, factors and process of transitions that India underwent during the Colonial period. These changes fundamentally changed the nature of the Indian economy and its impacts can be seen even at the present time.
Mode of Assessment: End Semester Examination/Two In Semester Examinations
Home Assignment/Viva/Seminar
Course Outcomes:
CO1: To understand the theories and debates regarding Great Divergence, Theories of Colonialism and the British Colonial Policies

CO2: The students will comprehend the broad economic system of India during the colonial period

CO3: To understand the nature of the economic system and the transition and changes

CO4: To develop understanding on Colonial economic policies, Infrastructure developments, and Growth of Industries and Trade union movements

Course contents:

Topic	**Credit**	
Unit-1	**Lecture**	**Tutorial**
Colonialism **1.01:** The Transitional Debate & the Great Divergence **1.02:** The Eighteenth Century Debate **1.03:** Understanding Colonialism: Theories of Colonialism – the Historiographical issues- the different schools of the Indian History **1.04:** Drain of wealth and British Colonial policies	**14**	**1**

Unit-2		
2.01: Introduction of the New Land Revenue system- Permanent, Mahalwari and Ryotwari. - The growth of the Land Market **2.02:** The Commercialization of Agriculture **2.03:** Development of Irrigation system and its impacts **2.04:**Growth of the Labour market	**14**	**1**
Unit-3		
Colonialism and its impacts on the Market Economy: **3.01:** The growth of the Urban Economy- Changes in the occupational structure **3.02:** Colonial Economic Policies and De-Industrialization **3.03:** Plantation Economy, Emergence of the Industries- Cotton and Steel **3.04:** British Trade and Tariff policies in India –	**14**	**1**
Unit-4		
Towards a New Economy **4.01:** Famines and the British colonial state **4.02:** Colonial Fiscal Policies and Banking **4.03:** Growth of the new Infrastructures- the Railways, Roads and Steamers, Postal and Telegraph **4.04:**Growth of Industrial Labour and the Trade Union Movements 4.05 Impact of World Wars on Economy	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

Pomeranz, Kenneth: The Great Divergence, China, Europe and the Making of the Modern World Economy

Marshall P.J. (Ed): The Eighteenth Century in Indian History Evolution or Revolution (Themes in Indian History)

Bayly,C. A: Rulers, Townsmen and Bazars: North Indian Society in the Age of British Expansion, 1770-1870

Bhattacharya, Neeladri: The Agrarian Conquest: The Colonial Reshaping of a Rural World
Bhattacharya, S. (Ed): Essays in Modern Economic History
Kumar, Dharma (Ed): The Cambridge Economic History of India, Vol.II
Chandra, Bipan: The Rise and Growth of Economic Nationalism in India
Habib, Irfan: Indian Economy, 1858-1914
Roy, Tirthankar: The Economic History of India
Roy, Tirthankar: A Business History of India
Goswami, Omkar: Goras and the Desis, Managing Agencies and the Making of Corporate India
Debroy Bibek: Indian Railways, the Weaving of a National Tapestry

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO4	CO4 CO4	
Conceptual Knowledge		CO1 CO2	CO4 CO4	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

Semester-7th
Course title: History of Art and Architecture in Ancient and Medieval India

Course Code: HISC19A

Nature of the course: Core
Credit : 4

Marks: 40(In Sem)+60(End- Sem)=100

Objectives of the Course
The objectives of the course are:

- This paper aims to acquaint the students **Early Indian Art and Architecture**
  - To understand **Classical Indian Art and Architecture**
  - Acquaint the students with **the Classical Indian Art and Architecture**
- The paper also seeks to understand the **Medieval Indian Art and Architecture**
- The paper also focuses on **Indo-Islamic t**raditions of **Medieval Indian Art and Architecture**

Mode of Assessment: End Semester Examination/Two In Semester Examinations
Home Assignment/Viva/Seminar

Course Outcomes:

CO1: To develop an understanding on the Harappan Art, Post- Mauryan Art and Saka-Kushana Art and Architecture

CO2: To develop understanding on the Classical Indian Art and Architecture

CO3: The students will gain knowledge on Hindu Traditional Art and Architecture in Medieval India

CO4: This course will enable the students to understand the Tradition of Indo-Islamic Art and Architecture in Medieval India

Course contents:

Topic	Lecture	Tutorial

Unit- I : Early Indian Art and Architecture (Indus Valley, Maurya, Sunga-Satavahana, Kushana Art: 3300 BCE–300 CE)		
1.01: Indus Valley Art: Sculptures, seals, terracotta figures Mauryan Art and Architecture: Pillars, caves, stupas, stone sculptures, wooden palace, terracotta. (i) Northern India: Pataliputra, Barabar, Sarnath, Bairat, etc. (ii) Eastern India: Dhauli, etc. **1.02:** Post-Mauryan Art and Architecture: Stone sculpture, Caves, Monasteries, Painting, Bronzes, Terracotta. (i) Northern India: Mathura, Kausambi, Bodhgaya, Pataliputra, Bharhut, Sanchi, Vidisha, etc. (ii) Eastern India: Udaigiri-Khandagiri, etc. (iii) Western India: Bhaja, Karla, Ajanta, Pitalkhora, etc. **1.03:** Saka-Kushana Art and Architecture: Temples, Monasteries, Stone sculpture, (i) Mathura School (ii) Gandhara School (iii) Bactrian School (iv) Amaravati School	**14**	**1**
Unit-II: Classical Indian Art and Architecture (400 CE–1000 CE)	**14**	**1**
Temple, Stone sculpture, Painting, Terracotta, Bronzes.		

2.01: Gupta Art: Mathura Style, Sarnath Style: Ahichhatra, Sarnath, Kausambi, Deogarh, Bhumara, etc. **2.02:** Vakataka Art: Ajanta, Ellora, Aurangabad, etc. **2.03:** Early Chalukya Art: Ter, Aihole, Pattadakal, Badami, Ellora, etc. **2.04:** Rashtrakuta Art: Aurangabad, Ellora, Elephanta, Virupaksha, etc. **2.05:** Pallava Art: Mahabalipuram, Kanchipuram, etc. **2.06:** Pala Art: Nalanda, Vikramshila, etc.		
Unit-III: Medieval Indian Art and Architecture: Hindu Tradition (1000 CE–1700 CE)	**14**	**1**
Temple, Sculpture, Painting, Bronzes. **3.01:Northern India**: (i) Chandella Art: Khajuraho, Mahoba, etc. (ii) Soma and Eastern Ganga Art: Bhubaneswar, Puri, Konark, etc. (iii) Pala-Sena Art: Rajashahi, Rangpur, Vishnupur, etc. **3.02:Western India**: Western Chalukya and Solanki Art: Modhera, Palitana, Mt. Abu, etc **3.03:Southern India**: (i) Chola Art: Thanjavur, Gangaikondacholapuram, etc. (ii) Pandya Art: Srirangam, Chidambaram, etc. (iii) Hoysala Art: Belur, Halebid, etc. (iv) Vijayanagara Art: Hampi		
Unit –IV: Medieval Indian Art and Architecture: Indo-Islamic Tradition (1100 CE–1800 CE)	**14**	**1**

Emergence of Indo-Islamic Style: Arcuate tradition, Dome, Arch **4.01:**Delhi Sultanate: (i) Early Sultans, Khilji, Tughlaq, Lodhi **4.02:** Regional Styles: Deccan, Bengal. **4.03:** Mughal Architecture: Agra, Delhi (Shahjahanabad). **4.04:** Medieval Painting tradition: Mughal Miniature Painting, Regional styles of painting: (i) Rajasthani Style & (ii) Pahari Style.		
Total Contact Hours	**56+4=60**	

Suggested Readings:

- Aitken, Molly Emma (1997). 'Spectatorship and Femininity in Kangra Style Painting', in Vidya Dehejia (Ed.), *Representing the Body: Gender Issues in Indian Art*, New Delhi: Kali for Women in association with the Book Review Literary Trust.
- Asher, Catherine B. (1992). *The New Cambridge History of India: Architecture of Mughal India*, Vol. 1.4, Cambridge: Cambridge University Press.
- Champakalakshmi, R. (2011). 'Iconographic Programme and Political Imagery in Early Medieval Tamilakam: The Rajasimhesvara and Rajarajeshvara', in R. Champakalakshmi, *Religion, Tradition, and Ideology: Pre-Colonial South India*, New Delhi: Oxford University Press.
- Chaitanya, Krishna (2002). *A History of Indian Painting: Pahari Traditions*, Delhi: Abhinav Publications.
- Dar, S.R. (1994). 'Classical Approaches to the Study of Gandhara Art', in Catherine B. Asher and Thomas R. Metcalf (Eds.), *Perception of South Asia's Visual Past*, New Delhi: AIIS, Oxford University Press.

- Dahejia, Vidya (1992). 'Collective and Popular Bases of Early Buddhist Patronage: Sacred Monuments, 100 BC–AD 250', in Barbara Stoler Miller (Ed.), *The Powers of Art: Patronage in Indian Culture*, New Delhi: OUP.
- Dehlvi, Sadia (2012). *The Sufi Courtyard – Dargahs of Delhi*, New Delhi: Harper Collins.
- Desai, Devangana (1990). 'Social Dimensions of Art', *Social Scientist*, vol. 18, no. 202, pp. 3–32.
- Desai, Devangana (1992). 'The Patronage of Lakshamana Temple at Khajuraho', in Barbara Stoler Miller (Ed.), *The Powers of Art: Patronage in Indian Culture*, New Delhi: Oxford University Press.
- Desai, Devangana (2013). 'The Temple as an Ordered Whole – The Iconic Scheme at Khajuraho', in Devangana Desai (Ed.), *Art and Icon – Essays on Early Indian Art*, New Delhi: Aryan Books International.
- Dhar, Parul Pandya (2011). "Introduction – A History of Art History: The Indian Context", in Parul Pandya Dhar (Ed.), *Indian Art History: Changing Perspectives*, New Delhi: D.K. Printworld and National Museum Institute.
- Dhavalikar, M.K. (1994). 'Ajanta: The Perception of the Past', in Catherine B. Asher and Thomas R. Metcalf (Eds.), *Perception of South Asia's Visual Past*, New Delhi: AIIS, OUP.
- Gupta, S.P. (2006). *Elements of Indian Art*, Delhi: D.K. Printworld.
- Huntington, Susan (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*, New York and Tokyo: John Weather Hill Inc.
- Jain, Jyotindra (1994). 'Gangadevi: Tradition and Expression in Mithila (Madhubani) Painting', in Catherine B. Asher and Thomas R. Metcalf (Eds.), *Perception of South Asia's Visual Past*, New Delhi: AIIS, Oxford University Press.
- Michell, George (1977). *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi: B.I. Publications.
- Misra, Neeru and Tanay Misra (2003). *The Garden Tomb of Humayun: An Abode in Paradise*, Delhi: Aryan Books International.
- Mitter, Partha (2011). *Indian Art*, Delhi: Oxford University Press.

- Poster, Amy G. (1986). *From Indian Earth: 4000 Years of Terracotta Art*, New York: The Brooklyn Museum.
- Ray, N.R. (1974). *An Approach to Indian Art*, Chandigarh: Publication Bureau.
- Sharma, Y.D. (2001). *Delhi and its Neighbourhood*, New Delhi: ASI
- Sivaramamurti, C. (1962). *Indian Bronzes*, Bombay: Marg Publications.
- Srinivasan, Doris M. (1989). (Ed.), *Mathura: The Cultural Heritage*, New Delhi: American Institute of Indian Studies and Manohar Publishers.
- Thapar, Romila (1992). "Patronage and Community", in Barbara Stoler Miller (Ed.), *The Powers of Art: Patronage in Indian Culture*, New Delhi: Oxford University Press.
- Trainor, Kevin (1996). 'Constructing a Buddhist Ritual Site: Stupa and Monastery Architecture', in Vidya Dehejia (Ed.), *Unseen Presence: The Buddha and Sanchi*, Bombay: Marg Publications.
- Verma, S.P. (2005). *Painting the Mughal Experience*, Delhi: Oxford University Press.
- Willis, Janice D. (1992). 'Female Patronage in Indian Buddhism', in Barbara Stoler Miller (Ed.), *The Powers of Art: Patronage in Indian Culture*, New Delhi: Oxford University Press.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO4	CO4 CO4	
Conceptual Knowledge		CO1 CO2	CO4 CO4	CO3 CO4		
Procedural Knowledge						
Metacognitive						

Knowledge						

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- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-7th

Course code : HISC19B
Course Title : History of Science and Technology in Pre-Colonial India
Nature of the course: Core
Credit : 4
Marks: 40(In Sem)+60(End- Sem)=100

Objectives of the Course:
The objective of the course is to:
To understand the Beginnings of Science and Technology
 To critically understand the Origins and development of technology in pre-historic period.
 To examines Science and technology during Vedic and later Vedic times
 To trace the developments in astronomy, medicine and surgery and to understand the Concept of rationality and scientific ideas
To understand new developments in technology, medical knowledge Astronomy in the Arab world and its impact on India

Mode of Assessment: End Semester Examination/Two In Semester Examinations
Home Assignment/Viva/Seminar

Course Outcomes:

CO1: Develop an understanding on the meaning, scope importance of Science and Technology, impact of science and technology on Agriculture, Origins and development of technology in pre-historic period.

CO2: To explain the Major developments in Astronomy, medicine and surgery, Metallurgy, Architecture and Engineering

CO3: To develop an understanding on the Developments in Mathematics, Agriculture and technology, water use in early and Medieval period

CO4: To develop an understanding on the of rationality and scientific ideas in Arab thoughts and its impact on India, New developments in technology, medical knowledge and Astronomy

Course Contents

Topic	Lecture	Tutorial
Unit 1:		

1.01: Science and technology meaning, scope and importance. Interaction of science, technology and society. **1.02:** Sources of history of science and technology in India. **1.03:** Origins and development of technology in pre-historic period. Beginnings of agriculture and its impact on the growth of science and technology. **1.4:** Science and technology during Vedic and later Vedic times	**14**	**1**
Unit-2		
2.01: Developments in astronomy with special reference to Aryabhata, Varamihira and Bhaskara I. **2.02:** Developments in medicine and surgery: Charaka and Sushruta Samhitas and subsequent developments in Ayurveda **2.03:** Development of Metallurgy: Copper, Bronze, Iron **2.04:** Development in Architecture and Engineering	**14**	**1**
Unit-3	**14**	**1**
3.01: Development of mathematics: geometry of the Shulbha Sutra, mathematics of Bakshali Manuscript; mathematics of the classical period. **3.02:** Agriculture and technology in the Early period **3.03:** Agriculture and technology in the Medieval period **3.04:** Water Use, Preservation and Irrigation		
Unit-4	**14**	**1**
4.01: The Concept of Rationality and Scientific Ideas in Arab Thought and Their Reception in India. New developments in technology - Persian Wheel; gun-powder; textiles; Construction works, bridge building **4.02:**Developments in medical knowledge and interaction between unani and ayurveda; and alchemy. **4.03:** Astronomy in the Arab world and its impact on India with		

special reference to Sawai Jai Singh.		
Total Contact Hours	**56+4=60**	

Suggested Readings:

Joseph Needham: History of Science and Technology in Ancient India, 1986

A.L. Basham: The Wonder That Was India, 1967

B.V. Subbarayappa Ed.: A Concise History of Science in India, 1971

Irfan Habib: Technology in Medieval India, c.650-1750, A People History of India, No. 20, Tulika Publication.

Kaushik Roy: Warfare in Pre-British India, 1500 BCE -1740 CE, Taylor & Francis

Asha Shukla Choubey: Crafts and Craftsmen in Pre-Colonial Eastern India, Routledge India.

Syed Jafar Mahmud: Metal Technology in Medieval India, 1988

Ali Athor: Socio-Cultural and Technological Developments in Medieval India, Primus Books, 2021

R.P. Kulkarni: Glimpses of Indian Engineering and Technology in Ancient and Medieval Period, Munshiram Monoharlal Publication, 2019

Arun K, Jha & S. Sahay Ed: Aspects of Science and Technology in Ancient India, Routledge India, 2024

D.K. Chakrabarty Ed.: Science and Technology, Medicine, (History of Ancient India, Vol. IX) 2023

D.P. Chattopadhya: History of Science and Technology in Ancient India, Calcutta, 1986.

D.P. Chattopadhya Ed.: History of Indian Science, Technology and Culture, AD 1000-1800, Oxford University Press, 1999.

S.N. Sen: History of Astronomy in Ancient India

A.K. Bag: History of Technology in India

Abdur Rahman: History of Indian Science, Technology and Culture, AD. 1000-1800, Oxford University Press, 1999.

National Institute of Hydrology: Hydrology in Ancient India, 1990.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO4	CO4 CO4	
Conceptual Knowledge		CO1 CO2	CO4 CO4	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

- **Mapping of Course Outcomes to Program Outcomes**

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester – 7th

Course Title: RESEARCH METHODOLOGY AND ETHICS

Course Code-HISC20

Type of the Course-Core

Credit: 4

Marks: 40(In- Sem)+60(End- Sem)=100

Course Outcomes:

CO1: To analyze the recent developments in Social Research

CO2: Formulation of Research Problem and Data Collection

CO3: Understand the Research Design and Relevance of Literature in Research

CO4: Explore the basics of Historical Research, Sources, Source criticism, Objectivity and Subjectivity

CO5: Acquaint the students with issues in Research and Publication ethics

Course Contents

Topic		
Unit-I	**Lecture**	**Tutorial**
1.01: Social Research - Philosophy of Social Science, Definition, Nature and Scope, Science and Social Science contrast; Empiricism and objectivity in Social Sciences; Different Types of Research **1.02:** Objectivity and Subjectivity in Social Research, Qualitative and Quantitative distinctions in social research	**14**	**1**
Unit-2		
2.01: Research Design: Exploratory, Descriptive, Longitudinal, and literature review **2.02:** Formulation of research problem – Research	**14**	**1**

Questions, Objectives, Hypothesis, and variables **2.03:** Data Collection–Sampling, Census and Survey, Observation, Questionnaire, Schedule,and Interview, Case Study and Life History, Ethnographic Method		
Unit-3		
3.01: Basics of Historical Research Sources: Primary and Secondary, Textual and Non Textual- Numbers, Maps, Images-Cartoon and Photograph, Portraits, Motion Pictures and Recordings, Artefacts, Buildings and Plans,Places and Landscape, GIS, Spatial Technologies and Digital Mapping, Material Culture and History **3.02:** Working in Archives, Digital Archives, Interpreting Sources, Source Criticism, Historians Ethics, Problems of Objectivity and Subjectivity **3.03:** Research Questions and Exploring Historiographical Debates, Methods and Style of Referencing	**14**	**1**
Unit-4		

4.01: Ethics and Research, Some Terminological Issues: Participants, Subjects, or Respondents? Ethics and research aims , Moral justifications of research **4.02:** Research and the respondent: ethical issues before the research commences, Procedures for identifying and recruiting potential respondents, The principle of informed consent, Written information on the research project, and obtaining written consent, Potential disadvantage or harm which might affect respondents, Researching vulnerable groups of people, The role of ethics committees and boards **4.03:** The ethics of recording data, The disclosure by respondents of sensitive material, Ethical issues in the use of information and communication technology, The ethics of ethnographic fieldwork, The ethics of the research interview, Ethical issues in the use of questionnaires, The use of inducements to provide data, Is it ever ethical to collect data from respondents using deception or covert methods? **4.04:** The publication and dissemination of research---audiences for research reports and findings, Editorial procedures in academic journals, The nature of plagiarism, Establishing authorship, Acting as a reviewer of academic material, The uses of synopses of research , Acknowledging the limitations of research conclusions	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

E.H. Carr, What is History? (1961)

L. Gottschalk, Generalization in the Writing of History, University of Chicago Press (1963)

Marc Bloch, the Historian's Craft. (1953)

William J. Goode and Paul K. Hatt, The methods in Social Research, Asia Law House; First Edition (1 January 2017)

Jacques Barzun, The Modern Researcher, Wadsworth Publishing Co Inc; 6th edition (8 October 2003)

Morris R. Cohen and E. Nagel, An Introduction To Logic and Scientific Method. (1934)

J.Anderson and M.Poole, Assignment and Thesis Writing, 4th Edition (2019)

Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 9th Edition (2018)

L. Baxter, C. Hughes and M. Tight: How to Research, (2006)

Gary D. Bouma and G. B. J. Atkinson, A Handbook of Social Science Research, Oxford University press (1995)

Zachary M. Schrag, The Princeton Guide to Historical Research, Princeton University press (2021)

12. Anthony Brundage, Going to the Sources: A Guide to Historical Research and Writing, Wiley-Blackwell; 6th edition(2017)

Antonius, Rachad (2004) Interpreting Quantitative Data with SPSS. New Delhi: Sage Publications 14. Bernard ,Russell H. (2000). Social Research Methods. New Delhi: Sage Publication

Brannen, J. (ed.) (1992) Mixing Methods: Qualitative and Quantative Research. Aldershot: Avbury.

Strauss, Anselm L. (1986). Qualitative analysis for social scientists. Cambridge: Cambridge University Press.

Weinberg, Darin (1st Ed.)(2001) Qualitative research methods, Malden: Blackwell Publication

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

- **Mapping of Course Outcomes to Program Outcomes**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-7th
Course Title : Environmental History of India

Course code : MINHIS7A

Nature of the course: Minor

Credit : 4x1=4

Objectives of the Course :

 To develop an understanding of the development of Environmental History as an important discipline
 To develop historical understanding of the changing dimension of human-nature interface in India in historical perspective
 To develop understanding reading changing resource use patterns in India and its impact on landscape and environment
 To develop understanding of the impact of colonialism and its policies on the environment in India
 To develop critical appreciation of the development paradigm in Independent India and the role of the environmental movements.

Course Outcomes:
CO1: To develop an understanding of the development of Environmental History as an important discipline
CO2: To develop historical understanding of the changing dimension of human-nature interface in India in historical perspective
CO3: To develop understanding reading changing resource use patterns in India and its impact on landscape and environment
CO4: To develop understanding of the impact of colonialism and its policies on the environment in India
CO5: To develop critical appreciation of the development paradigm in Independent India and the role of the environmental movements.

- **Mode of Assessment: End Semester Examination/ Two insemester Examination**
- **Home Assignment/Viva/Seminar**

Course Contents:

Topic	**Credits**	
Unit- I: Basic Concepts and Historiography: **1.01:** Ecology and Environment, Geographical Background of the Subcontinent; Characters of South Asia's Environment, Ecosystem and Population Interaction.	**Lecture** **14**	**Tutorial** **1**

1.02: Environmental History and its development in the South Asian context. **1.03:** Mode of Resource Utilization; Resource Use Patterns in Indian History. **1.04:** Early South Asian Communities and their interaction with the Environment; Neolithic Revolution:Agriculture and Pastoralism; Climate and Indus Valley Civilization		
Unit -II: Interface between Environment and Civilization in South Asia (Pre-modern Period): **2.01:** Use of iron implements Agricultural Expansion and Deforestation in the Gangetic Valley. **2.02:** Forests and Settlements Patterns In Early India;Tribes, Forests and Settlements **2.03:** Water Resources, Irrigation And Society in Early and Medieval India **2.04:** Expansion of Agricultural in Early Medieval and Medieval India; Forest and the pastoral communities in the Medieval period; Wilderness, Animals and Changing Landscapes In The Medieval Period	**14**	**1**
Unit -III: Colonial Intervention and its Impact on Environment. **3.01:** British Forest Policy in India: Impact of European Forestry Tradition and the Making of British Forest Policy, British Forest Policies up to 1947 **3.02:** Colonialism and its Ecological Demands: Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry **3.03:** British Forest Policy: Deforestation and Ecological change in North and South India; Tribes and The New Forest Policies; Pastoralist in The	**14**	**1**

Colonial Period; British Forest Policies in North-East India **3.04:** Ecology, Land use and Changing landscapes, Shifting Cultivation in North East India		
Unit-IV: Environmental Movements and Conservation Polices in post –Independence period **4.01:** Mahatma Gandhi and Nehru's view on Environment **4.02:** Wild Life and Conservation Policies in Post independence Period **4.03:** Environmental Movements: Chipko Movement, Narmada Bachao Andolan and other Environmental Movements **4.04:** Dams and Mines and Problems of Displacement Critique of Development Paradigm in post-Independent Period	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Reading:

Agarwal, D.P : Man and Environment in India through the ages, 1992.
Arnold, D and Guha, R. : Nature, Culture, Imperialism: Essays on the Environmental History of South Asia,
Bhattacharya, D.K. : Ecology and Social Formation in Ancient History, 1990.
Dhavalikar, M.K. : Environment and Culture: A Historical perspective, 2002
Grone, R. Damodaran, V.,
Sangwar , S., : Nature and the Orient : The Environmental History of South and South-East Asia, 1998.
Guha, Sumit, : Environment and Ethnicity in India 1200-1991,1999.
Guha, A. : Medieval and Early Colonial Assam: Society, polity Economy, 1991.
Guha, R. : The Unquiet woods, Ecological change and peasants Resistance in the Himalaya 1999.
Environmentalism, A Global, History, 2000.
Gadgil, M and R, Guha : The Fissured Land: An Ecological History of India, 1992.

: Ecology and Equity, 1998.
Handique, R. : British Forest Policy, 2004.
Mathur, S.M. : Physical Geology of India, 1986.
Mann, M : British Rule on Indian Soil- North India in the First Half of the Nineteenth Century, 2001
Martinez-Alies, J and Guha R. : Varieties of Environmentalism: Essays North and South, 1998.
Rangarajan, Mahesh : Environmental Issues in India, New Delhi, 2008
Saikia, A.J. : Jungles, Reserves, Wild Life, A History of Forest in Assam 2005.
Sinha, Rajiv Kumar : Geographical Factors in Early Indian Economy, 2000.
Skaria, Ajay. : Hybrid Histories: Forest, Frontiers and wildness in Western India, 2000.
Pathak, Akhileswar : Law, Strategies, Ideologies: Legislating Forests in Colonial India, 2002.
Rahman,A : History of Indian Science, Technology and Culture. A.D 1000-1800, 2002

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

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- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**

CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-7th
Course Title : History of Science and Technology in Pre-Colonial India
Course code : MINHIS7B
Nature of the course: Minor
Credit : 4x1=4

Objectives of the Course:
The objective of the course is to:
To understand the Beginnings of Science and Technology
 To critically understand the Origins and development of technology in pre-historic period.
 To examines Science and technology during Vedic and later Vedic times
 To trace the developments in astronomy, medicine and surgery and to understand the Concept of rationality and scientific ideas
To understand new developments in technology, medical knowledge Astronomy in the Arab world and its impact on India

Course Outcomes:
CO1: Develop an understanding on the meaning, scope importance of Science and Technology, impact of science and technology on Agriculture, Origins and development of technology in pre-historic period.

CO2: To explain the Major developments in Astronomy, medicine and surgery, Metallurgy, Architecture and Engineering

CO3: To develop an understanding on the Developments in Mathematics, Agriculture and technology, water use in early and Medieval period

CO4: To understand new developments in technology, medical knowledge Astronomy in the Arab world and its impact on India

Mode of Assessment: End Semester Examination/Two In Semester Examinations
Home Assignment/Viva/Seminar

Topic	Lecture	Tutorial
Unit 1:	**14**	**1**

1.01: Science and technology meaning, scope and importance. Interaction of science, technology and society. **1.02:** Sources of history of science and technology in India. **1.03:** Origins and development of technology in pre-historic period. Beginnings of agriculture and its impact on the growth of science and technology. **1.04:** Science and technology during Vedic and later Vedic times		
Unit-2		
2.01: Developments in astronomy with special reference to Aryabhata, Varamihira and Bhaskara I. **2.02:** Developments in medicine and surgery: Charaka and Sushruta Samhitas and subsequent developments in Ayurveda **2.03:** Development of Metallurgy: Copper, Bronze, Iron **2.04:** Development in Architecture and Engineering	**14**	**1**
Unit-3		
3.01: Development of mathematics: geometry of the Shulbha Sutra, mathematics of Bakshali Manuscript; mathematics of the classical period. **3.02:** Agriculture and technology in the Early period **3.03:** Agriculture and technology in the Medieval period **3.04:** Water Use, Preservation and Irrigation	**14**	**1**
Unit-4		
4.01: The Concept of Rationality and Scientific Ideas in Arab Thought and Their Reception in India. New developments in technology - Persian Wheel; gun-powder; textiles; Construction works, bridge building **4.02:**Developments in medical knowledge and interaction between unani and ayurveda; and alchemy. **4.03:** Astronomy in the Arab world and its impact on India with special reference to Sawai Jai Singh.	**14**	**1**

Total Contact Hours	**56+4=60**

Suggested Readings:

Joseph Needham: History of Science and Technology in Ancient India, 1986

A.L. Basham: The Wonder That Was India, 1967

B.V. Subbarayappa Ed.: A Concise History of Science in India, 1971

Irfan Habib: Technology in Medieval India, c.650-1750, A People History of India, No. 20, Tulika Publication.

Kaushik Roy: Warfare in Pre-British India, 1500 BCE -1740 CE, Taylor & Francis

Asha Shukla Choubey: Crafts and Craftsmen in Pre-Colonial Eastern India, Routledge India.

Syed Jafar Mahmud: Metal Technology in Medieval India, 1988

Ali Athor: Socio-Cultural and Technological Developments in Medieval India, Primus Books, 2021

R.P. Kulkarni: Glimpses of Indian Engineering and Technology in Ancient and Medieval Period, Munshiram Monoharlal Publication, 2019

Arun K, Jha & S. Sahay Ed: Aspects of Science and Technology in Ancient India, Routledge India, 2024

D.K. Chakrabarty Ed.: Science and Technology, Medicine, (History of Ancient India, Vol. IX) 2023

D.P. Chattopadhya: History of Science and Technology in Ancient India, Calcutta, 1986.

D.P. Chattopadhya Ed.: History of Indian Science, Technology and Culture, AD 1000-1800, Oxford University Press, 1999.

S.N. Sen: History of Astronomy in Ancient India

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual		CO1	CO2	CO3	CO4	

Knowledge				CO4	CO4	
Conceptual Knowledge		CO1 CO2	CO4 CO4	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

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- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th
Course code : HISC21
Course Title : Socio-Religious History of Ancient and Medieval India
Nature of the course : Core
Credit : 4x1=4

Course Objectives:

CO1: Acquaint the students with the Society and religion of Harappan civilization, Vedic period, Growth and transformation Buddhism and Jainism, Ajivika and Carvaka
CO2: To understand the Emergence of Puranic Hinduism and sectarian identities
CO3: Different aspects of Proliferation of castes and development of untouchability, the Growth of Bhakti in Early Medieval south India
CO4: To understand the Composition and Stratification of Rural Society in Medieval India, Bhakti movement in Medieval India
CO5: Acquaint the students with the Regional traditions, Sufism and the Advent of the Christianity in India

Unit 1		
1.01: Society and religion of Harappan civilization **1.02:** Society and Religion of Vedic period, Upanishadic Philosophy, **1.03:** Alternative religious traditions -Buddhism, Jainism, Ajivika and Carvaka- Socio-Economic background of the 6^{th} century BCE **1.04:** Growth and transformation Buddhism and Jainism	**14**	**1**
Unit 2		
2.01: Emergence of Puranic Hinduism and sectarian identities- Vaishnavism, Saivism and Shaktism **2.02:** Proliferation of castes and development of untouchability **2.03:** Growth of Bhakti in Early Medieval south India, Alvars and Nayanars, **2.04:** Later Developments of Upanishadic philosophy- Shankaracharya, Madhavacharya and Ramanuja	**14**	**1**

Unit 3		
3.01: Composition and Stratification of Rural Society in Medieval India- zamindars, Khudkast, Pahikast, crafts and service communities, nobility, commercial classes, artisans, slaves an servants **3.02:** Bhakti movement in Medieval India- Saguna tradition (Tulsidas, Chaitanya) and Nirguna tradition (Kabir, Dadu), **3.03:** Bhakti and women-Meera and Andal	**14**	**1**
Unit 4		
4.01: Regional traditions- Sikhism, Jagannath cult in Odisha, Warkari and Vithoba cult in Maharastra **4.02:** Sufism-Origin, concepts and practices, Different Silsilhas and relation with the state and other religious groups. **4.03:** Advent of the Christianity in India	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

Gregory L.Possehl, *The Indus Civilization: A Contemporary Perspective*, 2003

Irfan Habib and Vijay Kumar Thakur, *The People's History of India*, Vols. 2,3, 4 & 5

R.S.Sharma, *Material Culture and Social Formations in Ancient India*, 1983

Early Medieval Indian Society: A Study in Feudalisation, 2003

Romila Thapar, *Early India*, Penguin, 2002

Upinder Singh, A History of Ancient and Early Medieval India: from the Stone Age to the 12h century, 2008

Vijay Nath, From Brahmanism"' to Hinduism': Negotiating the Myth of Great Tradition, Social Scientist, 2001

David Lorenzen (ed.), Religious Movements in South Asia, 600-1800, 2004

Bhakti Religion in North India, New Delhi, 1995

Ali, M. Athar: Mughal Nobility under Aurangzeb, Mumbai, 1970

Ashraf, K.M: Life and condition of the People of Hindustan (1200-1550, Delhi, 1970)

Aquil, Raziuddin : Sufism and Society in Medieval India, Debates in Indian History and Society Series. New Delhi: OUP.2010

Bhattacharya, M.N. (ed) : Medieval Bhakti Movement in India, Delhi 1989.

Basu, Apama & A .Taneja [eds] Breaking out of Invisibility: Women in Indian History, 2002 Charlotte Vaudeville. : A Weaver Named Kabir: Selected verses with a Detailed Biographical & Historical Introduction (OUP New- Delhi 1993).

Chandra, S: Essays on Medieval Indian History New Delhi 2005. : Historiography, Religion and Sate in Medieval India (Delhi2009)

Chitgopekar Nilima (ed): Invoking Goddesses: Gender Politics in Indian Religion, 2002

Deleury, G.A. The cult of Vithoba, Poona 1960.

Das Gupta,S: An Introduction to Tantric Buddhism 1974.

Eaton, Richard M. (ed): India's Islamic Traditions, 711-1750. New Delhi: Oxford, 2003

(ed) Habib Irfan: Religion in India History (New Delhi 1007).

Jayaswal, s. Khan, Mohammad Ishaq: Kashmirs Transition to Islam: The Role of Muslim Rishis. New Delhi, 1997

Kulke, H: The cult of Jagannath and Regional Tradition in Orissa, New Delhi.l978

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

- **Mapping of Course Outcomes to Program Outcomes**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th
Course code : HISC22
Course title : Social History of Modern India: (1757-1947)
Nature of the Course : Core
Credit : 4x1=4
Course Objectives:
 To understand the social structure and milieu of Indian society during the period of the study
 To critically understand the colonial perceptions towards Indian society and the various reforms carried out in relation to that.
 To examines the role of the Indian intelligentsia in carrying out various reforms and revivalist movements in the society in respond to the colonial views on the Indian society.
 To trace the growth and development of education, press, literatures, painting and sports and to understand how these helped shape the opinion and culture of modern Indian society.

Course Outcomes:

CO1: Acquaint the students with the Society and religion of Harappan civilization, Vedic period, Growth and transformation Buddhism and Jainism, Ajivika and Carvaka
CO2: To understand the Emergence of Puranic Hinduism and sectarian identities
CO3: Different aspects of Proliferation of castes and development of untouchability, the Growth of Bhakti in Early Medieval south India
CO4: To understand the Composition and Stratification of Rural Society in Medieval India, Bhakti movement in Medieval India
CO5: Acquaint the students with the Regional traditions, Sufism and the Advent of the Christianity in India

Mode of Assessment: End Semester Examination/ In Semester Examinations
Home Assignment/Viva/Seminar

Course Contents:

Unit – 1	**Lecture**	**Tutorial**
1.01: Indian society in the 18th and 19th century **1.02:** Colonial Perception of India –Asiatic society, Orientalists, Utilitarians and Evangelists. **1.03:** Ideologies of the Raj – Oriental Despotism, Rule of Law. **1.04:**The Indian Responses: Young Bengal Movement, Development of Education	**14**	**1**
Unit – II		

2.01: The Colonial State and social reforms – Thugee, female infanticide, human sacrifice and slavery. **2.02:**The role of Christian Missionaries: Education, health and proselytisation. **2.03:** Indian intelligentsia Respond: Brahmo Samaj, Prarthana Samaj **2.04:** The Arya Samaj and the Theosophical Society.	**14**	**1**
Unit – III		
3.01: Movement against the Caste system- the Depressed Class Movements: Phule, Ambedkar, Dravidian movement and Periyar, Gandhi and Social Reform **3.02:** Islamic Reform Movements- Shah Walliwallah, Deoband, Aligarh – Islamic Revivalist Movement. **3.03**: Reform Movement among the Parsis. **3.04:** Reform Movement among the Sikhs.	**14**	**1**
Unit – IV:		
4.01: The growth of Press and Modern Indian Literature **4.02:** The growth of Modern Indian Art and Music **4.03:** Indian plays and cinemas. **4.04:** The growth of new sports – Hockey, Cricket, football.	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

Subramanian, Lakshmi.(2010). History of India, 1707-1857, Orient BlackSwan.
Bayly,C.A.(1990).Indian Society and the Making of British Empire, Cambridge University Press.
Dalmia, Vasudha. (2008).Orienting India, European Knowledge formation in the Eighteenth and Nineteenth centuries, Three Essay Collecctive.
Stokes,Eric .(1959), English Utilitarians and India , Oxford.
Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press.
S Cohn, Bernard.(1996). Colonialism and its Form of Knowledge, Princeton University Press.

Mukherjee,S.N., Sir William Jones: A Study in Eighteenth-Century British Attitudes to India, Bombay,Orient Longman.
Majeed, Javed. (1992). Ungoverned Imaginings: James Mill's The History of British India and Orientalism, Oxford:Clarendon Press.
King, Richard. (1999). Orientalism and Religion: Postcolonial Theory, India and 'The Mystic East', OUP,
Kopf, David.(1969). British Orientalism and Indian Renaissance: the Dynamics of Indian Modernisation 1773-1835, University of California Press.
Kejariwal, O.P. (1988). The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838, Delhi, Oxford University Press..
Metcalf, Thomas R . (1987). Ideologies of the Raj, Cambridge, 1987. Cambridge University Press
Jones, Kenneth .(1984) Socio-Religious Reform Movements in British India Cambridge University Press.
Rosaline, O Hanlon. (1985). Caste Conflict and Ideology: Mahatma Jotirao Phule and Low caste Protest In Nineteenth-Century Western India, Cambridge University Press.
Omvedt, Gait. (1994). Dalits and the Democratic Revolution:Dr Ambedkar and the Dalit movement in Colonial India, Sage.
B. Dirks, Nicholas. (2001) Caste of Mind Princeton University press.
Ranjan Mani, Bra.(2005). Debrahmanism History, Manorhar.
Banerjee, Ishta Dube. (2008). Caste in History, OUP.
Majumadar, R.C.(1965). British Paramountcy and Indian Renaissance, Bombay: B.V.B.
Divekar, V.D. (ed) (1992). Soial Reform Movements in India: A Historical perspective, Bombay:Popular Prakashan.
Sarkar, Sumit and Tanikar. (2008). Women and Social Reform in odern India:A Rader, Indiana University Press.
Futchs, Martin and Dalmia, Vasudha. (ed) (2019). Religious Interactions in Modern India,OUP.
Ahmed, Azid (1967). Islamic Movements in India and Pakistan 1857-1964, London.
Lelyveld, David. (1978). Aligarh's First generation: Muslim Solidarity in British India, Princeton.
Metcalf, Barbara. (1982). Islamic Revival in British Dndia Deoband 1860-1900, Princeton.
Singh, Teja. (1922). The Gurudwara Reform Movement and the Sikh Awakening, Punjab : Desh Sewak Book Agency.
M.Ringer,Monica.(2011). Pious Citizens: Reforming Zoroastrianism in India and Iran Syracuse, New York: Syracuse University Press.
Joshi, Sanjay. (2010) ed. The Middle Class in Colonial India Oxford University Press.
Jodhka, Surender. (2016) The Indian Middle Class, New Delhi: OUP.
Misr,a B. B. (1979). The Indian Middle Classes: Their Growth In Modern Times, Oxford University Press.
Gauri Vishwanathan. (2015, reprint). Masks of Conquest: Literary Study and British Rule in India Columbia University Press .
Teltscher, Kate.(1995). India Inscribed, Delhi: Oxford University Press.
Saran, Renu. (2012). History of Indian Cenema, Diamond Books.
Guha, Ramachandra. (2006). A corner of a foreign Field: The Indian History of a British Sport, Penguin, new edition.
Majumdar Boria. (2006). Illustrated History of Indian Cricket, Lustre.
Sarkar, Sumit .(2015). Modern Times, Permanent Black.
Gosh,Suresh Chandra. (2013) History of Education in Modern India, Orient Blackswan Reprint Fourth edition

Sinha, Gayatri. (2003). (ed). Indian Art: An Overview, Rupa.
Dissanayake ,W and Singh,K.M. Gokul. (2004). Indian Popular Cenema, Trentham Books.
Oberoi,P. (2009). Freedom and Destiny: Gender and Popular Culture in India. Delhi.
Basu, Aparna The Growth of Education and Political Development in Modern India, 1858 1920.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

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- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th

Course Title: India since Independence (1947-2000)

Course code: HISC23

Nature of Course: Core

Credit: 4

The objective of the Course is to:

- Acquaint the student about the building of Independent India with regard to its domestic policy
- Make understand the student on India's Foreign Policy of Non-Alignment Movement and various Wars fought since Independence
- Aware of the challenges faced by India in the late 20th Century related to internal and external.
- Familiarize the student on India's landmark economic reform,nuclear power and various social environmental movements in first decade of the 21st Century.

Course Outcomes:
CO1: To understand the social structure and milieu of Indian society during the period of the study
CO2: To critically understand the colonial perceptions towards Indian society and the various reforms carried out in relation to that.
CO3: To examines the role of the Indian intelligentsia in carrying out various reforms and revivalist movements in the society in respond to the colonial views on the Indian society.
CO4: To trace the growth and development of education, press, literatures, painting and sports and to understand how these helped shape the opinion and culture of modern Indian society.

Mode of Assessment: End Semester Examination/In Semester Examination.

Topic	**Credits**	
Unit 1:	**Lecture**	**Tutorial**
1.01: Challenges of nation Building: Partition and its aftermath, Refugee Settlement, Issues of Citizenship	**14**	**1**
1.02: Integration of Princely states, Kashmir problem, Linguistic Reorganization of States Making of the Indian Constitution, Constituent		

Assembly Debates **1.03:Nehru and** Planned Development and the Planning Commission, Nehruvian Socialism and the Congress System, Policy of Non-alignment, Sino- Indian Conflict **1.04:** Land Reforms: Tenancy Reforms, Abolition of Zamindari and Bhoodan Movement		
Unit 2 : **2.01:** Shastri Interlude, the Indira Regime and the Congress Split, Economic Policies, **2.02:** Liberation of Bangladesh and Foreign Policy of Indira Gandhi, Indo-Pak Wars **2.03:** Challenges to the Indira Regime: Jaya Prakash Narayan and Total Revolution-The Gujrat Movement, Bihar Movement, Railway General Strike, **2.04:**The Emergency-Repression and Resistance, The Janata Party and Morarji Desai as Prime Minister, Disintegration of Janata Party and the Birth of BJP	**14**	**1**
Unit 3 : **3.01:** Return of Indira Gandhi as Prime Minister, Regional Aspirations and Federal Question: Punjab and North East India, Tamil Nadu and Andhra Pradesh **3.02:** Rajiv Gandhi in Power: Punjab, Assam and Mizo Accords, **3.03:** Policy towards Sri Lanka: IPKF, Economic Policies, Ayodhya and Shah Banu Issues **3.04:** National Front and Coalition Experiment, V.P. Singh Regime and Mandal Politics, BJP and Ramjanambhumi Movement	**14**	**1**
Unit 4: **4.01:** Economic Reforms and Globalization: Balance of Payment Crisis, Policies of Liberalization and Privatization during P. V. Narashingha Rao Regime **4.02:** Insurgency: Kashmir and North East India	**14**	**1**

4.03: Coalition Era, Atal Bihari Bajpayee Regime: Indo-Pak War: Kargil, India's Role in SAARC, India's Nuclear Power-Pokhran. **4.04:** Social and Environmental Movements: Narmada Bachao Andolan, Green Revolution, Dalit Movements and Rise of Bahujan Samaj Party		
Total Contact Hours	**56+4=60**	

Essential Reading

Ananth,*India Since Independence:Making Sense of Indian Politics*, Pearson India; First Edition (1 January 2010).

Brass, Paul R. *Politics of India Since Independence.* New York: Cambridge University Press,1992.

Chakravarthy, Sukhamoy. *Development Planning: The Indian Experience.* Oxford: Clarendon Press, 1987.

Chandra, Bipan et,al, *India After Independence.* New Delhi: Penguin, 1999.

Chandra, Bipan. *Essays on Contemporary India.* New Delhi: Viking, 1993.

Chopra, Surendra, ed. *Studies in India's Foreign Policy.* Amritsar: Guru Nanakdev University, 1980.

De Souza, Peter Ronald, ed. *Contemporary India - Transitions.* New Delhi: Sage Publications, 2000.

Dutt, V. P. *India's Foreign Policy.* New Delhi: Vikas Publishing House, 1984.

Gadgil, Madhav And Ramchandra Guha. *The Fissured Land: An Ecological History of India.* New Delhi: Oxford University Press, 1996.

Guha, Ramchandra, *India After Gandhi: The History of the World's Largest Democracy*,Picador India,2017.

Kothari, Rajni. *Politics in India.* New Delhi: Orient Longman, 1970.1983.

Haksar, P. N. *India's Foreign Policy and Its Problems.* New Delhi: Indian Books Centre, 1989.

Jafrrelot, Christophe, et,at., *India Since 1950* Yatra Book Foundation

Nanda, B. R., ed. *Indian Foreign Policy: The Nehru Years.* New Delhi: Sage Publications, 1986.

Rao, M. S. A. *Social Movements in India.* Vols. 1 & 2. New Delhi: Manohar Publishers, 1979.

Robb, Peter. *Dalit Movements and the Meaning of Labour in India.* New DelhI: Oxford University Press, 1993.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2	CO3 CO4	CO4 CO4	
Conceptual Knowledge		CO1 CO2	CO4 CO4	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

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- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th
Course Code : HISC24A
Course Title : Environmental History of India
Course Nature : Core
Credit : 4x1=4

Objective:

 To develop an understanding of the development of Environmental History as an important discipline
 To develop historical understanding of the changing dimension of human-nature interface in India in historical perspective
 To develop understanding reading changing resource use patterns in India and its impact on landscape and environment
 To develop understanding of the impact of colonialism and its policies on the environment in India
 To develop critical appreciation of the development paradigm in Independent India and the role of the environmental movements.

Course Outcomes:

CO1: To develop an understanding of the development of Environmental History as an important discipline
CO2: To develop historical understanding of the changing dimension of human-nature interface in India in historical perspective
CO3: To develop understanding reading changing resource use patterns in India and its impact on landscape and environment
CO4: To develop understanding of the impact of colonialism and its policies on the environment in India
CO5: To develop critical appreciation of the development paradigm in Independent India and the role of the environmental movements.

- **Mode of Assessment: End Semester Examination/ Two insemester Examination**
- **Home Assignment/Viva/Seminar**

Course Contents:

Topic	**Credits**	
Unit- I: Basic Concepts and Historiography: **1.01:** Ecology and Environment, Geographical Background of the Subcontinent; Characters of South Asia's Environment, Ecosystem and Population Interaction. **1.02:** Environmental History and its development in	**Lecture** **14**	**Tutorial** **1**

the South Asian context. **1.03:** Mode of Resource Utilization; Resource Use Patterns in Indian History. **1.04:** Early South Asian Communities and their interaction with the Environment; Neolithic Revolution:Agriculture and Pastoralism; Climate and Indus Valley Civilization		
Unit -II: Interface between Environment and Civilization in South Asia (Pre-modern Period): **2.01:** Use of iron implements Agricultural Expansion and Deforestation in the Gangetic Valley. **2.02:** Forests and Settlements Patterns In Early India;Tribes, Forests and Settlements **2.03:** Water Resources, Irrigation And Society in Early and Medieval India **2.04:** Expansion of Agricultural in Early Medieval and Medieval India; Forest and the pastoral communities in the Medieval period; Wilderness, Animals and Changing Landscapes In The Medieval Period	**14**	**1**
Unit -III: Colonial Intervention and its Impact on Environment. **3.01:** British Forest Policy in India: Impact of European Forestry Tradition and the Making of British Forest Policy, British Forest Policies up to 1947 **3.02:** Colonialism and its Ecological Demands: Commercial Exploitation of Forest Products; Impact of Railway Construction on Forestry **3.03:** British Forest Policy: Deforestation and Ecological change in North and South India; Tribes and The New Forest Policies; Pastoralist in The Colonial Period; British Forest Policies in North-	**14**	**1**

East India **3.04:** Ecology, Land use and Changing landscapes, Shifting Cultivation in North East India		
Unit-IV: Environmental Movements and Conservation Polices in post –Independence period **4.01:** Mahatma Gandhi and Nehru's view on Environment **4.02:** Wild Life and Conservation Policies in Post independence Period **4.03:** Environmental Movements: Chipko Movement, Narmada Bachao Andolan and other Environmental Movements **4.04:** Dams and Mines and Problems of Displacement Critique of Development Paradigm in post-Independent Period	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Reading:

Agarwal, D.P : Man and Environment in India through the ages, 1992.
Arnold, D and Guha, R. : Nature, Culture, Imperialism: Essays on the Environmental History of South Asia,
Bhattacharya, D.K. : Ecology and Social Formation in Ancient History, 1990.
Dhavalikar, M.K. : Environment and Culture: A Historical perspective, 2002

Grone, R. Damodaran, V.,
Sangwar , S., : Nature and the Orient : The Environmental History of South and South-East Asia, 1998.
Guha, Sumit, : Environment and Ethnicity in India 1200-1991,1999.
Guha, A. : Medieval and Early Colonial Assam: Society, polity Economy, 1991.
Guha, R. : The Unquiet woods, Ecological change and peasants Resistance in the Himalaya 1999.
Environmentalism, A Global, History, 2000.
Gadgil, M and R, Guha : The Fissured Land: An Ecological History of India, 1992.
: Ecology and Equity, 1998.
Handique, R. : British Forest Policy, 2004.
Mathur, S.M. : Physical Geology of India, 1986.
Mann, M : British Rule on Indian Soil- North India in the First Half of the Nineteenth Century, 2001
Martinez-Alies, J and Guha R. : Varieties of Environmentalism: Essays North and South, 1998.
Rangarajan, Mahesh : Environmental Issues in India, New Delhi, 2008
Saikia, A.J. : Jungles, Reserves, Wild Life, A History of Forest in Assam 2005.
Sinha, Rajiv Kumar : Geographical Factors in Early Indian Economy, 2000.
Skaria, Ajay. : Hybrid Histories: Forest, Frontiers and wildness in Western India, 2000.
Pathak, Akhileswar : Law, Strategies, Ideologies: Legislating Forests in Colonial India, 2002.
Rahman,A : History of Indian Science, Technology and Culture. A.D 1000-1800, 2002

Learning Outcome:

- The students would develop a grasp over the development of environmental history, its methods and sources for study.
- The students would develop critical appreciation of the changing factors which influenced the landscape and environment in India and the roles of the different agencies in conservation.
- This will help them in new research and investigation relating to environmental history

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacogniti						

ve Knowledge						

- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th
Course code : HISC24B
Course Title : Women in Indian History
Nature of the Course: Core
Credit : 4x1=4

Objectives:
 Women have till the very recent times have not been properly represented in history. The Gender History
or situating the Women in history is a major task for historians
 The growth of the Feminist or the Women's Movements needs to be given to a new perspective
 The question of Women in the Colonial period has raised many questions whose relevance can still be felt
in the post-Independence period

Course Outcomes:

CO1: The paper will give a general overview of the status of the Indian women from the **CO2:** earliest times to the end of the colonial period.
CO3: It will also try to see the specific methods of understanding the women's history like the concepts of Patriarchy, Gender and Division of Labour
CO4: The intricate relationship between Gender and Women will also be highlighted
CO5: The quests for women's autonomy and rights will also be highlighted

- **Mode of Assessment: End Semester Examination/Two In Semester Examinations**
- **Home Assignment/Viva/Seminar**

Course contents:

Topic	Credit	Tutorial
Unit- I		
1.01: Women's Studies: Perspectives and Practices **1.02:** Feminism: First, Second and Third-Wave Feminism **1.03:** Definition and scope of Patriarchy- different approaches, Gender and Sexual Division of Labour **1.04:** Doing Women's History: Alternative Archives and Oral Narratives, Memoirs and Autobiographies, Altekarian Paradigm and its Critiques	**14**	**1**
Unit-2		
2.01: Ancient India- Women in Vedic and Post Vedic periods, Issues of Inheritance and Property Rights in Dhamma Shastras, Widow remarriage; Women in Buddhism **2.02:Women in Medieval India: Impact of Islam** **2.03: Religious Reform Movements** **(Sufi and Bhakti)** **2.04:** In Medieval Polity, Queenship and the Legal Status of Women: In Medieval India: Queen Didda, RaziaSultana, Nurjahan and Jahanara	**14**	**1**
Unit-3		
3.01: Colonial Reform Agendas on Women- Sati, Female Infanticide, Widow Remarriage, Age of Consent **3.02: Reform Movements and Women: Brahmo Samaj; Arya**	**14**	**1**

Samaj; Satyashodhak Samaj; Prarthana Samaj; Aligarh Movement; Depressed Class Movements **3.03:** Education and Women in 19th Century, Women Pioneeers: Pandita Ramabai Saraswati, Mataji Tapaswani, D. K. Karve, Begum Rokeya Sakhawat Hossain **3.04:** Colonial Economy and Women's Work : Professional Positions-Women in Medical Service , Factory work, Mines, New Jobs in Cities		
Unit-4		
4.01: Emergence of Women's Organisations: Early organisations in the 19th century, Women's Indian Association, the National Council of Women in India and The All India Women's Conference **4.02:** Movements for Women's Rights: Demand for Franchise and Participation in Legislatures **4.03:** Women in Nationalist Movement: Gandhian Movements, Left and Revolutionary Movements **4.04:** Partition and Women: Violence, Trauma and Dislocation	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

Claudia L. Johnson (ed)- The Cambridge Companion to Mary Wollstonecraft, 2002
Margaret Walters - Feminism- (A Very Short Introduction), Oxford University Press, 2005
Miriam Schneir- Feminism –The Essential Historical Writings- Vintage
Lerner, Gerda : The Creation of Patriarchy , The Origins of Women's Subordination Women and History, Vol.1, 1988, Oxford University Press,1996.
Altekar, A.S : The Position of Women in Hindu Civilization, 2nd print, Delhi, 1978
Krishnamurthy, J (ed): Women in Colonial India, Delhi, 1989.
Rukhsana Ifthikar- Indian Feminism (Class,Gender and Identity in Medieval Ages)- Notion Press
V.Geetha- Gender (Theorizing Feminism)- Stree,2002
V. Geetha- Patriarchy (Theorizing Feminism), Stree, 2007
Thorner, Alice& Krishnaraj M.: Ideal, Images and Real lives, essays on women, history and literature, Orient Longman, 1999.
Geeti Sen- Feminine Fables: Imaging the Indian Woman in Painting, Photography, and Cinema- Grantha
Christopher Lasch- Women and the Common Life (Love, Marriage & Feminism) W.W. Norton & Co.

Roy, KumKum. (ed).: Women in Early Indian Societies, Manohar Publishers, New Delhi,1996
Kumkum Roy-(ed)- The Power of Gender and Gender of Power, Oxford University Press,2010
Jasbir Jain- Films and Feminism- Essays on Indian Cinema- Rawat Books
Uma Chakravarti- Rewriting History –The Life and Times of Pandita Ramabai-Zubaan, Kali for Women, 1998.
Uma Chakravarti-Gendering Caste- Through a Feminist Lens, Stree, 2002
Uma Chakravarti & Kumkum Sangri (ed)- From Myths to Markets: Essays on Gender
Radha Kumar- History of Doing Movements for Women's Rights and Feminism in India-1900-1990, Kali For Women
Geraldine Forbes- Women in Modern India, 1998, Cambridge University Press
Kumkum Sangri & Sudesh Vaid- Recasting Women: Essays in Colonial History, New Delhi,1998
Veronica Mottier- Sexuality (A Very Short Introduction), Oxford University Press
Mary E John- Women Studies in India- A reader, penguin Books, 2008
Tanika Sarkar- Hindu Wife, Hindu Nation: Community, Religion, Cultural Nationalism, Orient Blackswan, New Delhi, 2003,
Tanika Sarkar- Words to Win: The Making of a Modern Autobiography, Zubaan
Janaki Nair- Women and Law in Colonial India, Oxford University Press, 1999
Suruchi Thapar-Bjorkert- Women in Indian Nationalist Movement: Unseen Faces and Unheard Voices, 1930-42, Sage Books, 2015
Susie Tharu & K. Lalitha (ed) - Women Writing in India: 600 B.C to the Present, Vol. I &II, Oxford University Press.
Antoinette Burton – Dwelling in the Archive: Women Writing House, Home and History in Late Colonial India, Oxford University Press, 2003
Nalinibala Devi- Eri Aha Dinbor (Assamese)- Guwahati-1978

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

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- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th
Course code : MINHIS8A
Course Title : Women in Indian History
Nature of the Course: Minor
Credit : 4x1=4
Objectives:
 Women have till the very recent times have not been properly represented in history. The Gender History
or situating the Women in history is a major task for historians
 The growth of the Feminist or the Women's Movements needs to be given to a new perspective
 The question of Women in the Colonial period has raised many questions whose relevance can still be felt
in the post-Independence period

Course Outcomes:

CO1: The paper will give a general overview of the status of the Indian women from the **CO2:** earliest times to the end of the colonial period.
CO3: It will also try to see the specific methods of understanding the women's history like the concepts of Patriarchy, Gender and Division of Labour
CO4: The intricate relationship between Gender and Women will also be highlighted
CO5: The quests for women's autonomy and rights will also be highlighted

- **Mode of Assessment: End Semester Examination/Two In Semester Examinations**
- **Home Assignment/Viva/Seminar**

Course contents

Topic	Credit	Tutorial
Unit- I		
1.01: Women's Studies: Perspectives and Practices **1.02:** Feminism: First, Second and Third-Wave Feminism **1.03:** Definition and scope of Patriarchy- different approaches, Gender and Sexual Division of Labour **1.04:** Doing Women's History: Alternative Archives and Oral Narratives, Memoirs and Autobiographies, Altekarian Paradigm and its Critiques	**14**	**1**
Unit-2		

2.01: Ancient India- Women in Vedic and Post Vedic periods, Issues of Inheritance and Property Rights in Dhamma Shastras, Widow remarriage; Women in Buddhism **2.02:Women in Medieval India: Impact of Islam** **2.03: Religious Reform Movements** **(Sufi and Bhakti)** **2.04:** In Medieval Polity, Queenship and the Legal Status of Women: In Medieval India: Queen Didda, RaziaSultana, Nurjahan and Jahanara	**14**	**1**
Unit-3		
3.01: Colonial Reform Agendas on Women- Sati, Female Infanticide, Widow Remarriage, Age of Consent **3.02: Reform Movements and Women: Brahmo Samaj; Arya Samaj; Satyashodhak Samaj; Prarthana Samaj; Aligarh Movement; Depressed Class Movements** **3.03:** Education and Women in 19th Century, Women Pioneeers: Pandita Ramabai Saraswati, Mataji Tapaswani, D. K. Karve, Begum Rokeya Sakhawat Hossain **3.04:** Colonial Economy and Women's Work : Professional Positions-Women in Medical Service , Factory work, Mines, New Jobs in Cities	**14**	**1**
Unit-4		
4.01: Emergence of Women's Organisations: Early organisations in the 19th century, Women's Indian Association, the National Council of Women in India and The All India	**14**	**1**

Women's Conference **4.02:** Movements for Women's Rights: Demand for Franchise and Participation in Legislatures **4.03:** Women in Nationalist Movement: Gandhian Movements, Left and Revolutionary Movements **4.04:** Partition and Women: Violence, Trauma and Dislocation		
Total Contact Hours	**56+4=60**	

Suggested Reading List:

Claudia L. Johnson (ed)- The Cambridge Companion to Mary Wollstonecraft, 2002
Margaret Walters - Feminism- (A Very Short Introduction), Oxford University Press, 2005
Miriam Schneir- Feminism –The Essential Historical Writings- Vintage
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Altekar, A.S : The Position of Women in Hindu Civilization, 2nd print, Delhi, 1978
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V. Geetha- Patriarchy (Theorizing Feminism), Stree, 2007
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Geeti Sen- Feminine Fables: Imaging the Indian Woman in Painting, Photography, and Cinema- Grantha
Christopher Lasch- Women and the Common Life (Love, Marriage & Feminism) W.W. Norton & Co.
Roy, KumKum. (ed).: Women in Early Indian Societies, Manohar Publishers, New Delhi,1996
Kumkum Roy-(ed)- The Power of Gender and Gender of Power, Oxford University Press,2010
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Uma Chakravarti-Gendering Caste- Through a Feminist Lens, Stree, 2002
Uma Chakravarti & Kumkum Sangri (ed)- From Myths to Markets: Essays on Gender
Radha Kumar- History of Doing Movements for Women's Rights and Feminism in India-1900-1990, Kali For Women
Geraldine Forbes- Women in Modern India, 1998, Cambridge University Press
Kumkum Sangri & Sudesh Vaid- Recasting Women: Essays in Colonial History, New Delhi,1998
Veronica Mottier- Sexuality (A Very Short Introduction), Oxford University Press
Mary E John- Women Studies in India- A reader, penguin Books, 2008
Tanika Sarkar- Hindu Wife, Hindu Nation: Community, Religion, Cultural Nationalism, Orient Blackswan, New Delhi, 2003,
Tanika Sarkar- Words to Win: The Making of a Modern Autobiography, Zubaan
Janaki Nair- Women and Law in Colonial India, Oxford University Press, 1999
Suruchi Thapar-Bjorkert- Women in Indian Nationalist Movement: Unseen Faces and Unheard Voices, 1930-42, Sage Books, 2015
Susie Tharu & K. Lalitha (ed) - Women Writing in India: 600 B.C to the Present, Vol. I &II, Oxford University Press.
Antoinette Burton – Dwelling in the Archive: Women Writing House, Home and History in Late Colonial India, Oxford University Press, 2003

Nalinibala Devi- Eri Aha Dinbor (Assamese)- Guwahati-1978

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

- **Mapping of Course Outcomes to Program Outcomes**
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CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low

Semester-8th
Course Title : World Revolutions
Course code : MINHIS8B
Nature of the course: Minor
Credit : 4x1=4

Objective:
 To help the Students to know the nature and characteristics of Revolution.
 To understand the Philosophy of the French Philosophers.
 To know the background and consequences of the revolutions that took place in America and Europe.
 To give the students a clear idea about the revolutions occurring in Russia and China.
 To analyse the 20th century Revolutions.
Mode of Assessment: End Semester Examination/Two In Semester Examinations Home Assignment/Viva/Seminar

Course Outcomes:

CO1: The students will understand the nature and characteristics of Revolutions.
CO2: To Learners will have an idea of the Philosophy of the French Philosophers
CO3: The learners will know about the background and consequences of the revolutions that took place in America and Europe.
CO4: The students will get the background and results of the Russian and Chinese Revolutions.
CO5: The Learners will have a better understanding of the 20th Revolutions.

Course Contents

Course contents

Topic	**Credit**	
Unit- I	**Lecture**	**Tutorial**
1.01: Sources and Approaches **1.02:** Definition, Nature and Characteristics of Revolution **1.03:** Enlightenment –Rousseau, Voltaire, Hobbes, Locke, Diderot **1.04 :** The Scientific Revolution	14	**1**
Unit-2		

2.01 : The English Civil War and Oliver Cromwell **2.02 :** The Glorious Revolution in England **2.03 :** The American Revolution: Origin, Course and Impact: The Bill of Rights **2.04 :** The French Revolution: Background-Course and Impact of the Revolution and women Issues	**14**	**1**
Unit-3		
3.01 : Revolutions of 1830 & 1848 in France and its impact in Europe – The Paris Commune **3.02 :** The Charist Movement in England **3.03 :** Industrial Revolution and Rise of New Social Order **3.04 :** Print Revolution and its impact in Society	**14**	1
Unit-4		
4.01 : Rise of Nihilism and Socialism in Russia-The October Movement **4.02 :** China in Early 20th Century: Dr. Sun -Yat- Sen and the Revolution of 1911, Mao Ze Dong and the Cultural Revolution **4.03 :** Feminist Movement-First and Second Wave **4.04 :** Globalization and its Impact-Information Revolution	**14**	**1**
Total Contact Hours	**56+4=60**	

Suggested Readings:

- Hobsbawm, E : Revolutionaries
- Brown Archie 2010 : The Rise and Fall of Communism

- C. Y. Hsü, Immanuel 2000 : The Rise of Modern China
- David Thomson 1990 : Europe since Napoleon
- Doyle, William 1989 : The French Revolution (V.S.I) Febvre, Lucien and Henri –Jean Martin, 1958 : The Coming of theBook: The Impact of Printing, 1450-1800 Ttranslation by David Gerard (1976)
- Hobsbawm, E.J. : The Age of Revolution 1789-1848
- Jerry Brotton, 2006 : The Renaissance: A Very Short Introduction
- Manfred, Steger 2017 : Globalization: A Very Short Introduction
- Rana, Mitter 1987 : Modern China: A Very Short Introduction
- Walters, Margaret 2006 : Feminism: A Very Short Introduction
- William Henry Chamberlin : The Russian Revolution 1917-1918 ((1987)

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO2	CO3 CO5	CO4 CO5	
Conceptual Knowledge		CO1 CO2	CO5 CO5	CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

- **Mapping of Course Outcomes to Program Outcomes**

CO/P	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**

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CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**

- S-Strong, M-Medium, L-Low