ADAMAS
UNIVERSITY
PURSUE EXCELLENCE
KOLKATA

Department of History

School of Liberal Arts and Culture Studies

Adamas University, Kolkata

Syllabus

Master of Arts

(History)

Programme Code: HST3302

Academic Year: 2023-24

ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF HISTORY

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals contributing to nation building.

MISSION STATEMENTS OF THE UNIVERSITY

M.S 01: Improve employability through futuristic curriculum and progressive pedagogy with cutting-edge technology

M.S 02: Foster outcomes-based education system for continuous improvement in education, research and all allied activities

M.S 03: Instill the notion of lifelong learning through culture of research and innovation

M.S 04: Collaborate with industries, research centers and professional bodies to stay relevant and up-to-date

M.S 05: Inculcate ethical principles and develop understanding of environmental and social realities

CHANCELLOR / VICE CHANCELLOR

ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF HISTORY

VISION OF THE SCHOOL

To foster inclusive excellence, shape the conversation about higher education, and develop effective leaders and resourceful problem solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented skills.

MISSION STATEMENTS OF THE SCHOOL

M.S 01: To promote inclusive excellence and academic innovation, offer professional and career development, provide resources and best practices, respond to current evolving issues, and advocate liberal learning.

M.S 02: To engage and foster in creative activity and academic excellence of basic and applied research that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy, and to ensure the acquisition of skills essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond creatively and flexibly to the challenges of a diverse and changing world.

DEAN / SCHOOL CONCERNED

ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF HISTORY

VISION OF THE DEPARTMENT

To establish a globally recognized department of History by training students to understand the historical forces which have shaped our world and thereby address our current national and global issues based on a firm background of historical thinking.

MISSION STATEMENTS OF THE DEPARTMENT

M.S 01: Imparting quality education to students for employment-oriented career options by incorporating a wide spectrum of courses

M.S 02: Develop awareness among students on diversity and complexity of human social, cultural, political, and economic institutions.

M.S 03: Enhance critical thinking among students supported by fact -based arguments and evidence.

M.S 04: Inculcate the thirst for knowledge and respect for professional ethics among the historians in the making.

Head of Department **DEAN / SCHOOL CONCERNED**

ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF HISTORY

Name of the Programme: M.A. History

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 01: Students will acquire extensive knowledge on all the traditionally divided time-periods of human civilization viz, Ancient, Medieval and Modern.

PEO 02: Post-Graduates will work with professional integrity and concern for society and the wider world.

PEO 0 3: Inter-disciplinary curriculum will break the disciplinary boundaries and provide avenues of engagement with other social sciences and pure science subjects

PEO 04: Internship opportunities will lead to greater exposure to the subject.

HOD **DEAN / SCHOOL CONCERNED**

DEPARTMENT OF HISTORY
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
ADAMAS UNIVERSITY, KOLKATA
Name of the Programme: M. A. History

POST-GRADUATE ATTRIBUTE / PROGRAMME OUTCOMES (POs)

GA 01 / PO 01: Development of analytical thinking: Demonstrate in-depth knowledge and understanding of Historical theories and principles and able to integrate the knowledge in more constructive ways

GA 02 / PO 02: Application of discipline-specific principles: Apply the knowledge of historical principles in different areas of historical research as well as in more applied areas of humanities

GA 03 / PO 03: Fundamentals of Historical Research: Conceptualize, conduct, organize, integrate and execute independent forms of research by applying the principles of research methodology

GA 04 / PO 04: Application of theoretical approaches – Demonstrate the ability to implement social science theories for the understanding of evolution of human civilisation.

GA 05 / PO 05: In-depth study on multiculturalism: Inculcate and cultivate the various strands of knowledge on the multiple cultural system in the world to bring about cultural harmony in the face of narrow politics.

GA 06 / PO 06: Soft skills and effective communication: Demonstrate soft skills and effective communication skills while dealing with clients and professional bodies.

GA 07 / PO 07: Develop communication skills: Develop skills of communication within the social science domain as well as the society at large and chart ways out for wider interaction among peoples

GA 08 / PO 08: Ethical behaviour: Commitment to ethical principles and professional ethics as well as being responsible for the community at large.

GA 09 / PO 09: Collective Effort: Inculcate the values of teamwork and the ability to work in multidisciplinary settings

GA 10 / PO 10: Respect for multilingual culture: In-depth study and research into the multicultural fabric of the society and work for the preservation of the extinct.

HOD **DEAN**

ADAMAS UNIVERSITY, KOLKATA
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF HISTORY

Name of the Programme: M.A. History

PROGRAMME SPECIFIC OUTCOME (PSO)

PSO 01: Enhancement of skills of employment so as to enable the students to place themselves in the best of career opportunities, in both public and private sectors

PSO 02: Enable students to develop adaptability to the changing scope in the field of History

HOD **DEAN / SCHOOL CONCERNED**

Department of History

School of Liberal Arts and Culture Studies

Adamas University, Kolkata

COURSE STRUCTURE AND SYLLABUS

MASTER OF ARTS IN HISTORY

SEMESTER I								
SL No.	TYPE OF COURSE	COURSE CODE	COURSE TITLE	CONTACT HOURS PER WEEK				REMARKS
				L	T	P	C	
1	CC	HST21021	INTERPRETING HISTORIOGRAPHY	3	1	0	4	REQUIRED
2	CC	HST21022	STATE AND SOCIETY IN ANCIENT INDIA	3	1	0	4	
3	CC	HST21023	IDEAS AND POLITICAL INSTITUTIONS IN EARLY MEDIEVAL INDIA (UPTO 1206)	3	1	0	4	
4	CC	HST21024	SOCIO-CULTURAL AND ECONOMIC HISTORY OF INDIA (1206-1540)	3	1	0	4	
5	SEC	ENG21111	SOFT SKILLS	1	3	0	4	
			SUB TOTAL	20				

SEMESTER II								
SL No.	TYPE OF COURSE	COURSE CODE	COURSE TITLE	CONTACT HOURS PER WEEK				REMARKS
				L	T	P	C	
6	CC	HST21025	SOCIO-CULTURAL AND ECONOMIC HISTORY OF INDIA (1526-1707)	3	1	0	4	REQUIRED
7	CC	HST21026	ECONOMIC HISTORY OF COLONIAL INDIA	3	1	0	4	

8	CC	HST21027	**PEASANT MOVEMENTS IN INDIA**	3	1	0	4	
9	CC	HST21028	**RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS IN HISTORY**	3	1	0	4	
10	CC	HST21029	**INDIAN LANGUAGES**	2	0	0	2	
11	MDS	HST25030	**DISSERTATION I**	0	2	0	2	
			SUB TOTAL	**20**				

SEMESTER III

SL No.	TYPE OF COURSE	COURSE CODE	COURSE TITLE	CONTACT HOURS PER WEEK L	T	P	C	REMARKS
12	CC	HST21031	**COLONIALISM, COMMUNALISM AND SECULARISM IN MODERN INDIA**	3	1	0	4	REQUIRED
13	CC	HST21032	**TWENTIETH CENTURY (UPTO SECOND WORLD WAR)**	3	1	0	4	
14	CC	HST21033	**WOMEN IN INDIA THROUGH THE AGES**	3	1	0	4	
15	DSE	HST21034/ HST21035	**DEBATES IN INDIAN HISTORY/HISTORY OF SCIENCE**	3	1	0	4	
16	DSE	HST21036/ HST21037	**RELIGION AND SOCIETY/ ENVIRONMENTAL HISTORY**	3	1	0	4	
17	MDS	HST21038	**DISSERTATION II**	0	2	0	4	
			SUB TOTAL	**24**				

SEMESTER IV

SL No.	TYPE OF COURSE	COURSE CODE	COURSE TITLE	CONTACT HOURS PER WEEK				REMARKS
				L	T	P	C	REQUIRED
18	CC	HST21039	**INDIA AFTER INDEPENDENCE (1947-2000)**	3	1	0	4	
19	CC	HST21040	**WORLD AFTER WORLD WAR II**	3	1	0	4	
20	DSE	HST21041/ HST21042	**HISTORY OF USA (C. 1776-1860)/ MARITIME HISTORY OF INDIA (800-1800)**	3	1	0	4	
21	DSE	HST21047/ HST21048	**SOURCES OF HISTORY/ HISTORY OF NORTH-EAST INDIA**	3	1	0	4	
22	MDS	HST25049	**DISSERTATION III**	-	4	0	4	
			SUB TOTAL	**20**				
TOTAL CREDITS REQUIRED				**84**				

M.A ELECTIVE PAPERS

Students are required to choose TWO Elective Papers during Semester III and IV. The lists of the Electives are given below.

MA SEMESTER III		SEMESTER IV	
ANY TWO		ANY TWO	
DEBATES IN INDIAN HISTORY OR HISTORY OF SCIENCE	HST21034 HST21035	HISTORY OF USA (C.1776-1860 OR MARITIME HISTORY OF INDIA (800-1800)	HST21041 HST21042
RELIGION AND SOCIETY OR ENVIRONMENTAL HISTORY	HST21036 HST21037	SOURCES OF HISTORY OR HISTORY OF NORTH-EAST INDIA	HST21047 HST21048

DEPARTMENT OF HISTORY
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
ADAMAS UNIVERSITY
KOLKATA

Post-Graduate Course Structure and Its Significance Level

S. No.	Programme/Semester	Course Code	Course Name	Local	Regional	National	Global
1	MA History/Semester I	HST21021	INTERPRETING HISTORIOGRAPHY				☑
2	MA History/Semester I	HST21022	STATE AND SOCIETY IN ANCIENT INDIA			☑	
3	MA History/Semester I	HST21023	IDEAS AND POLITICAL INSTITUTIONS IN EARLY MEDIEVAL INDIA (UPTO 1206)		☑		
4	MA History/Semester I	HST21024	SOCIO-CULTURAL AND ECONOMIC HISTORY OF INDIA (1206-1540)			☑	
5	MA History/Semester I	ENG21111	SOFT SKILLS				☑
6	MA History/Semester II	HST21025	SOCIO-CULTURAL AND ECONOMIC HISTORY OF INDIA (1526-1707)			☑	
7	MA History/Semester II	HST21026	ECONOMIC HISTORY OF COLONIAL INDIA			☑	
8	MA History/Semester II	HST21027	PEASANT MOVEMENTS IN INDIA			☑	
9	MA History/Semester II	HST21028	RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS IN HISTORY				☑
10	MA History/Semester II	HST21029	INDIAN LANGUAGES		☑		

11	MA History/Semester II	HST25030	**DISSERTATION I**				☑ ☐
12	MA History/Semester III	HST21031	**COLONIALISM, COMMUNALISM AND SECULARISM IN MODERN INDIA**			☑ ☐	
13	MA History/Semester III	HST21032	**TWENTIETH CENTURY (UPTO SECOND WORLD WAR)**				☑ ☐
14	MA History/Semester III	HST21033	**WOMEN IN INDIA THROUGH THE AGES**			☑ ☐	
15	MA History/Semester III	HST21034/ HST21035	**DEBATES IN INDIAN HISTORY/HISTORY OF SCIENCE**			☑ ☐	☑ ☐
16	MA History/Semester III	HST21036/ HST21037	**RELIGION AND SOCIETY/ ENVIRONMENTAL HISTORY**				☑ ☐
17	MA History/Semester III	HST25038	**DISSERTATION II**				☑ ☐
18	MA History/Semester IV	HST21039	**INDIA AFTER INDEPENDENCE (1947-2000)**			☑ ☐	
19	MA History/Semester IV	HST21040	**WORLD AFTER WORLD WAR II**				☑ ☐
20	MA History/Semester IV	HST21041/ HST21042	**HISTORY OF USA (C. 1776-1860)/ MARITIME HISTORY OF INDIA (800-1800)**			☑ ☐	☑ ☐
21	MA History/Semester IV	HST21047/ HST21048	**SOURCES OF HISTORY/ HISTORY OF NORTH-EAST INDIA**		☑ ☐		☑ ☐
22	MA History/Semester IV	HST25049	**DISSERTATION III**				☑ ☐

M A SEMESTER I

L	T	P	C
3	1	0	4

COURSE CODE: **HST21021**
COURSE NAME: **INTERPRETING HISTORIOGRAPHY**

Course Composition	**Basic Understanding about Historiography**
Course Category	**Skill and Employability**
Developmental Needs	**Global**

COURSE OUTCOMES

	Course Outcomes
CO1	Comprehend the different schools of historiography
CO2	Develop a broader idea about historical interpretations in world history
CO3	Construct an idea of the major concepts and theoretical perspectives about history writing
CO4	Identify the early historiographies, modern historiography and critical turn
CO5	Evaluate Indian history from colonial and post-colonial perspectives
CO6	Interpret historiographical tools and techniques from various points of views

MAPPING COs with POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	3	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	2	-	-	-	-	-	-
CO3	-	3	-	2	-	-	-	-	-	-	-	-
CO4	-	-	2			-	-	-	-	-	-	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-
CO6	3	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-		-	-	-	-	-	-

Relations

hip between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the different types of Historiographies	**PO1, PO2, PO9**
CO2	Develop a comprehensive idea about historical issues of the world	**PO1, PO4, PO6, PO11**
CO3	Construct an understanding of the major concepts and theoretical perspectives of Historiography	**PO1, PO6, PO9, PO10**
CO4	Identify the Early historiography, Modern historiography, Indian historiography	**PO1, PO3, PO2, PO6**
CO5.	Evaluate Indian history from colonial and post-colonial perspectives	**PO3, PO5, PO7, PO8**
CO6	Interpret historiographical techniques from various points of view	**PO1, PO2, PO4, PO5**

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam **Examination Scheme:**

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. To make the students relate the various disciplines to develop a comprehensive understanding of historiography of the World.
2. To introduce them to various perspectives of Historiography.
3. Enrich the knowledge database of the young minds with regard to the socioeconomic-political developments of History of the World
4. To enable students to equip themselves with the necessary information to analyse the present scenario of History and Historiography on a global scale.

Course Description

This paper seeks to equip students with the basic intellectual tools for understanding Historiography. It introduces students to some of the most important theoretical approaches for studying watershed events in world history. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of different interpretations of historiography

Course Content

Unit- I Introduction 20 lecture hours

(a) Nature, Objective, and Scope
(b) Idea of History and its definitions
(c) Historiography and its pre-conditions

Unit-II Glimpses of Early Historiographies 10 lecture hours

(a) Greek and Roman Historiography
(b) Chinese and Japanese Historiography
(c) Christian and Muslim Historiography

Unit-III Beginning of Modern Historiographies 20 lecture hours

(a) Enlightenment Historiography
(b) Romanticism and Positivism in History
(c) Annales School of Historiography

Unit-IV Interpretation of Indian History in the Colonial Era 20 lecture hours

(a) Oriental School
(b) Imperialist School
(c) Nationalist School

Unit-V Post-Colonial Interpretations of India History 10 lecture hours

(a) Marxist School of Historiography,
(b) Subaltern School of Historiography
(c) Post-colonialism and post-modernism

Unit-VI New Approaches to History Writing 20 lecture hours

(a) Regional History and Oral Traditions
(b) Gender and Feminist History
(c) Environmental History

Textbooks

1. Habib, Irfan, *Interpreting Indian History*, Northern Eastern Hill University Publications, Shillong, 2008.
2. Kosambi D.D. *An Introduction to the study of Indian History,* 2nd edition, Bombay, 1975.
3. Ray, N.R. (ed. Vol. 110), *Sources for the History of India*, Calcutta, 1978-1980.
4. Sarkar, Sumit, *Writing Social History*, Oxford University Press, New Delhi, 1998.

Reading Lists

5. Singh, Upinder and Lahiri, Nayanjot, *Ancient India New Research,* Paperback, 2010.
6. Sreedharan, F., *A Textbook of Historiography,*
7. Thapar, Romila, *Interpreting Early India,* Oxford University Press, USA, 1994.
8. Majumdar, R.C. *Historiography in Modern India,* Asia Publishing House, 1970.
9. Mukhopadhyay, Subodh Kumar., *Evolution of Historiography in Modern India,* 1900-1960.

15.Thapar, Romila, "Interpretations *of Ancient Indian History, History and Theory,* Vol. 7, No. 3 (1968), pp. 318-335.

M A SEMESTER I

L	T	P	C
3	1	0	4

COURSE CODE: **HST21022**
COURSE NAME: **STATE AND SOCIETY IN ANCIENT INDIA**

Course Composition	**Basic Understanding about Ancient India**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

COURSE OUTCOMES

	Course Outcomes
CO1	Comprehend the evolution of state system in ancient India
CO2	Evaluate the theoretical positions of the scholars on various issues like the emergence of State, caste system, urbanization and Aryan debate.
CO3	Comprehend the beginnings of feudal structure
CO4	Identify the early historiographies, modern historiography and critical turn
CO5	Evaluate Indian history from colonial and post-colonial perspectives
CO6	Evaluate the regional political developments in India

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MAPPING COs with POs & PSOs

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	3	-	2	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-
CO6	-	3	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of state system in ancient India.	**PO1, PO2, PO6**
CO2	Evaluate the theoretical positions of the scholars on various issues like the emergence of State, caste system, urbanization, and Aryan debate.	**PO1, PO2, PO4**
CO3	Evaluate the characteristics of the Ancient Empires and the socio-political, economic, and religious developments during the period.	**PO1, PO2, PO4, PO8**
CO4	Evaluate the changing socio-political, economic, and religious issues of the after the decline of the Guptas and the beginning of the Early Medieval period.	**PO2, PO3, PO5, PO8, PO10**
CO5	Comprehend the beginnings of feudal structure.	**PO1, PO2**
CO6	Evaluate the regional political developments in India	**PO1, PO2**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Evaluate the origin and development of Vedic civilization during the ancient period.
2. To introduce students to the historical factors that have affected the emergence of the second phase of Urbanization in Ancient India.
3. To acquaint them with the concept of ancient forms of state and power in India.
4. To provide them the knowledge of the various empires that ruled the ancient times and the differences in characteristics of each of them.

Course Description

The paper aims to intensively interpret of the historical sources of ancient India. Students can acquire knowledge about the Vedic Period, the rise of heterodox traditions (Jainism and Buddhism). They will understand the political, social, and economic aspects of the rise of Magadha and the subsequent emergence of regional and local powers. They can acquire knowledge about the Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas, rise of the Guptas, development of the Empire, Art, Architecture and Literature etc. They acquire knowledge towards the changing status of agrarian economy, trade, commerce, and urbanization of towns.

Course Content

Unit I: Early and Later Vedic Societies **10 lectures hours**

(a) Aryan debates
(b) Vedic Society and its organization
(c) Economic Conditions and Political Organisations
(d) Evolution of Monarchy, Varna System

Unit II: Pre-Mauryan Era **10 lectures hours**

(a) State Formation and Urbanisation
(b) Mahajanapadas and Magadhan Imperialism
(c) Persian and Greek Invasion
(d) Buddhism and Jainism.

Unit III: The Mauryan Empire **10 lectures hours**

(a) Chandragupta; Ashoka and his *Dhamma*
(b) Mauryan administration, Economy, and Society,
(c) Kautilya's Arthasastra.

Unit IV: Post-Mauryan India **10 lectures hours**

(a) Pandyas, Cholas, Cheras: Polity and Administration
(b) Society and Economy,
(c) Satavahanas and
(d) Post-mauryan polity: Sakas and Kushanas

Unit V: The Guptas **10 lectures hours**

(a) Rise and Consolidation of Gupta Empire
(b) Feudalism and agrarian economy
(c) Trade and Commerce
(d) Arts and Architecture

Unit VI: Post Gupta Period **10 lectures hours**

(a) Rise of Harshavardhana
(b) Regional Powers: Rashtrakuta, Pratiharas, Palas,
(c) Chalukyas, Pallavas, Senas

Textbooks

1. Basham, A.L., *The Wonder that was India, London*, 1954
2. Jha, D.N. ed., Society *and Ideology in India,* Essays in Honour of Professor R.S. Sharma, 1996.
3. Habib, Irfan., A People's History of India, New Delhi.
4. Nilakanta Sastri, K.A., *A History of South India,* Oxford University Press, 1967.

Reading Lists

5. Chanana, Devraj: *Slavery in Ancient India*, 1960.
6. Deo, S.B. and Kamath, Suryanath: *The Aryan Problem*, Pune, 1993.
7. Dumont, Louis: *Homo Hierarchicus: The Caste System and Its Implications*, Revd. Ed. 1980.
8. Ganguly, D.K. *Imperial Guptas and Their Times*, Abhinav Publications, 1997.
9. Ghurye, G.S.: Caste *and Class in India,* 1957.
10. Jaiswal, Suvira: *Caste: Origin, Function and Dimensions of Change*, 1998.
11. Choudhary, B.K., *From Kinship to Social Hierarchy: The Vedic Experience*, K.P. Jayaswal Research Institute, Patna, 1999.
12. Habib, Irfan., Vivekananda Jha- *Mauryan Empire,* Tulika Books, 2005.
13. Jha, D.N. *Ancient India: An Introduction*, New Delhi, 1998.
14. Kosambi, D.D.-*Introduction to the Study of Indian History,* Popular Book Depot, Bombay, 1956.
15. Nilakanta Sastri, K.A., *The Age of the Nandas and Mauryas*, Delhi, 1953.
16. Roy, Kumkum, ed., *Women in Early Indian Societies*, Manohar, Delhi, 2005.
17. Sahu, Bhairabi Prasad, ed., *Iron and Social Change in Early India*, OUP, Delhi, 2006.
18. Sharma, R.S. *Indian Feudalism,* MacMillan Publishers, reprint 2009.
19. Sharma, R.S. *India's Ancient Past,* New Delhi, 2005.
20. Shrimali, Krishna Mohan, *The Age of Iron and the Religious Revolution (c. 700- c. 350 BC*), 2007.
21. Thapar, Romila, *Ancient Indian Social History: Some Interpretations,* Orient Longman, Hyderabad, 1979.
22. Thapar, Romila. *Early India: From the Origins to 1300 A.D*., London, 2002.
23. Trautmann, Thomas R., ed., *The Aryan Debate*, OUP, Delhi, 2005.

M A SEMESTER I

L	T	P	C
3	1	0	4

COURSE CODE: **HST21023**
COURSE NAME: **IDEAS AND POLITICAL INSTITUTIONS IN EARLY MEDIEVAL INDIA (up to 1206)**

Course Composition	**Basic Understanding about Medieval Indian History**
Course Category	**Core**
Developmental Needs	**Regional**

Course Outcomes

	Course Outcomes
CO1	Infer the evolution of state and political system in Early Medieval India
CO2	Understanding about the theoretical positions of the scholars on various issues like the Indian feudal structures, *jati* system etc.
CO3	Apply the theory of kinship as a case study of one regional powers.
CO4	Analyse the changing social and religious landscape of India with the spread of religious movements in India
CO5	Evaluate the religious processes such as the growth of Puranic Hinduism and Tantricism
CO6	Construct a graph about the social stratification and the rise of regional societies in early medieval India

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-		-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	3	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	2	-	-
CO6	-	-		2	-	-	--	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	--

MAPPING

C

Os with POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Evaluate the evolution of state and political system in Early Medieval India.	**PO1, PO2, PO6**
CO2	Awareness about the theoretical positions of the scholars on various issues like the Indian feudal structures, *jati* system etc.	**PO1, PO2, PO4**
CO3	Evaluate the characteristics of the Early Medieval regional political powers and the struggles for supremacy among them.	**PO1, PO2, PO4, PO8**
CO4	Evaluate the changing social and religious landscape of India with the spread of Puranic Hinduism and incorporation of regional and local belief systems within the larger Hindu pantheon.	**PO2, PO3, PO5, PO8, PO10**

CO5	Comprehend religious processes such as the growth of Puranic Hinduism and Tantricism	**PO1, PO2**
CO6	Evaluate the social stratification and the rise of regional societies.	**PO1, PO2**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. Evaluate the watershed events which concluded the ancient period and marked the beginning of the Early Medieval period.
2. To introduce students to the changing historical factors which affected the changes in ideas and institutions between the post-Gupta up to the Islamic invasions.
3. To acquaint students with the debates and scholarship revolving around the existence of Feudalism in India.
4. To provide them the knowledge of the various religious traditions emerging and spreading during the Early Medieval period which include Puranic Hinduism, Tanticism etc.

Course Description

The paper aims to teach the details of several aspects and characteristics of the Early Medieval society and polity and seeks to explain historical factors responsible for the development of Indian feudalism and evolution of the political structures of early-medieval north and south India. They can learn how the decline of the Guptas ended the long spell of the ancient era and ushered in a new period with distinctly identifiable characteristics. The paper seeks to explain the transformed Indian culture, society, religion and agrarian structures under the more fragmented, decentralized, and regional political powers.

Course Content

Unit I **10 lecture hours**

(a) Introduction
(b) Representations of Early Medieval India
(c) Political Histories of the post- Gupta states

Unit II **10 lecture hours**

(a) The Historical Debate
(b) Interpretations of the early medieval India
(c) Literary Sources

Unit III **10 lecture hours**

(a) Economy and Agrarian Expansion
(b) Problems of landownership and village community
(c) Urbanization, Trade, Money, and Markets
(d) Guilds in North and South India.

Unit IV **10 lecture hours**

(a) Society: Issues related to Social Stratification,
(b) Emergence of regional societies, Rise of new social groups,
(c) Gender relations, Inheritance
(d) Issue of untouchability

Unit V **15 lecture hours**

(a) Political Systems: Conceptions of kingship

(b) Evolution of the structure of politics across the regions
(c) Changing forms of legitimation and nature of state

Unit VI **15 lecture hours**

(a) Cultural Processes and Transactional Networks
(b) Puranic Hinduism, Tantricism, Temples, Mathas and Tirthas, Spread of sastric-epic-puranic ideas
(c) Developments in arts and literature; Regional and trans regional networks

Textbooks

1. Chattopadhyaya, B.D., *The Making of Early Medieval India,* OUP, 1994.
2. Veluthat, Kesavan, *Political Structure of Early Medieval South India,* Orient Longman, 1993.
3. Sharma, R.S. and K.M. Shrimali eds., *The Comprehensive History of India,* Vol. IV (2), People's Publishing House, 1992.
4. Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalisation,* Orient Longman, 2003.
5. Thapar, Romila, *Cultural Pasts*, OUP, 2003.

Reading Lists

6. Chakravarti, Chintaharan, *The Tantras- Studies on their Religion and Literature*, 1963
7. Chakrabarti, Kunal, Religious Process: *The Puranas and the Making of a Regional Traditions*, OUP, 2001.
8. Chakrabarti, Ranabir, *Trade and Traders in Early India*, Manohar, 2002.
9. Champakalakshmi, R., *Trade, Ideology and Urbanization*, OUP, 1996
10. Chattopadhyaya, B.D., *Aspects of Rural Settlements and Rural Society in Early Medieval India.* Calcutta; K.P. Bagchi and co. 1995.
11. Das, Sisir Kumar: *A History of Indian Literature, 500- 1399: From Courtly to the Popular*, 2005.
12. Deyell, John, Living without Silver: The Monetary History of Early Medieval North India, (Delhi: Oxford University Press, 1990).
13. Gopal, Lallanji: *The Economic Life of Northern India, c. AD 700- 1200,* Motilal Banarsidass, Delhi, 1965.
14. Karashima, Noboru, *Ancient to Medieval: South Indian Society in Transition*, OUP, 2009.
15. Kulke, H., *The State in India, 1000-1700,* OUP, 1995.
16. Lorenzen, David N. ed., *Religious Movements in South Asia, 600-1800*, OUP, 2004.
17. Veluthat, Kesavan, *The Early Medieval in South India*, OUP, 2008.

M A SEMESTER I

L	T	P	C
3	1	0	4

COURSE CODE: **HST21024**
COURSE NAME: **SOCIO-CULTURAL AND ECONOMIC HISTORY OF INDIA (1206-1540)**

Course Composition	**Basic Understanding Medieval Indian History**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	**Appraise** how people and their institutions are shaped by events to how underlying forces and movements shape events and then to looking at how abstract, impersonal forces shape history
CO2	**Comprehend** what happened during a specific time period to a focus on putting that period into its broader, dynamic context and then to considering how we use the past to help make sense of the present

CO3	**Identify** the strengths and weaknesses of the contending explanations regarding the start of the Turkish incursion.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	2	-	-	-	-	-	-		-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-		-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-
CO5	1	-	-	-	-	-	-	-	-	-	-	-
CO6	-	2	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

CO4	**Highlight** the various perspectives on an event in its historical context differs from looking at how people have since come to interpret events in the past and then to examining disputes over the nature and extent of the underlying forces.
CO5	**Explain** the unique course of historical developments that led to fundamental changes in the Indian society and its long-term effects on the future generations to come
CO6	**Define** the economic issues afflicting the traditional society since the early medieval to the end years of medieval age and comprehend the way forward

MAPPING COs with POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	**Appraise** how people and their institutions are shaped by events to how underlying forces and movements shape events and then to looking at how abstract, impersonal forces shape history	**PO1, PO2, PO6**
CO2	**Comprehend** what happened during a specific time period to a focus on putting that period into its broader, dynamic context and then to considering how we use the past to help make sense of the present	**PO1,PO2, PO4, PO6, PO10**
CO3	**Identify** the strengths and weaknesses of the contending explanations for the start of the Turkish incursion.	**PO1, PO2, PO4, PO8**
CO4	**Highlight** the various perspectives on an event in its historical context differs from looking at how people have since come to interpret events in the past and then to examining disputes over the nature and extent of the underlying forces..	**PO2, PO3, PO5, PO8, PO10**
CO5	**Explain** the unique course of historical developments that led to fundamental changes in the Indian society and its long term effects on the future generations to come	**PO1, PO3, PO4**
CO6	**Define** the economic issues afflicting the traditional society since the early medieval to the end years of medieval age and comprehend the way forward	**PO5, PO9, PO10**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Evaluate the significance of the changes brought about by Islamic incursion into Indian subcontinent
2. The course aims at acquainting the students with the main currents of the socio-political and economic developments in the non-European world during the medieval age.
3. To give a general outline of the history of India from the 13th century to the occupation of Delhi by the Mughals.
4. To make the students familiar with the origins and development of syncretic culture of India

Course Description

The objective of this course is to provide students with empirical knowledge, the background and the conceptual tools for comprehensive and richer understanding of how the world worked

in the medieval ages. The module is designed to provide students with an overview of local politics by looking at both its historical development and the relevant contemporary issue areas. Henceforth, basic concepts will be dealt with along with a brief overview of the evolving domestic political situation. Focus will also be given to the role of main actors who shape the modern politics. Finally, students will be exposed to central debates surrounding the new conceptualization of the political state at a time when disintegration marked the general picture.

Course Content

Unit- I Historical Background **10 lecture hours**

(a) Growth of monarchies in the Islamic World
(b) Social, economic and political condition of India on the eve of Turkish invasion
(c) Socio-economic effects of the Turkish invasion and Consolidation of Delhi Sultanate

Unit-II Agriculture and Land revenue system **10 lecture hours**

(a) Land revenue system: Khalisa and Iqta
(b) Agricultural production, Irrigation policies, Canal construction
(c) Rural commerce and land relations

Unit-III Religion and Culture **10 lecture hours**

(a) Persian and Sanskrit literary works, growth of vernacular languages,
(b) Architectural developments in Bengal, Gujrat, Vijayanagar and South India.
(c) Sufism and Bhakti cult; Saints of medieval India

Unit-IV Society **10 lecture hours**

(a) Structure of Society: modifications in the Varna system, the changing material base of society.
(b) Social mode of production and new social groups; social conflicts and conciliations
(c) Representation and position of women in public sphere

Unit V Trade and Commerce **10 lecture hours**

(a) Markets and prices, currency system, industries

(b) Emerging cities and towns as new market place
(c) Business groups: merchants, brokers, sarrafs, artisans

Unit VI Urbanisation **10 lecture hours**

(a) Emerging cities and towns
(b) New social groups
(c) Urban culture and life

Text Books

1. Habib, Mohd. & K.A. Nizami, Comprehensive History of India, Vol. V, Part 1, 1206- 1526, New Delhi, 1970.
2. Hasan, Nurul, Thoughts on Agrarian elations in Mughal India, PPH, Delhi, 1973.
3. Mukhia, Harbans (ed.), The Feudalism Debate, Manohar, New Delhi, 1999.

Reading Lists

4. Afsar, Begum & Muhammad Habib, Political Theory of the Delhi Sultanate (Eng. Trans. Of Ziauddin Barani's Fatawa-i-Jahandari) ,KitabMahal, Allahabad, 1964.
5. Alam, Muzaffar, The Languages of Political Islam in India, c. 1200-1800, New Delhi: Permanent Black. 2004.
6. Aquil, Raziuddin.,Sufism, Culture and Politics: Afghans and Islam in Medieval North India, reprint. New Delhi: Oxford University Press, 2009.
7. Appadorai, A., Economic Conditions of Southern India, 1000-1500 A.D., Madras, 1936. (2 vols).
8. Basham, A.L., (ed.), A Cultural History of India, OUP, Delhi, 1984 (Reprint).
9. Brown, Percy. Indian Architecture (Islamic Period), Bombay, 1968.
10. Chaudhuri, K.N., Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750, Cambridge University Press, 1985.
11. Eaton, Richard M. ed. India's Islamic Traditions. 711-1750, New Delhi: Oxford University Press, 2003.
12. Eaton, Richard. M., Rise of Islam and the Bengal Frontier, 1204-1760, Berkeley and London, 1993.

13. Ernst, Carl. The Eternal Garden (New York, 1993)
14. Habib, Irfan, Agrarian System of Mughal India, OUP, Delhi, 1999 (Revised)
15. Habib, Irfan edited, Medieval India I Research on the History of India 1200-1750, Oxford University Press.
16. Habib, Irfan, Economic History of Medieval India: A Survey, (New Delhi, 2001).
17. Hasan, Nurul, Thoughts on Agrarian elations in Mughal India, PPH, Delhi, 1973.
18. ----------, Religion, State and Society in Medieval India, OUP, Delhi, 2005.
19. Khan, I.A., Gunpowder and Firearms: Warfare in Medieval India, Oxford University Press, New Delhi, 2004.
20. Nigam, S.B.P., Nobility under the Sultans of Delhi, D.K. Publishers, Delhi. 1968.
21. Raychaudhuri, T. &Irfan Habib (ed.), Cambridge Economic History of India Vol. 1, Delhi, 1982.
22. Stein, Burton, Vijayanagara, Cambridge, 1990.
23. Subramaniam, S. (ed.). Merchants, Markets and State in Early Modern India, New Delhi, 1990

M A SEMESTER II

L	T	P	C
3	1	0	4

COURSE CODE: **HST21025**
COURSE NAME: **SOCIO-CULTURAL AND ECONOMIC HISTORY OF INDIA (1526-1707)**

Course Composition	**Basic Understanding about Medieval Indian History**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Evaluate the evolution of Mughal State System.
CO2	Evaluate the evolution of Mughal State System.
CO3	Analyse the development of the printing, religious, urban, rural structure, trade and commerce and land revenue systems
CO4	Evaluate the socio-political economic and religious history
CO5	Infer the significance of Mughal administrative and land revenue system
CO6	Infer the significance of Mughal administrative and land revenue system

MAPPING COs with POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	-	-	-	2	-	-	-	-	-	-	-
CO5	-	3	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	2	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Evaluate the evolution of Mughal State System.	**PO1, PO2, PO6**
CO2	Comprehend the development of Mughal State System	**PO1,PO2, PO4**
CO3	Analyse the development of the printing, literary, religious, urban, rural structure, trade and commerce and land revenue systems	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-economic and cultural development in medieval India	**PO2, PO3, PO5, PO8, PO10**
CO 5	Infer the significance of Mughal administrative and land revenue system.	**PO1, PO2**
CO6	Analyse the commerce and trade relations of the Mughal state.	**PO1, PO2**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Evaluate the origin and development of Mughal History.
2. To introduce students to the historical factors printing and literary developments, architecture, religious developments, rural and urban structure.
3. To acquaint them with the concept of Trade and Commerce and Land Revenue Systems.
4. To provide them the knowledge of general Mughal history

Course Description

The subject aims at giving students knowledge of the evolution, characteristics and principles of Mughal state. It will also elaborate on the understanding of Mughal state in which locational and spatial characteristics are the determining factors in how power is used.

Course Content

Unit- I Printings and Literary Development **10 lecture hours**

(a) Educational system under Mughals
(b) Music and literary development; Ain-I-Akbari by Abul Fazl. Muntakhab-ul-Tawarikh by Badaun, Tabaqat-I-Akbari
(c) Evolution, characteristics, style and techniques of Mughal painting.

Unit-II Architecture **10 lecture hours**

(a) Evolution, influences and patronages to architecture by the Mughals
(b) Architecture under Babur, Humayun, Akbar, Jahangir, Shahjahan, Aurangzeb
(c) Art and Architecture under Deccan Sultanates, Vijayanagar and Bahmani

Unit-III Religion 10 lecture hours

(a) Religious policy of the Mughals,
(b) Din-ilahi and Sulh-li-Kul
(c) Practice of Sufism and Bhakti Movement, Sikh movement

Unit-IV Agriculture and Social Life 10 lecture hours

(a) Agrarian structure and systems, types of crops grown
(b) Agricultural and non-agricultural production
(c) Land relation and social hierarchy

Unit V Trade and Commerce 10 lecture hours

(a) Industries and industrial centres
(b) Local, regional and inter-state trade network
(c) Arrival of European traders

Unit VI Land Revenue Systems 10 lecture hours

(a) Land Revenue administration under Sher Shah and the Mughals,
(b) Mansabdari and Jagirdari system; Forms of land measures, Types of taxes, Dahsala System
(c) Land revenue system under the Marathas

Text Books

1. Ali, Athar M., *The Mughal Nobility under Aurangzeb.*

2. Ali, Athar M., *Medieval India: Essays in the History of India 1200- 1750*, New Delhi, 1999.

3. Chandra, Satish, *Medieval India, Part Two, Mughal Empire, (1526-1748),*Har-Anand Publications, Delhi, 1999.

4. Habib, Irfan edited, *Medieval India I Researches on the History of India 1200- 1750,* Oxford University Press.

Reading List

5. Asher, Cathrine B. *Mughal Architecture. Cambridge:* OUP, 1992.
6. Aziz, A. *The Mansabdari Systems and the Mughal Army*, New Delhi, 1954.
7. Chandra, Satish *Social Change and Development in Medieval Indian History*.
8. Dasgupta, Ashin, *Indian Merchants and the Decline of Surat, 1700-1750*.
9. Gordon, Stewart, The Marathas 1600-1818
10. Habib, Irfan, *Agrarian System of Mughal India, 1526-1701*. New Delhi 1997

M A SEMESTER II

L	T	P	C
3	1	0	4

COURSE CODE: **HST21026**
COURSE NAME: **ECONOMIC HISTORY OF COLONIAL INDIA**

Course Composition	**Basic Understanding about Historiography**
Course Category	**Skill and Employability**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Comprehend the evolution of Indian Economic History.
CO2	Evaluate the evolution as well as theoretical applicability of economy during British rule.
CO3	Analyse the development of the printing, religious, urban, rural structure, trade and commerce and land revenue systems
CO4	Analyse the development of the economy during British rule.
CO5	Evaluate the impact of the British rule in India
CO6	Analyse the drain of economic resources from India

MAPPING COs With POs & PSOs

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of Indian Economic History.	**PO1, PO2, PO6**
CO2	Evaluate the evolution as well as theoretical applicability of economy during British rule	**PO1,PO2, PO4**
CO3	Analyse the development of the economy during British rule.	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political and economic issues behind the sustainability of British rule.	**PO2, PO3, PO5, PO8, PO10**
CO5	Evaluate the economic impact of the British rule in India	**PO2, PO1**
CO6	Analyse the drain of economic resources from India	**PO2, PO1**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/ Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

a Analyse the issues and problems of Indian Economic History

b To introduce students to the historical factors that have affected the economic events as a causal factor.

c To acquaint them with the concept of Indian economy during British rule.

d To provide them the knowledge of different phases of economic system during British rule.

Course Description

The subject aims at giving students knowledge of the evolution, characteristics and principles of British colonial economy. It will also elaborate on the understanding of economy in which locational and spatial characteristics are the determining factors in how power is used during British rule. In addition, supplementary aim of the course is to introduce various theories of British Colonial economy.

Course Content

Unit- I Issues and problems of Indian Economic History 10 lecture hours

(a) Different approaches and their limitations
(b) Major issues in Indian economic history
(c) Sources of Economic History of British India.

Unit-II Survey of pre-colonial society and economic conditions 10 lecture hours

(a) Rural and urban agrarian and non-agrarian production
(b) Technology and methods of production
(c) Trade and indigenous banking

Unit-III Early Phase of colonial economy **10 lecture hours**

(a) Mercantilism, Charter Act of 1813 and Free Trade, Industrial capital and finance capital, Impact of influx of British capital
(b) British Economy policy towards India till 1875. Land tenure changes and impact on agriculture
(c) The Permanent Settlement- objective, operations, effects and official critiques- Ryotwari Settlement and Mahalwari System-Commercialization of Agriculture and its impact

Unit-IV Economic impact of British rule **10 lecture hours**

(a) Traditional Handicraft Industry and the question of Deindustrialization
(b) Capital and labour in handicraft industry
(c) changing nature of external trade, Rural Indebtedness

Unit V Indian industries under the Crown rule **15 lecture hours**

(a) Beginning of Industrialisation, Large Scale Industry, Modern industry in pre-1914 phase and post 1914 phase, Major industries: cotton, jute, iron and steel

(b) Rise of industrial labour- labour force in large scale industry, Development of transport and its impact- railways, roadways and water transport,

(c) Impact of the World War I and II on industries, finance capital, banking.

Unit VI Drain Theory and Economic Nationalism **15 lecture hours**

(a) Mechanism, magnitude and effect
(b) Growth of Economic Nationalism, Swadeshi
(c) Role of early nationalists

Text Books

1. Chandra, Bipan, *Rise and Growth of Economic Nationalism in India*, Delhi, People's Publishing House, 1966.
2. Habib, Irfan, *Indian Economy, 1858-1914*, Tulika Books, 2006.
3. Stein, Burton, Thomas Munro: *The Origins of the Colonial State and his Vision of Empire,* OUP, 1989.

Reading Lists

4. Bagchi, A.K., *Private Investment in India, 1900- 1939,* New Delhi, 1980.
5. Bagchi, Amiya Kumar and Bandyopadhyay, Arun, *Eastern India in the Late Nineteenth Century: Part II: 1880s- 1890s- Documents on Economic History of British Rule in India, 18581947*, New Delhi: Mahonar, 2011.
6. Chaudhuri, B.B., *Peasant History of Late Pre-Colonial and Colonial India, Vol. VIII*, New Delhi: Pearson Education India, 2008.
6. Dharma, Kumar, Meghnad Desai eds, *The Cambridge Economic History of India, Vol.2*, c. 1751-c. 1970.
7. Dutt, R.C., *Economic History of India*: Publications Division, Govt. of India, 1968.
8. Desai, A.R., *Social Background of Indian Nationalism,* Popular Prakashan, 1960 (Edited).
9. Dutt, R.P., *India Today,* People's Publishing House, 1949, New Delhi.
10. Kerr, E.N., *Railways in India Delhi*, Oxford University Press.
11. Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
12. Guha, Ranajit, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement,* Duke University Press, 1963.
13. Mukherjee, Nilmoni, The Ryotwari System in Madras, Calcutta: Firma K.I., Mukhopadhyay, 1962.
14. Ray, Rajat, K., *Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-47*, Delhi, 1985.

M A SEMESTER II

L	T	P	C
3	1	0	4

COURSE CODE: **HST21027**
COURSE NAME: **PEASANT MOVEMENTS IN INDIA**

Course Composition	**Basic Understanding about Peasant Movements in India**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Comprehend the evolution of Peasant Movements in India.
CO2	Analyse the evolution as well as development of Agrarian revolt and Peasant Uprisings.
CO3	Evaluate the socio-political and economic issues.
CO4	Analyse Peasant resistance and their socio-political impact
CO5	Evaluate Peasant uprisings with special reference to Punjab and North East
CO6	Analyse the drain of economic resources from India

MAPPING COs With POs & PSOs

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	3	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	2	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of Peasant Movements in India.	**PO1, PO2, PO6**
CO2	Analyse the evolution as well as development of Agrarian revolt and Peasant Uprisings.	**PO1,PO2, PO4**
CO3	Analyse the development of Peasant and Indian National Movement	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political and economic issues.	**PO2, PO3, PO5, PO8, PO10**
CO5	Analyse Peasant resistance and their socio-political impact	**PO1, PO2**
CO6	Evaluate Peasant uprisings with special reference to Punjab and North East	**PO8, PO1**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Comprehend the issues and problems of Peasants Movement in India.
2. To introduce students to the historical factors of Agrarian and Peasant Uprising.
3. To acquaint them with the concept of Peasant Movements and Resistance.
4. To provide them the knowledge of different peasant movements.

Course Description

The subject aims at giving students knowledge of the evolution, characteristics and development of Peasant Movements in India. It will also elaborate on the understanding of peasant movements in which locational and spatial characteristics are the determining factors

Course Content

Unit I-Historical Context **10 lecture hours**

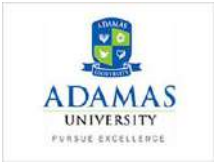
a) Commercialization of Agriculture and land revenue systems
b) Administrative and judicial systems
c) Deindustrialization debate

Unit-II Agrarian Revolts in the 19th Century **10 lecture hours**

a) Santal Insurrection 1855-56, Indigo uprising 1860
b) Pabna Uprising 1873, Maratha Uprising 1875
c) Agrarian disturbance in the 19th century Bengal

Unit-III Peasant uprisings during the 20th Century **10 lecture hours**

a) Peasant struggles 1905-18, Emergence of Indian Nationalism

b) Champaran and Kheda Satyagraha,  Concept of Swaraj

c) Agrarian movements in Bengal and Bihar 1919-1939, Damodar Canal tax Movement, Tebhaga movement.

Unit-IV Peasants and the Indian National Movement **10 lecture hours**

a) Role of Mahatma Gandhi and subsequent developments,
b) Peasants and the Civil Disobedience Movement,
c) growth of political consciousness, formation of kishan sabhas

Unit V Peasant Resistance in South India **10 lecture hours**

a) Andhra Unrest, Moplah uprising
b) Sreerama Raju's uprising,
c) Insurrection in Telangana.

Unit VI Peasant Uprisings in Punjab and North-East India **10 lecture hours**

a) Kisan movements in Punjab, Kirti Kissan Party 1929-45,
b) Phulguri uprising, Rangia and Lachima Revolt, Patharughat Uprising,
c) Revolt in the Jayantia Hills, The Nagas, Garos, and Lushais

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Text Books

1. Bose, Sugata, *The Cambridge History of India: Peasant Labour and Colonial Capital Rural Bengal Since 1770*, Cambridge University Press, 1993.
2. Desai, A.R. edited, *Peasant Struggles in India*, Oxford University Press, 1979.
3. Dhanagare, D.N., *Peasant Movements in India 1920-1950*, Oxford University Press, 1983.
4. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Duke Univerisity Press, Durham and London, 1999.
5. Ludden, David. *The New Cambridge History of India: Peasant History in South India*, Princeton University Press, 1985.

Reading Lists

6. Gupta, Akhil, *Post-Colonial Developments: Agriculture in the Making of Modern India*, Duke University Press, Durham/London, 1998.
7. Kalita, Ramesh Chandra., *Agrarian Unrest in India*, Ulopi Publications, Dispur, 2014.

8. Karna, MahendraNarain, *Agrarian Structure and Land Reforms in Assam*, North Eastern Hill University Publication, Shillong, 2004.

9. Ludden, David. *The New Cambridge History of India Volume IV: AN Agrarian History of South Asia*, Cambridge University Press, 1999.

10. Mukherjee, Mridula.,*Peasants in India's Non-Violent Revolution: Theory and Practices,* Sage Publication, New Delhi, 2004.

11. Singha Roy, Debal K. *Peasant Movements in Post- Colonial India: Dynamics of Mobilization and Identity*, Sage Publications, New Delhi, 2004.

M A SEMESTER II

L	T	P	C
3	1	0	4

COURSE CODE: **HST21028**
COURSE NAME: **RESEARCH METHODOLOGY AND COMPUTER APPLICATION IN HISTORY**

Course Composition	**Basic Understanding about Research Methodology and Computer Application in History**
Course Category	**Core**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes
CO1	Identify major tools and techniques in research methodology .
CO2	Understand the types of research methodology.
CO3	Apply the computer application tools for thesis writing.
CO4	Analyse the research findings and data interpretation.
CO5	Evaluate the research problems and formulation of research questions
CO6	Create research design for a specific project or social science research

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	-	-	2	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

MAPPING

COs With POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Identify major tools and techniques in research methodology	**PO1, PO2, PO6**
CO2	Understand the types of research methodology.	**PO1,PO2, PO4**
CO3	Apply the computer application tools for thesis writing.	**PO1, PO2, PO4, PO8**
CO4	Analyse the research findings and data interpretation	**PO2, PO3, PO5, PO8, PO10**
CO5	Evaluate the research problems and formulation of research questions	**PO1, PO2**

CO6	Create research design for a specific project or social science research	**PO8, PO1**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives:

1. Understand the historical methodology of history as a discipline.
2. Explore the major research tools, techniques, and materials used in research.
3. Analyze the research problems and formulate hypothesis.
4. Examine the various types of research methods and research ethics.
5. Evaluate the research findings and outputs on any specific research topic.
6. Create the research design and the utilization of referencing styles.

Course Description:

This course provides an in-depth exploration of the rich and diverse methods of research methodology. It explores different history school writing and their approach to examine the research findings. Students will study the types of research design and tools, techniques, sources, and referencing which is used in different types of historical research. The course also highlights the significance of social science research, particularly various aspects of historical research.

Course Content:

Unit I **10 lecture hours**

Introduction to Research Methodology

c) Definitions and Concepts of Research

c) Types of Research

c) Research Ethics

Unit-II **10 lecture hours**

Foundations of Research

d) Identification of Research Question

d) Literature Review Process

d) Formulation of Hypothesis

d) Data Sampling & Analysis; Research Findings

Unit-III **10 lecture hours**

Types and Methods of Research

c) Theoretical Research and Case Study

c) Qualitative and Quantitative Research

c) Fundamental and Analytical Research

Unit-IV **10 lecture hours**

Citation, References and Bibliography

b) Format and Styles (APA, Chicago Manual)

b)

Unit-V **10 lecture hours**

Computer Application in Research: Introduction

c) Introduction to Spread Sheet Applications

c) Features for Statistical Data Analysis

c) Generating Charts/Graphs

Unit-VI **10 lecture hours**

Digital Tools in Historical Research

c) Presentation Tools (Microsoft Excel, Open office, PPT)

c) Web Search and Use of Internet

c) Thesis writing & Scientific Editing Tools

Textbooks

Bhandarkar, P.L. & Wilkinson, T.S. (2016). Methodology and Techniques of Social Research. Himalaya Publishing House, Mumbai.

Elhance, D.N., Elhance V. & Aggarwal, B.M. (2018). Fundamentals of Statistics. Kitab Mahal, Mumbai.

Ferber, R. & Verdoon, P.J. (1962). Research Methods in Economics and Business. Macmillan, New York.

Ghosh, B.N. (2015). Scientific Method and Social Research. Sterling Publishers, New Delhi.

Goode, W.J. & Hatt, P.K. (2022). Methods in Social Research. McGraw Hill, London.

Gujarati, D., Porter, D.C. & Pal, M. (2017). Basic Econometrics. Tata McGraw Hill, New Delhi. Gupta, S.P. (2021). Statistical Methods. S. Chand & Company, New Delhi.

Kothari, C.R. & Garg, G. (2019). Research Methodology: Methods and Techniques. New Age International Publishers, New Delhi.

Reading List

Montgomary, Douglas C. (2007), Design and Analysis of Experiments (Wiley India)

Montgomary, Douglas C. & Runger, George C. (2007), Applied Statistics & probability for Engineers (Wiley India)

Kothari C.K. (2004), Research Methodoloy – Methods and Techniques (New Age International, New Delhi)

Krishnswamy, K.N., Shivkumar, Appa Iyer and Mathiranjan M. (2006) Management Research Methodology; Integration of Principles, Methods and Techniques (Pearson Education, New Delhi)

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Comprehensive and Continues Assessment	End Term Examination
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify major tools and techniques in research methodology	PO1, PO2, PO6
CO2	Understand the types of research methodology.	PO1,PO2, PO4
CO3	Apply the computer application tools for thesis writing.	PO1, PO2, PO4, PO8
CO4	Evaluate the research problems and formulation of research questions	PO2, PO3, PO5, PO8, PO10

M A SEMESTER II

L	T	P	C
3	1	0	4

COURSE CODE: **HST21029**
COURSE NAME: **INDIAN LANGUAGES**

Course Composition	**Basic Understanding about Indian Languages**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Remembering the history of origin and evolution of Indian languages.
CO2	Understanding the fundamental features of Indian languages.
CO3	Apply digital tools to lean basics of Indian languages.
CO4	Analyse the role of Indian languages in literacy in society.
CO5	Evaluate the significance of Indian languages in modern day academics.
CO6	Create a chart or diagram of major features of Indian languages

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	2	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	3	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	2	-	-	-	-	-
CO5	2	-	-	-	-	2	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

MAPPING COs With POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Remembering the history of origin and evolution of Indian languages.	**PO1, PO2, PO6**
CO2	Understanding the fundamental features of Indian languages.	**PO1,PO2, PO4**
CO3	Apply digital tools to lean basics of Indian languages.	**PO1, PO2, PO4, PO8**
CO4	Analyse the role of Indian languages in literacy in society.	**PO2, PO3, PO5, PO8, PO10**

CO5	Evaluate the role of regional languages accessing holistic education and personality growth	**PO1, PO2**
CO6	Create a chart or diagram of major features of Indian languages	**PO8, PO1**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. To understand the basics of the functional grammar, its usage and relevant application of Indian languages.
2. To understand technique, style, pattern and the logical development of thoughts in writing different kinds of prose in any one of Indian languages.
3. To understand the significance of vernacular languages in growth of Indian culture and society.
4. To understand the need and development of the structure of the contemporary communication skills in native language.

Course Description

The student will have an exposure to the fundamentals of Indian languages and writing features but also develop a keen interest in the Indian languages and domain linked with the effective communications skills. The use of modern technology in the world of communication will also widen their mental horizon. They will understand the significance of Indian languages in growth of personality.

Course Content

Unit I- Introduction to Indian Languages **10 lecture hours**

a) Origin and Evolution
b) Main Features

c) Fundamentals of Grammar

Unit-II Types and Tools of Language **10 lecture hours**

a) Writing Tools and Techniques
b) Style: Expository, Descriptive, Reflective, Narrative
c) Letters and Report Scripting

Unit-III Regional Languages and Indian Epics **10 lecture hours**

a) Ramayana and Its regional versions
b) Mahabharata and Its narrations
c) Non-religious texts in Indian languages

Unit V Indian Languages and Multiculturalism **10 lecture hours**

a) Bengali language and culture
b) Sanskrit/Pali/Prakrit language
c) South Indian Languages: Tamil, Telegu and Malayalam

Unit VI Language and Mobilisation **10 lecture hours**

a) Popular Movements in Colonial India
d) Codification of Indian Languages
e) Growth of Indian Languages in Post-colonial India

Text Books

Chatterji, S.K., Languages and the Linguistic Problem, Oxford Pamphlets on Indian Affairs, No. 11, Oxford University Press, London, 1945

Chib, S.N., Language, Universities and Nationalsm in India, Oxford University Press, Lon- don, 1936.

Desai, M. P., Our Language Problem, Navajivan Publishing House, Ahmedabad, 1956.

Gopal, Ram, Linguistic Affairs of India, Asia Publishing House, Bombay, 1966

Lewis, M.M., Language in Society : The Linguistic Revolution and Social Change, New York, 1948.

Hoi jer, Harry A. (ed.), Language in Culture, Chicago, 1954.

Hoi jer, Harry A. (ed.), Language in Culture, Chicago, 1954.

M A SEMESTER III

L	T	P	C
3	1	0	4

COURSE CODE: **HST21031**
COURSE NAME: **COLONIALISM, COMMUNALISM AND SECULARISM IN MODERN INDIA**

Course Composition	**Basic Understanding about History of Modern India**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Comprehend the differences and similarities underlying the concepts of Imperialism and Colonialism.
CO2	Infer of the history of the rise of Communalism and Communal politics in India and the consequent turbulent course of events which shaped the modern boundaries of Indian nation and crafted subsequent course of events.
CO3	Evaluate Communalism and Secularism with as a socio-historical perspective
CO4	Compare and contrast the differences in Indian religious landscape during the pre-British and British time periods
CO5	Construct the significance of social reform movements

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	2	-	-	-
CO4	-	-	3	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	2	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

CO6	Interpret the Constitution with regard to the Secular principles.

MAPPING COs With POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the differences and similarities underlying the concepts of Imperialism and Colonialism.	**PO1, PO2, PO6**

CO2	Be aware of the history of the rise of Communalism and Communal politics in India and the consequent turbulent course of events which shaped the modern boundaries of Indian nation and crafted subsequent course of events.	**PO1,PO2, PO4**
CO3	Evaluate Communalism and Secularism with as a sociohistorical perspective.	**PO1, PO2, PO4, PO8**
CO4	Compare and contrast the differences in Indian religious landscape during the pre-British and British time periods.	**PO2, PO3, PO5, PO8, PO10**
CO5	Construct the significance of social reform movements	**PO1, PO2**
CO6	Interpret the Constitution with regard to the Secular principles.	**PO1, PO2**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. Comprehend the watershed events which defined the diverse phenomenon of Colonialism, Communalism and Secularism.
2. To introduce students to the historical factors which established colonial rule in India, defining the its various features and identifying the difference with imperialism.
3. To acquaint students with the rise of communalism in India and the subsequent development of Secularism.
4. To Comprehend the socio-religious conditions of pre-British and British India

Course Description

Students will learn about the basic Concepts & Theories of Colonialism, Imperialism, Communalism and Secularism. They will acquire knowledge about the origin of these concepts in the history of India and how these concepts shaped historical events. The course aims to cover the conceptual understanding of these phenomenon within the backdrop of the modern History of India.

Course Content

Unit I: Imperialism and Colonialism in India **10 lecture hours**

a) Introduction – A Global Approach
b) Imperialism and colonialism in Indian context
c) Impact of British Imperialism in India

Unit II: Coming of the British and Religion in India **10 lecture hours**

a) East India Company, Charter of 1813, Charter of 1833, Baptist Missionary Society,
b) Charles Grant and the Evangelicals in England, Evangelical missions and English education,
c) Issues on Religious conversion

Unit III: Historiography and Concepts **10 lecture hours**

a) Religion, Secularism, and Communalism
b) Fundamentalism and Proselytization,
c) Common Features of Hinduism, Islam and Christianity

Unit IV: Survey of Religion in Pre- British and British India **10 lecture hours**

a) Brief survey of the major religious beliefs and practices prevalent in Colonial India
b) Role of Bhakti and Sufi cults in establishing secular ideas, Colonial rule and Emergence of Religious groups
c) Raja Ram Mohan Roy and religious reforms movements

Unit V: Rise and Growth of Communalism in India **10 lecture hours**

a) Gandhi and Nehru on religion,
b) Church and its role during the colonial rule,
c) Role of Muslim League, Hindu Mahasabha and Akali Dal

Unit VI: Secularism in India **10 lecture hours**

a) Leadership of Congress and secularism,
b) Indian Constitution and Secularism, Idea of Secularism
c) Political Parties and the Concept of Secularism in Modern and Contemporary India.

Textbooks

1. Pandey, Gyanendra, The Construction of Communalism in Colonial North India, Oxford University Press, 1990.
2. Jaffrelot, C., *The Hindu Nationalist Movement and Indian Politics, 1925-1990*, Delhi, Penguin, 1993.
3. Bhagava, R., *Secularism and its Critics*, OUP, New Delhi, 1999.
4. Cohn, Bernard. *Colonialism and Its Forms of Knowledge: The British in India,* Princeton University Press, 1996.

Reading Lists

5. Azad, M.A.K., *India Wins Freedom,* Orient Longman, Hyderabad, 1988.
6. Basham, A.L., *The Wonder That was India*, Rupa and Co., New Delhi, 2001 (reprint)
7. Basu, D., *Constitution of India*, Prentice Hall, India, New Delhi, 1984.
8. Corbridge, Stuart and Harris John, *Reinventing India: Liberalization, Hindu, Nationalism, and Popular Democracy*, OUP, New Delhi, 2000.
9. Datta, P.K., Carving Blocs: *Communal Ideology in Early Twentieth Century Bengal*, Delhi: Oxford University Press, 1999.
10. Hardy, P., *The Muslims of British India*, OUP, Cambridge, 1972.
11. Lelyveld, David, *Aligarh's First Generation: Muslim Solidarity in British India,* Princeton, N.J., Princeton University Press, 1978
12. Metcalf, Barbara D. *Islamic Revival in British India: Deoband, 1860-1900,* Oxford University Press, 2002.
13. O'Hanlon, Rosalind, *Caste, Conflict and ideology* (Cambridge University Press, Indian Edn, 2010)
14. Oomnen, T.K. & Hunter P Marby, *The Christian Clergy in India: Social Structure and Social Roles*, Volume I and II, Sage, New Delhi, 2000.
15. New, J. Zavos, *The Emergence of Hindu Nationalism in India*, Oxford University Pres

M A SEMESTER III

L	T	P	C
3	1	0	4

COURSE CODE: **HST21032**
COURSE NAME: **TWENTIETH CENTURY (UPTO SECOND WORLD WAR)**

Course Composition	**Basic Understanding about 20th Century world**
Course Category	**Employability**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes
CO1	Comprehend the evolution of state system and international society in the twentieth century

CO2	Explain the evolution as well as theoretical applicability of geopolitics in the contemporary world.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-

CO3	Correlate the development of the geopolitics before, during and after the Cold War.
CO4	Assess the socio-political and environmental issues behind the global-regional and local movements and their impact on the function of the international system in general.
CO5	Describe the origins and rise of multilateral organizations in international politics and their utility thereafter.
CO6	Highlight the contentious issues that have sought to change the course of world politics at the turning point of the nineteenth century.

MAPPING COs With POs & PSOs

CO3	-	2	-	-	-	-	-	-	-	2	-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of state system and international society in the twentieth century	**PO1, PO2, PO6**
CO2	Explain the evolution as well as theoretical applicability of geopolitics in the contemporary world	**PO1,PO2, PO4**
CO3	Analyse the development of the geopolitics before, during and after the Cold War.	**PO1, PO2, PO4, PO8**
CO4	Assess the socio-political and environmental issues behind the global-regional and local movements and their impact	**PO2, PO3, PO5, PO8,**
	on the function of the international system in general.	**PO10**
CO5	Describe the origins and rise of multilateral organizations in international politics and their utility thereafter.	**PO1, PO2, PO4**
CO6	Highlight the contentious issues that have sought to change the course of world politics at the turning point of the nineteenth century	**PO2, PO3, PO4, PO8**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**

Weightage (%)	**50**	**50**

Course Objectives

1. Comprehend the origin and development of World politics up to the World War era.
2. To introduce students to the historical factors that have affected the political events as a causes.
3. To acquaint them with the concept of power and the need of balance of power in international system.
4. To provide them the knowledge of national interest and its importance in diplomatic history.

Course Description

The subject aims at giving students knowledge of the evolution, characteristics and principles of geopolitics. It will also elaborate on the understanding of geopolitics in which locational and spatial characteristics are the determining factors in how power is used in the international system. In addition, supplementary aim of the course is to introduce various theories on geopolitics. Emphasis has also been laid on inter-relation between the traditional concepts of geopolitics with the contemporary issues including the rising concerns about the environmental issues amidst political turmoil.

Course Content

Unit- I **10 lecture hours**
Beginning of a New Era

Beginning of Twentieth Century, First World War, Origins and Nature, Russian Revolution of 1917, Paris Peace Settlement and its significance

Unit-II **10 lecture hours**
Peace Organization

League of Nations, its success and failure, Great Depression Emergence of Nazism (Germany) Fascism (Italy) and Militarism (Japan).

Unit-III **10 lecture hours**
Mid Twentieth Century
Second World War, Origins, Nature and Results, Nationalist Movements in Asia with emphasis on Indonesia, Communist Revolution in China.

Unit-IV **10 lecture hours**
Post War Era
United Nations, Background, Aims and Purposes

Unit V **10 lecture hours**
Post-World War II Phase
Cold War, Its ideological and political basis, Non-aligned Movement and the Third World.

Unit VI **10 lecture hours**
Dissolution of Soviet Union
Disintegration of the Soviet Union and the Unipolar World System.

Text Books

1. P. Calvocoressi, World Politics Since 1945.

2. C.J. Bartlett, International Politics : State Power and Conflict since 1945.

3. Joan Saperio, The Politics of International Economic Relation.

4. D.F. Fleming, The Cold War and its Origins 1917-60.

Reading List

Eric Hobsbawm, The Age of Extreme, 1914-91.

Raymond Garthoff, The Great Transition : American. -Soviet relations and the end of the Cold War.

M A SEMESTER III

L	T	P	C
3	1	0	4

COURSE CODE: **HST21033**
COURSE NAME: **WOMEN IN INDIA THROUGH THE AGES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
Course Composition						**Basic Understanding about Women's History**						
Course Category						**Core**						
Developmental Needs						**National**						

Course Outcomes

	Course Outcomes
CO1	Infer the evolving role and position of women in India.
CO2	Awareness about the theoretical positions of scholars on gender relations.
CO3	Draw the characteristics of each period in women's history with specific reference to practices such as Sati, conditions of widows and courtesans.
CO4	Analyse the political, economic, social and religious aspects of women's lives in the History of India.
CO5	Evaluate the role of women in Ancient times
CO6	Interpret women's role in religious and educational world in different time periods starting from ancient times

MAPPING COs With POs & PSOs

CO1	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	2	2	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	2	-	-	-	-	-	-	-
CO6	1	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

[1 = weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Infer the evolving role and position of women in India.	**PO1, PO2, PO6**
CO2	Awareness about the theoretical positions of scholars on gender relations.	**PO1,PO2, PO4**
CO3	Evaluate the characteristics of each period in women's history.	**PO1, PO2, PO4, PO8**
CO4	Evaluate the political, economic, social and religious aspects of women's lives in the History of India.	**PO2, PO3, PO5, PO8, PO10**
CO5	Comprehend the role of women in Ancient times	**PO1, PO3**
CO6	Analyse women's role in religious and educational world in different time periods starting from ancient times	**PO1, PO2, PO3**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Comprehend the watershed events which marked the changes in the position and role of women from ancient to modern period.
2. To introduce students to the historical factors which affected the changes in the ideas about women.
3. To acquaint students with the primary sources surrounding women in the various religious traditions such as Hinduism, Jainism and Buddhism.
4. To provide them the knowledge about women's role in politics, social reform movements and Indian freedom struggle.

Course Description

Students will learn about the basic concepts and theories of women studies as well as defining gender, ideology, practice and relationship between gender, caste, class religion & politics. They will acquire knowledge about the role and position of women in India from stretching from the earliest time period to the Modern period. They will gather knowledge about the contribution of women towards the society through political, social and religious fields. They will be made aware about the violence against women and how continuous struggles led to the passage of preventive laws in their favour.

Course Content

Unit-I: Women in Ancient India **10 lecture hours**
Women in Vedic Age, Women in Smriti Texts.

Unit II: Women in treaties and politics **10 lecture hours**
Women in administration, women in wars and treaties, practices of Sati.

Unit III: Women in religion **10 lecture hours**
Women in Hinduism, Buddhism, Jainism, Sikhism and Islam.

Unit IV: Muslim Women in Politics **10 lecture hours**
Queens in administration, role of women and purdah politics

Unit V: Socio-reform movements and women reformers **15 lecture hours**
Women rights, socio-reform movements, women reformers

Unit VI: Women in Indian National Movements **15 lecture hours**
Women in Swadeshi Movement, Indian National Movement.

Text Books

1. Agarwal, Sushila. (ed.) *Status of Women*, Printwell Publication, Jaipur 1988
2. Altekar, A.S., *Position of Women in Hindu Civilization*, MotilalBanarasidas Publications, New Delhi, 1959.

Reading list

5. Collet, Alice.,*Women in early Indian Buddhism*, Oxford University Press, 2014.
6. Forbes, Geraldine. *The New Cambridge History of India: Women in Modern India*, Cambridge University Press, 1996.
7. Jackson, Elizabeth.,*Feminism and Contemporary Indian Women's Writing*, Palgrave MacMillan, 2010.
8. Nagar, Usha. *Education of Girls in India: Progress and Prospects,* National Council of Education and training, New Delhi, 2000.

9. Patil, Padmaja. & Jadhav, Shobhana, Women in Indian History, Phadake Prakashan, Kolhapur, 2011.
10. Raman, Sita Anantha., Women in India: A Social and Cultural History, ABC CLIO, 2009.
11. Sen, Samita., Women and Labour in Late Colonial India, The Bengal Jute Industry, Cambridge University Press, 1999.
12. Shiva, Vandana, Staying Alive: Women, ecology and survival in India, Zed Books, 1988.

M A SEMESTER III

L	T	P	C
3	1	0	4

COURSE CODE: **HST21034**
COURSE NAME: **DEBATE IN INDIAN HISTORY**

Course Composition	**Basic Understanding about Peasant Movements in India**
Course Category	**Core**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Remember the various debates in global history
CO2	Understand the features of historical interpretations on various debates.
CO3	Apply the different school of history writing to get comprehensive knowledge about these debates in history
CO4	Analyse the significance of debates in Indian history
CO5	Evaluate the role of historiography in establishing narratives of the discourse
CO6	Create a diagram or chart of major debates in Indian history

MAPPING COs With POs & PSOs

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	1	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	2	-	-	-	-
CO5	-	2	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

[1 = weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of Peasant Movements in India.	**PO1, PO2, PO6**
CO2	Analyse the evolution as well as development of Agrarian revolt and Peasant Uprisings.	**PO1,PO2, PO4**
CO3	Analyse the development of Peasant and Indian National Movement	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political and economic issues.	**PO2, PO3, PO5, PO8, PO10**
CO5	Analyse Peasant resistance and their socio-political impact	**PO1, PO2**
CO6	Evaluate Peasant uprisings with special reference to Punjab and North East	**PO8, PO1**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

5. Comprehend the issues and problems of debates on Indian history.
6. To introduce students about the historical interpretations of debates.
7. To acquaint them with the concept of history writing and articulation of facts.
8. To provide them the knowledge of different historical tools and techniques.

Course Description

This course seeks to familiarize the student with the major themes and debates in Indian History during the period covered in it. The intention, therefore, is not to survey the period. By making an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to attack similar problems in this and other period(s) of Indian history.

Course Content

Unit I-Debate in Ancient Indian History **10 lecture hours**

a) Decline of Harrapan civilisation
d) Aryan debate
e) Early medieval India – a debate

Unit-II Debate in Medieval Indian History **10 lecture hours**

a) Feudalism debate
b) Decline of Mughal – a debate
c) Akbar-Aurangzeb era- a historical debate

Unit-III Debate in Modern Indian History **10 lecture hours**

a) Debate on Indian Nationalism
b) Debate on Colonial Modernity
c) Debate on Indian Communalism

Unit-IV Debate in Post-Colonial Indian History **10 lecture hours**

a) Secularism debate
b) Debate on left movements
c) Debate on women role in National building process

Unit V Issues and Controversies in Indian history **10 lecture hours**

a) Myth and Reality
b) Religion and Politics
c) Language and Ethnicity

Unit VI Various Interpretations in Historical Debates **10 lecture hours**

a) Colonial and Nationalist Interpretations
b) Marxist and Subaltern Interpretations
c) Critical Turn and Post-colonial interpretation

Text Books

Neeladri Bhattacharya, "Teaching History in Schools: The Politics of Textbooks in India," *History Workshop Journal* 67 (spring 2009), 101.

Thomas R. Trautmann, *The Aryan Debate.* Oxford University Press 2008

Romila Thapar, Asoka and the Decline of the Mauryas, OUP 1961

R S Sharma, *Indian Feudalism*, Calcutta 1965

H Mukhia, Was there Feudalism in Indian History? *PIHC,* Vol.40 (1979), pp.229-280

Hermann Kulke, Ed. *State in India, 1000-1700*, OUP New Delhi 1997

Jadunath Sarkar, History of Aurangzeb (5 Volumes) 1901

Chakrabarty, Dipesh (2015). *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*. University of Chicago Press

Audrey Trushke, Aurangzeb: The Man and the Myth, Penguin Random House India.2017

Seema Alavi, *Ed*. *The Eighteenth Century in India: Debates in Indian History and Society*. OUP, New Delhi, 2002.

M A SEMESTER III

L	T	P	C
3	1	0	4

COURSE CODE: **HST21035**
COURSE NAME: **HISTORY OF SCIENCE**

Course Composition	**Basic Understanding about History of Science**
Course Category	**Skill and Employability**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes
CO1	Comprehend the evolution of Science in Indian Subcontinent.
CO2	Develop a comprehensive idea about scientific issues of India.
CO3	Construct an understanding of the major concepts and theoretical perspectives on development of Science in India.
CO4	Identify the Science in progress of idea and human evolution.
CO5	Evaluate the socio-political development of science in Indian subcontinent.
CO6	Classify the evolution of history of science in Indian subcontinent form the ancient till the post-independence period.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	3	-	2	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

MAPPING C

Os With POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of Science in Indian Subcontinent.	**PO1, PO2, PO9**
CO2	Develop a comprehensive idea about scientific issues of India.	**PO1,PO4, PO6, PO11**
CO3	Construct an understanding of the major concepts and theoretical perspectives on development of Science in India.	**PO1, PO6, PO9, PO10**
CO4	Identify the Science in progress of idea and human evolution.	**PO1, PO3, PO2, PO6**
CO5.	Evaluate the socio-political development of science in Indian subcontinent.	**PO3, PO5, PO7, PO8**

CO6	Classify the evolution of history of science in Indian subcontinent form the ancient till the post-independence period.	**PO1, PO3, PO8, PO9**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. To make the students relate the various disciplines to develop a comprehensive understanding of history of science in India..
2. To introduce them to various perspectives on the issues of Science
3. Enrich the knowledge database of the young minds with regard to the socioeconomic-political developments of science in India.
4. To enable students to equip themselves with the necessary information to analyse the present scenario of Science on a global scale.

Course Description

This paper seeks to equip students with the basic intellectual tools for understanding scientific developments. It introduces students to some of the most important theoretical approaches for studying watershed events in Indian history. The course begins by historically contextualizing the evolution of the science. After having set the parameters of the debate, students are introduced to different concepts of History of Science. It provides a fairly comprehensive overview of the major scientific developments and events starting from the Ancient India.. Students are expected to learn about the key milestones in scientific history and equip them with the tools to understand and analyse the same from different perspectives.

Course Content

Unit- I Science in Ancient India **20 lecture hours**

Astronomy, Mathematics, Medicine, Chemical Practices

Unit-II Science in progress **10 lecture hours**

Agriculture, Botany, Zoology, Scientific Concepts

Unit-III Science in Medieval India **20 lecture hours**

Agriculture, Texture Technology, Military Technology, Ship building

Unit-IV Scientific Developments in the Sultanate and Mughal Period **15 lecture hours**

Metallurgy, Glass Technology, Printing Press, Miscellaneous

Unit-V Western Science in India **20 lecture hours**

European Traders and Missionaries in India, Scientific surveysand organisations in India, Science education in India, Indian Scientist.

Unit-VI Technological Developments under the Raj **25 lecture hours**

Mining, Ship Building, Railways, Telegraph, Irrigation.

Text Books

1. Arnold, David, The New Cambridge History of India: Science, Technology and Medicine in Colonial India, Cambridge University Press, New York, 2000.
2. Bandyopadhyay, Arun. Science and Society in India, c. 1750-2000, New Delhi., Sanctum Books, 2010.
3. Bose, D.M., S.M., Bose and S.V. Subbarayappa ed, A Concise History of Science in India, Indian National Science Academy, New Delhi, 1971.
4. Habib, Irfan and Raina, Druv., eds. Social History of Science in Colonial India, OUP. 2007.

5. Habib, Irfan. A People's History of India, c. 650, 1750, New Delhi, Tulika India 20-technology in Medieval Books, 2008.
6. Kumar, Deepak. Science and the Raj: 1857- 1905, Oxford University Press, 1997.
7. Subbarayappa ed. Medicine and Life Sciences in India, HSPCIC series Vol IV Part 2, 2009.
8. Zhmud, Leonid., The Origin of the History of Science in Classical Antiquity, Walter de Gruyter, New York, 2006.

M A SEMESTER III

L	T	P	C
3	1	0	4

COURSE CODE: **HST21036**
COURSE NAME: **RELIGION AND SOCIETY**

Course Composition	**Basic Understanding about History of Religion and Society**
Course Category	**Core**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes
CO1	Identify the origin and evolution of religious practices in India
CO2	Understand a comprehensive idea about issues of the religious movements.
CO3	Construct the major concepts and theoretical perspectives on development of society with religion.
CO4	Analyse the religious debates with global approach.
CO5	Evaluate the socio-political issues for the evolution of religion and society

CO6	Summarize the various stage of Indian history from the lens of religion and Society.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	-	-	-	-	-	-	-	-	2	-	-
CO2	-	3	-	-	-	-	-	2	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	3	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

MAPPING COs With POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Evaluate the evolution of religious practices.	**PO1, PO2, PO9**
CO2	Develop a comprehensive idea about issues of the Religious movements	**PO1,PO4, PO6, PO11**
CO3	Construct the major concepts and theoretical perspectives on development of society with religion	**PO1, PO6, PO9, PO10**
CO4	Identify the beginning of Christianity and British period.	**PO1, PO3, PO2, PO6**
CO5.	Evaluate the socio-political issues for the evolution of religion and society	**PO3, PO5, PO7, PO8**

CO6	Summarize the various stage of Indian history from the lens of Religion and Society.	**PO2, PO3, PO5, PO8**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. To make the students relate the various disciplines to develop a comprehensive understanding of the Religion and Society in Indian Subcontinent.
2. To introduce them to various perspectives on the issues of religion and society
3. Enrich the knowledge database of the young minds with regard to the socioeconomic-political developments of the Indian Subcontinent
4. To enable students to equip themselves with the necessary information to analyse the scenario of Religion and Society.

Course Description

This paper seeks to equip students with the basic intellectual tools for understanding social developments of religion and society of Indian subcontinent. It introduces students to some of the most important theoretical approaches for studying watershed events in Indian history. Students are expected to learn about the key milestones in Indian history and equip them with the tools to understand and analyse the same from different perspectives.

Course Content

Unit- I Beginning of religious practices **10 lecture hours**

(a) Animistic and fertility cults in the Indus Valley Civilization
(b) Evolution of ritualistic religion in the later Vedic period
(c) Growth of the gods and goddesses.

Unit-II Religious Movements and Emergence of Ritualistic Hinduism 10 lecture hours

(a)Religious Movements in the 6th century
(b) Buddhism and Jainism, Emergence of Saivism
(c) Vaishnavism, Bhagavatism and Shaktism.

Unit-III Revival of the ritualistic Hinduism **10 lecture hours**

(a) The Gupta Era- Revival of the ritualistic Hinduism
(b) Socio-cultural conditions- Economy and Religion, Land grants
(c) Feudal elements – decline of Buddhism- evolution of tantric- their antecedent.

Unit-IV Sufi and Bhakti movements in India **10 lecture hours**

(a) Features of Sufism, Sufi saints
(b) Origin of Bhakti movement, reformers of Bhakti movement
(c) Impact of Bhakti movement, Vaishnavism and Saivism

Unit-V Beginning of Christianity in India **15 lecture hours**

(a) Origin of Christianity in India
(b) Coming of the Portuguese
(c) Francis Xavier and Jesuit mission, protestant missions

Unit-VI The British period **15 lecture hours**

(a) East India Company, Charter of 1813, Charter of 1833
(b) Baptist Missionary Society, Charles Grant and the Evangelicals in England, Evangelical missions and English education

(c) Hindu religious ideas and emphasis on conversion

Text Books

1. Basham, A.L. (ed.), *A Cultural History of India*, OUP, Delhi, 1984 (Reprint).
2. Eaton, Richard. M., *Rise of Islam and the Bengal Frontier, 1204-1760*, Berkeley and London, 1993.
3. Heimsath, Charles., Indian Nationalism and Hindu Social Reform, Princeton University Press, 1964.
4. Jha, D.N., *Ancient India in Historical outline*, Manohar Publishers, 1998.
5. Jones, Kenneth W., *Socio-religious Reforms Movements in British India*, CUP, 1990.

Reading list

6. Kopf, David. *British Orientalism and Bengal Renaissance*, Berkeley and Los Angeles, 1969.
7. Macintosh, Jane R. *The Ancient Indus Valley,* ABC Clio, Santa Barbara, California 2008.
8. Marshall, P.J. (ed.), *British Discovery of Hinduism*, Cambridge University Press, 1970 17. Metcalf, Barbara D., *Islamic Revival in British India*: Deoband, 1860-1900, Oxford University Press, 2002.
18. Neill, Stephen. *A History of Christianity in India 1707-1858*, Cambridge University Press, 1985.
19. Nizami, K.A. *Some Aspects of Religion and Politics in India during the 13$_{th}$ Century*, Aligarh, 1961.
20. Rizvi, S.A.A. 1978.,*A History of Sufism in India, Vol. I, Early Sufism and its History in India to 1600 A.D.* Delhi: Munshiram Manoharlal.
21. Thapar, Romila, *Early India from the Origins to 1300*, Penguin Books, 2003.

M A SEMESTER IV

L	T	P	C
3	1	0	4

COURSE CODE: **HST21039**
COURSE NAME: **INDIA AFTER INDEPENDENCE (1947 – 2000)**

Course Composition	**Basic Knowledge about Contemporary India**
Course Category	**Employability**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Overview the evolution of state system in Independent India
CO2	Understanding theoretical applicability of nature of state in India
CO3	Apply the political theories in examining the growth of nation after India's independence.
CO4	Analyse the socio-political and issues after 1970's, economic

	plans and industrialisation.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	3	-	-	-	-	-	-	-	-
CO4	-	2	-	-	-	-	-	-	2	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-
CO6	2	-	-	-	-	-	-	-	-	-	-	-
Average	-	-	-	-	-	-	-	-	-	-	-	-

CO5	Evaluate the role of social reformer and intellectuals in consolidation of state apparatus.
CO6	Create a diagram about developmental profile of India.

MAPPING COs With POs & PSOs

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**

CO1	Comprehend the evolution of Independent Indian state system	**PO1, PO2, PO6**
CO2	Evaluate the evolution as well as theoretical applicability of Post-Independence India.	**PO1, PO2, PO4**
CO3	Analyse the development of the India's origin policy, constitution, New Era.	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political and issues after 1970's, economic plans and industrialisation.	**PO2, PO3, PO5, PO8, PO10**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. Comprehend historical background of Indian Independence.
2. To introduce students to the historical factors democracy and Indian Foreign policy.
3. To acquaint them with the concept of making of Indian Constitution.
4. Provide them the knowledge of beginning of new era, India after 1970's,,Economic plans and Industrialization

Course Description

The subject aims at giving students knowledge of the evolution, characteristics of Post independent India. In addition, supplementary aim of the course is to introduce various theories of Post independent India. Emphasis has also been laid on inter-relation between the traditional

concepts of Post -Independence with the rising concerns about the the contemporary issues including economic plans and industrialisation.

Course Content

Unit- I Historical Background **10 lecture hours**

a) C.R. Formula, Gandhi-Jinnah Talks, Cabinet Mission Plan, Direct Action Day,
b) Interim Government, Constituent Assembly, Mount Batten Plan and achievement of Freedom
c) June Third Plan, and Indian Independence Act

Unit II: Democracy and India's Foreign Policy **10 lecture hours**

a) Building a democratic government, challenges and constraints,
b) India's Non-Aligned Policy
c) Indo China War 1962

Unit-III The Making of Indian Constitution **10 lecture hours**

a) Indian Constitution and Its Salient Features,
b) Accession of Princely states, linguistic reorganisation of the states,
c) Integration of tribal areas, Regionalism.

Unit-IV India during Nehru Era **10 lecture hours**

a) Jawaharlal Nehru and his understanding about Socialism
b) Domestic and Foreign Policy
c) Emergence of Political parties

Unit-IV India during 1970s **10 lecture hours**

a) Growth of Naxalite Movements
b) National Emergency of 1975
c) Indira Gandhi and her socialist programmes

Unit-IV India during 1990s **10 lecture hours**

a) Liberalisation, Privatisation and Globalisation
b) Emergence of Coalition government
c) Rise of Mandal politics

Text Books

1. Austin, Granville. *The Indian Constitution, Cornerstone of a Nation*, Paperback, 1999.
2. Basu, Durga Das. *Introduction to the Constitution of India*, Paperback, 2009.
3. Brass, Paul.,*The Politics of India since Independence*, NCMH I-IV, Cambridge University Press, 2004.
4. Chandra, Bipan.,Aditya Mukherjee., Mridula Mukherjee, *India Since Independence,* Penguin Books, New Delhi, 2000.

Reading List

5. Chandra, Bipan. *Nationalism and Colonialism in Modern India*, Orient Longman, Calcutta, 1979.
6. Chandra, Bipan.,*Communalism in Modern India*., Har-anand Publications Pvt Ltd.. 2008.
7. Desai, A.R. Social background of Indian Nationalism, Popular Prakashan, Bombay, 1976.
8. Frankel, Francine, *India's Political economy,* Oxford University Press, 2009.
9. Guha, Ramachandran., *India After Gandhi,* Delhi, Picador, 2007.
10. Subramanian, Narendra.,*Ethnicity and Populist Mobilization*, Delhi: OUP, 1998.
11. Zamindar, Vazira.,*The Long Partition and the Making of Modern South Asia*, Viking, New Delhi, 2007

M A SEMESTER IV

L	T	P	C
3	1	0	4

COURSE CODE: **HST21040**
COURSE NAME: **WORLD AFTER WORLD WAR II**

Course Composition	**Basic Understanding about Global History**
Course Category	**Employability**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2

CO1	Comprehend the evolution of state system in the twentieth century from the colonial to the post-colonial age.
CO2	Appraise the multicultural aspect of the post-colonial societies
CO3	Identify the strengths and weaknesses of the contending explanations for the start of the two World wars as well as the Cold War.
CO4	Describe the transformation of the global economy in the post-World War II world.
CO5	Assess the debates around development and underdevelopment in the Global South with the help of key theories
CO6	Examine the impact of ideological wars in the western and non-western world in the light of Cold War

MAPPING COs With POs & PSOs

CO1	-	3	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	-	-	-	-	-	-	-
CO3	1	-	-	2	-	-	-	-	2	-	-	-
CO4	-	-	2	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of state system in the twentieth century especially in the post-colonial world.	**PO1, PO2, PO6**
CO2	Appraise the multicultural aspect of the Indian society.	**PO1,PO2, PO4, PO6, PO10**
CO3	Identify the strengths and weaknesses of the contending explanations for the start of the Cold War.	**PO1, PO2, PO4, PO8**

CO4	Describe the transformation of the global economy in the post-World War II world.	**PO2, PO3, PO5, PO8, PO10**
CO5	Assess the debates around development and underdevelopment in the Global South with the help of key theories	**PO1, PO4, PO8**
CO6	Examine the impact of ideological wars in the western and non-western world in the light of Cold War	**PO1, PO2, PO7**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous Assessment**	**End Term Examination**
Weightage (%)	**50**	**50**

Course Objectives

1. Comprehend the origin and development of post-war global politics
2. The course aims at acquainting the students with the main currents of the socio-political and economic developments in the non-Western world during the colonial as well as the post-colonial period.
3. To acquaint students with essential theoretical concepts of international politics
4. To introduce core contemporary issues, trends, and challenges of the post-Cold War era

Course Description

The objective of this course is to provide students with empirical knowledge, the background and the conceptual tools for comprehensive and richer understanding of how the world works. The module is designed to provide students with an overview of world politics by looking at both its historical development and the relevant contemporary issue areas.

Henceforth, basic concepts will be dealt with along with a brief overview of the evolving international system post WWII. Focus will also be given to the role of main actors who shape the modern politics. Finally, students will be exposed to central debates surrounding the process of globalization and global governance as well as the key trends and challenges to the international system.

Course Content

Unit- I **10 lecture hours**

Cold War: Origin and Nature, Issues

a) Berlin Crisis (1948), Korean War, Cuban Crisis,
b) Military Alliances: NATO, CENTO, SEATO, ANZUS,
c) Warsaw Pact

Unit-II **10 lecture hours**

Non-Aligned movement

a) Origin of the Non Alignment Movement
b) Objective and Programmes
c) Impact on world politics

Unit-III **10 lecture hours**

Issues in West Asia

a) Oil Politics, Arab-Israel conflicts,
b) Palestine issue, Suez Crisis,
c) Kuwait- Iran War and its Impact.

Unit-IV **10 lecture hours**

Developments in South-East Asia

a) Vietnam War
b) Political Crisis in Myanmar
c) Social Conflicts in Indonesia

Unit V **15 lecture hours**

Towards a Uni-polar World

a) Reunification of Germany,
b) Disintegration of the USSR and its consequences.
c) Consolidation of Capitalist Economy

Unit VI **15 lecture hours**

Globalization and its Impact

a) European Union
b) BRICS
c) G20

Text Books

1. Buzan, Barry and Richard Little, International Systems in World History, OUP, 2000.

2. Cornwall, R.D., World History in 20th Century, Longman, London, 1976

Reading List

3. Halle, Cold War; a History

4. Knapp, Wilfred, A History of War and Peace, Oxford, 1967.

5. Langsam, W.C., The World Since 1919.

6. Nanda, B.R. (ed.), Indian Foreign Policy, Nehru Era. 1967

M A SEMESTER IV

L	T	P	C
3	1	0	4

COURSE CODE: **HST21041**

COURSE NAME: **HISTORY OF UNITED STATES OF AMERICA, C. 1776-1860**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2

Course Composition	**Basic Understanding about History of USA**
Course Category	**Employability**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes
CO1	Comprehend the evolution of state system of United States 0f America.
CO2	Understand the nature and features of US Democracy.
CO3	Apply the developmental policy framework in development of US economy
CO4	Analyse the socio-political and economic issues of USA.
CO5	Evaluate Peasant uprisings with special reference to Punjab and North East
CO6	Construct a developmental profile of US in 21st century.

MAPPING COs With POs & PSOs

CO1	-	-	2	-	-	-	-	-	2	-	-	-
CO2	-	-	-	2	-	-	-	-	-	-	-	-
CO3	-	3	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	2	-	-	-	-	-	-	-	-
CO6	3	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the issues of United States of America	**PO1, PO2, PO6**
CO2	Evaluate the evolution as well as theoretical applicability of American Democracy.	**PO1,PO2, PO4**
CO3	Analyse the development of the early capitalism, agrarian south, foreign policy and Civil War	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political and economic issues of USA	**PO2, PO3, PO5, PO8, PO10**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	**Comprehensive and Continuous**	**End Term Examination**

	Assessment	
Weightage (%)	**50**	**50**

Course Objectives

1. Comprehend the issues of United States of America.
2. To introduce students to the historical factors that have affected the political events as a causal factor.
3. To acquaint them with the concept of background of Republic.
4. To provide them the knowledge of socio-cultural, political and economic events in United States of America

Course Description

The course aims at giving students knowledge about the evolution, characteristics and principles of United States of America and so the objectives of the course is to introduce various theories of politics and development in context of USA. Emphasis has also been laid on American republic, evolution of American democracy, early capitalism, agrarian issue, Bellum foreign policy and civil war etc. The course will help in understanding a complete picture about US polity, society, culture and economy in this contemporary times.

Course Content

Unit- I **10 lecture hours**

The Historical Background

a) The land and indigenous people, settlement and colonization by Europeans,
b) Early Colonial Society and Politics, Indentured labour- White and Black;
c) Revolution sources of conflict; Revolutionary groups, ideology:

Unit- II **10 lecture hours**

The Making of US Democracy

a) The War of Independence and its historical interpretations,
b) Processes and features of Constitution making
c) Debates, Historical interpretations.

Unit-III **10 lecture hours**

Evolution of American Democracy - I

a) Federalists: Jeffersonianism: Rise of Political Parties- 1840- 1960;
b) Judiciary- role of the Supreme Court.
c) Expansion of Frontiers: Turner's Thesis: Marginalization,

Unit-IV **10 lecture hours**

Evolution of American Democracy - II

a) Displacement and decimation of Native Americans,
b) Case histories of Tecumseh, Shawnee Prophet.
c) Limits of democracy: Blacks and Women.

Unit-V **15 lecture hours**

Early Capitalism Era

a) Beginning of Industrialization,
b) Immigrations and changing composition of Labour,
c) Early Labour Movements.

Unit-VI **15 lecture hours**

The Agrarian South

a) Plantation economy,
b) Slave, Society and Culture
c) Slave resistance.

Text Books

1.Bailyn, Bernard, The Great Republic: A History of the American People. CC Health and Co. 1992.

2. Bailyn, Bernard, The Ideological Origins of the American Revolution.
3. Beard, Charles. An Economic Interpretation of the American Constitution.

Reading List

4. Benson, Lee., The Concept of Jackson Democracy.
5. Billington, Ray A., Westward Expansion.
6. Boyer, Paul., Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American People, Vols. Land 2.
7. Caroll, Peter and David, Noble, Free and Unfree: A New History of the United States.
8. Davis, Lance E. (ed.), American Economic Growth.
9. Fogel, Robert., Railroads and American Economic Growth.
10. Foner, Eric., America's Black Past.
11. Franklin, John Hope., from Slavery to Freedom.
12. Grobb, Gerald N. and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 vols.
13. Kerber, Linda., Women's America: Refocusing the Past.
14. Pratt. W., A History of the United States Foreign Policy.
15. Randall, J.G. and David Donald, The Civil War and Reconstruction
16. Turner, Federick Jackson., The Frontier in American History.

M A SEMESTER IV

L	T	P	C
3	1	0	4

COURSE CODE: **HST21042**
COURSE NAME: **MARITIME HISTORY OF INDIA (800 – 1800 AD)**

Course Composition	**Basic Understanding about Maritime History of India**
Course Category	**Employability**
Developmental Needs	**National**

Course Outcomes

	Course Outcomes
CO1	Comprehend the evolution of Maritime history.
CO2	Understand the evolution as well as theoretical applicability of Maritime history of Ancient India.
CO3	Analyse the development of the trade and trade routes in Maritime History.
CO4	Evaluate the socio-political issues control of ocean, technology of the Maritime World.
CO5	Examine the growth of maritime industries during colonial India
CO6	Construct a road map for maritime trade route in context of India

MAPPING COs With POs & PSOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	2	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	3	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the evolution of Maritime history.	**PO1, PO2, PO6**
CO2	Evaluate the evolution as well as theoretical applicability of Maritime history of Ancient India.	**PO1,PO2, PO4**
CO3	Analyse the development of the trade and trade routes in Maritime History.	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political issues control of ocean, technology of the Maritime World	**PO2, PO3, PO5, PO8, PO10**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Comprehend the issues and problems of Maritime History.
2. To introduce students to maritime connections.
3. To acquaint them with the concept of maritime history of Ancient India
4. To provide them the knowledge of trade and trade routes, control over ocean, technology of the Maritime world.

Course Description

The subject aims at giving students knowledge of the evolution, characteristics and principles of Maritime trade. It will also elaborate on the understanding of geopolitics in which locational and spatial characteristics are the determining factors in how power is used in the international system.

Course Content

Unit- I Defining Maritime History **10 lecture hours**

Historiography of maritime studies.

Unit-II India's early maritime connections **10 lecture hours**

India's early maritime connections with Rome, Southeast Asia and China

Unit-III Maritime history of Ancient India **10 lecture hours**

Cholas and the Chola Naval expeditions, diplomacy and the sea- the Chola connections with Srivijaya and China.

Unit-IV Trade and trade routes in Maritime history **10 lecture hours**

West coast of India and Africa, West coast of India and Persian Gulf, East coast of India and South Asia.

Unit V Control over Indian Ocean **15 lecture hours**

Chola, Zamorin, Europeans (Portuguese, Dutch, English), Marathas, Martanda Varma

Unit VI **15 lecture hours**

Technology of the Maritime World

Maps, Portolans and Pilots, Sea technology and ship building

Text Books

1. Arasaratnam, S., Merchants, Companies and Commerce on the Coromandel Coast, 16501750, OUP, 1986.
2. Arasaratnam, S., Maritime India in the Seventeenth Century, OUP, 1994.
3. Chaudhuri, K.N., Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750, Cambridge University Press, 1985.
4. Curtin, P., Cross-Cultural trade in World History, Cambridge University Press, 1984.
5. Das, Gupta,A., Malabar in Asian Trade 1740-1800, Cambridge University Press, 1967.
6. Das, Gupta, A., and Pearson, M.N., India and the Indian Ocean, 1500- 1800, OUP, 1987.
7. Mukherjee, Rila (ed.)., Oceans Connect, Primus Books, 2012
8. Richards, D.S. (ed.), Islam and the Trade of Asia, Pennsylvania, 1971.
9. Subramanyam, S., Improvising Empire: Portuguese Trade and Settlement in the Bay of Bengal, 1500-1700, OUP, 1990.

M A SEMESTER IV

L	T	P	C
3	1	0	4

COURSE CODE: **HST21047**
COURSE NAME: **SOURCES OF HISTORY**

Course Composition	**Basic Knowledge about Sources of History**
Course Category	**Skill and Employability**
Developmental Needs	**Global**

Course Outcomes

	Course Outcomes
CO1	Comprehend the classification of sources studying of epigraphy.
CO2	Understand the basics of numismatics as a source of history
CO3	Analyse the development of the folklore and cultural studies.
CO4	Evaluate the socio-political issues behind the studying of art, architecture and archives.
CO5	Examine the significance of sources in the growth of history-writing
CO6	Highlight the role of digital archive as a source of history

MAPPING COs With POs & PSOs

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	-	2	-	-	-	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	-	-	-	-	-
CO5	-	3	-	-	-	-	-	-	-	-	-	-
CO6	-	-	2	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Comprehend the classification of sources studying of epigraphy	**PO1, PO2, PO6**
CO2	Evaluate study of numismatics as a source	**PO1,PO2, PO4**
CO3	Analyse the development of the folklore and cultural studies	**PO1, PO2, PO4, PO8**
CO4	Evaluate the socio-political issues behind the studying of art and architecture and archives.	**PO2, PO3, PO5, PO8, PO10**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Evaluate the issues and problems of classifying the Sources.
2. To introduce students to study of epigraphy.
3. To acquaint them with study of numismatics, folklore and cultural studies.
4. To provide them the knowledge of art and architecture and epigraphy.

Course Description

The subject aims at giving students knowledge of the evolution, characteristics and principles of sources of history. Emphasis has also been laid on studying different theories on studying of Sources of History.

Course Content

Unit- I Classifying the Sources **10 lecture hours**

(a) Literacy and non-literary sources and the oral traditions.
(b) Literary sources: Vedic, Sanskrit, Pali, Prakrit and other literature and foreign accounts
(c) Non-literary sources: Paleography, epigraphy, Numismatics and Archaeology, Oral traditions

Unit-II Study of Epigraphy **10 lecture hours**

a) The decipherment of ancient scripts and the evolution of the epigraphic research
b) Analysing inscriptions: role and potentials of epigraphic evidence
c) Reading and interpreting inscriptions .

Unit-III Study of Numismatics **10 lecture hours**

a. Survey of Numismatics studies
b. Methods for using coin for reconstruction of different kinds of histories
c. Origin and evolution of coins: techniques of manufacturing.
d. Surveys of early coins

Unit-IV Folklore and Cultural Studies **10 lecture hours**

a. Introduction to Indian folk culture, cultural landscapes and tribal and folk.
b. Sanskritization and 'Palace Paradigm'
c. Culture- 'High' and 'Low'

Unit V Studying Art and Architecture **10 lecture hours**

a. Development of art and architecture c. 300 BCE to c. 1300 CE
b. Formation of 'regional Styles' at Mathura, Gandhara, Amravati and Nagajunikonda
c. Temples and rock-cut architecture.

Unit VI Archives **10 lecture hours**

a. The archives as an institution of social memory
b. Memory, history and experience
c. The colonial archives
d. Law, evidence and the archives

Text Books

Epigraphy

1. Dani, A.H. Indian Epigraphy. New Delhi: Munshiram Manoharlal. (1986/ 1997)

2. Mahadevan, Iravatham, early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. (2003)
3. Pollock, Sheldon., The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Pre-Modern India. New Delhi: Permanent Black. (2007)
4. Ramesh, K.V. Indian Epigraphy vol. 1. Delhi: Sundeep Prakashan. (1984)
5. Salomon, Richard, Indian Epigraphy: A Guide to the Study of inscriptions in Sanskrit.

Numismatics

(Note: JNSI stands for the Journal of the Numismatic Society of India)

1. Altekar, A.S. Coinage of the Gupta Empire (1957)
2. Casey, P. John., Understanding Ancient Coins: An Introduction for Archaeologists and Historians (1986)

Archaeology

1. Chakraborty, D.K. The Oxford Companion to Indian Archaeology: New Delhi: Oxford University Press, 2006.
2. Lahiri, N., The Archaeology of Indian Trade Routes. New Delhi: Oxford University Press. 1992.

Art and Architecture

1. Agrawala, Vasude Sharan., *Indian Art (A History of Indian Art from the earliest Times up to the third century AD*, (Vol. I), Pritivi Prakashan, Varanasi, 1965.
2. Banerjea, J.N. ,*The Development of Hindu Iconography*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 2002 reprint of 1956.
3. Brown, Percy, *Indian Architecture (Buddhist and Hindu),* D.B. Taraporewala Sons and Co., Mumbai, 1956 (Reprint)

Folklore and Cultural Studies

1. Handoo, J., *' The Palace Paradigm and Historical Discourse' in Folklore as Discourse (*ed.) M.D. Muthukumaraswamy. *National Folklore Support Centre*: Chennai, 2006.
2. Srinivas, M.N. *Religious and Society among Coorges of South India*., OUP: New Delhi, 1952.

Archives

1. Cohn, Bernard., *An Anthropologist among Historians and other Essays*. Oxford University Press, 2010.
2. Guha, Ranajit., *The Small Voice of History*. Permanent Black, 2010.

M A SEMESTER IV

L	T	P	C
3	1	0	4

COURSE CODE: **HST21048**
COURSE NAME: **HISTORY OF NORTH EAST INDIA**

Course Composition	**Basic Understanding about History of North-East India**
Course Category	**Employability**
Developmental Needs	**Regional**

Course Outcomes

	Course Outcomes
CO1	Overview of the history of state formation in north eastern India.
CO2	Understand the complexities of societies in north-eastern region of India
CO3	Apply the patterns of political development in north-east India with regard to mainland India.
CO4	Analyse the ethnic conflicts and border disputes in north-eastern India
CO5	Evaluate the socio-cultural development of north east India with respect to national development.
CO6	Interpret the social and political mobilisation in north-east India.

MAPPING COs With POs & PSOs

-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	2	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	2	-	3	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	2	-	-
CO6	-	-	-	3	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-

[1=weakly mapped; 2= moderately mapped; 3=strongly mapped]

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Explain the evolution of state system in the twentieth century especially in the post-colonial world.	**PO1, PO2, PO6**
CO2	Appraise the multicultural aspect of the Indian society.	**PO1,PO2, PO4, PO6, PO10**

CO3	Appreciate the history of the region to understand its geopolitical as well cultural significance.	**PO1, PO2, PO4, PO8**
CO4	Comprehend the complex administrative issues pertaining to the north-east.	**PO2, PO3, PO5, PO8, PO10**
CO5	Assess the specific economic factors that has impacted the demography of the region	**PO1, PO3, PO5, PO9**
CO6	Identify the crucial socio-political factors that distinguish this region from the rest of mainland Indian culture	**PO2, PO3, PO4**

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam Examination Scheme:

Components	Comprehensive and Continuous Assessment	End Term Examination
Weightage (%)	50	50

Course Objectives

1. Comprehend the origin and development of north-eastern politics
2. The course aims at acquainting the students with the main currents of the socio-political and economic developments in the North East during the colonial period.
3. It aims to acquaint the students with the major stages of developments in the political, social and cultural history of the state during the medieval times.
4. To give a general outline of the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century

Course Description

The objective of this course is to provide basic knowledge of the Political and Historical events of the people of North-East India from the coming of the Ahoms to the end of the British period. The objective of this course is also to familiarize the students with the major trends of the Political, Social and Economic Developments in North East India from 1822 to the reorganization of States 1972.

Course Content

Unit- I **10 lecture hours**

State Formation in North East India

(a) The Ahom polity, frontier uprising
(b) British as Planter Raj, its disciplinary regime
(c) enumeration, cartography, territoriality

Unit-II **10 lecture hours**
Economy and Ecology

(a) Assam tea, migrant labour, expansion of market
(b) Bamboo famines, land and Community resources
(c) Forest conservation, elephant hunting

Unit-III **10 lecture hours**
Colonial Modernity

(a) Missionaries practices, politics of philanthropy
(b) Folk culture, literary traditions
(c) Power of print capitalism and emerging public sphere

Unit-IV **10 lecture hours**
Local Society

(a) Slavery and its abolition
(b) Traditional elites, rise of middle class
(c) Women question

Unit V **15 lecture hours**
Political Aspects

(a) Anti-colonial freedom struggle
(b) Electoral politics, identity politics
(c) Indian state, political violence and civil societies

Unit VI **15 lecture hours**
Mobility and Circulation

(a) Migration of people
(b) circulation of Commodities
(c) Transport and communication

Text Books

1. Barpujari, H.K., (ed.) *Political History of Assam*, Vol. I, Govt of Assam, 1977.
2. Bhuyan, A.C. (ed.) *Nationalist Upsurge in Assam*, 2000 , Guwahati
3. Batuah, Sanjib., *India Against Itself*, New Delhi: Oxford University Press, 2000.
4. Bhattachaya, S.N., *A History of Mughal North-East Frontier Policy*, Calcutta, 1929.

Reading List

5. Franke, Marcus (2009) *War and Nationalism in South Asia: the Indian State and the Nagas*, London and New York: Routledge
6. Gohain, Hiren: '*Origins of the Assamese Middle Class', Socail Scientist,* Vol. 2, No. 1 (Aug., 1973), pp. 11-26
7. Goswami, Priyam: *Assam in the Nineteenth Century: Industrialisation & Colonial Penetration,* 1999, Spectrum
8. Goswami, Shrutidev: *Aspects of Revenue Administration in Assam (1826-1874).* 1987, Mittal Publishers
9. Guha, Amalendu (2006), *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam,* New Delhi: Tulika Books
10. Handique, R., *British Forest Policy in Assam*, Delhi: Mittal Publishers
11. Misra, Sanghamitra: *Becoming Borderland: The Politics of Space and Identity in Colonial Northeast India,*Routledge, 2011
12. Misra, T., Ram- Nabami: *A Tale of Ram and Nabami, 2007*, Oxford University Press
13. Nag, Sajal (2008) *Pied Pipers of North-East India: Bamboo-flowers, Rat-famines and the Politics of Philanthropy 1881-2007*, New Delhi: Manohar
14. Robb, Peter (1997)' *The Colonial State and Constructions of Indian Identity: An Example on the Northeast Frontier in the 1880s,* Modern Asian Studies, 31 (2); 245-283
15. Saikia, Yasmin (2004) *Fragmented Memories: Struggle to be Tai-Ahom in India,* Durham, NC: Duke University Press