



**OFFICE OF THE ACADEMIC REGISTRAR
MAJULI UNIVERSITY OF CULTURE**

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NOTIFICATION

The 8th Meeting of the Academic Council, Majuli University of Culture, Majuli held on 27/05/2024 vide **Resolution No.8** has approved the **Syllabi (3rd Semester to 6th Semester) of the Five-Year Integrated Masters (FYUGP+1 Year Masters) Programme with Honours in History** as recommended by the concerned Boards of Studies of Majuli University of Culture, Majuli, with effect from the Academic Session 2024-2025.

Enclosed: As Annexure I

Issued with due approval.

Academic Registrar
Majuli University of Culture
Majuli

Copy to:

1. The Hon'ble Vice-Chancellor, Majuli University of Culture, Majuli for kind information.
2. Registrar, Majuli University of Culture, Majuli for kind information.
3. Controller of Examinations, Majuli University of Culture, Majuli for kind information.
4. The Heads of the Departments, Majuli University of Culture, Majuli, Assam for information and needful.
5. The Officers, Majuli University of Culture, Majuli, Assam for information and needful.
6. Website in-charge, MUC, Majuli for information uploading the Notification along with the Regulations on the University website.
7. Office file.

Academic Registrar
Majuli University of Culture
Majuli

As Annexure I

SYLLABUS
FOR
FIVE-YEAR INTEGRATED MASTERS (FYUGP+1 Year Masters) PROGRAMME
WITH HONOURS IN HISTORY
(UNDER NATIONAL EDUCATION POLICY 2020)

(With effect from 2024)



DEPARTMENT OF HISTORY
MAJULI UNIVERSITY OF CULTURE
MAJULI, ASSAM

Dr. Nisha Lami Das

PREAMBLE

The syllabus for Five- Year Integrated Masters (FYUGP + 1-year masters) in History is designed in accordance with the Regulations for conduct of Five-Year Integrated Masters (FYUGP + 1-year masters) programme in the choice-based credit system (CBCS), 2023 and as per the Curriculum framework for the FYUGP of the UGC on NEP 2020. Four Year Undergraduate Programme in History leading to Masters in History includes ten semesters in the 4+1 modular structure. In the FYUGP module, there are 22 Major Courses, of which 18 Courses are Core Course (CC) and 4 Courses are Elective Course (EC). In the 7th and 8th Semester, Research Project and Dissertation is included, however, the students may opt 3 Discipline Specific Elective Courses (DSE) in lieu of the Research Project and Dissertation. There are all total 8 Minor Courses, 1 in each Semester which can be opted by the students pursuing the FYUGP beyond History Honours. There are 3 Open Elective Courses (OEC)/ Generic Elective (GE) Courses, 1 in each of the first three Semesters, which can be opted by the students, who have not or are not pursuing History either in 10+2 or current UG level. All the Major and Minor Courses are of 4 credits in each, Open Elective Courses (OEC)/ Generic Elective (GE) Courses are of 3 credits each. However, the 1 Discipline Specific Elective Courses (DSE) of 7th Semester is of 2 credits and the 2 Discipline Specific Elective Courses (DSE) of 8th Semester are of 3 credits each. The 2credit project work in the 6th semester will be decided by the faculty members in consultation with the students and in accordance with the feasibility for conducting such projects.

There shall be In-semester Assessments and End-semester Examination in each course during every Semester. 30% of the total marks of each theory Course shall be allotted for In- semester evaluations which will comprise of Sessional Examination, Assignment, Paper Presentation, Book Review, Viva-voce etc. to be decided by the Course Teacher at the beginning of the semester in consultation with the Departmental FYUGP Board. The End-semester Examination will be of 70% of the total marks covering the whole Syllabus of the course.

Introduction to Programme

The undergraduate syllabus of History for Majuli University of Culture under the Choice Based Credit System (CBCS) is designed in accordance with Majuli University of Culture Regulations for the Four-Years Undergraduate Programme (FYUGP) as per NEP 2020. In the first six semester (three years) it requires the student to complete sixteen major courses of four credits each (fifteen Core Courses and one Elective Course), six Minor Courses (MC) of four credits each, three Generic Elective Courses (GEC) of three credits each and one Project of two credits in the sixth semester. The project work will be decided by the faculty members in consultation with the students.

In seventh semester it requires the students to complete three major courses of four credits each, one minor course of four credits, one Research Ethics and Methodology of four credits and one Research Project of two credits. However, the students may opt for one Discipline Specific Elective Course (DSEC) of two credits in lieu of the Research Project. In the eighth semester, it requires the students to complete three Major Courses of four credits each, one Minor Course of four credits, one Dissertation of six credits. However, the students may opt for two Discipline Specific Elective Courses (DSEC) of three credits each in lieu of the Dissertation.

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The major courses are exclusive to the student who enrolls as History major. Whereas Minor Courses (MC) are offered to the student who are other than history major. The Generic Elective Courses are offered to the student from other discipline. The Core Courses have been structure in a way so as to introduce the student the broad range of the subjects pertaining to the discipline of History. The programme broadly covers, Indian civilization, state formation, economic and political history from ancient to contemporary, Indian Independent movement alongside the rise of the West, the history of Europe, East Asia, and Southeast Asia. The courses cover ideas, concept of historiography so as to impart knowledge on the science of history writing but also encourage the student to think critically and understand on the discipline at the same time asking question that can contribute to new thinking and understanding to the discipline. The Research Project and Dissertation on semesters seven and eight respectively aimed at training the student on methods fundamental to research which involves critical thinking and analysis of any historical event and issue. This will aid the students in the development of research aptitude and level of analysis.

Aims of the FYUGP+ 1 Year Masters in History:

The aims of the FYUGP with honours in History (leading to the Masters Programme) are-

1. To enhance the students' learning about history as a Social Science discipline, by providing the students with a rigorous and challenging historical experiences aiming to develop sound theoretical background of the subject.
2. To enable the students to understand different historical methodologies.
3. To enable the students to systematic understanding of the history of India with special emphasis on Assam and North East India.
4. To develop the capabilities of the students to critically evaluate issues and the emerging trends influencing the field of history.
5. To introduce the students of different ethnographical, archeological, archival or others sources of history.
6. To familiarize students with educational technology and train them in the use of ICT in history.

Graduate Attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university.

Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines.
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, synthesizing and articulating.
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others.
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge.
5. **Complex Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems.

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6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally.
7. **Digital and technological skills:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning or learning how to learn:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
12. **Moral and ethical awareness/reasoning or Value Inculcation:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
13. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
14. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Specific Outcomes:

- A. The graduates will acquire systematic knowledge on the human civilizations with special emphasis on Indian civilizations covering all aspects like political, socio-economic, art and architecture, culture, geographical environment, science and technology, etc.
- B. The programme imbibes broad skills pertaining to discipline of history including manuscript reading, decipher script, epigraphy and numismatic, developing archiving skill, commentary on declassified government/non-government documents, reports and dispatch.
- C. A graduate of history will enhance competency on various academic writings like essays, research project, newspapers editorial, participate debate on several burning issues having historical antecedent and implications.
- D. The programme shall enhance overall competency level of the students enabling them to serve as a competent human resource in various government and non-government sectors.
- E. The programme is so structured that gives avenue for further research and teaching in various academic and research institutions across disciplines.

Teaching Learning Process (TLP)

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- a. Lecture

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- b. Tutorial
- c. Power point presentation
- d. Documentary film on related topic
- e. Project Work/Dissertation
- f. Group Discussion and debate
- g. Seminars/workshops/conferences
- h. Field visits and Report/Excursions
- i. Mentor/Mentee

Teaching Learning Tools

- a. Projectors and other electronic display systems
- b. White/Green/Black Board Assessment
- c. Books and Library
- d. Internet and e-library

Course Structure of Department of History

| Year | Semester | Course Type | Code | Course Title | Credit |
|------|-----------------|-------------|-----------|--|-----------|
| 1 | 1 ST | Major | HSTMAJ111 | History of India-I (Prehistory to c.300 BCE) | 4 |
| | | Minor | HSTMIN111 | History of Ancient India | 4 |
| | | MDEC | - | See in the relevant syllabus | 3 |
| | | AEC | - | Modern Indian language (Assamese/Hindi/Sanskrit) | 4 |
| | | VAC 1.1 | - | Understanding India | 2 |
| | | VAC 1.2 | - | Health and Wellness | 2 |
| | | SEC 1 | SEC111C | Manuscripts Preparation and Preservation | 3 |
| | | | | Total Credit | 22 |
| | 2 nd | Major | HSTMAJ121 | Social Formation and Cultural Patterns of Ancient and Medieval World | 4 |
| | | Minor | HSTMIN121 | History of Medieval India | 4 |
| | | MDEC | - | See in the relevant syllabus | 3 |
| | | AEC-2 | - | Language and Communication skills in English | 4 |
| | | VAC 2.1 | - | Environmental Studies | 2 |
| | | VAC 2.2 | - | See in the relevant syllabus | 2 |

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|---|-----------------|---------|-----------|---|-----------|
| | | SEC 2 | - | See in the relevant syllabus | 3 |
| | | | | Total Credit | 22 |
| 2 | 3 rd | Major | HSTMAJ231 | History of India II (c 300 BCE-500 CE) | 4 |
| | | | HSTMAJ232 | History of India III (post-Gupta-1206 CE) | 4 |
| | | Minor | HSTMIN231 | History of Modern India | 4 |
| | | MDEC | - | See in the relevant syllabus | 3 |
| | | VAC 3.1 | - | See in the relevant syllabus | 2 |
| | | SEC 3 | - | See in the relevant syllabus | 3 |
| | | AEC | - | See in the relevant syllabus | 2 |
| | | | | | |

| | Semester | Course Type | Code | Courses | Credit | | |
|---|-----------------|-------------|-----------|--|--------|---------------------|-----------|
| 2 | 4 th | Major | HSTMAJ241 | HISHC 401.00. History of India- IV (1206-1526) | 4 | | |
| | | | HSTMAJ242 | HISHC 402.00. Rise of Modern West | 4 | | |
| | | | HSTMAJ243 | HISHC 403.00- History India- V (1526-1750) | 4 | | |
| | | | HSTMAJ244 | HISHC 404.00- History of India- VI (1757-1857) | 4 | | |
| | | Minor | HSTMIN241 | HISM 4- Early and Medieval Assam | 4 | | |
| | | VAC 4.1 | - | See in the relevant syllabus | 2 | | |
| | | | | | | Total Credit | 22 |

| | | | | | |
|---|-----------------|------------|--------------------------------|---|-----------|
| 3 | 5 th | Major | HSTMAJ351 | HISHC 501.00- History of Modern Europe (1789-1945) | 4 |
| | | | HSTMAJ352 | HISHC 502.00- History of India- VII (1857-1964) | 4 |
| | | | HSTMAJ353 | HISHC 503.00- History of Early and Medieval Assam | 4 |
| | | | HSTMAJ354 | HISHC 504.00- Women in Indian History | 4 |
| | | Minor | HSTMIN351 | HISM 5- Modern Assam | 4 |
| | | Internship | INT351 | | 2 |
| | | | | Total Credit | 22 |
| | 6 th | Major | HSTMAJ361 | HISHC 601.00- Social and Economic History of Assam | 4 |
| | | | HSTMAJ362 | HISHC 602.00- Contemporary World | 4 |
| | | | HSTMAJ363 | HISHC 603.00- Historiography | 4 |
| | | | HSTMAJ364A or HSTMAJ364B | HISHE 604.1- Art and Architecture of Early and Medieval India Or HISHE 604.2- History of Modern South East Asia | 4 |
| | | Minor | HSTMIN361A OR HSTMIN361B | HISM 6.1- Rise of modern West Or HISM 6.2- History of Modern Europe (1789-1945) | 4 |
| | | Project | PRO361 | Pre-History and Ancient History/Medieval History/ Modern History | 2 |
| | | | Total Credit | 22 | |

SEMESTER - I**COURSE TITLE: HISTORY OF INDIA - I (Prehistory to C. 300 BCE)****COURSE CODE: HSTMAJ111****NATURE OF THE COURSE: MAJOR CORE****CREDIT: 04****TOTAL MARKS: 100 (30 IA + 70 END SEM)****COURSE TEACHER: Dr. Nisha Rani Das****Course Objectives (C.O):**

1. This paper is design as the students will able to acquire a particular understanding of the Ancient Indian history as well as the various sources and tools which are used in historical reconstruction.
2. It also tries to highlights the political as well as social formation of Northern and Southern India in Ancient Period.

Course contents:

| Topic | | Credit | |
|-----------------|---|---------------------------------|-----------------|
| | | Lecture | Tutorial |
| Unit I | | Mark Distribution 25 | |
| 1 | Understanding sources of Ancient India - literary and archaeological sources Historical interpretation (with special reference to Gender, environment, technology, and regions). | 13 | 02 |
| Unit II | | Mark Distribution 25 | |
| 2 | Defining Prehistory and Proto history, Sources of Indian prehistory-Stone tools, Bones, Potsherds, and other technological developments Paleolithic cultures - distribution, stone industries, technological development. Mesolithic cultures - distributions of sites, techniques and rock art, subsistence pattern Neolithic period (tools techniques and subsistence pattern); Chalcolithic culture | 13 | 02 |
| Unit III | | Mark Distribution 25 | |
| 3 | Phases of Harappan Civilization-Geography and Chronology | 13 | 02 |

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|---|--|---------------------------------|-----------|
| | Urban features of Harappan civilization-Town planning, craft productions and trade; Harappan art and architecture Social and political organization, religious beliefs and practices. The problem of urban decline, post Harappan tradition | | |
| | Unit IV | Mark Distribution 25 | |
| 4 | Northern India - Vedic and post period-society, political, religious, economy (circa 1500 - 600 BCE). Early territorial states - Janapada and Mahajanapadas (c 600 - 300 BCE). Philosophical traditions - Buddhism and Jainism, Ajivika, Carvakas Tamilakam (circa 300 BCE - circa CE 300). | 13 | 02 |
| | Total | 52 | 08 |

Learning Outcomes (L.O):

1. After the completion of the course, the students will develop grasps over the concepts of Prehistory and Proto history and various sources and tools and techniques which are used for the reconstruction of early Indian History.
2. It will help them to locate the urban growth in Harappan civilization and polity and economy of Early India up to 300 BCE.
3. They will also get to know about different religious and ideological development of early India and their influence over the society.

Essential Readings:

- R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007
- R.S. Sharma, *Material Culture and Social Formation in Ancient India*, 1983.
- V.K. Jain, *Prehistory and Protohistory of India-An Appraisal*, DK Printwood, 2006
- Upinder Singh, *A History of Ancient and Early India from the beginnings to 1300*, Penguin.
- Romila Thapar, *Early India from the Beginnings to 1300*, Penguin, 2008
- H.C. Raychaudhari, ed. *Political History of Ancient India*, Rev.
- K.A.NSastri, ed. *History of South India*, OUP, 1966.
- Irfan Habib, *A People's History of India-Vol.-1*, 2002
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300BC-AD 1300*, 1996

SEMESTER - I**COURSE TITLE: HISTORY OF ANCIENT INDIA****COURSE CODE: HISMIN111****NATURE OF THE COURSE: MINOR****CREDIT: 04****TOTAL MARKS: 100 (30IA+70 END SEM)****COURSE TEACHER: Aoyana Buragohain****Course Objective (C.O):**

1. The objective of this paper is to highlight the Ancient and Early Medieval India.
2. The paper also thrives to understand the various sources of Indian History i.e. literary, archeological, and numismatic.
3. This paper will able to provide a brief knowledge of political and economic development from Harappan to Early Medieval period. It also focuses to develop understanding of the changing administrative in early India in the changing economic contexts.

Course contents:

| | Topic | Lecture | Tutorial |
|---|---|---------------------------------|-----------------|
| | Unit I | Mark Distribution 25 | |
| 1 | Sources-Literary, archaeological, and numismatic Indus Valley Civilization - Origin, extent, major sites, features and decline and transformation Vedic Culture - Society, Economy, and Polity Rise of the territorial States- Janapadas and Mahajanapadas | 12 | 3 |
| | Unit II | Mark Distribution 25 | |
| 2 | Rise of Magadha - Haryanka and Nandas Alexander's Invasion of India Rise of the Mauryan Empire under Asoka, Asoka's Dhamma Mauryan administration, causes of decline | 12 | 3 |
| | Unit III | Mark Distribution 25 | |
| 3 | Political and economic Developments in the Post - Mauryan period-the Sungas, Kanvas, Kushanas and Satavahanas. The Tamils and Sangam Age. | 12 | 3 |

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|---|---|---------------------------------|-----------|
| | The Sakas, Parthians, and the Indo-Greeks in India The Guptas and the Vakatakas | | |
| | Unit IV | Mark Distribution 25 | |
| 4 | Developments in the post-Gupta period - Vardhanas, Palas and Pratiharas The Pallavas, the Rashtrakutas and the Chalukyas - state and administration The Imperial Cholas The Arabs and the Turks in Indian politics - Ghaznavids and the Ghorid Invasions | 12 | 3 |
| | Total | 48 | 12 |

Learning Outcome (L.O)

1. After the completion of the course, the students will be able to understand the basic concepts of early and medieval India.
2. The students will also have the knowledge on the sources of ancient India as well as the political and dynastic chronology of the subcontinent up to 1200 C.E.
3. This course will enhance their knowledge over various invasions took place in Indian sub-continent that shapes the political behavior of the region.

Essential Readings:

Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson

Ranabir Chakravarti, *Exploring Early India*, Macmillan

R.S. Sharma, *India's Ancient Past*, Oxford

D.N. Jha, *Early India -A concise History (From the Beginning to the Twelfth Century)*

D.D Kosambi, *The Culture and Civilisation of Ancient India in Historical outline*

SEMESTER - I**COURSE TITLE: MANUSCRIPTS PREPARATION AND PRESERVATION****COURSE CODE: SEC111C****NATURE OF THE COURSE: SKILL ENHANCEMENT COURSE****CREDIT: 03****TOTAL MARKS: 100****Course Objective (C.O):**

1. To create an awareness among the students about our traditional heritage and how to preserve and conserve them for future generation.
2. On fulfillment of the course, the students will be equipped with different skills of manuscript and Painting preparation culminating into diverse prospects.

Course contents:

| | Topic | Lecture | Tutorial |
|---|--|-----------------------------|-----------------|
| | Unit I | Mark Distribution 25 | |
| 1 | Introduction to manuscript writing and painting preparation in India Different forms of traditional paintings Bark painting and other Indigenous methods | 20 | 2 |
| | Unit II | Mark Distribution 25 | |
| 2 | Purpose of manuscript preservation and conservation Traditional methods related to the preservation of manuscript and painting Scientific methods related to the preservation of manuscript and painting | 20 | 3 |
| 3 | Field Visit | Mark Distribution 25 | |
| 4 | Workshop | Mark Distribution 25 | |
| | Total | 40 | 5 |

Learning Outcome (L.O):

1. The students will get to know the very basics of manuscript and painting making and its various stages of development
2. They will also be equipped with the knowledge of preserving and conserving through both traditional and scientific knowledge.
3. The practical training and field visits enable them in developing their skills in this particular field.

Essential Reading

H. Bundgaard. *Indian Art Worlds in Contention*, Curson Press. 1999.

Naren Kalita, *Asamar Puthichitra*, Publication Board Assam, 1996.

M. Baishya, *Baishnav Citrar Dhara*, Asom Sahitya Sabha, 1999.

P. Chaliha. *Asamar Citrakala*, Asom Sahitya Sabha, 1993.

B. Goswamee, *Traditional Methods of Sancipat Making and Preparation of ink in Ancient Assam. Indigenous Methods and Manuscript Preservation*. A. Sah (Ed), Guwahati, 2006.

SEMESTER - II**COURSE TITLE: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF ANCIENT AND
MEDIEVAL WORLD****COURSE CODE: HSTMAJ121****NATURE OF THE COURSE: MAJOR CORE****CREDIT: 04****TOTAL MARKS: 100 (30IA +70 END SEM)****COURSE TEACHER: Dr. Nisha Rani Das****Course Objective (C.O):**

1. The objective of this course is to highlight the major factors that led to the social formations and cultural patterns of the ancient and medieval world.
2. The students will be acquainted with the development of Bronze Age Civilizations throughout the world as well as development of slave and polis societies in Ancient Greece.
3. The students will also be able to learn the changes and crisis faced by early and medieval societies.

Course contents:

| Topic | | Credit | |
|-----------------|---|------------------------------|----------|
| | | Lecture | Tutorial |
| Unit- I | | Mark Distribution: 25 | |
| 1 | 1.1 Evaluation of Humankind: Pre historic culture: features of Paleolithic, Mesolithic, Neolithic 1.2 Bronze and Iron Age: Iron Debate, Characteristic, Important sites | 12 | 2 |
| Unit- II | | Mark Distribution: 25 | |
| 2 | 2.1 Mesopotamian Civilization: Upto Akkadian: Temple economy, Law Codes 2.2 Egyptian Civilization: Polity, Art and Architecture, Religion. 2.3 Chinese Civilization: Polity and administration, Science and Technological Development | 12 | 2 |
| Unit III | | Mark Distribution: 25 | |

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| | | | |
|-----------------|--|------------------------------|-----------|
| 3 | 3.1 Greek Civilization: Athenian Democracy, Society and Culture, Slavery 3.2 Roman Civilization: Establishment of Republic, Society and Cultures, trade, and Urbanization 3.3 Europe in Medieval age: feudalism, Expansion of Christianity. | 12 | 2 |
| Unit- IV | | Mark Distribution: 25 | |
| 4 | 4.1 The Aztec and the Maya - The origin, Society, Religion, Economy, Art and Architecture, Decline 4.2 The Incas: Origin, Polity, Religion, Society and Economy, Art and Architecture, Decline 4.3 Central Islamic civilization (Arab and Persia): Rise of Islam, Ummah, Caliphate, Crusades | 12 | 3 |
| Total | | 48 | 12 |

Learning Outcome (L.O)

1. After the completion of the course, the students will be acquainting with the historical developments of various civilizations of ancient and medieval world.
2. They will have a comprehensive view about various political, economic, and cultural developments of different human societies
3. The students will also learn the changes and crisis faced by early and medieval societies.

Essential Readings:

Burns and 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*

Marc Bloch, *Feudal Society*, 2 Vols.

G.Clark, *World Prehistory : A New Perspective*

George Duby, *The Early Growth of European Economy*

Eric Brown, *Maya Civilization*

Jaya S.Nagendra ,*A Biography of World Civilization*, VL-III

SEMESTER - II**COURSE TITLE: HISTORY OF MEDIEVAL INDIA****COURSE CODE: HSTMIN121****NATURE OF THE COURSE: MINOR****CREDIT: 04****TOTAL MARKS: 100 (30IA+70 END SEM)****COURSE TEACHER: Dr. Preetima Gogoi****Course Objectives (C.O):**

1. The objective of this paper is to acquaint the students with the political developments in India from the Sultanate to the Mughal period along with their extension and consolidation of kingdom via various invasions and other political methodologies.
2. This paper will also discuss on society, economy, and religious traditions of that particular period

Course contents:

| | Topic | Lecture | Tutorial |
|---|---|-----------------------------|-----------------|
| | Unit I | Mark Distribution 25 | |
| 1 | Indian Polity during 11 th 12 th Century: background Advent the Arabs and the Turks in Indian Politics- Ghazivids and the Ghorid Invasions Establishment of the Delhi Sultanate – (a) the slave dynasty (b) the Khaljis – AlauddinKhaljis administration (c) the Tughlaqs -Experiment of Muhammad Bin Tughlaq Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms- Vijayanagar and Bahmoni Kingdom | 12 | 3 |
| | Unit II | Mark Distribution 25 | |
| 2 | Establishment of Mughal Rule (a) India on eve of Babur's invasion and establishment of the Mughal rule under Babur; Military technology warfare (use of firearms) Humayuns struggle for empire (c) Sher Shah, his administrative and Revenue Reforms. Consolidation of the Mughal Rule Under Akbar: (a) Campaign and Conquest of Bengal, sulh I kul, Din -i- Ilahi. | 12 | 3 |

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|---|--|-----------------------------|-----------|
| | Mughal Empire Under Jahangir and Sahjahan ,Aurangazeb Evolution of Administrative Institutions and apparatus: zabt, mansab, jagir, madad-i-mash grants, Zamindars and peasants (Khudkasht and pahikasht). | | |
| | Unit III | Mark Distribution 25 | |
| 3 | Decline and disintegration of the Mughal Empire: various issues Emergence of Regional powers: Maratha, Nawabs of Bengal | 12 | 3 |
| | Unit IV | Mark Distribution 25 | |
| 4 | Bhakti Movement: Saguna and Nirguna trends (Tulsi, Kabir, Meerabai) growth and development of Bhakti literature. Sufism in India: basic characteristics and important Silsilahs(Chistis and Suhrawardis). Guru Nanak and Emergence of Sikhs. Developments of Art and Architecture in Medieval India: Important features of Indo Islamic style, characteristic of paintings). | 12 | 3 |
| | Total | 48 | 12 |

Learning Outcome:

1. After completion of this course, the student will understand the history of medieval India and with various political activities.
2. The students will also have the knowledge on the sources of medieval India as well as the political history and dynastic chronology of the sub-continent from 1200 C.E.
3. This paper will also give an understanding of socio - religious developments of medieval period.

Essential Readings

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: 16th to 18th centuries*

SEMESTER - III**COURSE TITLE: HISTORY OF INDIA II (C. 300 BCE- 500 CE)****COURSE CODE: HSTMAJ231****NATURE OF THE COURSE: MAJOR****CREDIT: 04****TOTAL MARKS: 100 (30IA+70 END SEM)****COURSE TEACHER: Aoyana Buragohain****Course Objective (CO):**

1. The goal of the paper is to comprehend the political development of India from the Mauryan to the Gupta dynasties, the two most important dynasties in the early history of the Indian subcontinent.
2. It will cover the period from 300 BCE to 500 CE, during which various native and foreign dynasties ruled the nation along with their socio-economic impact on the region.

Course Contents

| Topic | | Credit | |
|---|---|------------------------------|-----------------|
| Unit-1 Changing political formations-I: | | Lecture | Tutorial |
| | | Mark Distribution: 25 | |
| 1.1 | The Sources- understanding the period from 300 BCE to 500 CE | 3 | 1 |
| 1.2 | The Mauryan Empire- Extent and political control, reigning period of Asoka; Administrative policies | 3 | |
| 1.3 | Asoka's Dhamma, Rise of Buddhism, Decline of Mauryan Empire | 3 | 1 |
| 1.4 | Post-Mauryan politics- Sunga, Kanva, and Satavahanas | 3 | 1 |
| Unit- 2 Changing political formations -II: | | Mark Distribution: 25 | |
| 2.1 | The political scenario under the Indo-Greeks, Sakas, and Pahlavas | 3 | 1 |
| 2.2 | Rise of Kushanas and their extension | 3 | 1 |
| 2.3 | Gupta Empire: Extent, sources, administration, decline | 3 | 1 |
| 2.4 | Contemporaries of the Guptas | 3 | |

| Unit- 3 Cultural development | | Mark Distribution: 25 | |
|---|---|------------------------------|-----------|
| 3.1 | Art and architecture-Mauryan and post-Mauryan (pillars, sculptures, stupa, chaitya) | 3 | 1 |
| 3.2 | Art and architecture-Gupta and Vakataka (temple, cave, sculptures), Ajanta paintings | 3 | 1 |
| 3.3 | Transformations in different religious traditions: Buddhism, Jainism, and other Puranic tradition | 3 | 1 |
| 3.4 | A brief survey of Sanskrit, Pali, Prakrit, and Tamil literature, Scientific and technical treatises | 3 | |
| Unit-4 Economy and Society (300 BCE to 500 CE) | | Mark Distribution: 25 | |
| 4.1 | Expansion of agrarian economy | 3 | 1 |
| 4.2 | Urban centres and Craft production | 3 | |
| 4.3 | Trade-internal and external, metallic coinage. | 3 | 1 |
| 4.4 | Social Stratification: Varna, Jati, Untouchability | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

- 1 After the completion of the course, the students will have a very good understanding about the rich part of Indian history specifically from the Mauryan to the Gupta period.
- 2 The students will be acquainted with the changing political formations, trade, urbanism, coinage, religious and socio-cultural developments of the period concerned.
- 3 They will also gain knowledge about the rich heritage of Indian subcontinent from the Mauryan period specifically art and architecture, language, and literature etc. that continued up to the later periods.

Essential Reading:

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*,

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- 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 Maurya's*, 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*

SEMESTER: III**COURSE TITLE: HISTORY OF INDIA- III (post-Gupta to 1206 CE)****COURSE CODE: HSTMAJ232****NATURE OF COURSE: MAJOR****CREDIT: 4****TOTAL MARKS: 100 (30 IA +70 END SEMESTER)****COURSE TEACHER: Dr. Nisha Rani Das****Course Objectives (CO):**

1. This paper is designed in such a way that the students can acquire detail understanding of the history of India from the Post-Gupta period to the year of arrival of the Sultanates (1206 C.E).
2. To develop understanding of the political, economic, and social aspects of the particular period.
3. To develop understanding of the changing administrative system in socio-economic context.

Course Contents:

| Topic | | Credit | |
|--|---|------------------------------|-----------------|
| Unit-1 Polity and Administration | | Lecture | Tutorial |
| | | Mark Distribution: 25 | |
| 1.1 | Sources: literary texts, epigraphic and numismatic sources | 3 | 1 |
| 1.2 | Evolution of Political structures: Rashtrakutas, Palas, Pratiharas | 3 | |
| 1.3 | Polity and administration | 3 | 1 |
| 1.4 | Legitimization of kingship, brahmanas and temples, royal genealogies, and rituals | 3 | 1 |
| Unit- 2 Political Structure | | Mark Distribution: 25 | |
| 2.1 | Chalukya, Pallava and Cholas- polity and administration | 4 | 1 |
| 2.2 | Arab conquest of Sindh: nature and impact of the new set-up, Ismaili dawah | 4 | 1 |
| 2.3 | Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur | 4 | 1 |
| Unit- 3 Agrarian Structure, Trade, and Social Changes | | Mark Distribution: 25 | |

| | | | |
|--|--|------------------------------|-----------|
| 3.1 | Land grant: survey, measurement, revenue, 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, Temples as center of economic activities | 3 | 1 |
| 3.4 | Coinage and money economy, Merchant guilds of South India | 3 | |
| Unit-4 Religious and Cultural Changes | | Mark Distribution: 25 | |
| 4.1 | Growth of Bhakti philosophy- Alvars and Nayanars (d) Art and Architecture: Nagara, Dravida and Vesara | 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 Western Indian school of paintings and Pala school of painting | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. After the completion of the course, it will give an idea about the political as well as religious structure of the post-Gupta period of Indian history.
2. The students will be acquainted with the changing political structures, agrarian structures, social change, trade, urbanism, religious and cultural developments during the period concerned.
3. Moreover, this course offers a great deal of cultural understanding in the sphere of religious movements and art and architectural developments within the specific time period.

Essential Readings:

R.S. Sharma, *Indian Feudalism (circa 300 – 1200)*.

B.D. Chattopadhyaya, *The Making of Early Medieval India*.

R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India, Vol. IV (A & B)*.

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanat*.

Hermann Kulke, ed., *The State in India (AD 1000 – AD 1700)*.

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 – 1800)*.

Derryl N. Maclean, *Religion and Society in Arab Sindh*.

Irfan Habib, *Medieval India: The Study of a Civilization*

Upinder Singh, *The History of the Ancient and Early Medieval India*, Pearson, 2008

Romila Thapar, *Early India from origins upto 1300 AD*, Penguin, 2002

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850-1800)* Derry IN. 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*.

SEMESTER - III**COURSE TITLE: HISTORY OF MODERN INDIA****COURSE CODE: HSTMIN231****NATURE OF THE COURSE: MINOR****CREDIT: 04****TOTAL MARKS: 100 (30IA+70 END SEM)****COURSE TEACHER: Dr. Indraneel Pegu****Course Objective (CO):**

1. The goal of the paper is to understand the development of local dynasties after the decline of Mughal empire and the establishment of British rule in India. Additionally, it will incorporate various expansionist measures taken by the British government and the East India Company to maintain their superiority over the Indian states.
2. The revolts of various communities against British policies will also be made known to the students.

Course Contents

| Topic | | Credit | |
|---|--|------------------------------|-----------------|
| Unit-1 The Beginning of British Rule | | Lecture | Tutorial |
| | | Mark Distribution: 25 | |
| 1.1 | Decline and 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; The battle of Buxar | 3 | |
| 1.3 | Robert Clive and his dual administration in Bengal; Anglo-French Revolution | 3 | 1 |
| 1.4 | Expansion and consolidation of the British Rule under Warren Hastings and Lord Cornwallis. | 3 | 1 |
| Unit- 2 The Relations and Reforms | | Mark Distribution: 25 | |
| 2.1 | British relations with the princely states of Maratha and Mysore; Lord Wellesley and the policy of Subsidiary Alliance; Lord Hastings and his relationship with the Indian States. | 3 | 1 |

| | | | |
|--|--|------------------------------|---|
| | | 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 | |
| 2.4 | The Revolt of 1857- Causes and Consequences, The government of India Act of 1858 | | |
| Unit- 3 Different Movements and Acts | | Mark Distribution: 25 | |
| 3.1 | Socio-Religious Reform Movements in the 19 th century | 3 | 1 |
| 3.2 | Growth of Nationalism and the Establishment of the Indian National Congress, Moderates and Extremist Phase | 3 | 1 |
| 3.3 | Lord Curzon and the Partition of Bengal- The Swadeshi Movement in India, Home Rule Movement- Growth of Revolutionary Movement | 3 | 1 |
| 3.4 | Constitutional Reforms Acts of 1861, Act of 1891, Act of 1909, and Act of 1919 | 3 | |
| Unit-4 Gandhian Politics and Independence | | Mark Distribution: 25 | |
| 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 | 3 | |
| 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 | 3 | 1 |

| | | | |
|--|-------------------------------------|-----------|-----------|
| | Mission Plan and Partition of India | | |
| | Total | 48 | 12 |

Learning Outcome (LO):

1. After the completion of the course, the students will understand the major factors that led to the establishment and consolidation of the British rule in India. The student will also acquaint with the socio-economic impact of the policies introduced by the British.
2. The students will understand the process of the growth of nationalist movement, its different phases leading to Independence and partition.
3. The course will also help to understand different strategies of Gandhi for attaining long gone independence.

Essential Reading:

Bandyopadhyaya, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad,.

Chandra. B; M. Mukherjee. (1990). *India's Struggle for Independence*, Penguin Books, New Delhi,

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.

SEMESTER - IV**COURSE TITLE: HISTORY OF INDIA IV (1206-1526)****COURSE CODE: HSTMAJ241****NATURE OF THE COURSE: MAJOR CORE****CREDIT: 04****TOTAL MARKS: 100 (30 IA + 70 END SEM)****COURSE TEACHER: Dr. Preetima Gogoi****Course Objectives (CO):**

1. This paper is designed in an inclusive manner which will help the students to have a comprehensive understanding of the Early Medieval Indian history. The paper also intends to familiarize the students with various methods and sources used in historical reconstruction.
2. The paper will also acquaint the students with the political, social and economic formation of the Early Medieval Period.

Course Contents:

| Topic | | Credit | |
|---|--|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1: Sources | | Marks Distribution: 20 | |
| 1.1 | Persian <i>tarikh</i> tradition: (<i>Chachnama, Tarikh-ul-Hind, Taj-ul maasir, Khazain-ul Fatuh, Tabqat-i Nasiri, Tarikh-i Feroz shahi, Futuhat-i-Firozshahi, and Fatwa-i Jahandari</i>). | 3 | 1 |
| 1.2 | Vernacular Literature (<i>Chandayan, Pritviraj Raso</i>) and Foreigners Accounts (Al Baruni, Marco Polo, Ibn Batuta). | 3 | 1 |
| 1.3 | Epigraphy, Architecture and Numismatic Sources. | 3 | 1 |
| Unit- 2: Structure of Polities and Changing Power Configurations | | Marks Distribution: 20 | |
| 2.1 | Definition of State, Foundation and Expansion of Delhi Sultanate: The Khiljis and the Tughlaqs. | 3 | 1 |
| 2.2 | The Lodhis and the Battle of | | |

| | | | |
|---|--|-------------------------------|---|
| | Panipat. | 2 | |
| 2.3 | Theories of Kingship, Rituals, Court culture and ceremonies. | 3 | 1 |
| 2.4 | Structure of administration, Composition of nobility. | 2 | |
| Unit- 3: Rise of Provincial Powers | | Marks Distribution: 20 | |
| 3.1 | Vijayanagar and Bahmani. | 2 | 1 |
| 3.2 | Bengal. | 2 | |
| 3.3 | Economy and Networks of Control. | 3 | 1 |
| 3.4 | Formation and consolidation of Regional Identities (Art, literature, architecture etc.). | 3 | |
| Unit-4: Religion and Society | | Marks Distribution: 20 | |
| 4.1 | Emergence of Sufism, Its Doctrines and Principles, Various <i>Silsilahs</i> and their importance. | 3 | 1 |
| 4.2 | Bhakti Movement in South and North India, Saguna and Nirguna traditions, Various saints. | 3 | |
| 4.3 | Vernacular and Sufi Literatures. | 2 | 1 |
| 4.4 | Islam, <i>Ulemas</i> and the basic principles of Islamic faith. | 1 | 1 |
| Unit 5: State, Society and Economy | | Mark Distribution: 20 | |
| 5.1 | Agrarian Relations, Peasants, Village communities and Rural gentry. | 2 | 1 |
| 5.2 | Land ownership, Land Survey and Revenue Assessment, <i>Iqtas</i> and the revenue free land grants. | 3 | |
| 5.3 | Innovations and Technology in Agricultural Sector, Cropping patterns. | 2 | 1 |
| 5.4 | Trade and Commerce: Market Reforms and Policies, Inland and Maritime trade. | 2 | |

| | | | |
|--------------|--|-----------|-----------|
| 5.5 | Emergence of Urban Centres and Urbanization. | 1 | |
| Total | | 48 | 12 |

Learning Outcomes (LO):

1. After the completion of the course, the students will have a comprehensive understanding of the historical events and situations. They will also be able to acquaint themselves with the knowledge of political, social, and economic history of the period.
2. The exposure and knowledge of various methods and techniques, used to reconstruct history, will help the students to think and formulate their own arguments.
3. The students will also be able to understand the various medieval concepts related to socio-political, cultural and economic history.

Essential Readings

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

Burton Stein, *New Cambridge History of India: Vijayanagara*.

Catherine Asher and Cynthia Talbot, *India Before Europe*.

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

Mohammad Habib and K.A. Nizami (ed.), *Comprehensive History of India*, Vol. V.

Mohibul Hasan, *Historians of Medieval India*.

Peter Jackson, *The Delhi Sultanate*.

Richard M. Eaton, ed., *India's Islamic Traditions*.

Satish Chandra, *Medieval India I*.

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

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

SEMESTER IV**COURSE TITLE: RISE OF THE MODERN WEST****COURSE CODE: HISMAJ242****NATURE OF THE COURSE: MAJOR****CREDIT: 4****TOTAL MARKS: 100 (30IA+ 70 END SEM)****COURSE TEACHER: Dr. Indraneel Pegu****Course Objectives (CO):**

1. To give an understanding about the transformation of the Europe from the Medieval Ages to the Modern.
2. This paper aims to give an outline about the socio-economic and political changes of Europe in the wake of new economic and political ideas.

Course Contents

| Topic | | Credit | |
|----------------|---|------------------------------|-----------------|
| | | Lecture | Tutorial |
| Unit-1 | | Mark Distribution: 20 | |
| 1.1 | Europe in 17 th Century: Society and Economy | 3 | 1 |
| 1.2 | Economic dimensions of 17 th Century European Crisis | 2 | |
| 1.3 | Political and social dimensions of the 17 th century European crisis. | 2 | 1 |
| 1.4 | Impact and Recovery of the 17 th century crisis on Italy, France, Spain and England. | 3 | |
| Unit-2 | | Mark Distribution: 20 | |
| 2.1 | The English Revolution (Civil War) of the 17 th Century | 3 | 1 |
| 2.2 | Major issues in Revolution | 2 | |
| 2.3 | Restoration and aftermath | 2 | |
| 2.4 | Political and Intellectual Political and Intellectual | 3 | 1 |
| Unit -3 | | Mark Distribution: 20 | |

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| | | | |
|---------------|--|------------------------------|----|
| 3.1 | Scientific Revolution in Europe: Its Causes and Effects. | 3 | 1 |
| 3.2 | Mercantilism in the 17 th century Europe. | 3 | 1 |
| 3.3 | Colonial policies in European states: Portuguese, Spanish, French and English. | 4 | |
| Unit-4 | | Mark Distribution: 20 | |
| 4.1 | Enlightenment: Ideas and Impact | 3 | 1 |
| 4.2 | Enlightened despotism in Europe | 3 | 1 |
| 4.3 | Russia, Austria and Prussia. | 3 | 1 |
| Unit-5 | | Mark Distribution: 20 | |
| 5.1 | American Revolution: Origin and Development | 3 | 1 |
| 5.2 | Impact of American Revolution | 3 | 1 |
| 5.3 | Europe in 18 th century: Society and Economy | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. The students will understand about the social, economic, and political conditions of the 17th Century Europe along with the coming of new dimensions in these areas.
2. By the end of this course, the students will have a fair idea about the enlightenment in Europe and the History of 18th Century America.
3. The students will also be able to understand the concepts and ideas that emerges with the growth and changes in a society.

Essential Readings

- T.S Aston and C.H.E Philipin (eds). *The Brenner Debate*, Cambridge University Press, 1985
- H. Butterfield, *The Origin of Modern Science* - Free Press, 1957
- Carlo M. Cipolla, *Economic History of Europe*, Vols II and Vols. III - Fontana Press, 1973
- Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000-1700*, 3rd ed. - Routledge, 1993
- D.C. Coleman (ed), *Revisions in Mercantilism* - Methuen & Co. Ltd., 1969
- Ralph Davis, *The Rise of Atlantic Economics* - Methuen & Co. Ltd., 1973
- J.R. Hale, *Renaissance Europe* - Fontana Press, 1971
- Christopher Hill, *A Century of Revolutions* - Penguin Books, 1980

Rodney Hilton, *Transition from Feudalism to Capitalism* - Verso, 1976
G.R. Elton, *Reformation Europe 1517-1559* - Fontana Press, 1963
F. Rice, *The Foundations of Early Modern Europe* - W.W. Norton & Company, 1970
M.S. Anderson, *Europe in the Eighteenth Century* - Longman, 1999

SEMESTER – IV**COURSE TITLE: HISTORY OF INDIA V (1526-1750)****COURSE CODE: HSTMAJ243****NATURE OF THE COURSE: MAJOR CORE****CREDIT: 04****TOTAL MARKS: 100 (30 IA + 70 END SEM)****COURSE TEACHER: Dr. Preetima Gogoi****Course Objectives (CO):**

1. This paper is designed in an inclusive manner which will help the students to have a comprehensive understanding of the Medieval Indian History. The paper also intends to familiarize the students with various methods and sources used in historical reconstruction.
2. The paper will also acquaint the students with the political, social and economic history of the Medieval Period.

Course Contents:

| Topic | | Credit | |
|---|--|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1: Sources | | Marks Distribution: 20 | |
| 1.1 | <i>Tuzuk-i-Babari, Humayunnama, Ain-i-Akbari, Akbarnama, Tuzuk-i-Jahangiri, Alamgirnama, Muntakhab-ul-Lubab.</i> | 3 | 1 |
| 1.2 | Vernacular Literature (<i>Bakhars, Buranjis, Ramcharitmanas, Premakhyan-Padmavat, Mrigavati, Autobiography-Ardh-Kathanak</i>) and Foreigners Accounts (Ralph Fitch, Peter Mundy, Francois Bernier, Jean Baptiste Tavernier). | 3 | 1 |
| 1.3 | Epigraphy, Architecture and Numismatic Sources. | 3 | 1 |
| Unit- 2: Imperial Polities in Medieval India | | Marks Distribution: 20 | |
| 2.1 | Babur's invasion and the foundation of Mughal rule in | 3 | 1 |

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| | | | |
|--|---|-------------------------------|---|
| | India. | 3 | 1 |
| 2.2 | Period of instability and the rule of Humayun. | 3 | 1 |
| 2.3 | Sher Shah, his administration and revenue policies. | | |
| Unit- 3: Consolidation of Mughal Rule, Regional powers and the Maratha Empire | | Marks Distribution: 20 | |
| 3.1 | Mughal Empire under Akbar, Mughal-Rajput relations, Annexations in North-West frontier, Conquest of Bengal. | 2 | 1 |
| 3.2 | Structure of Administration: <i>zabt, mansab, jagir, madad-i-maash.</i> | 2 | |
| 3.3 | Composition of nobility and changes, lower bureaucracy and language of administration | 2 | 1 |
| 3.4 | Rebellions, Warfare, Resistance and Negotiations | 2 | |
| 3.5 | The Marathas: Shivaji and his Administration, The Ahoms and the North-Eastern Region | 2 | |
| Unit-4: Religion, State and Society-the language of Political Islam in India | | Marks Distribution: 20 | |

| | | | |
|--------------------------------------|--|------------------------------|-----------|
| 4.1 | Theories of Kingship: King as a protector of social order, Views of Barani and Abul Fazl, Turko-Mongol traditions. | 3 | 1 |
| 4.2 | Court etiquette and ceremonies: <i>jharoka darshan, nauroz, tuladan</i> , images of rulers. | 3 | |
| 4.3 | Religious ideologies, <i>sulh-i-kul, Din-i-Ilahi</i> . | 2 | 1 |
| 4.4 | Sufi Islam and Intellectual Interpolations. | 2 | |
| Unit 5: Economy and the State | | Mark Distribution: 20 | |
| 5.1 | Agrarian Relations, Lower bureaucracy and local administration. | 2 | 1 |
| 5.2 | Revenue system and Land Survey and Assessment. | 3 | |
| 5.3 | Extension of Agriculture, Means of Cultivation, Agricultural Production, Cropping patterns. | 2 | 1 |
| 5.4 | Networks of Trade, Internal Commerce, Markets, Overseas Trade. | 2 | |
| 5.5 | Entry of the Portuguese, the Dutch, the English and the French, Native Merchants. | 1 | |
| Total | | 48 | 12 |

Learning Outcomes (LO):

1. The students will have a comprehensive understanding of the historical events, their background and relevance.
2. They will also be able to acquaint themselves with the political, cultural, social, and economic history of the period.
3. The exposure and knowledge of various methods and techniques used to reconstruct history, will help the students to think and formulate their own arguments.
4. The completion of the course will help them to understand the medieval Indian historical period from an entirely new perspective.

Essential Readings

Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 - 1750*.

Andre Wink, *Land and Sovereignty in India*.

Dr. Nisha Rani Das

Ebba Koch, *Mughal Art and Imperial Ideology*.

Harbans Mukhia, *The Mughals of India*.

Irfan Habib, *Agrarian System of Mughal India, 1526 -1707*.

J.F. Richards, *The Mughal Empire*.

Jadunath Sarkar, *Shivaji and His Times*, Forgotten Books, 2013.

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

Nurul Hasan, *Religion, State, and Society in Medieval India*.

Om Prakash, *European Commercial Enterprise in Pre-Colonial India*, London, Cambridge university press, 1998.

Pius Malekandathil, *Portuguese Cochin and the Maritime Trade of India:1500-1663*(A Volume in the South Asian Study Series of Heidelberg University, Germany), Delhi, 2001.

Richard M. Eaton, *India in the Persianate Age 1000_1765*

Salma Ahmed Farooqui, *A Comprehensive History of Medieval India*

S.L. Barua, *A Comprehensive History of Assam*, Munshiram Manoharlal Publishers Pvt. Ltd, New Delhi, 1985.

Satish Chandra, *Essays on Medieval Indian History*.

_____, *Medieval India, Vol 2*

_____, *Parties and Politics at the Mughal Court*.

W.H. Moreland, *From Akbar to Aurangzeb*, low price edition, New Delhi, Reprint 1990.

SEMESTER IV**COURSE TITLE: HISTORY OF INDIA VI (1757-1857)****COURSE CODE: HSTMAJ244****NATURE OF THE COURSE: MAJOR****CREDIT: 4****TOTAL MARKS: 100 (30IA+ 70 END SEM)****COURSE TEACHER: Dr. Indraneel Pegu****Course Objectives (CO):**

1. To present a panoramic history of the establishment and consolidation of British Rule in India.
2. The paper aims to give insights on the political, economic, social and cultural changes of India under the British Rule.
3. To give an outline on the early political awakenings of the Indians against the Colonial Power.

Course Contents

| Topic | | Credit | |
|---------------|--|------------------------------|-----------------|
| Unit-1 | | Lecture | Tutorial |
| | | Mark Distribution: 20 | |
| 1.1 | Society, Economy, and Polity: Debates of the 18 th Century India | 3 | |
| 1.2 | The Anglo-French Struggle in South India | 2 | 1 |
| 1.3 | Mercantilism, Foreign Trade and Early Forms of Excitations from Bengal | 2 | 1 |
| 1.4 | Expansion of the British Colonial Power: Bengal, Mysore, Western India, Awadh, Punjab, and Sind. | 3 | |
| Unit-2 | | Mark Distribution: 20 | |
| 2.1 | Imperial Ideologies: Raj and its Racial Attitudes | 3 | 1 |
| 2.2 | Administrative organizations: Civil Services, Army, Police and Judiciary | 3 | 1 |
| 2.3 | Imperial Ideologies: Raj and its Racial Attitudes | 3 | 1 |
| Unit-3 | | Mark Distribution: 20 | |

| | | | |
|---------------|--|------------------------------|----|
| 3.1 | Land Revenue System under the British Raj | 3 | 1 |
| 3.2 | Commercialization and Indebtedness | 3 | 1 |
| 3.3 | Social and Cultural Awakening: Ram Mohan Roy, Henry Loius Vivian Derozio, Debendranath Tagore and Iswar Chandra Vidyasagar | 3 | 1 |
| Unit-4 | | Mark Distribution: 20 | |
| 4.1 | Deindustrialization: Disruption of the Traditional Economy | 2 | 1 |
| 4.2 | Early Economic Policies of the British Raj | 2 | 1 |
| 4.3 | Debates on Economy: The Theory of Drain of Wealth | 3 | |
| 4.4 | Growth of Modern Industry | 3 | |
| Unit-5 | | Mark Distribution: 20 | |
| 5.1 | Tribal Uprisings: Santhal Uprising, Uprisings in North-East India | 3 | 1 |
| 5.2 | Agrarian Uprisings: Phulaguri Dhewa, Pabna Agrarian Leagues, Deccan Riots | 4 | |
| 5.3 | Revolt of 1857: Causes, Courses, and Consequences | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. The students will understand the emergence and consolidation of British Rule in India.
2. They will also understand the socio-cultural condition of the period and the reformation movement along with the important personalities and their visions.
3. Moreover, they will also be able to have a thorough understanding of the political changes in India under the British and political awakening of Indians against the Raj.

Essential Readings

Bayly, C. A. *Indian Society and the Making of the British Empire*. Cambridge University Press, 1988.

Chandra, Bipan. *Rise and Growth of Economic Nationalism in India*. People's Publishing House, 1966.

Bandyopadhyaya, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

Roy, Tirthankar. *The Economic History of India*. Oxford University Press, 2011.

Dutt, Romesh. *The Economic History of India*. Routledge, 1902.

Majumdar, R.C. *British Paramountcy and Renaissance*. Bharatiya Vidya Bhavan, 1952.

Dalrymple, William. *The Last Mughal: The Fall of a Dynasty, Delhi, 1857*. Alfred A. Knopf, 2006.

Dr. Nisha Lami Das

Keay, John. *India: A History*. Grove Press, 2000.

Mukherjee, Rudrangshu. *The Great Rebellion: India, 1857*. Aleph Book Company, 2019.

Metcalf, Thomas R. *The Making of Modern India: From Macaulay to Nehru*. Cambridge University Press, 2001.

Bayly, Christopher Alan. *Company Men: White Male Identity in Colonial India, 1757-1857*. Cambridge University Press, 1998.

Raychaudhuri, Tapan, and Irfan Habib (eds). *The Cambridge Economic History of India: Volume 2, C.1757-C.1970*. Cambridge University Press, 1983

SEMESTER - IV**COURSE TITLE: EARLY AND MEDIEVAL ASSAM****COURSE CODE: HSTMIN241****NATURE OF THE COURSE: MINOR****CREDIT: 04****TOTAL MARKS: 100 (30 IA+70 END SEM)****COURSE TEACHER: Aoyana Buragohain****Course Objective (CO):**

1. The Objective of the paper is to provide an overview of the political, social, and cultural landscape of Assam from its early beginning to the medieval period, tracing the region's evolution through different dynasties, kingdoms, and cultural influences.
2. It will also analyze the conflicts, wars, and periods of integration or disintegration within Assam and with neighboring regions.

Course Contents

| Topic | | Credit | |
|----------------|---|------------------------------|-----------------|
| | | Lecture | Tutorial |
| Unit-1 | | Mark Distribution: 25 | |
| 1.1 | The Sources- Understanding Early and Medieval Assam in context | 3 | 1 |
| 1.2 | The Origin of name Kamarupa and Pragjyotishpur; The early Kamarupa state | 3 | |
| 1.3 | Kamarupa kingdom under the Varmans, Salastambhas, and Palas | 3 | 1 |
| 1.4 | Administrative system in Ancient Assam | 3 | 1 |
| Unit- 2 | | Mark Distribution: 25 | |
| 2.1 | Disintegration of the kingdom of Kamarupa; Turko-Afghan Invasions | 3 | 1 |
| 2.2 | State formations in the Brahmaputra Valley- The Chutias, Kacharis, and the Baro-Bhuyans | 3 | 1 |
| 2.3 | Advent of the Ahoms; Expansion of the Ahom states | 3 | |
| 2.4 | Ahom-Mughal political relations | 3 | 1 |

| Unit- 3 | | Mark Distribution: 25 | |
|----------------|--|------------------------------|-----------|
| 3.1 | Tribal Kingdom-chiefdoms in Lower Assam region, their relation with the Ahom state | 3 | 1 |
| 3.2 | Saraighat and Post Saraighat Assam- Role of Lachit Barphukan- political developments | 3 | 1 |
| 3.3 | Ascendency of the Tungkhungia dynasty- Ahom rule at its zenith | 3 | |
| 3.4 | Lower Brahmaputra Valley under the Koches; their extension; Ahom-Koch conflicts | | |
| Unit-4 | | Mark Distribution: 25 | |
| 4.1 | Ahom administrative system | 3 | 1 |
| 4.2 | Ahom state and relationship with hilly areas- with Manipur and Tripur | 3 | |
| 4.3 | Decline of the Ahom kingdom- Moamariya rebellion | 3 | 1 |
| 4.4 | Conspiracy and conflicts, the Burmese invasions | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. The students get to know about the emergence of early states such as Kamarupa and Pragjyotishpura as well as the state formation during the reigning period of early historic dynasties such as Varmans, Salastambhas, and Palas.
2. They will also be exposed to the state formation under the important medieval dynasties such as Ahom, Kachari, Chutia and Koch in the Brahmaputra Valley.
3. Moreover, it will bring to light different phases of Ahom political relationships with neighboring states and its aftermath.

Essential Reading:

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

Barpujari, H.K: *The Comprehensive History of Assam*

Choudhury P. C: *History of the civilization of the people of Assam to the 12th Century A.D.*

Gait, Edward: *A History of Assam*

Nath, D: *History of the Koch Kingdom, C. 1515-1615*

Nath, D: *Asom Buranji*

SEMESTER V**COURSE TITLE: HISTORY OF MODERN EUROPE (1789-1945)****COURSE CODE: HSTMAJ351****NATURE OF THE COURSE: MAJOR****CREDIT: 4****TOTAL MARKS: 100 (30IA+ 70 END SEM)****COURSE TEACHER: Dr. Indraneel Pegu****Course Objectives (CO):**

1. To acquaint the students about the series of political events took place in Europe from the French Revolution to the end of the World War II.
2. To bring an understanding about the impact of the important events of Europe in the world.

Course Contents

| Topic | | Credit | |
|---------------|---|------------------------------|-----------------|
| | | Lecture | Tutorial |
| Unit-1 | | Mark Distribution: 20 | |
| 1.1 | France on the Eve of the French Revolution | 3 | 1 |
| 1.2 | The French Revolution: Causes, Courses and Results. | 3 | 1 |
| 1.3 | The Napoleonic Era: The Rise and fall of Napoleon Bonaparte | 3 | 1 |
| Unit-2 | | Mark Distribution: 20 | |
| 2.1 | The Congress of Vienna and Europe | 3 | 1 |
| 2.2 | The Concert of Europe and Peace Settlements | 3 | 1 |
| 2.3 | Metternich System and Balance of Power | 3 | 1 |
| Unit-3 | | Mark Distribution: 20 | |
| 3.1 | Unification of Italy: Mazzini, Garibaldi and Cavour | 3 | 1 |
| 3.2 | Unification of Germany: Internal and Foreign Policies of Bismarck | 3 | 1 |
| 3.3 | Age of Armed Peace (1870-1914) | 3 | 1 |

| Unit-4 | | Mark Distribution: 20 | |
|---------------|--|------------------------------|----|
| 4.1 | The Great War: The First World War and Its Consequences | 3 | |
| 4.2 | The Bolshevik Revolution and the Rise of USSR | 3 | |
| 4.3 | League of Nations: Origin, Activities, and the Causes of Failure | 2 | 1 |
| 4.4 | The Great Economic Depression. | 2 | 1 |
| Unit-5 | | Mark Distribution: 20 | |
| 5.1 | Rise of Dictatorships: Fascism and Nazism | 3 | |
| 5.2 | The Spanish Civil War: Origin and Consequences | 3 | |
| 5.3 | World War II – Origin, Courses and Consequences | 2 | 1 |
| 5.4 | Formation of the UNO: Organs and their Functions | 2 | 1 |
| Total | | 47 | 13 |

Learning Outcome (LO):

1. After the completion of the course the students will learn about the political history of Europe from the last decades of the 18th century till the end of WW2.
2. The students will be able to examine the impact of European events in the course and history of the World.
3. They will also be able to understand various concepts and theories of the period. Moreover, they will have the knowledge about the views, methods and perspective of various important leaders and personalities.

Essential Readings:

- Hayes, C.J., *Contemporary World from 1870-* The Macmillan Company, 1968
- Keltelbey, C.D M, *A History of Modern Times*, Oxford University Press, 1964
- Hobsbawm, Eric, *The Age of Revolution: Europe 1789–1848*, Abacus, 1962
- Hobsbawm, Eric, *The Age of Extremes: A History of the World, 1914-1991*, Vintage Books, 1994
- Doyle, William, *The French Revolution: A Very Short Introduction*. Oxford University Press, 2001.
- Khurana Dr.K.L, *The Twentieth Century World*, Lakshmi Narain Agarwal Publications, 2020.
- Lowe, Norman. *Mastering Modern World History*. Palgrave Macmillan, 2005.
- Evans, Richard J. *The Pursuit of Power: Europe 1815-1914*. Penguin Books, 2017.
- Davies, Norman. *Europe: A History*. Oxford University Press, 1996.
- Merriman, John. *A History of Modern Europe: From the French Revolution to the Present*. W.W. Norton & Company, 2010.

Thomson, David. *Europe Since Napoleon*. Penguin Books, 2018

SEMESTER - V

COURSE TITLE: HISTORY OF INDIA VII (1857-1964)

COURSE CODE: HSTMAJ352

NATURE OF THE COURSE: MAJOR

CREDIT: 04

TOTAL MARKS: 100 (30 IA+70 END SEM)

COURSE TEACHER: Dr. Nisha Rani Das and Dr. Preetima Gogoi

Course Objective (CO):

1. This paper is designed in order to provide students with detailed understanding of History of Modern India from the time of Sepoy Mutiny to the period after Independence.
2. The paper will help them to traverse into the ideas of new political, social and cultural ideas of the particular period
3. The paper intends to acquaint the students with the changing administrative system in the socio-economic context.

Course Contents:

| Topic | | Credit | |
|--|--|-------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1: Rebels and Raj | | Marks Distribution: 20 | |
| 1.1 | The 1857 Revolt: Major causes- courses- nature and result. | 3 | 1 |
| 1.2 | Popular Movements after 1857. | 2 | |
| 1.3 | Administrative developments after 1857- Reforms of Lytton and Ripon, Constitutional developments up to 1935. | 3 | 1 |
| 1.4 | British Economic Policies in India-Land revenue, Trade, Commercialization of agriculture-Drain Theory. | 2 | |
| Unit- 2: Socio-Religious Reform Movements | | Marks Distribution: 20 | |
| 2.1 | Reforms and revival: Brahmo Samaj, Prarthna Samaj, Ramakrishna Mission and | 3 | 1 |

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| | | | |
|--|--|-------------------------------|---|
| | Vivekananda | 2 | |
| 2.2 | Wahabi, Deoband, Aligarh and Singh Sabha Movement | 2 | 1 |
| 2.3 | Debates around Gender | 3 | |
| 2.4 | Making of religious and linguistic identities | | |
| Unit- 3: Nationalism: Trends up to 1919 and social groups | | Marks Distribution: 20 | |
| 3.1 | Political ideology and organizations, formation of INC | 2 | 1 |
| 3.2 | Moderates and extremists and Revolutionaries | 3 | |
| 3.3 | Partition of Bengal and Swadeshi Movement | 2 | 1 |
| 3.4 | Ambedkar and anti-untouchability movements, Peasants and Labour Movements | 3 | |
| Unit-4: Gandhian Phase-Ideas and Movements | | Marks Distribution: 20 | |
| 4.1 | Mahatma Gandhi: his perspectives, methods and views on Nation and Nationalist struggle | 3 | 1 |
| 4.2 | Impact of First World War-Rowlett Satyagrah and Jallianwalabagh Massacre | 3 | |
| 4.3 | Non-cooperation and Civil Disobedience | 2 | 1 |
| 4.4 | Provincial Autonomy, Quit India and INA | 2 | |
| Unit 5: Independence and after (1946-1964) | | Marks Distribution: 20 | |
| 5.1 | Cabinet Mission plan-grouping controversy and partition | 3 | 1 |
| 5.2 | Making of Constitution | 2 | |
| 5.3 | Integration of princely states | 2 | |

| | | | | |
|--------------|--|--|-----------|-----------|
| 5.4 | First general election and developments under Nehru Leadership | | 3 | 1 |
| Total | | | 48 | 12 |

Learning Outcomes (LO):

1. The students will understand the major factors that led to establishment and consolidation of the British rule in India. The students will also be acquainted with the socio-economic impact of the policies introduced by the British.
2. The students will understand the process of the growth of nationalist movements, the emergence of various ideologies and the personalities associated with it.
3. They will also have the comprehensive understanding of the phases of the Indian National Movement, about Partition and the post partitioned scenario of India.

Essential Readings:

Anil Seal, *Emergence of Indian Nationalism*.

A. R. Desai, *Social Background and Indian Nationalism*, Popular Publication House, New Delhi, 1990

Bipan Chandra, Mukherjee, M and et,al, *India's Struggle for Independence*, Penguin Books, New Delhi, 2003

Bipan Chandra, *Nationalism and Colonialism in Modern India*, 1979.

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.

D.A. Low, ed., *Congress, and the Raj*.

Eleanor Zelliott, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.

Gyanendra Pandey, *The Construction of Communalism in colonial north India*.

Jawaharlal Nehru, *An Autobiography*.

John R. McLane, *Indian Nationalism, and the Early Congress*.

Judith Brown, *Gandhi's rise to Power, 1915-22*.

Mushirul Hasan, ed., *India's Partition*, Oxford in India Readings.

Paul Brass, *The Politics of India Since Independence*, OUP, 1990

Peter Hardy, *Muslims of British India*.

Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.

Ranajit Guha, ed., *A Subaltern Studies Reader*.

Sumit Sarkar, *Modern India, 1885-1947*.

SEMESTER - V**COURSE TITLE: THE HISTORY OF EARLY AND MEDIEVAL ASSAM****COURSE CODE: HSTMAJ353****NATURE OF THE COURSE: MAJOR****CREDIT: 04****TOTAL MARKS: 100 (30 IA+70 END SEM)****COURSE TEACHER: Dr. Nisha Rani Das****Course Objective (CO):**

1. The Objective of the paper is to provide an overview of the political, social, and cultural landscape of Assam from its early beginning to the medieval period, tracing the region's evolution through different dynasties, kingdoms, and cultural influences.
2. It will also analyze the conflicts, wars, and periods of integration or disintegration within Assam and with neighboring regions.

Course Contents

| Topic | | Credit | |
|----------------|---|------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1 | | Mark Distribution: 25 | |
| 1.1 | The Sources- Understanding Early and Medieval Assam in context | 3 | 1 |
| 1.2 | The Origin of name Kamarupa and Pragjyotishpur; The early Kamarupa state | 3 | |
| 1.3 | Kamarupa kingdom under the Varmans, Salastambhas, and Palas | 3 | 1 |
| 1.4 | Administrative system in Ancient Assam | 3 | 1 |
| Unit- 2 | | Mark Distribution: 25 | |
| 2.1 | Disintegration of the kingdom of Kamarupa; Turko-Afghan Invasions | 3 | 1 |
| 2.2 | State formations in the Brahmaputra Valley- The Chutias, Kacharis, and the Baro-Bhuyans | 3 | 1 |
| 2.3 | Advent of the Ahoms; Expansion of the Ahom states | 3 | 1 |

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| | | | |
|----------------|--|------------------------------|-----------|
| 2.4 | Ahom-Mughal political relations | 3 | |
| Unit- 3 | | Mark Distribution: 25 | |
| 3.1 | Tribal Kingdom-chiefdoms in Lower Assam region, their relation with the Ahom state | 3 | 1 |
| 3.2 | Saraighat and Post Saraighat Assam- Role of Lachit Barphukan- political developments | 3 | 1 |
| 3.3 | Ascendency of the Tungkhungia dynasty- Ahom rule at its zenith | 3 | |
| 3.4 | Lower Brahmaputra Valley under the Koches; their extension; Ahom-Koch conflicts | | |
| Unit-4 | | Mark Distribution: 25 | |
| 4.1 | Ahom administrative system | 3 | 1 |
| 4.2 | Ahom state and relationship with hilly areas- with Manipur and Tripur | 3 | |
| 4.3 | Decline of the Ahom kingdom- Moamariya rebellion | 3 | 1 |
| 4.4 | Conspiracy and conflicts, the Burmese invasions | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

- 1 The students will get to know about the emergence of early states such as Kamarupa and Pragjyotishpura as well as the state formation during the reigning period of early historic dynasties such as Varmans, Salastambhas, and Palas.
- 2 They will also be able to know about the important medieval dynasties such as Ahom, Kachari, Chutia and Koch in the Brahmaputra Valley.
- 3 Moreover, it will bring to light different phases of Ahom political relationships with neighboring states and its aftermath.

Essential Readings:

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

Barpujari, H.K: *The Comprehensive History of Assam*

Choudhury P. C: *History of the civilization of the people of Assam to the 12th Century A.D.*

Gait, Edward: *A History of Assam*

Nath, D: *History of the Koch Kingdom, C. 1515-1615*

SEMESTER: V**COURSE TITLE: WOMEN IN INDIAN HISTORY****COURSE CODE: HSTMAJ354****NATURE OF THE COURSE: MAJOR****CREDIT: 04****TOTAL MARKS: 100 (30 IA+70 End Semester)****COURSE TEACHER: Aoyana Buragohain****Course objectives (CO):**

1. To understand the historical roles and contributions of women in various periods of Indian history.
2. To understand the various concept of women studies: such as feminism, Gender, and patriarchy etc.
3. To know about the socio-cultural as well as economic and political factors influencing the status of women in different historical contexts.

Course Contents:

| Topic | | Credit | |
|-------------------------------------|---|------------------------------|-----------------|
| Unit-1 | | Lecture | Tutorial |
| Key Concepts and Sources | | Mark Distribution: 25 | |
| 1.1 | Sex, Gender, Sexual division of labour | 3 | 1 |
| 1.2 | Women's studies perspective and Practices | 3 | |
| 1.3 | Feminism-meaning and waves of feminism | 3 | 1 |
| 1.4 | Conventional and alternative sources-autobiography, biography, life story, interviews etc | 3 | 1 |
| Unit- 2 | | Mark Distribution: 25 | |
| Patriarchy in Indian Context | | | |
| 2.1 | Patriarchy -meaning and definition | 3 | 1 |
| 2.2 | Patriarchy in the Indian context -issues and difficulties, class, and caste | 3 | 1 |
| 2.3 | Patriarchy in Ancient India-Women in Vedic India | 3 | |

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| | | | |
|--|--|------------------------------|-----------|
| 2.4 | Patriarchy in Medieval India | 3 | 1 |
| Unit- 3 Perception of Gender-Different approaches | | Mark Distribution: 25 | |
| 3.1 | Perception of Gender in Indian context-different approaches to Gender | 3 | 1 |
| 3.2 | Gender and religion - Discrimination, Devotion, and the issue of equality | 3 | 1 |
| 3.3 | Relationship of Caste, class, and Gender | 3 | 1 |
| 3.4 | Gender discrimination in the historical context and changing notion | 3 | |
| Unit-4 Women in Colonial Period | | Mark Distribution: 25 | |
| 4.1 | Colonial reforms agenda on women -Sati, female infanticide, Widow remarriage, Age of Consent | 3 | 1 |
| 4.2 | Indian response to the issue of social reforms-revivalist movement | 3 | 1 |
| 4.3 | Women's response to the Nationalist Movement of Independence | 3 | 1 |
| 4.4 | Women of North East India-role in politics and Nationalist movement | 3 | |
| Total | | 48 | 12 |

Learning outcome (LO):

1. The paper will give a general overview of the status of the Indian women from the earliest times to end of the colonial period.
2. It will also try to see the specific methods of understanding the women's history like the concepts of Patriarchy, Gender, and division of labor.
3. It will also try to study Gender discrimination on the ground of caste, class, and religion.

Essential Readings:

Altekar, A.S: *The Position of Women in Hindu Civilization*, 2nd print, Delhi, 1978
 Geraldine Forbes: *Women in Modern India*, 1998, Cambridge University Press
 Kumkum Roy-(ed): *The Power of Gender and Gender of Power*, Oxford

- University Press,2010
- Kumkum Sangri & Sudesh Vaid: *Recasting Women: Essays in Colonial History*, New Delhi,1998
- Krishnamurthy, J (ed): *Women in Colonial India*, Delhi, 1989.
- Margaret Walters: *Feminism- (A Very Short Introduction)*, Oxford University Press, 2005
- Mary E John: *Women Studies in India- A reader*, penguin Books, 2008
- Roy, KumKum. (ed): *Women in Early Indian Societies*, Manohar Publishers, New Delhi,1996
- Suruchi Thapar-Bjorkert: *Women in Indian Nationalist Movement: Unseen Faces and Unheard Voices, 1930-42*, Sage Books, 2015
- 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 V.Geetha: Gender (Theorizing Feminism)- Stree,2002*
- V. Geetha: *Patriarchy (Theorizing Feminism)*, Stree, 2007
- Miriam Schneir: *Feminism –The Essential Historical Writings-* Vintage
- Nalinibala Devi: *Eri Aha Dinbor (Assamese)- Guwahati-19*
- Radha Kumar: *History of Doing Movements for Women's Rights and Feminism India- 1900-1990, Kali for Women*
- Rukhsana Ifthikar: *Indian Feminism (Class, Gender and Identity in Medieval Ages)- Notion Press*
- Veronica Mottier: *Sexuality (A Very Short Introduction)*, Oxford University Press
- Lerner, Gerda: *The Creation of Patriarchy, The Origins of Women's Subordination*

SEMESTER: V**COURSE TITLE: MODERN ASSAM (1826-1947)****COURSE CODE: HSTMIN351****NATURE OF COURSE: MINOR****CREDIT: 04****TOTAL MARKS: 100 (30 IA +70 END SEMESTER)****COURSE TEACHER: Dr. Indraneel Pegu****Course Objective (CO):**

1. To examine the socio-political, economic, and cultural transformations within Assam during the period of British colonial rule.
2. It will also focus on key events, movements, and the impact of colonial policies, leading up to the eve of India's Independence in 1947.

Course Contents:

| Topic | | Credit | |
|----------------|---|------------------------------|-----------------|
| Unit-1 | | Lecture | Tutorial |
| | | Mark Distribution: 20 | |
| 1.1 | Political Condition in assam on the eve of the British Rule | 3 | 1 |
| 1.2 | Establishment and Consolidation of the British Rule; Reforms and Reorganizations; David Scott-Annexation of Lower Assam, Administrative Reorganizations and Revenue Measures of Scott, Robertson, and Jenkins | 3 | 1 |
| 1.3 | Ahom Monarchy in Upper Assam (1833-38) | 3 | 1 |
| Unit- 2 | | Mark Distribution: 20 | |
| 2.1 | Annexation of Cachar | 2 | 1 |
| 2.2 | Early Phase of Revolts and Resistance of British Rule- Gomdhar Konwar, Piyali Phukan, U. Tirut Sing | 3 | 1 |
| 2.3 | The Khamti and the Singpho Rebellion | 3 | |
| 2.4 | The 1857 Revolt in Assam and its aftermath | 2 | |

| Unit- 3 | | Mark Distribution: 20 | |
|----------------|--|------------------------------|-----------|
| 3.1 | Establishment of Chief Commissionership in Assam | 2 | 1 |
| 3.2 | Land Revenue Measures and Peasant Uprisings in 19 th century Assam. | 3 | |
| 3.3 | Growth of National Consciousness – Assam Association, Sarbajanik Sabhas and the Rayat Sabhas. | 2 | |
| 3.4 | Impact of Partition of Bengal and Swadeshi Movement in Assam | 2 | 1 |
| Unit-4 | | Mark Distribution: 20 | |
| 4.1 | Government of India Act, 1919- Dyarchy on Trial in Assam | 3 | 1 |
| 4.2 | Non-Co-operation Movement and Swarajist Politics in Assam | 3 | |
| 4.3 | The Civil Disobedience Movement | 2 | 1 |
| 4.4 | Student Movement in Assam | 3 | |
| Unit- 5 | | Mark Distribution: 20 | |
| 5.1 | Trade Union and Allied Movements | 2 | 1 |
| 5.2 | Tribal League and Politics in Assam | 2 | |
| 5.3 | Migration, Line System and its Impact on Politics in Assam | 2 | 1 |
| 5.4 | Quit India Movement in Assam Cabinet Mission Plan and the Grouping Controversy-The Sylhet Referendum | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. Students will understand the historical trajectory of Assam during the colonial period, including the impact of British policies, socio-economic changes, and cultural transformations.
2. They will be able to analyse the emergence of socio-political movements, identities, and conflicts within Assam, and their implications for the region's history and contemporary dynamics.
3. They will be able to have a comprehensive understanding of the Assam's contributions and condition during the period of Freedom movement in India.

Dr. Nisha Lami Das

Essential Readings:

Barpujari, H. K: *Assam in the Days of the Company*

: (ed) *Francis Jenkins Report on the North- East Frontier of India*

: (ed) *Political History of Assam, Vol. I*

: (ed) *The Comprehensive History of Assam, Vols. IV & V. Baruah,*

S. L: A Comprehensive History of Assam.

Bhuyan, A.C: (ed) *Political History of Assam, Vols. I, II & III.*

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

Bora.S.: *Student Revolution in Assam.*

Dutta, Anuradha: *Assam in the Freedom Movement.*

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

Lahiri, R.M: *Annexation of Assam*

SEMESTER: VI

**COURSE TITLE: SOCIAL AND ECONOMIC HISTORY OF ASSAM (FROM EARLY
MEDIEVAL PERIOD TO THE POST AHOM PERIOD)**

COURSE CODE: HSTMAJ361

NATURE OF COURSE: MAJOR

CREDIT: 04

TOTAL MARKS: 100 (30 IA +70 END SEMESTER)

COURSE TEACHER: Dr. Nisha Rani Das, Dr. Preetima Gogoi, Aoyana Buragohain

Course Objectives (CO):

1. This paper is design as the students will be acquire detail understanding of the history of India from early Medieval Period to Post Ahom Period.
2. It also aims to develop an understanding of the political, economic, and social aspects of the particular period as well as to develop understanding of the changing administrative system in socio-economic context.

Course Contents

| Topic | | Credit | |
|--|---|------------------------------|-----------------|
| | | Lecture | Tutorial |
| Unit-1 Sources and Approaches: Political Formations | | Mark Distribution: 25 | |
| 1.1 | Sources: Literary (Indigenous and Foreign) and Archaeological Sources: (Inscriptions, Coins and Material Remains) | 3 | 1 |
| 1.2 | Historiography: Social and economic condition during medieval period Assam | 3 | |
| 1.3 | Assam in the 13 th century- Kingdoms | 3 | 1 |
| 1.4 | Regional chiefdoms | 3 | 1 |
| Unit- 2 Social Structure and Organizations | | Mark Distribution: 25 | |
| 2.1 | Introduction of Varnasramadharma and its development: Emergence of professional groups, Varna- Jati system | 3 | 1 |
| 2.2 | Social Organization: The Paik | 3 | 1 |

| | | | |
|--|--|------------------------------|-----------|
| | System, Caste-Class Relations, Material Conditions. | | |
| 2.3 | Social Life, Pattern of Society; Status of Women- Patriarchy; Material Conditions: Food habits, Dress and Education. | 3 | |
| 2.4 | Society of Colonial Assam- Growth of modern Education, Emergence of Middle class, Development of Press and Various Organizations | 3 | 1 |
| Unit- 3 Economy of Medieval and Post-Ahom Assam | | Mark Distribution: 25 | |
| 3.1 | Land grant system, revenue administration, Emergence of feudalism/ feudal-like formations. | 3 | 1 |
| 3.2 | Trade and Industry, Agricultural and non-Agricultural Products | 3 | 1 |
| 3.3 | Medium of Exchange- Coinage; Trade: Internal and External; trade routes; Hill- Plains Dynamics | 3 | 1 |
| 3.4 | Plantation Economy; Development of Modern Industries and Transport System | 3 | |
| Unit-4 Socio-Religious Traditions | | Mark Distribution: 25 | |
| 4.1 | Religious Beliefs and Practices; Tantricism; Saktism; Saivism; Islam in Assam | 4 | 1 |
| 4.2 | Neo-Vaishnavite Movement in Assam – Sankardeva and his followers, Development of <i>Satra</i> Institutions | 4 | 1 |
| 4.3 | Art and Architecture in Medieval Assam: Both Religious and Secular | 4 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. The students will learn the transformation of the Assamese society over the ages.

2. The students will learn the long-term impact of the rule of Ahom's and responses of the neighboring hill tribes and their role in shaping the state formation of Assam.
3. They will be able to learn about various administrative policies and changes undertaken by dynasties and rulers.
4. They will also be exposed to the idea of religion and emergence of new trends in Assam in the form of Neo-Vasihnava movement.

Essential Readings:

- Barpujari, H.K. (ed): *The Comprehensive History of Assam, Vol. I*, Publication Board Assam, Guwahati, 1990.
- Barua, K.L.: *Early History of Kamarupa* (3rd Edn.) Lawyer's Book Stall, Guwahati, 1988.
- Baruah B.K.: *A Cultural History of Assam*, Lawyer's Book Stall, Guwahati, 1969
- Baruah, S.L.: *A Comprehensive History of Assam*, Munshiram Manoharlal Publishers Pvt. Ltd, New Delhi, 1985
- Bhuyan, A.C. & S.De (ed.) *Political History of Assam Vol II and III*. Guwahati: Publication Board.
- Boruah, Nirode: *Early Assam, state formation, political centres cultural zones*, Spectrum Publication, Guwahati, New Delhi, 2007
- Chakravorty. B.C. 1981. *British Relations with the Hill Tribes of Assam since 1858*, Calcutta, Dutta. K.N. 1969. *Landmarks in the Freedom Struggle in Assam*. Guwahati: Lawyers Book Stall.
- Goswami. P. 1999. *Assam in the Nineteenth Century: Industrialization and Colonial Penetration*. Guwahati: UBS Publications
- Guha. Amalendu. 1977. *Planter Raj to Swaraj*. New Delhi: People's Publishing House
- Lahiri, Nayanjot : *Pre-Ahom Assam*, Munshiram Manoharlal Publishers Pvt Ltd, New Delhi, 1991
- Mills. A.J.M. 1853. *Report on the Khasi and Jaintia Hills*. USA: University of Michigan
- Bhattacharya, P.N.: *Kamarupasasnavali*, Rangpur Shahitya Parishad, B.S. 1338/1932 A.D.

SEMESTER- VI**COURSE TITLE: CONTEMPORARY WORLD (1945-2000)****COURSE CODE: HSTMAJ362****NATURE OF THE COURSE: MAJOR****CREDIT: 4****TOTAL MARKS: 100 (30IA+ 70 END SEM)****COURSE TEACHER: Dr. Indraneel Pegu, Aoyana Buragohain****Course Objectives (CO):**

1. The goal of this paper is to trace some of the major events of post-World War II period and to understand the significance of these events.
2. It also aims to comprehend the ways in which events of the latter half of the twentieth century have influenced the present.

Course Contents

| Topic | | Credit | |
|---|---|------------------------------|----------|
| | | Lecture | Tutorial |
| Unit-1: Cold War and the Rise of a Bipolar World | | Mark Distribution: 20 | |
| 1.1 | Meaning, Causes of Cold War and Security Pacts | 3 | 1 |
| 1.2 | Conflicts in Cold War: Germany, Korea, Cuba, Vietnam, the Suez and Hungarian crisis | 3 | 1 |
| 1.3 | Economic Revival of Western Europe; Soviet Union's Relations with Eastern Europe | 3 | 1 |
| Unit-2: Third World after the WW2 | | Mark Distribution: 20 | |
| 2.1 | Decolonization - Development of free nations | 3 | 1 |
| 2.2 | Afro - Asian Movements: Trends | 3 | 1 |
| 2.3 | Non-Aligned Movement and the Third World. | 3 | 1 |
| Unit-3: India in World Order | | Mark Distribution: 20 | |
| 3.1 | India in World Affairs: Key Trends | 3 | 1 |
| 3.2 | Indo-Pak Relations, Sino-Indian Relations, Indo-US Relations, Indo-Soviet Relations | 3 | 1 |

| | | | |
|---|---|------------------------------|-----------|
| 3.3 | India and Non-Alignment; India and SAARC | 3 | 1 |
| Unit-4: End of Cold war and the unipolar World | | Mark Distribution: 20 | |
| 4.1 | Disintegration of the USSR and End of Cold War | 3 | 1 |
| 4.2 | Impact of Disintegration on society and Politics | 3 | 1 |
| 4.3 | Emergence of Unipolar World | 3 | 1 |
| Unit-5: Recent Trends in the World Order | | Mark Distribution: 20 | |
| 5.1 | Concept of Globalization: Historical Context | 3 | 1 |
| 5.2 | US Aggression on Iraq, Background, Nature and Impact | 2 | |
| 5.3 | International Terrorism: Its Impact on World Politics | 2 | 1 |
| 5.4 | Concept of Multipolar World: Historical Context | 2 | 1 |
| Total | | 45 | 15 |

Learning Outcome (LO):

1. After the completion of the course, the students will learn about the change in world order after the Second World War.
2. The students will be able to examine the role of India in the contemporary world.
4. The students will be familiar with the recent trends in world order.

Essential Readings:

Charles, P. Schleicher - *Cooperation and Conflict in International Relations*, Printice Hall, 1962
 Mahajan, V.D. - *The Modern History of Europe*, S. Chand Publications, 2010
 Henkin, Louis - *The Contemporary Relevance of Human Rights* (Publisher: Boulder West View Press, 197
 Johari, J.C. - *International Politics in the Post-Cold War Era*, Sterling Publishers, 2009
 Morgenthau, Hans J. - *The Dynamics of Politics among Nations*
 Schumann - *Contemporary Perspectives on International Politics* (5th Edition), CQ Press, 2019
 Majundar, R.K. & Srivastva, A.N. - *A Comprehensive History of the United States of America (From 1845 to the Present)*, Sbd Publisher and Distributors.
 Chhabra, K.K. - *The Historical Context of the Modern World Since 1945 A.D.*, Surjeet Publications
 Rao, B.V. - *A Comprehensive Survey of World History From Ancient Times to 2000 A.D.* New Dawn Press, 1 December 2005

SEMESTER – VI**COURSE TITLE: HISTORIOGRAPHY****COURSE CODE: HSTMAJ363****NATURE OF THE COURSE: MAJOR CORE****CREDIT: 04****TOTAL MARKS: 100 (30 IA + 70 END SEM)****COURSE TEACHER: Dr. Preetima Gogoi****Course Objectives (CO):**

1. This course familiarizes the students with the various Historiographical trends not only in the world but also India. The introduction to various schools of thought will open for them a new dimension to understanding History and History writing traditions.
2. The paper will also acquaint the students with the various writing traditions during various phases of history.

Course Contents:

| Topic | | Credit | | |
|---|--|-------------------------------|----------|--|
| | | Lecture | Tutorial | |
| Unit-1: Basics of Historiography | | Marks Distribution: 20 | | |
| 1.1 | Concepts, Meaning, Purpose and Varieties of History, Causation and Objectivity in History. | 3 | 1 | |
| 1.2 | Primary and Secondary Sources, Internal and External Criticism. | 3 | | |
| 1.3 | History and Allied Subjects: Archaeology, Numismatics, Epigraphy. | 2 | 1 | |
| 1.4 | History and Other Social Sciences. | 2 | | |
| Unit- 2: Evolution of Historiography | | Marks Distribution: 20 | | |

| | | | |
|---|--|-------------------------------|---|
| 2.1 | Ancient Greece and Rome: Herodotus and Thucydides, Livy and Tacitus. | 3 | 1 |
| 2.2 | Chinese and Arab Historiography: Summa Chien and Ibn Khaldun. | 2 | |
| 2.3 | Medieval European Historiography and Christian Chronicles. | 3 | 1 |
| 2.4 | Renaissance Historiography. | 2 | |
| Unit- 3: Emergence of Modern Theories (Renaissance to Enlightenment) | | Marks Distribution: 20 | |
| 3.1 | Scientific History by Ranke and its impact on History Writing. | 2 | 1 |
| 3.2 | Enlightenment Historiography. | 2 | |
| 3.3 | Niebuhr, Ranke and Institutionalisation of History. | 2 | 1 |
| 3.4 | Marxist School of Thought. | 2 | |
| 3.5 | Annales School – Marc Bloch, Lucien Febvre and Francis Braudel. | 2 | |
| Unit-4: History Writing in India | | Marks Distribution: 20 | |

| | | | |
|--|---|------------------------------|-----------|
| 4.1 | Ancient Indian Historiography: <i>Puranas, Harshacharita</i> and <i>Rajatarangini</i> . | 3 | 1 |
| 4.2 | History and History writing in the Sultanate and the Mughal period. | 3 | 1 |
| 4.3 | Regional Consciousness and History writing traditions in Assam, Maharashtra, South India. | 3 | 1 |
| Unit 5: Development of History writing in the Modern Period | | Mark Distribution: 20 | |
| 5.1 | Role of Orientalist and the Asiatic Society of Bengal. | 2 | 1 |
| 5.2 | James Mill and Other Colonial Historians. | 3 | 1 |
| 5.3 | Growth or National Consciousness and Nationalist Historiography. | 2 | 1 |
| 5.4 | Marxist and Subaltern Historiography. | 2 | |
| Total | | 48 | 12 |

Learning Outcomes (LO):

1. The students will have a comprehensive understanding of the historical events associated with history writing and historical traditions.
2. They will also be able to acquaint themselves with wide range of new theories and ideas.
3. The exposure and knowledge of various methods and techniques used to reconstruct history, will help the students to think and formulate their own arguments.

Essential Readings

A.E Gare, *Postmodernism and Environmental Crisis*, London, 1997

Arthur. Marwick, *Introduction to History*, London, 1977

E.H.Carr, *What is History*, Latest edition.

E. Sreedharan, *A Textbook of Historiography 500 BC to 2000*

F.Stern, *Varieties of History*, New York.

G.P. Gooch, *History and Historians of the Nineteenth Century*, Reprint,1952

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- H.E. Barnes, *A History of History Writing*, Oklahoma, 1937
- Jeremy Black and M. Donald, *Studying History*, Macmillan, 1997
- John Cannon (ed.), *The Historian at Work*, London, 1980
- J.W. Thompson & H. Bernard, *A History of History Writing*, 2 vols.
- R.G. Collingwood, *The Idea of History*, OUP, latest edition
- Richard.E. J, *In Defense of History*, London, 1997
- Satish Bajaj, *Recent Trends in Historiography*, New Delhi, 1988

SEMESTER - VI**COURSE TITLE: ART AND ARCHITECTURE OF EARLY AND
MEDIEVAL INDIA****COURSE CODE: HSTMAJ364****NATURE OF THE COURSE: MAJOR****CREDIT: 04****TOTAL MARKS: 100 (30 IA+70 END SEM)****COURSE TEACHER: Dr. Nisha Rani Das****Course Objectives (CO):**

1. The objective of this paper is to explore the diverse artistic expressions and architectural marvels emerged during early and medieval India.
2. This study also aims to illuminate the evolution of artistic styles, construction techniques, and patronage patterns. Through a comprehensive analysis of artistic achievements and architectural monuments, the paper seeks to deepen our understanding of India's rich cultural heritage and its enduring impact on the country's artistic traditions.

Course Contents

| Topic | | Credit | |
|---|---|------------------------------|-----------------|
| Unit-1 From Earliest to 200 CE | | Lecture | Tutorial |
| | | Mark Distribution: 25 | |
| 1.1 | Prehistoric Rock Art- Its evolution and subject matter | 3 | 1 |
| 1.2 | Harappan Art and Sculptures; Architecture and Town Planning | 3 | |
| 1.3 | Mauryan Art and Architecture, Nature of Mauryan Art | 3 | 1 |
| 1.4 | Art of Sunga, Satavahana, and Kushana Period- Mathura, Gandhara, and Amaravati School of Art | 3 | 1 |
| Unit- 2 The development of Temple Architecture | | Mark Distribution: 25 | |
| 2.1 | Evolution of Temple Architecture during Gupta Period; Sculptural Development; North Indian Temple Architecture (Nagara Style) | 3 | 1 |
| 2.2 | Chalukya Architecture: Aihole, | 3 | 1 |

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| | | | |
|--|--|------------------------------|-----------|
| | Badami, and Pattadakal | | |
| 2.3 | Temple Architecture of Orissa; Kalingan style of architectural development | 3 | 1 |
| 2.4 | The Emergence of Dravidian Style- under the Pallavas; The temples of Cholas | 3 | |
| Unit- 3 Delhi Sultanate and Emergence of New Features | | Mark Distribution: 25 | |
| 3.1 | Temple Desecration Debate | 3 | 1 |
| 3.2 | Indo-Islamic Traditions: Arch, Dome, calligraphy, Minar, religious and secular architectures | 3 | 1 |
| 3.3 | Architecture under various dynasties: Mamuk, Khaljis. | 3 | 1 |
| 3.4 | Architecture under the Tughluqs and the Lodis. | 3 | |
| Unit-4 Growth of Art and Architecture under the Mughal Rule | | Mark Distribution: 25 | |
| 4.1 | Early Phase of Mughal Architecture- Tombs, forts, mosque, madrasas, chaharbagh. | 3 | 1 |
| 4.2 | Mature Phase of Mughal Architecture- residential and funerary architecture, pietra dura, mosaic, bazaars, hammams, karwansarais. | 3 | |
| 4.3 | Emergence of Provincial Styles: Vijaynagara, Bahmani, Bengal, Malwa. | 2 | 1 |
| 4.4 | Pre-Mughal and Mughal Paintings | 2 | 1 |
| 4.5 | Growth of Regional Paintings: Rajasthani, Pahari, Patta Chitra. | 2 | |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. The students will have a comprehensive understanding of the artistic styles, architectural techniques, and cultural contexts of early and medieval India.
2. It also helps them to develop the ability to critically analyze artworks and architectural structures, considering their historical, religious, and socio-political significance.
3. They will be acquainted with the technical terminologies used in terms of sculptures, architectures, paintings and other forms of art.

Essential Readings:

Agrawala , V.S, *Gupta Art*, 1948

,*Indian Art*, 1965

Agrawala, P.K, *Gupta Temple Architecture*, 1987

Bhattacharya, D.C, *Buddhist Shrines*, 1987

Choubey, G.C, *Early Buddhist Art in India*, 1998

Coomaraswami, A.K, *History of Indian and Indonesian Art*.1927

Deva Krishna, *Temples of North India*, 1997

Gupta, S.P, *The Roots of Indian Art*, 1980

Havell, E.B, *Indian Architecture*, 1913.

Majumdar, R.C(ed), *The History and Culture of the Indian People*, VOL. II and III,1954

Musthy, K.Krishna, *Early Indian Secular Architecture*, 1998

Millen, S. Barbare, *Exploring India's sacred Art; Selected writings of Stellaramirisch* 1994

Majumdr, R.C. Altekar, A.S, *The Vakataka –Gupta Age*, 1969

Rath, B.K, *Cultural History of Orissa*, 1983

Ray, Niharanjan, *Maurya and Post-Maurya Art*, 1975

Sarkar, H.B, *Studies in Early Buddhist Architecture*, 1966

Saraswati, S.K, *A Survey of Indian Sculpture*, 1975

Sivaramamurti, *Indian Painting*. 1970

Aziz Ahmed, *Studies in Islamic Culture in Indian Environment*, OUP, 1964.

Catherine Asher, *Architecture of Mughal India*, Cambridge, 1992.

Ebba Koch, *Mughal Architecture: An Outline of its History and Development, 1528-1858*, Munich, 1999.

Parcy Brown, *Indian Painting under the Mughal*, OUP, 1924.

R.M. Eaton, *Temple Desecration and Muslim State in Medieval India*, New Delhi, 2004.

Dr. Nisha Rani Das

R.Nath, *History of Mughal Architecture*, Abhinav Publications, New Delhi, 1982.

Monica Juneja (ed.), *Architecture in Medieval India: Form, Contexts, Histories*, Delhi, 2001.

A.J.Qaiser, *The Indian Response to European Technology and Culture, 1498-1707*, Delhi, 1982.

Vipul Singh, *Interpreting Medieval India*, Vol.1, New Delhi, 2009.

Tomory Edith, *A History of Fine Arts in India and the West*, Delhi, 1997.

SEMESTER-VI**COURSE TITLE: RISE OF THE MODERN WEST****COURSE CODE: HSTMIN361****NATURE OF THE COURSE: MINOR****CREDIT: 4****TOTAL MARKS: 100 (30IA+ 70 END SEM)****COURSE TEACHER: Dr. Indraneel Pegu****Course Objectives (CO):**

1. The main objective of this paper is to give an understanding about the transformation of the Europe from the Medieval Ages to the Modern.
2. It also focuses on various approaches to study about Modern West and to study the emergence of state system in Europe.

Course Contents

| Topic | | Credit | |
|---------------|--|------------------------------|-----------------|
| | | Lecture | Tutorial |
| Unit-1 | | Mark Distribution: 25 | |
| 1.1 | Crisis and decline of Feudalism in Western Europe | 4 | 1 |
| 1.2 | Geographical Explorations: motives and early voyages and beginnings of colonialism with special reference to Spain, Portugal | 4 | 1 |
| 1.4 | Thirty Years' War and Treaty of Westphalia- causes and significance. | 4 | 1 |
| Unit-2 | | Mark Distribution: 25 | |
| 2.1 | Renaissance: Meaning, causes, nature, spread, limitations; growth of Humanism. | 3 | 1 |
| 2.2 | Reformation: origin, course, varieties, significance; Counter Reformation | 3 | 1 |
| 2.3 | Printing Revolution –impact | 3 | |
| 2.4 | Rise of absolute monarchies in Europe | 3 | 1 |
| Unit-3 | | Mark Distribution: 25 | |

| | | | |
|---------------|---|------------------------------|-----------|
| 3.1 | Price Revolution: causes, nature and impacts. | 4 | 1 |
| 3.2 | Industrial Revolution in England: background and feature | 4 | 1 |
| 3.3 | Challenge to colonialism: American War of Independence- causes and significance | 4 | 1 |
| Unit-4 | | Mark Distribution: 25 | |
| 4.1 | Mercantilism and its Impact. | 3 | |
| 4.2 | Enlightened Despotism in Russia (Peter the Great; Catherine II) | 3 | 1 |
| 4.3 | Enlightened Despotism in Prussia (Frederick the Great) | 3 | 1 |
| 4.04 | Enlightened Despotism in Austria (Joseph II) | 3 | 1 |
| Total | | 48 | 12 |

Learning Outcome (LO):

1. The students can able to analyze the key historical events, socio-economic transformations, and cultural shifts that contributed to the emergence of the modern Western world from the late medieval period to the present day.
2. Again, by the end of this course, the students will have a fair idea about the renaissance and reformations.
3. They will also have the knowledge of industrial revolution, and their impacts in the present world.

Essential Readings:

- Anderson, M.S, *Europe in the Eighteenth Century*, Penguin Books, 1990.
- Phukan, Meenakshi- *Rise of the Modern West: Social and Economic History of Early Modern Europe*, McMillan, New Delhi, 2001.
- Anderson, Perry, *The Lineages of the Absolutist State*, Verso, 1974
- Andrews, Stuart, *Eighteenth Century Europe*, Macmillan, 1970
- Slicher Von Bath, B.H, *The Agrarian History of Western Europe. AD.500 – 1850*,1966.
- Collins, James B, *The State in Early Modern France* New, Cambridge University Press, 1995.
- Gilmore, M.P, *The World of Humanism. 1453 -1517*, Harper Torchbooks, 1962.
- Kriedte, Peter, *Peasants, Landlords and Merchant Capitalists*, Routledge,1971.
- Lynch, J, *Spain under the Hapsburgs*, Oxford University Press, 1964.
- Mathias, Peter, *The First Industrial Revolution*, Methuen,1969.
- Miskimin, Harry, *The Economy of Later Renaissance Europe: 1460 to1600*, Cambridge University Press, 1977.
- Nauert, Charles A, *Humanism and the Culture of the Renaissance*, Cambridge University Press, 2006.
- Owie, L.W, *Seventeenth Century Europe*, Macmillan, 1978.
- Pennington, D.H, *Seventeenth Century Europe*, Oxford University Press, 1989.

Rice, F, *The Foundations of Early Modern Europe*, W. W. Norton & Company, 1970.