

SYLLABUS

FOR

FYUGP

IN

HISTORY



DIBRUGARH UNIVERSITY

DIBRUGARH-786004

ASSAM

Introduction to Programme

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

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

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

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

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

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

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

Graduate Attribute for Four Year Undergraduate Programme (FYUGP) History

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

- A. **Disciplinary Knowledge:** The foundational knowledge of History, theoretical and philosophical aspects of the discipline
- B. **Communication Skills:** The programme will emphasize on communication skill of the students..
- C. **Ethical Awareness and Reasoning:** The research projects, methodology and dissertation courses in the programme will enhance the graduate's ability to identify the key ethical issues like intellectual property rights, plagiarism, data falsification, social media, environmental issues, artificial intelligence, privacy rights and enhance the reasoning capacity of the graduates.
- D. **Information Technology and Digital Literacy:** Aware knowledge of ICT, enhance the ability to access various information sources and evaluate them critically and effectively.
- E. **Reflective and Critical Thinking:** The programme will enhance the level of analytical and critical thinking in research-related work. It will develop the capacity to evaluate sources, evidence, arguments and theories related to the discipline.
- F. **Research-Related Skill:** Programme includes courses on research methodology and projects which will enhance the aptitude and analytical aspects of the graduates to a level that helps to identify the problems, research gaps, methodology, procuring data, formulate hypothesis, analyze data, interpret and draw conclusive findings followed by the preparation of reports.

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

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

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

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

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

Teaching Learning Process

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

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

Teaching Learning Tools

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

Assessment

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

Course Structure for Under-Graduate Programme in History, 2023

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

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

		Minor	MINHIS6A- Rise of Modern West or MINHIS6B – History of Modern Europe(1789-1945)	4
			Total Credit	20
	7 th	Major	HISC16- Economic History of Ancient India HISC17- Economic History of Medieval India HISC18- Economic History of Modern India	4 4 4
		Minor	MINHIS7A- Environmental History in India Or MINHIS 7B-History of Science and Technology in India	4 4
			Research Ethics and Methodology	4
			Total Credit	20
	8 th	Major	HISE19- Socio-cultural History of Ancient India HISE20-Socio-cultural History of Medieval India HISE21-Social History of Modern India HISDSE 22A - History of Nations and Nationalism Or HISDSE 23B India after Independence (Students writing dissertations will select two DSE courses in this semester)	4 4 4 4 4
		Minor	MINHIS8A- Women in Indian History Or MINHIS8B- World Revolutions	4 4
		Dissertation	Students writing dissertations will select two DSE courses this semester	8
			Total Credit	20
			Grand Total (Semester I, II, III, IV, V, VI, VII and VIII)	160

Semester-I

Course Code: HISHC101.00

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

Nature of the Course: Major

Credit: 4

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

Course Description:

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

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

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

CO6: Interpret the characteristics of the Vedic society and religion

Indian Knowledge System

- **Understanding Ancient Roots:** The study of Indian prehistory provides an in-depth understanding of the ancient roots of human civilization in the Indian subcontinent, reflecting

IKS's emphasis on exploring and appreciating India's rich cultural heritage.

- **Emphasis on Sustainable Practices:** The transition from hunter-gatherer to food producer societies highlights the importance of sustainable practices and community organization, reflecting IKS's emphasis on living in harmony with nature and promoting ecological balance.
- **Appreciation of Ancient Technologies:** The study of Harappan urban planning and water management systems promotes an appreciation of ancient Indian technologies and innovative practices, reflecting IKS's emphasis on recognizing and valuing India's scientific and technological heritage.
- **Understanding Philosophical Traditions:** The emergence of philosophical traditions like Buddhism and Jainism highlights the diversity and richness of Indian thought, reflecting IKS's emphasis on exploring and understanding the complexities of Indian philosophical traditions and their relevance to contemporary society.

Course Contents

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

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

Modes of In-Semester Assessment	: 40 Marks
Two Unit Test	: 10+10=20
Any two of the activities listed below	: 10+10=20
a. Group Discussion	
b. Book Review/Home Assignment	
c. Viva	

Suggested Reading List:

- V.K. Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
- R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
- R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers, 1995
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- A.L. Basham, The Wonder that Was India, 1971.
- D.K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D.K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H.C. Raychaudhuri, ed. Political History of Ancient India, Rev.
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008. Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -1, Prehistory

- R. Chakrabarti, Exploring Early India, Macmillan,2013
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.RajanGurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India300 BC-AD 1300,1996

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

Course Code: HISM1

Course Title: History of Ancient

India

Nature of Course: Minor

Credit: 4

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

Course Description:

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

Pre-requisite: Basic concepts of Indian history

Course Objectives:

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

Course Outcomes:

CO1: Interpret the sources of ancient Indian history

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

CO3: Interpret the characteristics of the Vedic society and economy

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

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

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

Indian Knowledge System

- **Emphasis on Texts and Tradition:** this paper highlights the role of literary texts such as the Vedas, Upanishads, and epics, which are considered authoritative sources of knowledge.
- **Integration of Spiritual and Material Knowledge:** This paper integrates spiritual and material knowledge, reflecting the Indian Knowledge System's emphasis on the interconnectedness of all aspects of life.
- **Political structure and Statecraft:** This paper aligns with IKS emphasizes the evolution of political structure and statecraft in ancient India, including the use of diplomacy, warfare, and strategic alliances.

Course contents:

Unit-1: (15 marks)			
		L	T
1.1	Sources –Literary, archaeological and numismatics	2	1
1.2	Harappan Civilization –Origin and Extent, Major sites, Salient features, decline and transformation	4	1
1.3	Vedic Civilization- Society, Economy and Polity	3	1
1.4	Rise of the Territorial States – Janapadas and Mahajanapadas	2	1
Unit-2: (15 marks)			
2.1	Ascendancy of Magadha- Haryanka and Nandas	3	1
2.2	Alexander’s Invasion of India.	2	1
2.3	Rise of the Mauryan Empire under Asoka, Asoka’s Dhamma	3	1
2.4	Mauryan System of Administration and decline	3	1
Unit-3: (15 marks)			
3.1	Political and economic Developments in the Post-Mauryan period - the Sungas, Kanvas, Kushanas and Satavahanas	4	1
3.2	The Tamils and Sangam Age.	2	1
3.3	The Sakas, Parthians and the Indo-Greeks in India	3	1
3.4	The Guptas and the Vakatakas	2	1
Unit-4: (15 marks)			
4.1	Developments in the post-Gupta period- Vardhanas, Palas and Pratiharas	3	1
4.2	The Pallavas, the Rashtrakutas and the Chalukyas	3	1
4.3	The Imperial Cholas	2	1
4.4	The Arabs and the Turks in Indian politics –Ghaznavids and the Ghorid Invasions	3	1

Modes of In-Semester Assessment

: 40 Marks

Two Unit Test

: 10+10=20

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

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

Suggested Readings Lists:

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

Semester: I

Course Code: HISOEC 1

Course Title: Introduction to Culture and Heritage of Ancient India

Nature of Course: OEC/ GEC

Credit: 3

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

Course objectives and intended learning Outcomes:

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

CO2: To interpret various religious traditions of ancient India.

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

CO4: To interpret the cultural development during the period.

Indian Knowledge System

- Understanding India's Cultural Heritage: The paper provides an in-depth understanding of India's rich cultural heritage, including its philosophical, artistic, and literary traditions, which is a key aspect of IKS.
- Emphasis on Tradition and Continuity: The paper highlights the importance of tradition and continuity in Indian culture, reflecting IKS's emphasis on preserving and transmitting knowledge from one generation to the next.
- Integration of Knowledge: The paper integrates knowledge from various disciplines to provide a comprehensive understanding of ancient Indian culture, reflecting IKS's emphasis on integrating knowledge from different fields.

Appreciation for India's Cultural Diversity: The paper promotes an appreciation for India's cultural diversity, reflecting IKS's emphasis on understanding and respecting the diversity of Indian culture and traditions.

Course Contents:

Topic		Credit	
Unit-1:		Lecture	Tutorial
		Marks Distribution: 15	
1.1	Sanskrit literature (Vedic, Epic, Puranas, Smritis)	3	1
1.2	Sanskrit literature (drama, prose, didactic, biographical)	3	1
1.3	Pali and Prakrit literature (Jatakas, Nikayas, Pitakas)	3	1
Unit- 2:		Marks Distribution: 15	
2.1	Vedic religion and philosophy, Six	3	1

	schools of philosophy (Astikadarshanas)		
2.2	Origin of Buddhism and Jainism; Buddhist and Jain philosophy	3	1
2.3	Materialistic philosophy	3	1
Unit- 3:		Marks Distribution: 15	
3.1	Schools of Sculptural Art- Gandhara, Mathura, Sarnath, and Amaravati	3	1
3.2	Rock-cut architecture- Pillars, Stupa, Chaitya, Vihara	3	1
3.3	Styles of Temple architecture- Nagara, Dravida and Vesara	3	1
Unit-4:		Marks Distribution: 15	
4.1	Tamil literature (Tolkappiyam, Manimekhalai, Silapadikaram)		
4.2	Later developments of Upanishadic philosophy- Shankara, Madhava and Ramanuja		
4.3	Paintings –prehistoric rock art, mural paintings of Ajanta and Ellora		

Modes of In-Semester Assessment : 40 Marks

Two Unit Test : 10+10=20

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

- d. Group Discussion
- e. Book Review/Home Assignment
- f. Viva

Suggested Reading List:

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Knowledge								
Metacognitive Knowledge								

Mapping of Course Outcomes to Program Outcomes

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

Semester: I

Course Title: Understanding India

Nature of Course: VAC

Credit: 2

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

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

Pre-requisite: Basic concepts of Indian society and culture

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

Course Outcomes:

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

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

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

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

Indian Knowledge System:

- Interdisciplinary Approach: The paper draws on multiple disciplines, including history, philosophy, political science and cultural studies, to understand India, reflecting IKS's interdisciplinary approach.
- Understanding India's Diversity: The paper promotes an understanding of India's diversity, including its linguistic, cultural, and regional variations, reflecting IKS's emphasis on appreciating and respecting diversity.

Course Contents:

Topic		Credit	
Unit-1		Lecture	Tutorial
Marks Distribution: 15			
1.1	The idea of Bharatvarsha; Indian literature- Sanskrit, Pali, Prakrit, Tamil	4	1
1.2	Scientific literature and development of science in Ancient India	4	1

1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	4	1
1.4	Education and educational Institutions in Ancient India	4	1
Unit- 2		Marks Distribution: 15	
2.1	Art and architecture of ancient India	4	1
2.2	Art and Architecture of Medieval India	4	1
2.3	Medieval Bhakti Movement and The Sufi Tradition	4	1
Unit- 3		Marks Distribution: 15	
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national movement-Independence and Building a framework for the new Nation, Constituent Assembly Debates and the Making of the Indian Constitution	3	2
3.2	Basic features of the Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary, and the Parliamentary system	8	2

Modes of In-Semester Assessment	: 20 Marks
Unit Test	: 10
Any two of the activities listed below	: 10
g. Group Discussion	
h. Book Review/Home Assignment	
i. Viva	

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

Suggested Reading List:

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

Semester-II

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

Code: HISHC201.00

Nature of the Course: Major

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

Credit: 4

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

Pre-requisite - Basic chronological understanding of World civilizations.

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

Course Outcomes:

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

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

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

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

Indian Knowledge System:

- **Understanding Ancient Foundations:** The study of prehistoric cultures provides insights into the ancient foundations of human society, reflecting IKS's emphasis on exploring and appreciating India's rich cultural heritage.
- **Cross-Cultural Exchange:** The study of ancient civilizations like Mesopotamia, Egypt, and China highlights the significance of cross-cultural exchange and trade, reflecting IKS's emphasis on understanding global interconnectedness and cultural diversity.

- **Governance and Philosophy:** The study of Greek and Roman civilizations emphasizes the importance of governance, philosophy, and civic engagement, reflecting IKS's emphasis on exploring Indian philosophical traditions and their relevance to contemporary society.
- **Cultural Diversity and Exchange:** The study of Aztec, Maya, Inca, and Islamic civilizations promotes an understanding of cultural diversity and exchange, reflecting IKS's emphasis on respecting and celebrating the diversity of human cultures and knowledge systems.

Course Contents:

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

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

- Modes of In-Semester Assessment : 40 Marks
- Two Unit Test : 10+10=20
- Any two of the activities listed below : 10+10=20
- j. Group Discussion
 - k. Book Review/Home Assignment
 - l. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

Suggested Reading List:

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

Name of the Course: History of Medieval India

Code: HISM 2

Nature of the Course: Minor

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

Credit: 4

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

Pre-requisite - Basic chronological understanding of Indian history.

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

Course Outcomes:

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

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

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

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

Indian Knowledge System:

- **Governance and Statecraft:** The study of Indian polity during the medieval period, including the Delhi Sultanate and Mughal Empire, provides insights into governance structures, administrative institutions, and economic policies
- **Cultural Exchange and Synthesis:** The units on Bhakti Movement, Sufism, and Indo-Islamic architecture demonstrate the cultural exchange and synthesis that occurred during this period, highlighting the blending of Indian and Islamic traditions and the emergence of new art forms, literature, and architectural styles, which is a key aspect of IKS
- **Philosophical and Spiritual Traditions:** The study of Bhakti and Sufi movements, as well as the emergence of Sikhism, reflects the diversity and richness of Indian philosophical and spiritual traditions, emphasizing the importance of devotion, love, and spiritual growth, which are core aspects of IKS

- Artistic and Architectural Developments: The units on Indo-Islamic architecture and miniature paintings showcase the artistic and architectural achievements of this period, reflecting the fusion of Indian and Islamic styles and the importance of aesthetics in IKS

Course Contents:

Topic		Credit	
Unit-1			Lecture
		MarksDistribution: 15	
1.1	Indian polity during 11 th and 12 th century: Background	3	1
1.2	Advent the Arabs and the Turks in Indian politics–Ghaznavids And the Ghorid Invasions	3	
1.3	Establishment of The Delhi Sultanate- (a) The Slave dynasty (b) The Khalijis- AlauddinKhaliji’s Administration (c) The Tughlaqs –Experiments of Muhammad Bin Tughlaq.	3	1
1.4	Disintegration of Delhi Sultanate and Rise of Provincial Kingdoms: Vijayanagar and Bahmani kingdom	3	1
Unit-2		MarksDistribution: 15	
2.1	Establishment of Mughal rule: (a) India on the eve of Babur’s invasion and establishment of the Mughal rule under Babur; Military technology and warfare (use of firearms) (b) Humayun’s struggle for empire (c) Sher Shah, his administrative And revenue reforms	4	1
2.2	Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: Mughal-Rajput diplomacy, annexations in the North-West Frontier, Conquest of Bengal, Sulh-i-kul; Din-I Ilahi	4	1

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

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

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

Suggested Reading List:

- Satish Chandra: Medieval India.
- Salma Ahmed Farooqui: A Comprehensive History of Medieval India
- Vipul Singh, Interpreting Medieval India: Early Medieval, Delhi Sultanate and regions
- Meena Bhargava, Understanding Mughal India: 16th to 18th centuries

Semester: II

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

Course Code: HIS-OEC-2

Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Credit: 3

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

Course Outcomes:

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

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

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

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

Indian Knowledge System

- **Understanding Regional Culture:** The paper provides an in-depth understanding of Assam's rich cultural heritage, including its history, art, literature, and traditions, which is a key aspect of IKS.
- **Emphasis on Local Knowledge:** The paper highlights the importance of local knowledge and traditions, reflecting IKS's emphasis on preserving and promoting indigenous knowledge systems.
- **Cultural Diversity:** The paper promotes an understanding and appreciation of Assam's cultural diversity, reflecting IKS's emphasis on respecting and celebrating the diversity of Indian culture

Course Contents

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

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

Modes of In-Semester Assessment	: 40 Marks
Two Unit Test	: 10+10=20
Any two of the activities listed below	: 10+10=20
	a. Group Discussion/Viva
	b. Project/Seminar

Suggested Reading List:

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

Semester :II (History)

Course Code : HIS-SEC

Course Title : Doing Oral History

Nature of the Course : Skill Enhancement Course (SEC)

Distribution of Credits : 3

Indian Knowledge systems:

- **Preservation of Indigenous Knowledge:** Oral history is an essential part of Indian Knowledge Systems, as it helps preserve the cultural, social, and historical experiences of indigenous communities, including their traditions, myths, and legends.
- **Intergenerational Transmission:** Oral history in India highlights the importance of intergenerational transmission of knowledge, where stories, myths, and historical events are passed down through generations, reflecting the significance of guru-shishya parampara (teacher-disciple lineage) in IKS
- **Documentation of Local Knowledge:** Oral history methodologies can be used to document local knowledge systems, including traditional practices, folk medicine, and artisanal skills, which are essential components of Indian Knowledge Systems.
- **Digital Preservation of Heritage:** The use of digital tools and technologies for preserving oral histories can help safeguard India's cultural heritage, including its diverse languages, traditions, and knowledge systems, for future generations.
- **Women's Experiences and Feminist Perspectives:** Oral histories of women's movements in India can provide valuable insights into the experiences of women from diverse backgrounds, highlighting the importance of inclusive and intersectional approaches to understanding Indian society and culture.
- **Environmental Movements and Sustainability:** Oral histories of environmental movements in India can shed light on the traditional knowledge systems and practices of local communities, emphasizing the importance of sustainable living and environmental stewardship, which are core principles of IKS.

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

CO1: Introduce the meaning, scope and use of Oral History

ILO1.1: Explain the historical backdrops of Oral History its forms and narratives.

ILO1.2: Describe the role of memory and its reliability of in Oral History

CO2: Discuss the methodology of Oral history

ILO2.1: Identify the tools, technology requires in doing oral history

ILO2.2: Explain the preservation and archiving

CO3: Analyse the emergence of women movements through oral history

ILO3.1: Discuss the holocaust history through people's memory

ILO3.2: Understand the history of India's Partition and aftermath through oral history

Topic	Credits/Hours		
	Lecture	Tutorial	Field Visit
Unit-I: Concept and Scope 1.01. Oral History: Meaning, Scope and its Historical Backdrops. 1.02. Forms of Oral history: Narratives, History and Myth. 1.03. Reliability, Validity in Oral History, Role of Memory and its limitations.	20		
Unit-II Methodology 2.01. Oral History Interviewing: Preparation, Skill, Tools, Equipment and Technology, Video Oral History. 2.02 Post-Interview: Transcription, Editing, Citing and quoting 2.03 Preservation: Archiving, Digital, Library, Publishing.	20		5
Unit-III Oral Traditions and Contemporary History 3.01 Women Movements 3.02 Holocaust History 3.03 Partition and Aftermath through memory 3.04 Environmental Movements	20		5
Total Contact Hours	60+10=70		

Essential Reading:

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

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

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

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

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

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

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

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

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

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

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

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

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

Suggested Reading

- Abrams, Lynn. *Oral History Theory*. 2nd Ed. London and New York: Routledge, 2016.
- Beck, B., et.al, *Folklore of India*. Chicago: Chicago University Press, 1987.
- Ben-Amos, Dan. *Folklore in Context: Essays*. New Delhi: South Asian Publishers, 1982.
- Bhagwat, Durga. *An Outline of Indian Folklore*. Bombay: Popular Book Depot, 1958. 60
- Blackburn, Stuart and A.K. Ramanujan, eds. *Another Harmony: New Essays on the Folklore of India*, Berkeley: University of California Press, 1986.
- Blackburn, S, et.al, eds. *Oral Epics in India*, Berkeley: University of California Press, 1989.
- Claus, P.J. and F.J. Korom. *Folkloristics and Indian Folklore*. Udupi: RRC, 1991.
- Dunaway, D.K. and W.K. Baum, eds. *Oral History: An Interdisciplinary Anthology*. 2 nd Ed. London: Atlanta Press, 1996.
- Finnegan, Ruth H. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. London: Routledge, 1992.
- Frisch, M. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1990.
- Goody, Jack. *The Interface between Written and the Oral*. Cambridge: Cambridge University Press, 1987.
- Heehs, Peter. "Myth, History and Theory." *History and Theory* 33, no. 1 (1994): 1-19.
- Henige, David P. *Oral Historiography*. London, New York, Lagos: Longman, 1982.
- Hoopes, James. *Oral History: An Introduction for Students*. Chapel Hill: University of North Carolina Press, 1979.
- Lummins, Trevor. *Listening to History: The Authenticity of Oral Evidence*. Totowa, N.J.: Barnes and Noble Books, 1988.
- Moss, William W. *Oral History Programme Manual*. New York: Praeger, 1975.
- Ong, Walter J. *Orality and Culture: The Technologizing of the Word*. Taylor & Francis e Library, 2005.
- Perks, R. *Oral History: Talking about the Past*. 2 nd Ed. London : Historical Association in association with The Oral History Society, 1995.
- Perks, Robert and Alistair Thomson, eds. *The Oral History Reader*. 2nd Ed. New York: Routledge, 2006.
- Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*. Albany: State University of New York Press, 1990. 61
- . _____ "What Makes Oral History Different." In: Luisa Del Giudice, ed. *Oral History, Oral Culture, and Italian Americans*. New York: Palgrave Macmillan, 2009.
- Ritchie, Donald A.ed. *The Oxford Handbook of Oral History*. Oxford: Oxford University Press, 2012.
- Shopes, Linda and Paula Hamilton. *Oral History and Public Memories*. Philadelphia: Temple University Press, 2008.
- Sommer, Barbara W. and Mary Kay Quinlan. *The Oral History Manual*. 2nd Ed. Lanham, MD: Rowman & Littlefield, AltaMira, 2009.
- Robertson, Beth M. *Oral History Handbook*. 5 th Ed. Unley, S. Aust.: Oral History Association of Australia (South Australian Branch), 2006.
- Stucky, Nathan. "Performing oral History: Storytelling and pedagogy." *Communication Education* 44, no.1 (1995): 1- 14.
- Thomson, Alistair. "Four Paradigm Transformations in Oral History." *The Oral History Review*

34, no. 1 (Winter - Spring, 2007): 49-70.

Tonkin, Elizabeth. *Narrating Our Pasts. The Social Construction of Oral History*. Cambridge: Cambridge University Press, 1992.

Vansina, Jan. *Oral Tradition as History*. Madison: University of Wisconsin Press, 1985.

Yow, Valerie. *Recording Oral History: A Practical Guide for Social Scientists*. 2nd Ed. Lanham, MD: Rowman & Littlefield, AltaMira, 2005

Semester -III

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

Code: HISHC301.00

Nature of the Course: Major

Credit: 4

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

Course Description:

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

Pre-requisite: Basic concept of Indian history

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

Course Outcomes:

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

Indian Knowledge System

- Explains the study of historical political formation involving the use of foundational Indian texts and perspectives to analyze governance, statecraft and societal changes.
- Analyzes the primary sources for economic principles and, the use of diverse methodologies like archaeological evidences, textual analysis to understand the impact.
- Helps to understand the study of ancient cultural developments by using sources and methodologies in order to gain a holistic approach.

Course Contents

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

Modes of In-Semester Assessment	: 40 Marks
Two Unit Test	: 10+10=20
Any two of the activities listed below	: 10+10=20
	a.Group Discussion/Viva
	b.Seminar
	c. Book Review

Suggested Reading List

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- D. P. Chattopadhyaya, History of Science and Technology in Ancient India
- D.D. Kosambi, An Introduction to the Study of Indian History,
- S. K. Maity, Economic Life in Northern India in the Gupta Period,
- B.P. Sahu(ed), Land System and Rural Society in Early India,
- K.A. N. Sastri, A History of South India.
- Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain
- R. Chakrabarti, Exploring Early India, Macmillan, 2013
- N. N. Bhattacharya, Ancient Indian Rituals and Their Social Contents
- J.C. Harle, The Art and Architecture of the Indian Subcontinent
- P. L. Gupta, Coins.
- Kesavan Veluthat, The Early Medieval in South India

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

Semester: III

Course Code: HISHC302.00

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

Nature of Course: Major

Credit: 4

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

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

Pre-requisite: Basic concept of Indian history

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

Course Outcome:

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

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

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

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

Indian Knowledge System

- Analyzes the primary sources to understand the principles of statecraft, law and governance.
- Involves utilising a vast body of the sources and interpretative frameworks to gain a holistic and contextually rich understanding of the agrarian structures, trade and urbanism of ancient India.
- Helps to understand the study of ancient religious and cultural developments by using sources and methodologies in order to gain a holistic approach.

Course Contents:

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

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

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

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

Suggested Reading List:

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- Romila Thapar, Early India from origins up to 1300 AD, Penguin, 2002
- R. Chakrabarti, Exploring Early India, Macmillan, 2013
- R.S. Sharma, Indian Feudalism (circa 300-1200).
- B.D. Chattopadhyaya, The Making of Early Medieval India.
- R. S. Sharma and K.M. Shrimali (ed). Comprehensive History of India, Vol. IV(A&B).

- Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol.V, The Delhi Sultanate
- Hermann Kulke, ed., The State in India(AD1000-AD1700).
- N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850- 1800
- Derry 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.
- R. Champakalakshmi, Trade, Ideology and Urbanization: SouthIndia, 300 BCto1300 AD. A I. Beruni’s India, NBT edition.
- Ali Hujwiri, Kashful Mahjoob, tr. R. Nicholson.
- SC Mishra, Rise of Muslim Communities in Gujarat.

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

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

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

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

Semester: III

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

Course Code: HISM-3

Nature of the Course: Minor

Credit: 4

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

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

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

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

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

India's Knowledge System and History of Modern India (From 1757- 1947 A.D.)

- **Rise of British Power in India: Conquest and Consolidation:** The course explores the history of the decline of the rise of regional powers. The British East India Company established rule through battles like Plassey (1757) and Buxar (1764). Robert Clive, Warren Hastings, and Lord Cornwallis consolidated British power, imposing Western systems that impacted traditional Indian governance, economy, and society.
- **Modernization and Reform: Bentinck and Roy's Legacy:** The course includes Lord Bentinck's reforms and Raja Ram Mohan Roy's efforts modernized India, blending Western ideas with Indian thought.
- **Colonial Impact and India's Response: Reform, Resistance, and Nationalism:** The course highlights the colonial exploitation of India's *samajik vyavastha* (social structure) and *arthik niti* (economic policies), imposing Western systems. This led to socio-religious reforms, tribal movements, and nationalism, influencing India's *swaraj* (self-rule) struggle, with figures like Raja Ram Mohan Roy and movements like Swadeshi.
- **Non-Violent Freedom: Gandhi's Legacy of Satyagraha:** The course explores Mahatma Gandhi's philosophy of non-violence and Satyagraha which played a pivotal role in India's freedom struggle. Rooted in Indian thought, his emphasis on *ahimsa* (non-violence) and truth-force, which inspired a nation, shaping a unique form of resistance that continues to influence social movements worldwide.

Course Contents

Topic
Unit-1 (Marks 15)

		L	T
1.1	Decline and the Disintegration of the Mughal Empire and the Growth of Regional Powers	3	1
1.2	The establishment of the British Rule in India: The Battle of Plassey and the Battle of Buxar	3	1
1.3	Robert Clive and his Dual Administration in Bengal, Anglo-French Rivalry	3	1
1.4	Expansion and Consolidation of the British Rule under Warren Hastings and Lord Cornwallis	2	1
Unit- 2 (Marks 15)			
2.1	British Relations with the Marathas and Mysore, Lard Wellesley and the Policy of Subsidiary Alliance, Lord Hastings and the Relations with the Indian States.	3	1
2.2	Lord Bentinck and his Reforms; Raja Ram Mohan Roy and the Growth of Western Education in India	3	1
2.3	The Growth and Expansion of Sikh Power under Ranjit Singh; Lord Dalhousie and his Policy of Expansion- The Doctrine of Lapse	3	1
2.4	The Revolt of 1857- Causes and Consequences, The Government of India Act of 1858	2	1
Unit- 3 (Marks 15)			
3.1	The British Economic Policies in India- Land Revenue, Trade, Commercialization of Agriculture, The Drain Theory	2	1
3.2	Socio-Religious Reform Movements in the 19 th century	2	1
3.3	Tribal Movements, Growth of Nationalism and the Establishment of the Indian National Congress, Moderates and Extremist Phase	2	1
3.4	Lord Curzon and the Partition of Bengal- The Swadeshi Movement in India, Home Rule Movement- Growth of Revolutionary Movement	2	1
3.5	Constitutional Reforms Acts of 1861, Act of 1891, Act of 1909, and Act of 1919	2	1
Unit 4 (Marks 15)			
4.1	Gandhi in Indian Politics- Kheda and Champaran, The Khilafat and the Non-Cooperation Movement, the Civil Disobedience Movement	3	1
4.2	Peasants Movements, Labour Movements and	2	1

	Depressed Class Movements		
4.3	The Growth of the Left, Muslim League, and Communal Politics in India Government of India Act 1935, Provincial Election in 1937, and the Congress Politics	3	1
4.4	The Quit India Movement, INA, RIN Movement, Cabinet Mission Plan and Partition of India	3	1

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

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

Suggested Reading List:

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

Semester: III

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

Course Code: HISOEC-3

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

Credit: 3

Marks: 60+40

Course Description:

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

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

Course Objectives:

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

Course Outcomes (COs):

CO1: Explain the different phases of the Freedom movements in India.

CO2: Analyse the role of the intelligentsia in the emergence of political consciousness

CO3: Compare the different political ideologies and approaches in the freedom movement.

CO4: Examine the policies and plans introduced by the British Parliament for Independence and transfer of power to India.

Indian Knowledge System and Introduction to Indian Freedom Struggle (1857-1947)

- **Constructing National Identity:** India's Struggle for Independence: The course includes how Indian nationalist drew from India's past and fostered unity, social reform, and a collective consciousness, blending tradition with modernity to fuel the struggle for independence and define India's national identity. *Swadeshi* promoted self-reliance and Indian industries. Cultural revival efforts fostered unity and identity, enabling mass mobilization against British rule through traditional values and symbols. This helped galvanize the freedom struggle.
- **Gandhi and the Indian Freedom Struggle:** The course explores how Mahatma Gandhi drew inspiration from India's rich philosophical heritage, incorporating concepts like *ahimsa* (non-violence), *satyagraha* (truth-force), and *swaraj* (self-rule). These principles, rooted in ancient Indian thought, guided his approach to non-violent resistance and social reform, shaping India's freedom struggle.

- **Social Justice in Colonial India: Gandhi and Ambedkar:** The course examines the pivotal campaigns for social justice led by B.R. Ambedkar and Mahatma Gandhi during the colonial period in India. Through a comparative analysis, it explores their distinct approaches to addressing social inequality, caste discrimination, and marginalized communities. The course critically evaluates the impact of their movements on Indian society, highlighting their contributions, differences, and lasting legacies.
- **Partition and Aftermath: Understanding India's Communal History:** The course explores India's 1947-48 partition, examining colonialism's impact on communal relations and the ensuing violence. It analyzes the historical context, consequences of division, and reflections on the nation's social fabric and collective memory, providing insights into India's complex past and its lasting effects.

Course Contents

Topic		Credit	
		Lecture	Tutorial
Unit-1:		Marks Distribution: 20	
1.1	The Revolt of 1857, Tribal and Peasant movements	4	1
1.2	Growth of Nationalism and Political Associations before 1885, Foundation of Indian National Congress: Ideology, Moderates and Extremist	4	1
1.3	Economic Nationalism, Drain of Wealth theory, Partition of Bengal, Swadeshi Movement, Revolutionary movements	4	1
Unit- 2:		Marks Distribution: 20	
2.1	Gandhi's entry into Indian Politics: Method and Struggle : Champaram, Kheda, Rowlatt Satyagraha	4	1
2.2	The Khilafat and Non-Co-operation Movement, Civil Disobedience Movement	4	1
2.3	The Rise of Socialist, Depressed Class Movements and Ambedkar, Peasants and Workers struggle.	4	1
Unit- 3:		Marks Distribution: 20	
3.1	The Rise of Muslim Leagues and Politics of Jinnah.	4	1
3.2	Government of India Act 1935 and the Provincial Autonomy	4	1

3.3	The World War II and Quit India Movement	4	1
Unit- 4:		Marks Distribution: 20	
4.1	The Indian National Army		
4.2	Post-War Nationalist Upsurge- Cabinet Mission and Grouping Controversy.		
4.3	The Indian Independence Act, Transfer of Power, and Partition.		

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

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

Suggested Reading List:

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Knowledge						
Conceptual Knowledge		CO1 CO2		CO3 CO4		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

SEMESTER-IV

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

Course Code: HISC 5

Nature of the course: Major

Credit: 4

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

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

Pre-requisite - Basic chronological understanding of Indian history.

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

Course Objectives (Cos):

CO1: Discuss the historical sources of medieval India.

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

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

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

Indian Knowledge systems:

- **Documentation and Preservation of History:** The study of Persian chronicles, vernacular histories, epigraphy, and numismatics highlights the importance of documentation and preservation of historical knowledge, reflecting the value placed on record-keeping and historical accounts in IKS
- **Cultural Exchange and Synthesis:** The emergence of Indo-Islamic architecture and art during the Sultanate period demonstrates the cultural exchange and synthesis that occurred between Indian and Islamic traditions, showcasing the blending of different knowledge systems and artistic styles
- **Regional Identities and Knowledge Systems:** The study of provincial dynasties and regional kingdoms, such as the Vijayanagara Empire and the Sultanates of Deccan, highlights the diversity of

knowledge systems and cultural practices across different regions of India, reflecting the richness and complexity of IKS.

- **Spiritual and Philosophical Traditions:** The development of Bhakti and Sufi movements during this period reflects the importance of spiritual and philosophical inquiry in IKS, emphasizing the role of devotion, love, and spiritual growth in understanding the ultimate reality

Course Contents

Topic			
Unit -1: Interpreting the Delhi Sultanate:		MARKS-15	
		L	T
1.1	Survey of sources: (a) Persian Chronicles Tarikh tradition (Barani's Tarikh-iFirozshahi and Minhaj-us Siraj's Tabaqati Nasiri), Travellers' accounts (Al Beruni & Ibn Batuta) (b) Vernacular histories: Vigratha tradition and Premakhyans (Chandayyan, Padmavat) (c) Epigraphy (Palam Baoli inscription) and Numismatics	5	1
1.2	(b) Early Medieval polities: the Rajput states of North-West India and invasions of Mahmud of Ghazni (c) Sultanate Political Structures: Emergence of the Sultanate of Delhi (Ruling elites and political authority) (d) Mamluk Sultans (Aibak to Balban), Iqta System	5	1
1.3	The expansion and consolidation under The Khalijis (Market reform policies)	5	1
Unit- 2: Disintegration of the Delhi Sultanate:		MARKS-15	
2.1	The Tughlaqs (expansion and consolidation, Deccan policy)	5	1
2.2	Mongol threat and Timur's	5	1

	invasion		
2.3	The Lodis: Conquest of Bahlul and Sikander	5	1
Unit- 3: Emergence of provincial Dynasties: Political structure and Consolidation of regional identities:			MARKS-15
3.1	Emergence of Vijaynagar Empire, Political structure: Nayaka system, Decline	5	1
3.2	Sultanates of Deccan Bahmani, Ahmadnagar, Golconda, Berar, Bedar (Emergence, political structure, Decline)	5	1
3.3	Bengal Sultanate (Emergence, political structure)	5	1
Unit-4: Religion, Art and Architecture:			MARKS-15
4.1	Architecture of Sultanate period (Trabeate Style) Emergence of Indo-Islamic architecture (major features of Arcuate style)	5	1
4.2	Art and architecture of Regions: Vijaynagara and Bahmani, Bengal	5	1
4.3	Development of Bhakti and Sufi		

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

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

ESSENTIAL READINGS:

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

Satish Chandra, Medieval India I.

Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe.

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

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

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

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

Mohibul Hasan, Historians of Medieval India.

SUGGESTED READINGS:

Cynthia Talbot, Pre-colonial India in Practice.

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

I.H. Siddiqui, Afghan Despotism.

Burton Stein, New Cambridge History of India: Vijayanagara.

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

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

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

Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.

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

SEMESTER IV

Course Code: HISC6

Course Title: Rise of Modern West

Nature of Course: Major

Course Credit: 4

Marks- 40+60=100

Course Outcomes:

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

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

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

CO 4: Examine European enlightenment and role of philosophers.

Course content:

		Credits		
Unit I	Transition period	15	Lectures	Tutorial
1.01	The transition from Feudalism to Capitalism- Problems and Theoretical debates- factors responsible		3	1
1.02	for its decline. Early colonial expansion – political and economic dimension- Plantation, labour, mines		3	1
1.03	Slavery and the slave trade		3	1
1.04	Agriculture Revolution- British and Scottish Agriculture Revolution The conquest of the Americas and the beginning of colonization- Mercantilism –Evolution of banking system and financial institutions- Emergence of		3	

	mercantile capitalism.		
Unit II	Age of Renaissance and Reformation 15		
2.01	Renaissance – Its idea and impacts in Europe -Art, and Humanism	3	1
2.02	Reformation in Europe- social background – Martin Luther, Calvin and Zwingli, Anglicanism, Counter-reformation	3	1
2.03	English Civil War- Role of Parliament- Oliver Cromwell- Royalist and Parliamentarians	3	1
2.04	Restoration of the English monarchy in England		
Unit III	Modern State System 15		
3.01	16th-century economic transformation in Europe- shift from the Mediterranean to the Atlantic	3	1
3.02	Commercial revolution, Influx of American Silver, and Price revolution	3	1
3.03	European state system- Thirty Year War and Treaty of Westphalia, Age of Absolutism in 17 th and 18 th century Spain, England, France, and Russia	3	1
3.04	Economic Reformation in Europe – Shift from the Mediterranean to the Atlantic	3	1
	Colonial policies in the European state system- Commercial Revolution: background, guilds and merchant companies, joint stock companies-		

Unit IV	Enlightenment in Europe	15	
4.01	Enlightenment in Europe- Role of Philosophers (Hobbes, Locke, Rousseau)	3	1
4.02	Scientific Revolution in Europe: Impact	3	1
4.03	Enlightened Despotism in Europe – Prussia, Austria and Russia	3	1
	American Revolution- Economic and political factors	3	1

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

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

Suggested Readings:

T.S. Aston and C.H.E. Phillips(eds) The Brenner Debate
H. Butterfield, The Origin of Modern Science
Carlo M . Cipolla, Fontana Economic History of Europe, Vols II and III
Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy,
1000-1700, 3rd ed 1993
D.C. Coleman(ed) Revisions in Mercantilism
Ralph Davis, The Rise of Atlantic Economies

Maurice Dobb, Studies in the Development of Capitalism

J.R. Hale, Renaissance Europe

R. Hall From Galileo to Newton

Christopher Hill, A Century of Revolutions

Rodney Hilton, Transition from Feudalism to Capitalism

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

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

G. Parker, Europe in Crisis 1598-1648

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

J. H. Parry, The Age of Reconnaissance

Meenaxi Phukan, Rise of the Modern West:
Social and Economic History of Early Modern Europe

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

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

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

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

Peter Kriedte, Peasants, Landlords and Merchant Capitalism

The Cambridge Economic History of Europe Vol I to VI

F. Rice, The Foundation of Early Modern Europe

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

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

Cognitive map of Course Outcome with Bloom’s Taxonomy:

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

Mapping of Course Outcomes to Program Outcomes:

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

S-Strong M-Medium L-Low

Course Code: HISC7

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

Nature of the course: Major

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

Credit: 4

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

Pre-requisite - Basic chronological understanding of Indian history.

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

Indian Knowledge system:

- **Documentation and Preservation:** The study of Persian sources, vernacular literary traditions, and numismatic sources highlights the importance of documentation and preservation of historical knowledge in IKS, reflecting the value placed on record-keeping and historical accounts.
- **Cultural Synthesis and Exchange:** The Mughal Empire's cultural and artistic achievements, such as Indo-Islamic architecture and Mughal miniatures, demonstrate the cultural synthesis and exchange between different traditions, showcasing the dynamic and inclusive nature of IKS.
- **Governance and Administration:** The study of Mughal administrative systems, such as the Jagirdari and Mansabdari systems, provides insights into the evolution of governance and administrative structures in India, reflecting the importance of effective governance in IKS.
- **Artistic and Cultural Heritage:** The development of Mughal architecture, gardens, and paintings reflects the rich artistic and cultural heritage of India, highlighting the significance of aesthetics and creative expression in IKS.

Course Contents:

Topics			
Unit-1:			
		L	T
1.1	An overview of Sources: (a) Persian Sources (Court chronicles, Biographies and autobiographies: Tuzuk-i Babari, Humayunnama, Akbarnama and Ain-i Akbari, Munthakhab-ul Tawarikh, Jahangirnama, Maasir –I Alamgiri) (b) Vernacular literary traditions (Bakhar, Buranji, Ardhakathanaka) (c) Travellers Accounts (Francois Bernier, Nicolo Manucci, Tavernier) (d) Numismatic sources	4	1
1.2	Establishment of the Mughal rule under Babur and Humayun: (political background, military technologies, use of firearms)	4	1
1.3	Expansion and consolidation under Akbar: political diplomacy, court rituals, Sulh-I Kul, Din-i Ilahi	4	1
1.4	Political-administrative organization under the Mughals and Surs: Jagirdari system, Mansabdari system, Madad-i Maash grants	4	1
Unit- 2:			
2.1	Reign of Jahangir: political expansion and consolidation, Nur Jahan's Junta	5	1
2.2	Reign of Shahjahan: Campaigns to the North-west	5	1
2.3	War of succession (Dara Shikoh, Shah Shuja, Murad, Aurangzeb)	5	1
Unit- 3:			
3.1	Aurangzeb and the later Mughals, Deccan policy		

3.2	Rise of Maratha Power and Shivaji	5	1
3.3	Decline of the Mughals: Historiography and 18th-century debate	5	1
Unit- 4:			
4.1	Architecture: Under the Mughals: features and techniques (Imperial style gardens, tombs, cities),	5	1
4.2	Major features of architecture in Bengal and Awadh	5	1
4.3	Paintings: Mughal miniatures, Pahari and Rajput style	5	1

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

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

Course Outcomes:

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

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

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

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

Course Contents:

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

ve Knowledge									
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Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

ESSENTIAL READINGS:

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

Harbans Mukhia, The Mughals of India.

Salma Ahmed Farooqui, A Comprehensive History of Medieval India

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

J.F. Richards, The Mughal Empire.

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

Satish Chandra, Essays on Medieval Indian History.

-----,Medieval India, Vol 2

Catherine Asher, Architecture of Mughal India

Milo Beach, Mughal, and Rajput Paintings.

Seema Alavi (ed.) The Eighteenth Century in India

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

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

Suggested readings:

M. Athar Ali, The Mughal Nobility under Aurangzeb.

Ebba Koch, Mughal Art and Imperial Ideology.

S. Arsatnam, Maritime India in the Seventeenth Century.

Satish Chandra, Parties and Politics at the Mughal Court.

Andre Wink, Land and Sovereignty in India.

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

S. Arsaratnam, Maritime India in the Seventeenth Century.

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

Stewart Gordon, The Marathas 1600 - 1818.

Meera Bhargava (ed) the Decline of the Mughal Empire

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

Course Code: HISC8

Nature of the Course: Major

Credit: 4

Marks: 40 + 60 =100

Course Outcomes:

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

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

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

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

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

Pre-requisite: Basic concept of modern Indian history

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

Indian Knowledge system:

- **Documentation and Record-Keeping:** The Mughal Empire's revenue administration system, including the zabt system and land surveys, showcases the importance of documentation and record-keeping in IKS. This tradition of documentation continued during the British colonial period, with the East India Company maintaining detailed records of land revenue and administration
- **Cultural Exchange and Synthesis:** The interactions between Indian rulers and European colonizers, such as the French and British, demonstrate the cultural exchange and synthesis that occurred during this period. This exchange had a significant impact on Indian art, architecture, and literature, reflecting the dynamic and inclusive nature of IKS.
- **Governance and Administration:** The administrative systems of the Mughal Empire, including the mansabdari and jagirdari systems, highlight the importance of effective governance and administration in IKS. The British colonial period saw the introduction of new administrative

systems, such as the Permanent Settlement and the Subsidiary Alliance, which further transformed the governance landscape of India.

- Economic Systems and Policies: The economic policies of the East India Company, including the imposition of land revenue systems and the exploitation of Indian resources, demonstrate the impact of colonialism on India's economy. This period also saw the emergence of new economic systems and policies, such as the introduction of railways and steamships, which transformed India's economic landscape

Course Contents:

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

Unit.3 Marks-15

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

Unit.4	Marks-15		
4.1	Introduction of railways, Steamers, and Postal services	3	1
4.2	The Revolt of 1857 and the end of East India Company's rule in India	3	1
4.3	The East India Company and the Tribal Movements- The Faraizi movement, Birsa Munda and the Santhal Uprisings , Bareilvi, Wahabi Movement and Deobandi Movement	3	1
4.4	Lord Dalhousie and the policies of expansion- The Doctrine of Lapse and its reactions	3	1

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

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

Suggested Readings:

Bandyopadhyaya, Sekhar : From Plassey to Partition A History of Modern India
 Chandra, B : The Rise and Growth of Economic Nationalism in India
 Desai, A. R : Social Background of Indian Nationalism
 Fisher, Micheal : The Politics of the British Annexation of India, 1757 – 1857,
 Grewal, J. S : The Sikhs of the Punjab
 Gordon, Stuart : The Marathas
 Grover B.L & Grover, S : A New Look at Modern Indian History

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

SEMESTER V

Course Code: MINHIS4

Course Title: Early and Medieval Assam

Nature of Course: Minor

Credit: 4

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

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

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

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

Course Outcomes:

CO1: Develop a chronological interpretation of early and medieval Assam

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

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

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

Indian Knowledge System and its relationship with history:

- Emphasis on indigenous sources: The syllabus includes the study of Buranjis and Charit puthis, which are traditional Assamese literary sources. This highlights the importance of indigenous knowledge and perspectives in understanding the history and culture of the region.
- Focus on regional kingdoms and dynasties: The syllabus explores the history of various kingdoms and dynasties in Assam, such as the Varmana, Salastambha, and Ahom dynasties. This emphasis on regional kingdoms and their contributions to Indian history reflects the IKS's approach to studying the diversity of Indian cultures and traditions.
- Examination of administrative systems: It includes the study of administrative systems, such as the Paik and Khel system, which is a unique aspect of Ahom administration. This focus on traditional administrative systems demonstrates an appreciation for the complexity and sophistication of ancient Indian governance, which is a key aspect of IKS.
- Analysis of inter-state relations and diplomacy: The syllabus explores the relations between the Ahom state and neighboring kingdoms, such as Manipur, Tripura, and Jaintia. This focus on inter-state relations and diplomacy reflects the IKS's approach to understanding the complexities of Indian history and the interactions between different kingdoms and empires.
- These points demonstrate how the syllabus incorporates elements of the Indian Knowledge System, such as emphasizing indigenous sources, regional kingdoms, and traditional administrative systems, while also exploring the complexities of Indian history and culture.

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

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

a. Group Discussion/Viva

b. Seminar/ project

Suggested Readings:

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

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

Gait E. A. : A History of Assam

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

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

Devi, L. : Ahom-Tribal Relations

Gogoi, L. : A History of the System of Ahom Administration

Nath, D : History of the Koch Kingdom

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

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

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

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

SEMESTER-V

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

Course Code: HISC9

Nature of the Course: Major

Credits: 4

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

Course Description:

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

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

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

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

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

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

- a. Group Discussion/Viva
- b. Seminar

c. Book Review

ESSENTIAL READING

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*

C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*

Norman Davies: *Europe: A History*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany*

E.J. Hobsbawm: *The Age of Revolution.*

E.J. Hobsbawm, *Nations and Nationalism*

E.P. Thompson: *Making of the English Working Class*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

James Joll: *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre: *Coming of the French Revolution.*

George Lichtheim : *A Short History of Socialism.*

Peter Mathias: *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter: *European Imperialism, 1876-1914*

Anthony Wood: *History of Europe, 1815-1960*

Stuart Woolf: *History of Italy, 1700 - 1860.*

SUGGESTED READINGS

G. Barrowclough, *An Introduction to Contemporary History.*

Fernand Braudel, *History and the Social Science* in M. Aymard and

H. Mukhia Ed. *French Studies in History, Vol. I (1989).*

Maurice Dobb: *Soviet Economic Development Since 1917.*

M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5.*

H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914..*

Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 - 1920.*

James Joll, *Origins of the First World war (1989).*

Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution.*

David lowenthal, *The Past is a Foreign Country.*

Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume*

Nicholas Mansergh: *The Irish Question, 1840 -1921.*

K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983].*

R.P. Morgan: *German Social Democracy and the First International.*

N.V. Riasanovsky: *A History of Russia.*

J.M. Robert, *Europe 1880- 1985.*

J.J. Roth (ed.), *World War I : A Turning Point in Modern History.*

Albert Soboul: *History of the French Revolution (in two volumes).*

Lawrence Stone, *History and the Social Sciences in the Twentieth Century The Past and the Present (1981).*

Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.
 Michel Vovelle, Fall of the French Monarchy.

Cognitive Map of Course Outcomes with Bloom’s Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

SEMESTER V

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

Course Code: HISC10

Nature of the Course: Major

Credits: 4

Marks = 60+40

Course Description:

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

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

Course Objectives:

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

Indian Knowledge System and its relationship with history:

- **Emphasis on Indian reform movements:** The syllabus explores various 19th-century reform movements in India, such as the Brahmo Samaj, Prarthana Samaj, and Ramakrishna Mission. These movements played a significant role in shaping modern Indian thought and society.
- **Study of Indian Nationalism:** The syllabus delves into the development of Indian nationalism, including the growth of political ideas and associations, the Indian National Congress, and key movements like the Swadeshi movement and the Non-Cooperation Movement.
- **Gandhian Era and Indian philosophy:** The syllabus includes a study of Mahatma Gandhi's views on Indian nationalism, his methods of movement (Satyagraha), and the significance of non-violence. This highlights the importance of Indian philosophical thought and its role in shaping the country's freedom struggle.
- **Exploration of socio-economic conditions:** The syllabus examines the socio-economic conditions in colonial India, including the drain of wealth and the impact of British rule on Indian society. This focus on

understanding India's economic and social history is essential for appreciating the country's struggle for independence.

- **Integration of Indian states and post-independence developments:** The syllabus covers the integration of Indian states, the Constituent Assembly, and the Indian Independence Act of 1947. This emphasis on the transition to independence and the subsequent developments in India underscores the significance of understanding the country's recent history and its ongoing impact on contemporary society.

These points demonstrate how the syllabus is rooted in Indian history, culture, and philosophy, highlighting the country's rich heritage and its struggle for independence.

Course Outcomes (COs):

CO1: Explain the various social reform movements in the first half of the nineteenth century.

CO2: Analyse the role of the intelligentsia in the emerging political consciousness against the policy of the British during the first half of their ruled in India.

CO3: Compare and contrast the different political ideologies and their approaches in the freedom movement in the first decades of the twentieth century.

CO4: Critically assess the role of Mahatma Gandhi and his Satyagraha in the freedom movement in India.

CO5: Explain the constitutional measures introduced by the British Parliament and its repercussion on Indian national politics.

CO6: Examine the policies and plans introduced by the British Parliament for Independence and transfer of power to India.

	Contents	Credits	
		Marks:15	
		Lecture	Tutorial
Unit I	India in the 19th century	14	1
1.01	Reform and revival- Brahmo Samaj, Prarthana Samaj, and Ramakrishna Mission and aftermath		
1.02	Aligarh, Wahabi, Deobandi and Singh Sabha Movements- changes in Indian society		
1.03	Development of Indian Nationalism- socio-economic Background-exploring the socio-economic conditions in colonial India- Drain of wealth		
1.04	Indian National Congress – background-growth of political ideas and associations- Bombay Association, Madras Native Association, Indian Association, Landholders Society.		
		Marks:15	
Unit II	Trends of Nationalism	14	1
2.01	Emerging national consciousness-political ideologies and organizations in late 19 th century, Establishment of INC -		

2.02	1885-1905. Moderates and Extremists, Partition of Bengal and its aftermath-the Swadeshi movement and its impact		
2.03	The Muslim League, Home Rule Movement, and Khilafat Movement		
2.04	First World War and its impact on the politics of India-Rowlatt Act- Jallianwala and Revolutionary Extremism-Act of 1909 and 1919		
	Government of India Act 1919- Simon Commission 1927- Swaraj Party- Nehru Report		
		Marks:15	
Unit III	Nationalism after 1919		
3.01	Gandhian Era –His views on Indian nationalism, methods of movement-Satyagraha-women empowerment	14	1
3.02	Non-cooperation and Civil Disobedience movement-participation women in freedom struggle		
3.03	Act of 1935, Congress and Princely states, social groups and classes: Depressed class, capitalist, peasant and working class movements		
3.04	WWII and Its Impact on Indian politics, Quit India Movement, INA , Cripps mission and Wavell Plan		
Unit IV	India's Independence till 1947		
4.01	Communalism- ideologies and practices	14	1
4.02	Post-War Movements: RIN Cabinet Mission Plan: Negotiations for Independence - partition plan		
4.03			
4.04	Constituent Assembly - Attlee's Announcement- Mountbatten Plan Indian Independence Act 1947-Transfer of power- Partition and its aftermath, Partition Violence and Refugee problem- integration of Indian states, Muslim league Politics after 1937 and the idea of Pakistan		

	Total Contact Hours	56+4= 60
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Modes of In-Semester Assessment	: 40 Marks
Two Unit Test	: 10+10=20
Any two of the activities listed below	: 10+10=20

- a. Group Discussion/Viva
- b. Project /Seminar

Suggested Readings:

Anil Seal, Emergence of Indian Nationalism

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

Bipan Chandra, Rise and Growth of Economic Nationalism in India

Judith Brown Gandhi's Rise to Power

Ranajit Guha, et al A Subaltern Studies Reader

Sumit Sarkar, Modern India, 1885- 1947

Ram Lakhan Shukla(ed) Adhunik Bharat Ka Itihas

H. R. Khanna Making of India's Constitution

Lakshmi Subramanian, History of India, 1707-1857, Orient Black Swam.

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

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

R.C Majumdar, British Paramountcy and Indian Renaissance, Bombay: B.V.B 1965.

Sanjay Joshi, The Middle Class in Colonial India, Oxford University Press,2010.

B. B.Misra, The Indian Middle Classes: Their Growth in Modern Times, Oxford University Press, 1979.

I. K Mclane, Indian nationalism and the Early Congress, Princeton University Press,1971.

Sumit Sarkar, The Swadeshi Movement in Bengal, 1973, New Delhi: Permanent Black.

Biswamony Pati, The 1857 Rebellion, Oxford University Press,

Thomas Metcalf, The Aftermath of Revolt: India 1857-1870 New Delhi, Manohar.

David Hardiman, The Nonviolent Struggle for Indian Freedom 1905-1919, Penguin Viking, 2018.

Sahid Amin, Event Metaphor Memory: Chauri Chaura, 1922-1992, Penguin India.

Sekhar Bandyopadhyay, From Plassey to Partition, Orient Blackswam, 2009.

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

SEMESTER V

Course Code: HISC11

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

Nature of Course: Major

Credit: 4

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

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

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

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

Course Outcomes:

CO1: Develop a chronological interpretation of early and medieval Assam

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

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

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

Indian Knowledge System and its relationship with history:

- **Indigenous knowledge:** The syllabus explores the history and culture of Assam, highlighting the region's unique traditions, kingdoms, and administrative systems.
- **Local sources:** The inclusion of Buranjis and Charit Puthis, traditional Assamese literary sources, demonstrates an emphasis on indigenous knowledge and perspectives.
- **Regional history:** The syllabus focuses on the history of Assam, including state formation, politics, and administration, which is an essential part of India's regional heritage.
- **Cultural diversity:** The syllabus highlights the interactions between different kingdoms, tribes, and regions, showcasing the cultural diversity of north-eastern India.
- **Traditional administrative systems:** The study of the Paik and Khel systems, as well as the administrative structures of the Ahom and Koch kingdoms, provides insights into traditional Indian governance systems.

By exploring these aspects, the syllabus promotes an understanding of India's rich cultural heritage, regional diversity, and traditional knowledge systems, aligning with the principles of the Indian Knowledge System (IKS).

Units	Topic	Lecture	Tutorial
	Marks-15		
Unit I	1.01: Sources: Archaeological, Numismatic, Epigraphy, Literary Sources (Buranjis and Charit Puthis)	5	1
	1.02: State Formation in Early Assam: Socio-Economic background, Varmana, Salastambha and Pala dynasty, Polity and Administration.	5	1
	1.03: Political condition of the Brahmaputra Valley in the 13 th	5	1

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

Modes of In-Semester Assessment : 40 Marks

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
 - a. Group Discussion
 - b. Fieldwork/Project

Viva-Voce

Suggested Readings:

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

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

Gait E.A.: A History of Assam

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

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

Devi, L. : Ahom-Tribal Relations

Gogoi, L.: A History of the System of Ahom Administration

Nath, D: History of the Koch Kingdom

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

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

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

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

SEMESTER V

Course Code: MINHIS5

Course Title: History of Modern Assam

Nature of the Course: Minor

Marks: 40+60=100

Course Objectives and Learning Outcomes:

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

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

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

CO 4: Critically assess the nationalist movement in Assam.

Indian Knowledge System and its relationship with history:

- **Colonialism and resistance:** The syllabus explores the impact of British colonialism on Assam and the responses of various groups, including the Ahom Kingdom, nobility, and emerging nationalist movements.
- **Regional identity:** The syllabus highlights the formation of a new territorial identity in Assam and the complexities surrounding it, such as the issue of Sylhet.
- **Cultural exchange and impact:** The syllabus touches on the interactions between the British colonial state and local populations, including the introduction of new practices, institutions, and ideas.
- **Nationalist movement:** The syllabus covers the growth of modern nationalist consciousness in Assam and the role of organizations like the Jorhat Sarbajanic Sabha and the Indian National Congress.
- **Incorporating indigenous perspectives:** Including more local sources, folklore, and traditional knowledge systems to provide a more nuanced understanding of Assam's history and culture.
- **Highlighting regional contributions:** Emphasizing the contributions of Assam and its people to India's freedom struggle and cultural heritage.

	Lecture	Tutorial
Unit I: Transition I (15) (i) From Chaos to Normalcy-The pre-colonial situation and the rise of the colonial regime	4	2

(ii) Experiments by the new regime to reorganize the province through new practices- new institutions and ideas, David Scott, Robertson, Jenkins and the administrative reorganisation in Assam	4	
(iii) The British relations with the Ahom Kingdom and Purandar Singha, the Matak and the Khasis	4	
(iv) Reactions and Reconciliations- The reactions of the old nobility- the Sepoy Mutiny and its aftermaths	4	
Unit: 2 Transitions II: (15)		
(i)Extension of territory through annexations- British relations with the neighbouring Hills	4	2
(ii)Emergence of a new province and a new territorial identity- the issue of Sylhet	4	
(iii)Colonial state's revenue measures – land revenue and opium and the responses of the people	4	
(iv)The colonial state and immigration issue	4	
Unit: 3 Emergence of the Educated Reactions (15)		
(i)The growth of Press and Public Associations- The Jorhat Sarbajanik Sabha	4	2
(ii)The growth of modern nationalist consciousness	4	
(iii)The Partition of Bengal and its impacts in Assam	4	
(iv)The Assam Association and its role in the politics of Assam	4	
Unit: 4 The Nationalist Movement and Independence (15)		
(i)The Entry of the Indian National Congress in Assam- The Non-Cooperation Movement, Civil Disobedience Movement	4	2
(ii)The responses of the Muslim League, Tribal League, and the Depressed section, The Act of 1935 and the Provincial elections in 1937 before the response of Muslim League	4	
(iii)The issue of Labour Movement	4	
(iv)The Grouping Controversy, Quit India Movement and the Second World War- the role of Md. Sadullah, Gopinath Bordoloi -Independence	4	

. Modes of In-Semester Assessment
Two Unit Test

: 40 Marks
: 10+10=20

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

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

Suggested Readings:

S.K. Bhuyan: Anglo-Assamese Relations

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

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

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

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

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

Raktima Bhuyan and Sanjib Pol Deka Print Modernity in Colonial Assam

Cognitive map of Course Outcome with Bloom's Taxonomy:

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

Mapping of Course Outcomes to Program Outcomes:

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

S-Strong M-Medium L-Low

SEMESTER VI

Course Code: HISC12

Course Title: History of Modern Assam

Nature of the Course: Major

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

Course Outcomes:

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

CO 2: Examine British territorial extent including neighbouring hills.

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

CO 4: To critically appraise national movement in Assam

Indian Knowledge System and its relationship with history:

- **Understanding colonial impact:** The syllabus explores the impact of British colonialism on Assam, including the annexation of the region, introduction of new practices and institutions, and the responses of local populations.
- **Regional history and identity:** The syllabus highlights the complexities of Assam's history, including the emergence of a new territorial identity and the issue of Sylhet, demonstrating an understanding of regional dynamics
- **Nationalist movement and freedom struggle:** The syllabus covers the growth of modern nationalist consciousness in Assam, the role of organizations like the Jorhat Sarbajanik Sabha and the Indian National Congress, and the contributions of local leaders like Gopinath Bordoloi.
- **Cultural exchange and impact:** The syllabus touches on the interactions between the British colonial state and local populations, including the introduction of new practices, institutions, and ideas, and the responses of the people.
- **Diverse perspectives and voices:** The syllabus includes the responses of various groups, such as the Muslim League, Tribal League, and Depressed section, highlighting the diversity of experiences and perspectives in Assam's history and politics.
- By exploring these aspects, the syllabus promotes an understanding of India's complex history, cultural diversity, and regional dynamics, aligning with the principles of the Indian Knowledge System (IKS).

Course Content:

	Lecture	Tutorial
<p style="text-align: center;">Unit I: Transition I (15)</p> <p>(i) From Chaos to Normalcy-The pre-colonial situation and the rise of the colonial regime</p> <p>(ii) Experiments by the new regime to reorganize the province through new practices- new institutions and ideas</p> <p>(iii) The British relations with the Ahom Kingdom, the Matak, the Khasis</p> <p>(iv) Reactions and Reconciliations- The reactions of the old nobility- revolt of 1857 and its aftermaths</p>	12	4
<p>Unit: 2 Transitions II: (15)</p> <p>(i) Innerline regulations, Extension of territory through annexations- British relations with the neighbouring Hills</p> <p>(ii) Emergence of a new province and a new territorial identity- the issue of Sylhet</p> <p>(iii) Colonial state's revenue measures – land revenue and opium and the responses of the people</p> <p>(iv) The colonial state and immigration issue</p>	12	4
<p>Unit: 3 Emergence of the Educated Reactions (15)</p> <p>(i) The growth of Press and Public Associations- The Jorhat Sarbajanik Sabha</p> <p>(ii) The growth of modern nationalist consciousness</p> <p>(iii) The Partition of Bengal and its impacts in Assam</p> <p>(iv) The Assam Association, Student movement and its role in the politics of Assam till 1920</p>	12	4
<p>Unit: 4 The Nationalist Movement and Independence (15)</p> <p>(i) The Entry of the Indian National Congress in Assam- The Non-Cooperation Movement, Civil Disobedience Movement, Student Movements</p> <p>(ii) Provincial politics after 1937 election: The responses of the Muslim League, Tribal League, and the Depressed section</p> <p>(iii) The issue of Labour Movement, Line System Controversy and the plan of Crown Colony</p> <p>(iv) The Quit India Movement, Second World War and its impact in Assam the role of Md. Saadullah, Gopinath Bordoloi, Grouping Controversy, Independence and partition</p>	12	4

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

b. Fieldwork/Project

Suggested Readings:

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

Lahiri, R.M: Annexation of Assam, 1975

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

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

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

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

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

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

Guha, Amalendu: Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1977

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

Alexander Mackenzie: North –east Frontiers of India

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

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

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

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

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

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

Barooah, Nirode K. ; Gopinath Bordoloi, The Assam problem and Nehru’s Centre

Cognitive map of Course Outcome with Bloom’s Taxonomy:

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

Mapping of Course Outcomes to Program Outcomes:

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

S-Strong M-Medium L-Low

Course Title : Issues in Contemporary World
Course Code : HISC13
Total Credits : 4
Distribution of Marks: 60 (End -Sem) +40 (In-Sem)

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

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

- ILO1.1: Explain the facets of Colonialism
- ILO1.2: Outline the contending visions of Nationalism
- ILO1.3: Interpret the implications of Decolonization

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

- ILO2.1: Examine the Origins, Reasons, and End of the Cold War
- ILO2.2: Discuss the trajectory of communism in different countries
- ILO2.3: Outline the features and role of the United Nations
- ILO2.4: Examine the features of the Non-Aligned Movement

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

- ILO3.1: Discuss the Globalization of Culture, Media, and Sports Environment
Political Globalization
- ILO3.2: Explain Neoliberalism and its impact on Africa, Asia, and Latin America
- ILO3.3: Examine the doctrines of World Systems Theory and Dependency Theory
- ILO3.4: Examine the institutions of the Bretton Woods System
- ILO3.5: Discuss the key facets of regionalism and resistance against globalization

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

- ILO 4.1: Discuss the International Organisations, Environmental
Governance on ecological issues
- ILO 4.2: State the Treaties and Organizations on Human Rights
- ILO4.3: Examine the waves of feminism and women's movements
- ILO 4.4: Appraise the interface of culture, consumerism and media

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	<p>Colonialism, Nationalist Movements and Decolonization</p> <p>Nature and tenets of Colonialism, Nationalism and Decolonization in South Asia, Africa, South East Asia</p>	10	5	15

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

	Trends			
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Mapping of Course Outcomes with Bloom's Taxonomy

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

Modes of In-Semester Assessment : 40 Marks
 Two Unit Test : 10+10=20
 Any two of the activities listed below : 10+10=20
 Group Discussion; Home Assignment; Fieldwork/Project; Viva-Voce

References

- Anubha, K., & K, C. P. (2021). Perspectives in Environmental Studies. New Age International Pvt. Ltd.
- Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. University of Minnesota Press.
- Bates, R. H. (1981). Markets and States in Tropical Africa. University of California Press.
- Baylis, J., Smith, S., & Owens, P. (2008). The Globalization of World Politics: An Introduction to International Relations. Oxford University Press.
- Boron, A. (1995). State, Capitalism, and Democracy in Latin America. Lynne Rienner Publishers.
- Breslauer, G. W. (2021). The Rise and Demise of World Communism. Oxford University Press, USA.
- Butler, J. (2016). Gender trouble: Feminism and the subversion of identity. Routledge.
- Carson, R. (2002). Silent spring (40th anniversary ed.). Houghton Mifflin.
- Chandra, B. (2020). History of Modern India.
- Clapham, A. (2007). Human Rights: A Very Short Introduction. Oxford University Press.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rothermund, D. (2006). *The Routledge Companion to Decolonisation*.

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

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

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

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

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

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

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

Course Title: Social and Economic History of Assam

Course Code: HISC14

Nature of Course: Major

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

Code: HISC14

Credit: 4

Marks=40+60=100

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

Pre-requisite - Basic chronological understanding of Assam history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of Assam's history in chronological detail from ancient times to the medieval period. By the end of the course, the students will be able to learn about society, religion, and economy with an understanding of various state formation processes in Assam.

Course outcomes:

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

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

CO3: To explain the economic developments in Medieval Assam.

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

Indian Knowledge System and its relationship with history:

- **Emphasis on regional history and culture:** It explores the history, society, and culture of Assam, highlighting the region's unique traditions, institutions, and practices.
- **Inclusion of traditional knowledge systems:** It covers ancient and medieval Assam's social, economic, and cultural practices, including the development of caste systems, religious beliefs and practices, and traditional industries.
- **Focus on indigenous institutions and practices:** It examines the Satra institutions and the neo-Vaishnavite movement in medieval Assam, showcasing the region's indigenous cultural and spiritual heritage.
- **Holistic understanding of society and economy:** It provides a comprehensive understanding of Assam's society and economy, including the interactions between different communities, the impact of colonialism, and the development of modern industries and infrastructure.

- By exploring these aspects, the syllabus promotes an understanding of India's rich cultural heritage, regional diversity, and traditional knowledge systems, aligning with the principles of the Indian Knowledge System (IKS).

Topics: (All Units Carry Equal Marks)	Lectures	Tutorial
Unit: I Social and Economic History of Ancient Assam 1.01. Development of Caste System in Ancient Assam, Social Classes and Occupational Groups 1.02. Religious Beliefs and Practices in Ancient Assam: Vaishnavism, Saivism, Shaktism and Buddhism 1.03. Land System and Ownership of Land; Land Grant and Agrahara Settlements 1.04. Development of Agriculture, Trade, and Medium of Exchange 1.05. Art and Architecture of Ancient Assam	 4 4 4 3	 1
Unit: II Society in Medieval Assam 2.01. Social Structure in the Brahmaputra Valley – Caste System, Caste-Class Relationship, Nobility, Paiks, Slaves and Servants 2.02. 2.03. Neo-Vaishnavite Movement in Assam – Development of Satra Institutions, Impact on Society, Patriarchy, Women and Society in Medieval Assam	 3 4 4 4	 1
Unit: III Economy in Medieval Assam 3.01. Agriculture and Land System – Classification and Ownership of Land 3.02. Trade and Commerce – Export and Import, Trade routes and Means of Transport, Medium of Trade – Coinage and Barter System 3.03. Economic Relation between the Hills and Valleys 3.04. Coinage in Medieval Assam; Medium of exchange	 4 4 4 4	 1
Unit: IV Society and Economy in Colonial Assam 4.01. Growth of Modern Education and role of the Christian Missionaries, Language Controversy in 19 th century Assam, Arunodoi and its impact 4.02. Emergence of Middle Class, Issues relating to Women Literary and Cultural Development - Growth of Public Associations – The Assam Sahitya Sabha, Language Controversy, emergence of Middle class and Sankar Sangha 4.03. Press and Periodicals- Bahi, Usha, Jonaki, Ghar Jeuti, Awahan 4.03. Wasteland grants and Tea plantation economy; Colonial Land Regulations, Growth of Tea Industry and demographic changes in Assam 4.04. Development of Modern Industries – Coal, Oil, Silk and	 4 5 4 4	 1

other Traditional Industry, Development of Inland Transport System- Railways and Roads		
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Modes of In-Semester Assessment : 40 Marks
 Two Unit Test : 10+10=20
 Any two of the activities listed below : 10+10=20
 a. Group Discussion/Seminar b. Fieldwork/Project

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low

Suggested Readings:

- Barpujari, H.K.: (ed) : The Comprehensive History of Assam, Vol. I, III, IV & V.
 Boruah, Nirode : Early Assam, State Formation, Political Centres, Cultural Zones
 Baruah, Sagar : Migration of East Bengal Peasants into Assam: Response and Reaction
 Rhodes, N. and S. K. Bose : The Coinage of Assam, Vol. I & II
 Baruah, S.L. : A Comprehensive History of Assam.
 Choudhury, P.C. : History of Civilization of the People of Assam to the Twelfth Century A.D.

- Gait, E.A. : A History of Assam.
Guha, Amalendu : Medieval and Early Colonial Assam.
- Goswami, Priyam : Assam in the Nineteenth Century: Industrialization and Colonial Penetration.
- Guha, Amalendu : Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam 1826-1947.
- Gogoi, Jahnabi : Agrarian System of Medieval Assam
- Medhi, S. B : Transport System and Economic Development in Assam.
- Neog, Maheswar : Sankardeva and His Times
- Sarma, S.N. : Satra and Satra Institutions of Assam
: A Socio-Economic and Cultural History of Medieval Assam(1200-1800)
- Saikia, Rajen : Social and Economic History of Assam (1853- 1921).
- Sharma, Monorama : Social and Economic Change in Assam: Middle Class Hegemony
- Talukdar, Nanda: Assam and the 19th Century: In the Context of Anandaram Dhekial
Phookan and the early nineteenth century Renaissance in Assam
- Kaur, Kawal Deep: A History of Intoxication: Opium in Assam, 1800-1959, Routledge, 2019
- Majumdar, Paramananda: Colonialism Language and Politics-Origin of the Language Dispute in
Assam, DVS Publication<Guwahati, 2018
- Sharma, Jayeeta: Empire's Garden, Assam and the Making of India, Duke University Press, 2011

Course: HISC15

Course Title: Introduction to History and Historiography

Nature of Course: Major

Credit: 4

Mark:40+60=100

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

Course Outcomes:

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

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

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

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

CO5: To critically assess the different schools of historiography

Indian Knowledge System and its relationship with history:

- **Inclusion of Indian historical traditions:** The syllabus covers historical traditions in early India, including the Itihasa-Purana tradition and Rajatarangini, showcasing India's rich historiographical heritage.
- **Study of regional historical traditions:** The syllabus explores regional historical traditions in India, including Assam, Maharashtra, and South India, highlighting the diversity of historical experiences and perspectives in India.
- **Emphasis on indigenous historiography:** The syllabus examines the development of history writing in India during the Sultanate and Mughal periods, demonstrating an appreciation for India's indigenous historiographical traditions.
- **Critical engagement with colonial and nationalist historiography:** The syllabus critiques colonial historiography and explores nationalist, Marxist, and subaltern historiography, promoting a nuanced understanding of India's past and its representation in historical narratives.

By incorporating these aspects, the syllabus promotes an understanding of India's rich historical traditions, cultural diversity, and complex historiographical heritage, aligning with the principles of the Indian Knowledge System (IKS).

Course contents	Lectures	Tutorial
Unit: I Concept and Sources 1.1: Concept: Meaning, Scope and Purpose of History, Varieties of History, Causation in History, Objectivity in History 1.2: Primary and Secondary Sources, Internal and External Criticism, 1.03: History and Allied Subjects: Archeology, Epigraphy and Numismatics 1.04: History and Geography, Anthropology, Sociology, and Literature	5 5 5 5	1
Unit: II Evolution of Historiography 2.01: Ancient Greece and Rome -Herodotus and Thucydides, Livy and Tacitus; Chinese and Arab Historiography- Summa Chien and Ibn Khaldun 2.02: Medieval European Historiography and Christian Chronicles 2.03: Renaissance Historiography, Enlightenment Historiography, 2.04: Ranke, Niebuhr, and Development of History Writing; Marxism and its Impact in History Writing, The Annales School-Marc Bloch, Lucien Febvre and Braudel	5 5 5 5	1
Unit: III: Historical Traditions in India 3.01: Historical Traditions in Early India: Itihasa-Purana Tradition and Rajatangani 3.02: Development of History Writing in Sultanate and Mughal Period 3.03: Regional Historical Traditions- Assam, Maharashtra, South India	5 5 5	
Unit: IV Development of History Writing in India in Modern Period 4.01: Sir William Jones and the Asiatic Society of Bengal 4.02: James Mill and development of Colonial Historiography in the 19 th century 4.03: Nationalist Historiography 4.04: Marxist and Subaltern Historiography	4 4 4 4	1

Cognitive map of Course Outcome with Bloom's Taxonomy:

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

Modes of In-Semester Assessment	: 40 Marks
Two Unit Test	: 10+10=20
Any two of the activities listed below	: 10+10=20
b. Group Discussion/Seminar	
c. Book Review	
d. Viva	

Mapping of Course Outcomes to Program Outcomes:

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

Suggested Readings

- Chandra Satish : Recent Trends in Historiography, New Delhi, 1988
- Barnes, H.E. : A History of History Writing, Oklahoma, 1937
- Black Jeremy and Donald M. : Studying History, Macmillan, 1997
- Cannon John (ed) : The Historian at Work, London, 1980
- E.H. Carr : What is History
- Lila Gogoi : The Buranjis- Historical Literature of Assam
- Collingwood, R.G : The Idea of History, OUP, latest edition
- Evans J. Richard : In Defense of History, London, 1997
- Gare, Arran E : Postmodernism and Environmental Crisis, London, 1997
- Gooch, G.P. : History and Historians of the Nineteenth Century, Reprint, 1952
- Merquior J.G : Foucault, London, Second edition, 1991
- Marwick, Arthur : Introduction to History, London, 1977
- Sreedharan, E : A Textbook of Historiography 500 BC to 2000
- Stern Fritz : Varieties of History, New York,
- Thompson, J.W & Bernard H : A History of History Writing, 2 vols.
- William Kelleher Storey : Writing History A Guide for Students
- Guha, Ranajit ; Small Voice of History
- David Cannadine : Making History Now and Then- Discoveries, Controversies and Explorations
- Perry Matt : Marxism and History
- Rublack, Ulinka : A Concise Companion to History
- Tosh, John : Why History Matters
- Thapar, Romila : Our History, Their History, Whose History
: The Pasts Before Us --Historical Traditions of early North India
: Interpreting Early India

Course Code: MINHIS6.1

Course Title: Rise of Modern West

Nature of Course: Minor

Course Credit: 4

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

Course Outcomes:

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

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

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

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

Course content:

Unit I	Transition period	Credits	
		Lectures	Tutorial
1.01	Transition from Feudalism to Capitalism- Problems and Theories	3	1
1.02	Early colonial expansion – political and economic dimension-	3	1
1.03	Slavery and slave trade,	3	1
1.04	The conquest of the Americas and the beginning of colonization	3	1
Unit II	Age of Renaissance and Reformation		
2.01	Renaissance – Impacts in Europe- Renaissance Art	3	1
2.02	Reformation in Europe- social background – Martin Luther, Calvin and Zwingli, Anglicanism, Counter-reformation	3	1
2.03	English Civil War- Role of Parliament-	3	1

2.04	Restoration of the English monarchy in England	3	1
Unit III	Modern State System		
3.01	16th-century economic transformation in Europe- shift from the Mediterranean to the Atlantic, Commercial revolution, Influx of American Silver, and Price revolution	3	1
3.02	European state system- Thirty Year War and Treaty of Westphalia, Age of Absolutism in 17 th and 18 th century Spain, England, France, and Russia	3	1
3.03	Mercantilism and Colonial Policies of European States	3	1
3.04	Revolution- secularization in Europe Impact of 17th-century crisis in Italy, France, Spain, and England	3	1
Unit IV	Enlightenment in Europe		
4.01	Enlightenment in Europe- Role of Philosophers (Hobbes, Locke, Rousseau)	3	1
4.02	Enlightened Despotism in Prussia,	3	1
4.03	Enlightened Despotism in Austria and Russia	3	1
4.04	American Revolution- Economic and political factors	3	1

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

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

Suggested Readings:

T.S. Aston and C.H.E. Phillips(eds) The Brenner Debate
H. Butterfield, The Origin of Modern Science

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

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

D.C. Coleman(ed) Revisions in Mercantilism

Ralph Davis, The Rise of Atlantic Economies

Maurice Dobb, Studies in the Development of Capitalism

J.R. Hale, Renaissance Europe

R. Hall From Galileo to Newton

Christopher Hill, A Century of Revolutions

Rodney Hilton, Transition from Feudalism to Capitalism

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

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

G. Parker, Europe in Crisis 1598-1648

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

J. H. Parry, The Age of Reconnaissance

Meenaxi Phukan, Rise of the Modern West:
Social and Economic History of Early Modern Europe

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

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

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

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

Peter Kriedte, Peasants, Landlords and Merchant Capitalism

The Cambridge Economic History of Europe Vol I to VI

F. Rice, The Foundation of Early Modern Europe

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

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

Cognitive map of Course Outcome with Bloom's Taxonomy:

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

Mapping of Course Outcomes to Program Outcomes:

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

S-Strong M-Medium L-Low

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

Course Code: MINHIS6.2

Nature of the Course: Minor

Credits: 4

Marks = 60+40

Course Description:

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

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

Course Objectives:

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

Course Outcomes:

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

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

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

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

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

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

Topic	Credits
	Lecture Tutorial
	Marks:15

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

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

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

ESSENTIAL READING

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.

C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.

Norman Davies: Europe: A History

J. Evans: The Foundations of a Modern State in 19th Century Europe.

T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany

E.J. Hobsbawm: The Age of Revolution.

E.J. Hobsbawm, Nations and Nationalism

E.P. Thompson: Making of the English Working Class

Lynn Hunt: Politics, Culture and Class in the French Revolution.

James Joll: Europe Since 1870.

David Landes: Prometheus Unbound.

George Lefebvre: Coming of the French Revolution.

George Lichtheim : A Short History of Socialism.

Peter Mathias: First Industrial Revolution.

Alec Nove: An Economic History of the USSR.

Andrew Porter: European Imperialism, 1876-1914

Anthony Wood: History of Europe, 1815-1960

Stuart Woolf: History of Italy, 1700 - 1860.

SUGGESTED READINGS

G. Barrowclough, An Introduction to Contemporary History.

Fernand Braudel, History and the Social Science in M. Aymard and

H. Mukhia Ed. French Studies in History, Vol. I (1989).

Maurice Dobb: Soviet Economic Development Since 1917.

M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.

H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914..

Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920.

James Joll, Origins of the First World war (1989).

Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.

David lowenthal, The Past is a Foreign Country.

Colin Licas: The French Revolution and the Making of Modern Political Culture, Volume

Nicholas Mansergh: The Irish Question, 1840 û 1921.

K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].

R.P. Morgan: German Social Democracy and the First International.

N.V. Riasanovsky: A History of Russia.

J.M. Robert, Europe 1880 û 1985.

J.J. Roth (ed.), World War I : A Turning Point in Modern History.

Albert Soboul: History of the French Revolution (in two volumes).

Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).

Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution..

Michel Vovelle, fall of the French Monarchy.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes to Program Outcomes

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

S-Strong, M-Medium, L-Low