



ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

Royal School of Humanities and Social Sciences

RSHSS

Department of History

SYLLABUS

&

COURSE STRUCTURE

MA

M. A. in History-102 Credits

Programme Structure

1st semester							2nd semester								
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP	Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							Core Subjects								
1	HST184C101	Economic and Socio-Cultural History of Ancient India	3	1	0	4	4	1	HST184C201	State Formations in Medieval India: Polity and Administration	3	1	0	4	4
2	HST184C102	Historiography: Concepts and Traditions	3	1	0	4	4	2	HST184C202	Culture, Imperialism and Knowledge: Europe and the World, 1500-1900	3	1	0	4	4
3	HST184C103	Methods, Archives and History	3	1	0	4	4	3	HST184C203	Gender in History	3	1	0	4	4
4	HST184C104	Beginning of Human Civilization: Ancient Mesopotamia	4	0	0	4	4	4	HST184C204	History of Eighteenth Century India	3	1	0	4	4
Ability Enhancement Compulsory Course (AECC)*							Ability Enhancement Compulsory Course (AECC)*								
5	CEN984A101	Communicative English - I				1	1	5	CEN984A201	Communicative English - II				1	1
6	BHS984A103	Behavioural Science - I				1	1	6	BHS984A203	Behavioural Science - II				1	1
							Ability Enhancement Elective Course (AEEC) (Skill Based):								
							7		AEEC/SEC/-1*				2	2	
Elective: Discipline Specific DSE							Elective: Discipline Specific DSE								
7		DSE - 1	3	1		4	4	8		DSE - 2	3	1		4	4
		TOTAL				22	22			TOTAL				24	24
3rd semester							4th semester								
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP	Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							Core Subjects								
1	HST184C301	Historical Archaeology in	3	1	0	4	4	1	HST184C401	Select Issues in the Study of	3	1	0	4	4

		Comparative Perspective													Nationalism in India 1919-1949										
2	HST184C302	History, Culture and Politics in North east India	3	1	0	4	4	2	HST184C402	Approaches to Global History 1492-2001	3	1	0	4	4										
Ability Enhancement Compulsory Course (AECC)*												Ability Enhancement Compulsory Course (AECC)*													
3	CEN984A301	Comm. Eng					1	1	3	CEN984A401	Comm. Eng									1	1				
Ability Enhancement Elective Course (AEEC) (Skill Based):																									
4		AEEC/SEC/-2*					2	2																	
Elective: Discipline Specific DSE												Elective: Discipline Specific DSE													
5		DSE - 3	3	1			4	4	4		DSE - 6	3	1							4	4				
6		DSE - 4	3	1			4	4	5		DSE - 7	3	1							4	4				
7		DSE - 5	3	1			4	4	6		DSE - 8	3	1							4	4				
Project Dissertation												Project Dissertation													
8	HST184C322	Summer Internship					4	4	7	HST184C422	Dissertation									8	8				
		TOTAL					27	27			TOTAL									29	29				

Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Elective: DSE-1,2							
1	HST184D101	Gender and Women in Ancient Societies	3	1	0	4	4
2	HST184D102	Science and Technology in Medieval Asia	3	1	0	4	4
3	HST184D201	The Ottomans between the Fourteenth and Seventeenth Centuries	3	1	0	4	4
4	HST184D202	Innovations in Medieval India: Tools, Techniques, Technologies and	3	1	0	4	4
5	HST184D203	Culture Central Asia: History of the Mongols	3	1	0	4	4
Elective: DSE-3,4,5,6,7, & 8							
1.	HST184D301	Colonialism and Law in British India	3	1	0	4	4
2.	HST184D302	Politics, Society and Culture in Medieval Deccan	3	1	0	4	4
3.	HST184D303	Indian National Movement: Early Phase (1885-1919)	3	1	0	4	4
4.	HST184D304	History of Modern South East Asia c 1880s -1960	3	1	0	4	4
5.	HST184D305	Aspects of Society and Culture in Early Modern Europe c. 1453-1700	3	1	0	4	4
6.	HST184D306	Gender and Women in Medieval societies	3	1	0	4	4
7.	HST184D307	The Conquest of America	3	1	0	4	4
8.	HST184D308	Cultural History of Early Urbanisms: Greece, Rome, China and S.E. Asia	3	1	0	4	4

9.	HST184D309	Agrarian Protests and Movements in India 1830-1951	3	1	0	4	4
10.	HST184D401	Modern Political-Economy: Conceptual and Historical Investigations	3	1	0	4	4
11.	HST184D402	Modern Imperialism: Conceptual and Historical Investigations	3	1	0	4	4
12.	HST184D403	Revolutions and Revolutionary Thought	3	1	0	4	4
13.	HST184D404	Western Political Thought	3	1	0	4	4
14.	HST184D405	History, Historiography and Philosophy of Science	3	1	0	4	4
15.	HST184D406	History of Post-Colonial India	3	1	0	4	4
16.	HST184D407	Ottoman State and Society, 1700-1920	3	1	0	4	4
17.	HST184D408	Language, History and Nationalism in South Asia	3	1	0	4	4
18.	HST184D409	Slaves, Migrant Workers and Labour: A History of Servitude 1500-2000	3	1	0	4	4
19.	HST184D410	Indian Political Thought	3	1	0	4	4
Summary of Credits							
Sem-I		22					22
Sem-II		24					24
Sem-III		27					27
Sem-IV		29					29
TOTAL		102					102

I. Core courses may be of (chosen from among the) the following:

- (i) Theory (4) =Credit 4 with no tutorial
- (ii) Theory(3) + Tutorial (2) = Credit 4 for theory paper
- (iii) Theory (3)+ Practical (2)= Credit 4 for Theory and Practical combined
- (iv) Practical (4) =Credit 4 for Only practical papers

Note: There may be variations in the core component of the structure from dept. to dept. An attempt has been made to standardize the structure.

II. Ability Enhancement Compulsory Course (AECC)*

- (i) Communicative English: Four courses in all semester – Credit assigned: 1
- (ii) Developing Oral Communication & Listening Skills
- (iii) Conversation & Public Speaking
- (iv) Communication & Presentation Skills
- (v) Effective Workplace Communication

(Subjects may be offered after consultations with Royal School of Languages and requirements of the department)

- (b) Behavioural Science: 2 courses in 1st and 2nd semesters –Credits assigned: 1*

- (i) Introduction to Behavioural Sciences
- (ii) Development of THE INDIVIDUAL and Behavioural Skills

(Subjects may be offered after consultations with Royal School of Behavioural & Allied Sciences and requirements of the department)

III. Ability Enhancement Elective Course (AEEC) (Skill Based):

	AEEC/SEC-1 (in second semester) (Choose any one)	AEEC/SEC-2(in third semester) (Choose any one)
1	ILD-1	ILD-2
2	FRENCH-1	FRENCH-2
3	C++	LATEX
4	SCILAB	
5	MATLAB	Any other skill-based courses offered by other schools of RGU and opted by Student
6	Any other skill-based courses offered by other schools of RGU and opted by Student	

IV. Elective: Discipline Specific DSE

	FIRST SEMESTER (Choose Any one) Out of 3-5 choices	SECOND SEMESTER (Choose any one) Out of 3-5 choices	THIRD SEMESTER (Choose any three) Out of 6-9 choices	FOURTH SEMSTER (Choose any three) Out of 6-9 choices
1	DSE1-1	DSE2-1	DSE3-1	DSE4-1
2	DSE1-2	DSE2-2	DSE3-2	DSE4-2
3	DSE1-3	DSE2-3	DSE3-3	DSE4-3
4	DSE1- 4	DSE 2-4	DSE 3-4	DSE4- 4
5	DSE1-5	DSE2-5	DSE3-5	DSE4-5
6			DSE 3-6	DSE4-6
7			DSE 3-7	DSE4-7

Note: DSE1-1 - DSE1-5 means 5 DSE papers are offered in 1st semester out of which 1 may be chosen

The course structure shared is at par with the CBCS system of UGC. Any difference found should be brought to notice immediately

Scheme of Evaluation

Theory Papers (T): <ul style="list-style-type: none">• Continuous Evaluation: 20% (Assignment, Class Test, Presentations, Viva + 5% Attendance)• Mid-term examination: 10%• End term examination: 70 %	Practical Papers (P): <ul style="list-style-type: none">• Continuous Evaluation: 25% (Skill Test, lab copy, viva, lab involvement: Any Three)• Attendance: 5%• End term examination: 70 %
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Combined Theory & Practical Papers (TP): <ul style="list-style-type: none">• Continuous Evaluation: 20% (Assignment, Class Test, Lab Experiment, Lab Copy, Viva: Any Three+ 5% Attendance)• Mid-term examination: 10%• End term examination: 70 %

MA Semester I

Paper Name: Economic and Socio-Cultural History of Ancient India

Subject Code: HST184C101

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
The objectives of the course are- 1. To provide a detailed knowledge and to appreciate the rich history and heritage of India. 2. To understand the complexities of the traditional Indian social system. 3. To have a clear idea of the urbanisation process of a predominantly agricultural India. 4. To understand the pluralism of Indian society	1. Lecture Method 2. Assignment 3. Individual and Group Presentation	1. Detailed knowledge of the rich history and heritage of India in its first phase enables one to go to the root and solve issues accordingly. 2. It will inculcate ideas of national identity. 3. Will provide a fillip to Heritage Conservation	1. Semester end examination: 70 marks 2. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).

Course Outline:

Modules	Topics / Course content	Periods
I	Cultural Transformations: (a) Nature of Prehistoric Indian Society (b) Jana to Varna and Pastoralism to Settled Society (c) Rise & Growth of Caste and Untouchability; <i>VarnashramadharmaVyavastha</i>	14
II	Evolution of Early Indian State: (a) State Formation in Early India (b) Evolution of State in Peninsular India (c) Indian Feudalism – Nature and Debate	14
III	Religion: (a) Religious Worldview of Rig Veda (b) Religious Turbulence/Fermentation & Worldviews of Upanishads, (c) Buddhism & Jainism (d) Tantric Cults – Rise, Nature and Doctrine.	14
IV	Economic Transformations: (a) Iron Technology, Settled Agriculture and Rise of Urbanization (b) Guild System (c) Roman Trade	14
Total		56

TextBooks:

1. Altekar A. S., 1944. *Education in Ancient India*, 2nd ed. Banaras.
2. Altekar, A. S., 1988. *Position of Women in Hindu Civilization*. Banaras.
3. Basham A. L., 1971. *The Wonder that was India, A Survey of the Culture of the Indian Subcontinent before the coming of the Muslims*. Bombay. Third Edition, Rupa and Company.
4. Bongard, Levin G. M., 1986. *Republics in Ancient India, A complex study of Ancient India*, Delhi.
5. Sharma, R.S., 1965. *Indian Feudalism c 300-1200*. Delhi.
6. Thapar, Romila. 1978. *Ancient Indian Social History: Some Interpretations*. New Delh.
7. Thapar, Romila. 1990. *A History of India, Vol. I*, Penguin Books. Reprint.

Reference:

1. Bose A. N., 1942 and 1945. *Social and Rural Economy of Northern India*, 2 Vols. Calcutta. University of Calcutta.
2. Champakalakshmi R., 1996. *Trade, ideology and urbanization: South India 300 BC to AD 1300*. Delhi. Oxford University Press.
3. Dutt Binod Bihari., 1925, *Town Planning in Ancient India*, Calcutta. Thacker Spink and Co.
4. Goswami Jaya, 1979. *Cultural history of Ancient India*, Agam Kala Prakashan, Delhi
5. Hazarika S., A Critical Study on The Formation of State and Political Development of Ancient Kamarupa (From Earliest Time to 1228 A.D.), Ph.D. Thesis (Unpublished) (G.U., 2003).
6. Jha, D. N., edited, 1996. *Society and ideology in India: essays in honour of Professor R. S. Sharma*. New Delhi. MunshiramManoharlal.
7. Kosambi D. D., 1981. *The Culture and Civilisation of Ancient India: in Historical Outline, Sixth Impression*. New Delhi. Vikas Publishing Pvt. Ltd.
8. Kulke Harman, *The State in India 1000-1700, (ed.)*, 1997. *Revised and enlarged second edition*, Delhi. Oxford University Press.
9. Luniya B. N., 1978, *Life and Cultural in Ancient India, (From the Earliest Times of 1000 A.D.)* Agra. Lakshmi Narain Agarwal.
10. Sharma, R.S. 1996. *Aspects of Political Ideas and Institutions in Ancient India*, 4th Impression, New Delhi.
11. SuviraJaiswal. 1981. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York and Tokyo: John Weatherhill Inc., Chapters 5–9.

Paper Name: Historiography: Concepts and Traditions

Subject Code: HST184C102

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
The objectives of the course are- 1.To introduce students to the concept and scope of historiography along with the history writing traditions in different parts of the world in the ancient and medieval times. 2. This paper will also provide a deep understanding of the major developments in historical trends in modern times.	1.Lecture Method 2.Assignment 3.Individual and Group Presentation	The student will: 1. Develop an understanding of the concepts and scope of historiography and its relationship with other discipline. 2. Gain an understanding of important issues related to the tradition of history writing among the Greeks, Romans, Chinese, Arabs and Indians. 3. Will be acquainted with the modern schools of history writing like Positivism, Whig Tradition, Marxism, Annales, etc.	1. Semester end examination: 70 marks 2. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).

Course Outline:

Modules	Topics / Course content	Periods
I	Historiography: i. Concept and Scope ii. Relation with other Disciplines iii. Early Historical Traditions: Greek, Rome, China, Ancient India	14
II	Medieval Historical Traditions: i. Western ii. Arab iii. Medieval India	14
III	Modern Historical Trends: i. Positivism ii. Whig Tradition iii. Marxism iv.Modern Indian Historiography	14
IV	Major developments in Historiography: i. Annales	14

	ii. History from Below iii. Gender iv. Oral history	
Total		56

Textbooks:

1. Barnes, H.E. 1937. *A History of Historical Writings*. New York. Norman Publications.
2. Collingwood, R.G. 1946. *The Idea of History*. London. Oxford University Press.
3. Finley, M. I. 1977. *The Portable Greek Historians*, Penguin Classic, London.
4. Majumdar, R.C. 1967. *Historiography in Modern India*. New Delhi. Asia Publishing House.
5. Marwick, A. 1970. *The Nature of History*. London. Macmillan Press Ltd.
6. Pargiter, F.E., 1997. *Ancient Indian Historical Traditions*. New Delhi. Motilal Banarsidas.

References:

1. Bloch, M. 2004. *The Historian's Craft, with an Introduction by Peter Burke*, London. Manchester University Press.
2. Braudel, F., 1992. *On History*, Chicago University Press. London.
3. Bury. J.B. 1920. *The Idea of Progress*. London. The Macmillan and Company.
4. Butterfield, H. 1931. *The Whig Interpretation of History*. London. WW Norton & Company.
5. Carr, E.H., 2008. *What is History*. London. Cambridge University Press.
6. Cohen, G. A., 2000. *Karl Max's Theory of History: A Defence*, Princeton. Princeton University Press.
7. Guha, Ranajit., 1982. *Subaltern Studies*, Volume I, II, III, IV. New Delhi. Oxford University Press.
8. Hobsbawm, E.J., 1968. *Karl Marx's Contribution to Historiography*. London. Sage Publication.
9. Marwick, A., 1989. *The New Nature of History*. UK. Palgrave Macmillan.
10. Sarkar, Sumit, 1995. *Writing Social History*. London. Oxford University Press.
11. Stone, L., 1981. *The Past and the Present*. UK. Routledge and Kegan Paul.
12. Thompson, E.P., 1991. *Customs in Common: Studies in Traditional Popular Culture*. New York. The Free Press.
13. Thompson, J. W., 1942. *A History of Historical Writings* 2 Volumes, London. The Macmillan Company, London
14. Wallach, Scott. Joan., 1988. *Gender and the Politics of History*, Parts I-II, Columbia, New York.

MA Semester I

Paper Name: Methods, Archives and History

Subject Code: HST184C103

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ol style="list-style-type: none"> 1.To introduce students to important issues related to the subject matter of history, historical facts. 2.To acquaint students with quantitative methods, philosophy of history, and the problem of historical objectivity. 3.To introduce students to the ways in which the past is narrated, recorded, and remembered. 4.To get students acquainted to the issues of how historical evidence is produced, and relationship of history that emerges from written documents with other forms of social memory. 	<ol style="list-style-type: none"> 1. Lecture Method 2. Assignment 3. Individual and Group Presentation 	<p>The students will-</p> <ol style="list-style-type: none"> 1. Develop an understanding of the concepts of ontology, epistemology, and scepticism in history. 2. To study the significance of facts, methodologies and techniques involved in history writing. 3. Introducing the importance of philosophy, objectivity and ethics in history. 4. Develop an understanding of the archive, and its importance in history. 5. Introducing the students with the fundamental aspects of research and writing like referencing, citation, use of sources etc. 	<ol style="list-style-type: none"> 1. Semester end examination: 70 marks. 2. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).

Course Outline:

Modules	Topics / Course content	Periods
I	<p>Sources and Facts in History: Sources: Primary Sources and Secondary Sources; Alternative Sources Facts in history: Selection and Collection Corroboration and Verification of facts Interpretation of facts</p>	12
II	<p>Key Concepts in History: Causation in history Generalization in history</p>	16

	Narrative in history Objectivity and Bias in history	
III	Archives in History: What is an Archive? Types of Archives: State/Official Archives, Institutional Archives, Non-Institutional Archives Archives, facts and writing of history The archive as an institution of social memory	14
IV	Practice of Research and Writing: Organization and Presentation Reference and Citation End Note, Foot Note Quotation Bibliography	14
Total		56

Textbooks:

1. Ann Laura Stoler.2010. *Along the Archival Grain – Epistemic Anxieties and Colonial Common Sense*.Princeton University Press.
2. Bloch, M., 2004. *The Historian’s Craft*, Manchester University Press.
3. Carr, E.H., 2008. *What is History?* UK. Penguin Press.
4. Friedrich, Markus, 2018. The University of Michigan Press.
5. Marwick, Arthur, 1989. *The Nature of History*. London.Palgrave.

References:

1. Atkinson, R. F., 1978. *Knowledge and Explanation in History* (1sted.).Cornell University Press.
2. Collingwood, R.G., 2019. *The Idea of History*. London. Read & Co. History.
3. Gardiner, P., 1979. *The Nature of Historical Explanation*, Oxford University Press.
4. Renier, G. J., 1961. *History: Its Purpose and Method* (1st Edition). UK.Allen and Unwin.
5. Steedman, C., 2002, *Dust: The Archive and Cultural History*, Rutgers University Press.
6. Walsh, W. H., 1968. *Philosophy of History: An Introduction* (1st Edition). New York.Harper Torchbook.

MA Semester I

Paper Name: Beginning of Human Civilization: Ancient Mesopotamia

Subject Code: HST184C104

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1.To acquaint students with some of the major themes related to the ancient civilisation of Mesopotamia, like its political history, social institutions, and religious and cultural practices.	<ol style="list-style-type: none"> 1. Lecture Method 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. It will help to bring about an understanding of the agrarian revolution and changes in pre-historic Mesopotamia. 2. Understand the process of urbanisation and social stratification in Mesopotamia. 3. To understand the interplay of power, ideology and their representation in Mesopotamia. 	<ol style="list-style-type: none"> 1. Semester end examination: 70 marks. 2. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).

Course Outline:

Modules	Topics / Course content	Periods
I	Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: (a) A case-study of Jarmo and other settlements on the Zagros mountains. (b) Advanced Neolithic settlements and the cultures that represent them. (c) Hassuna, Samarra and Halaf Cultures	14
II	Process of urbanisation in Mesopotamia: (a) A case- study of the Uruk period: c. 4000 to 3100 BCE. (b) Jemdet Nasr period: c. 3100 to 2900 BCE.	14
III	Power, Ideology and Instruments: Emergence of new institutions of power: temple and palace, c. 3100 to 2000BCE. Ideology and representations of power: religion and legal system in Mesopotamia	14
IV	Social Stratification: Aspects of social stratification in Mesopotamia: class and gender	14
Total		56

Textbooks:

1. Brian M. Fagan, 2013. *People of the Earth (14th ed.)*. London. Pearson.
2. Pollock, Susan. 1999. *Ancient Mesopotamia: An Eden that Never Was*. Cambridge University Press.
3. Trigger, B., Trigger 2003. *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press.

References:

1. Postgate J. N., 1992. *Early Mesopotamia: Society and Economy at the dawn of History*. London. Routledge.
2. Yoffee, Norman. 2005. *Myths of the Archaic State. Evolution of the Earliest Cities, States and Civilizations* CUP.

MA Semester II

Paper Name: State Formations in Medieval India: Polity and Administration

Subject Code: HST184C201

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • To introduce students to the variegated political formations and state systems of medieval India. • To acquaint students with the debate that surround state formation in the Indian subcontinent during the period from 10th to 18th century CE. 	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Get introduced to aspects of medieval Indian political systems. • Get acquainted with different kingdoms, their administration and state structures. 	<p>1. Semester end examination: 70 marks B</p> <p>2. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	<p>Historians of Medieval India:</p> <p>Delhi Sultanate Period: Minhaj-ud-din-Siraj Amir Khusrau, Ibn Batuta, Ziauddin Barani, Afif, Malfuz literature</p> <p>Mughal Period: Shams-i-Siraj, Babur, Gulabagan Begum, AbulFazal, Badauni, Jahangir, Abul Hamid Lahori</p>	14
II	<p>Process of conquest and expansion:</p> <p>Ghorid conquests; consolidation of the Sultanate under Aibak, Iltutmish and Balban.; impact of establishment of the Sultanate</p> <p>Khaljis and Tughlaqs: consolidation and the expansion of the Sultanate; conquest of the Deccan states</p> <p>Authority and kingship: concept of kingship of the Early Turkish Sultans, Khaljis, Tughlaqs and the Lodis; composition and organization of the nobility; central and provincial administration, iqta and revenue grants; Vizarat. Sayyids and Lodis</p>	16

III	Disintegration of the Sultanate and rise of the regional kingdoms: Jaunpur, Malwa, Gujarat and Bengal. Vijaynagar and Bahmani kingdoms- changing pattern of polity, economy and society. Disintegration of Bahamani and Vijayanagara. Rise of Deccan Sultanates	14
IV	The pre modern state under the Mughals (Akbar, Jahangir, Shahjahan and Aurangzeb): Evolution of the perception of India; political structure of Islamic orient and Mughal India Decentralization and decline of the Mughals- the 17 th century crises; rise of successor states (two case studies); the 18 th century debate on the 'dark age' India	13
Total		57

Textbooks:

1. Chandra, Satish. 2008. *Medieval India: from Sultanate to the Mughals*. New Delhi Munshilal Manohar Publication.
2. Habib, Irfan. 2009, *Medieval India* New Delhi. National Book Trust.
3. Habib Irfan. 1963. *The Agrarian system of Mughal India*. Oxford University Press.

References:

1. Habib, Irfan. 2010. *Atlas of Mughal India*, Oxford University Press.
2. Habib, Mohammad and Nizami, Khaliq Ahmad. 1970. *A Comprehensive History of India*, Vol. V. New Delhi. Peoples Publishing House.
3. Nizami, K. A. 1974. *Some Aspects of Religion and Politics in India During the Thirteenth Century*. Oxford University Press.
4. Siddiqui, I. H. 1969. *Some Aspects of Afghan Despotism*, 1969. Three Men Publication.
5. Simon, Digby. 1971. *War Elephant and Horses Under the Early Sultans of Delhi*. Orient Monograph. SAGE.

MA Semester II

Paper Name: Culture, Imperialism and Knowledge: Europe and the World, 1500-1900
Subject Code:HST184C202 **Credit Units: (L-T-P-C): 3-1-0-4**

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • To provide a comparative view of European colonialism from approximately 1500 to 1900. • To acquaint students with European forms of knowledge and European attempts to transform, through what might be described as epistemological imperatives, the societies that they colonized. 	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Gain an understanding of cultural constructs like Orientalism and its cultural implications on colonialism. • The student will have a deeper understanding of the ideological roots of Colonialism and Imperialism of Europe. 	<p>A. Semester end examination:70 marks B</p> <p>B. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	Orientalism and Colonialism; Criticism of Orientalism: Edward Said and His Predecessors Discursive formations of colonialism; epistemological imperatives of the colonial state	14
II	Exhibitionary regimes and disciplinary apparatuses of colonialism Narratives of history and the powers of discursivity	14
III	Anthropology and its Relation to Colonialism Representations of terror and the terror of representation	14
IV	Documents of civilization and documents of barbarism Colonialism and the Cultural Politics of Knowledge	14
Total		56

Textbooks:

1. Fabian Johannes. 1983. *Time and the Other: How Anthropology Makes Its Objects*. New York. Columbia University Press.
2. Greenblatt, Stephen. 1991. *Marvelous Possessions: The Wonder of the New World* Chicago: U. of Chicago Press.
3. Nandy, Ashis. 1983. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Delhi. Oxford.
4. Said, Edward. 1978. *Orientalism*. New York. Viking.

References:

1. Cohn, Bernard. 1996. *Colonialism and Its Forms of Knowledge*. Princeton. Princeton University Press.
2. James, L. R. 1963 [1938]. *Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, Vintage Books, New York.; new ed., Penguin.
3. Mitchell, Timothy. 1988. *Colonising Egypt*. University of California Press.
4. Todorov, Tzvetan. 1984. *The Conquest of America: The Discourse of the Other*, trans. Richard Howard, Harper & Row.
5. Wolff, Larry, 1994. *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*, Stanford University Press.

MA Semester II

Paper Name: Gender in History

Subject Code: HST184C203

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • To introduce students to the broad debates and theoretical formulations around sexuality, nationalism, race, history and their relationship to gender. • Focus on select case studies from across the globe and explore their gendered nature, while attempting to draw their broader linkages to the theoretical formulations. • Focus equally on the Indian scenario, both in pre and post independent India. 	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>The student will:</p> <p>Gain an understanding of important issues related to sexuality, gender and their underlying connections to race and nationalism. Become acquainted with different theoretical frameworks of feminism and gender. Develop an understanding of the issues and prospects of Indian feminism.</p>	<p>A. Semester end examination:70 marks B</p> <p>B. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	Concepts and Theories: Sexuality and the Body- Reading Foundational Texts. Foucault to Butler. Feminine and Masculine Sexualities and Bodies	14
II	Gender, Nation, State: Rethinking Basic Concepts- National Bodies: Female and Male Does the Nation have a Gender?	12
III	Women and History: Italy: Renaissance and Women France: Gender and the French Revolution England: Industrialisation, Victorian Era, Working Class and Women Feminism in America Black Feminism: Theory and Praxis; Representing Black Bodies	16
IV	The Woman Question and India:	14

	<p>Women's participation in Freedom Struggle of India (formation of All India women's Conference 1926, Asom Mahila Samiti 1926)</p> <p>Women's Participation in movements in Post-Independent India- Grassroot Movements:</p> <p>(a) Related to state, power and livelihood- (Anti- alcohol, anti-dowry, trade union movement, Mahila Shramik Sangathan, <i>Meira Paibi</i>).</p> <p>(b) Related to environment and ecology (Chipko Movement, Anti-Arrack movement in the Telugu regions, Narmada Bachao Aandolan)</p>	
Total		56

Textbooks:

1. Brown and, Judith C. and Robert C. Davis ed. 1998. *Gender and Society in Renaissance Italy* New York. Longman.
2. Foucault, Michel. 1990. *The History of Sexuality, Vol. 1: An Introduction*. New York. Vintage Books.
3. Guy-Sheftall, Beverly ed. 1995. *Words of Fire: An Anthology of African-American Feminist Thought*. New York. W. W. Norton.
4. Kumar, Radha. 1993. *The History of Doing, An Illustrated Account of Movement for Women's Rights and Feminism in India 1800-1990*. London; New York. Verso.
5. Nayar, Sushila & Mankekar, Kamala (ed.). 2015. *Women Pioneers, In India's Renaissance.*, Delhi. National Book Trust.

References:

1. Angol, Padma., 2005. *The Emergence of Feminism in India, 1850-1920*. USA. Ashgate.
2. Bora, Shiela., 2016. *Kanaklata Barua*. New Delhi. National Book Trust.
3. Butler, Judith., 1993. *Bodies that Matter: On the Discursive Limits of "Sex"*. London and New York. Routledge.
4. Deka, Meeta. 2013. *Women's Agency and Social Change: Assam and beyond.*, New Delhi. Sage Publications, India Pvt Ltd.
5. Ghosh, Indira, 1998. *Women Travellers in India: The Power of Feminine Gaze*, Delhi. Oxford University Press.
6. Gupta, Charu., ed. 2012. *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Orient Blackswan.
7. Kelly, Joan. 1984. *The Social Relations of the Sexes: Methodological Implications of Women's History*, Signs 1, no. 1, 1976: 809-823 Reprint in: idem., *Women, History, and Theory: The Essays of Joan Kelly* Chicago. The University of Chicago Press.
8. Morgan, Sue ed. 2006. *The Feminist History Reader*, London. Routledge.
9. Parker, Andrew, Russo, Sommer, and Yaeger. Eds. 1992. *Nationalisms and Sexualities* London. Routledge.
10. Roberts, Elizabeth. 1996. *A Woman's Place: An Oral History of Working Class Women, 1890-1940*, Oxford. Blackwell.
11. Scott, Joan Wallach. 1999. *Gender and the Politics of History*. New York. Columbia University Press.
12. Yuval-Davis, Nira. 1997. *Gender and Nation*. London. Sage.

MA Semester II

Paper Name: History of Eighteenth Century India

Subject Code: HST184C204

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • To acquaint students with the events following the decline of the Mughal Empire, till the rise of the British Empire • It will also focus on the regional kingdoms and trace their evolution and gradual rise to power. Furthermore, it will introduce students with the historiographical debates of the eighteenth century. 	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Gain an understanding of the socio-political and cultural ideas of pre-modern India • Become acquainted with the historiographical debates and issues of eighteenth-century India. 	<p>A. Semester end examination : 70 marks</p> <p>B. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	<p>Historiography:</p> <ol style="list-style-type: none"> 1. The ‘Dark Age’ and ‘Twilight’ perspectives- contemporary perceptions, colonial, and nationalist interpretations 2. Marxist perspective- Eighteenth century as a period of crisis and decline, the Jagirdari and agrarian crises, colonial transformation, colonization of Indian economy 3. The ‘Revisionist’ challenge- Interrogating the centralized nature of Mughal state, Mughal decline as a factor in economic and societal progress, continuity and property thesis, emergence of new social groups and ‘portfolio capitalists’, the thesis of indigenous origins of early colonial state and ‘transition’ to colonialism 	14
II	<p>Disintegration of the Mughal Empire, ‘Successor’ states, and Warfare:</p> <ol style="list-style-type: none"> 1. Mughal Empire in the post- Aurangzeb period, parties and politics at the Mughal court, 1707- 1761 2. The struggle for Wizaarat, the role of Saiyyid Brothers, Nizam- ul Mulk, Najibuddaulah and Safdarjung 	14

	3. Maratha state in the eighteenth century 4. Foreign invasions and their impact	
III	Beginning of European Colonization and Rise of the British: 1. The Portuguese in India 2. The French in India 3. British Conquest of Bengal, Oudh, Deccan, and Southern Regions	14
IV	British Colonization and the Decline of the traditional economy: 1. New Revenue Settlements: Permanent, Ryotwari and Mahalwari 2. Commercialization of Agriculture 3. De-industrialization 4. Ideology of the early colonial state in India	14
Total		56

Textbooks:

- 1 Alavi Seema. 2002. *The Eighteenth Century in India*, Oxford University press.
- 2 Sarkar Jadunath. 1932. *Fall of the Mughal Empire*, vol 1-4. Calcutta University.

References:

- 1 Chandra Satish. 1972. *Parties and Politics at the Mughal Court, 1707 – 1740*. Delhi. People's Publishing House.
- 2 Alam Muzaffar. 1986. *The Crisis of Empire in Mughal North India*. Delhi. Oxford University Press.
- 3 Chandra Satish, 1986. *The Eighteenth Century in India: It's Economy and the Role of Marathas, the Jats, the Sikhs and the Afghans*. Calcutta. K. P. Bagchi & Co.

MA Semester III

Paper Name: Historical Archaeology in Comparative Perspective

Subject Code: HST184C301

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar –20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • To introduce students to the relationship between history and archaeology. • To acquaint students with historical archaeology of the ancient, medieval and early modern world, including India, through case studies. • To promote the study and use of historical archaeology in order to corroborate other historical sources. 	<p>1. Lecture Method</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the upcoming trends in the discipline. 2. Gain a thorough knowledge of the socio-economic, cultural and political developments in India, including Assam, in relation to the outside world. 3. Also gain a thorough knowledge of the early modern period in respect of conquest and colonisation through the lenses of archaeology. 	<p>A. Semester end examination: 70 marks</p> <p>B. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)</p>

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I.	<p>Concept and Development: Definition, scope and value of Historical Archaeology The relationship between History and Archaeology Method in Historical Archaeology Historical Geography</p>	14
II.	<p>Historical Archaeology in the West: Issues and scales of analysis in world historical archaeology Chronology and methodology- distinctions between Old World Approaches and New World Traditions Objects and texts; Possibilities and problems of the dialogue between material culture and writing</p>	14
III.	<p>Historical Archaeology in early India: (a) Indo-Roman trade (b) Archaeology of Silk Road (c) Early interactions between Indian coast and Southeast Asia (d) Historical Archaeology and archaeology of urbanisation in Brahmaputra valley and its tributaries</p>	16

IV	The Medieval and the Early Modern periods: Early Modern Historical Archaeology of the medieval and early modern worlds with case studies relating to conquest and colonisation	12
TOTAL		56

Textbooks:

1. Allchin, R. 1995. *The Archaeology of Early Historic South Asia - The Emergence of Cities and States*, Cambridge University Press.
2. Barpujari, H.K. (ed). 1990. *The Comprehensive History of Assam*, Vol. I. Guwahati. Publication Board, Assam.
3. Chakrabarti, Dilip K. 1988. *Theoretical Issues in Indian Archaeology*, New Delhi. Munshiram Manoharlal Publishers Pvt. Ltd.
4. Deetz, J. 1977. *In Small Things Forgotten: An Archaeology of Early American Life*, New York. Double day.
5. Gilchrist, R., (ed.), 2005. *Historical Archaeology*. Special Issue of World Archaeology, Volume 37 (3).
6. Schuyler, R.L. 1978. *Historical Archaeology: A Guide to Substantive and Theoretical Contributions*. New York. Baywood Publishing Company.
7. South, S., 1977. *Method and Theory in Historical Archaeology*. New York. Academic Press.

References:

1. Chakrabarti, D.K., 1999. *India: An Archaeological History*. New Delhi. Oxford University Press.
2. Chauley, Milan Kumar and Manjil Hazarika (ed). 2021. *Archaeology in Northeast India – Recent Trends and Future Prospects – Essays Celebrating 150 Years of Research*, New Delhi. Research India Press.
3. Choudhury, R.D. 1985. *Archaeology of the Brahmaputra Valley of Assam: Pre-Ahom period*. Delhi. Agam Kala Prakashan.
4. Das, P. 2007. *History and Archaeology of North-East India (5th Century to 1826 A.D.)*. New Delhi. Agam Kala Prakashan.
5. Dhavalikar, M.K, 1999. *Historical Archaeology of India*. New Delhi. Books and Books.
6. Dutta, H.N. (ed.), 2006. *Ambari Archaeological Site: An Interim Report*, Guwahati. Directorate of Archaeology, Assam.
7. Funari, P.P.A., Hall, M., and Jones, S., (ed.). 1999. *Historical Archaeology: Back from the Edge. One World Archaeology Series.*, London. Routledge.
8. Mehta, R.N. 1979. *Medieval Archaeology*. Delhi. Ajanta Publications.
9. Moreland, J. 2001. *Archaeology and Tex*. London. Gerald Duckworth and Co. Ltd.
10. Ray, Amita and S. Mukherjee (ed.). 1990. *Historical Archaeology of India*, New Delhi. Books and Books.

MA Semester III

Paper Name: History, Culture and Politics in North East India

Subject Code: HST184C302

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • This paper is an interdisciplinary survey of North East India that covers various aspects of medieval, colonial and post-colonial history, society and culture of the region. • It will also be attempted to acquaint the students with the concepts of modernity and colonial modernity, the arrival of the missionaries, coming of the print, educational initiatives and growth of the public sphere. • To introduce the students with the impact of colonial policies relating to land, forests and ecology of the Northeastern region. • To introduce the students with issues of politics of identity and electoral politics in the Northeastern region. 	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>1. The students will develop an understanding of the socio-cultural and geo-political issues of North East India.</p> <p>2. The students will be acquainted with the issues of land, ecology, economy and identity in the pre and post independent period.</p>	<p>A. Semester end examination: 70 marks</p> <p>B. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)</p>

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I.	<p>State Formation: The late Ahom polity, frontier uprisings; the British as a Planter Raj, its disciplinary regime, enumeration, cartography, territoriality</p>	16
II.	<p>Colonial Modernity: Missionary practices, politics of philanthropy, folk culture, literary traditions, the power of print, reading public Local Society-“slavery”, traditional elites, rise of middle class, the women’s question Anti-colonial uprisings in the North East, Freedom struggle</p>	14

III.	Economy and Ecology: Land and Community resources, Forests and Wildlife, Assam tea, migrant labour, expansion of market, bamboo famines	14
IV	North East and the Twentieth Century: Electoral politics, identity politics, the Indian state, political violence and civil societies Mobility and Circulation- migration of people, circulation of commodities, raids, transport and communication	12
TOTAL		56

Textbooks:

1. Barpujari, H.K., 1963. *Assam in the Days of the Company* (1sted). Guwahati.LBS.
2. Barpujari, H.K. (ed), 1990. *The Comprehensive History of Assam* vol. III. Guwahati. Publication Board, Assam.
3. Barpujari, H.K. (ed)., 1990. *The Comprehensive History of Assam* vol. IV. Guwahati. Publication Board, Assam.
4. Barpujari, H.K. (ed)., 1990. *The Comprehensive History of Assam* vol. V. Guwahati. Publication Board, Assam.
5. Hazarika, B.B. 2006. *Political Life in Assam during the 19th Century* (7th ed.). New Delhi. Gyan Publishing House.
6. 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.
7. Saikia, Yasmin. 2004. *Fragmented Memories: Struggling to be Tai- Ahom in India*. NC. Duke University Press, Durham.
8. Sharma, Jayeeta, 2011. *Empire's Garden: Assam and the Making of India (Radical Perspectives)* NC. Duke University Press, Durham.

References:

1. Baruah, Sanjib, 2000. *India Against Itself*, New Delhi. Oxford University Press.
2. Bhawmik, Subir, 2010. *Troubled Periphery*, New Delhi. Sage.
3. Franke, Marcus., 2009. *War and Nationalism in South Asia: the Indian state and the Nagas*, London and New York. Routledge.
4. Guha, Amalendu, 2006. *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*. New Delhi. Tulika Books.
5. Nag, Sajal. 2008. *Pied Pipers of North-East India: Bamboo-flowers, Rat-famines and the Politics Philanthropy, 1881-2007*. New Delhi. Manohar.
6. Needham, J.F. 1895. *Report of a Trip into the Abor Hills* Shillong. Assam Secretariat Press, Shillong.

MA Semester IV

Paper Name: Select Issues in the Study of Nationalism in India, 1919-49

Subject Code: HST184C401

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. The course offers a study of selected issues in the study of mass nationalism.</p> <p>2. It shall focus on varying facets of Gandhian nationalism and entail an in- depth engagement with primary source materials.</p>	<p>1. Lecture Method</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Develop an understanding of the sources and various interpretations of the Indian National Movement from 1919.</p> <p>2. To understand the strategies and instruments of the movement.</p> <p>3. To understand changes in society, culture and polity as a result of the movement.</p>	<p>1. Semester end examination: 70 marks</p> <p>2. Internal Assessment: 30 marks (Mid-Semester exam: 10, Assignment: 10, Assignment Presentation: 05, Class Participation: 05)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	<p>1. New Interpretations and Perspectives</p> <p>2. New Sources</p>	14
II	<p>1. The Beginnings of ‘Gandhian’ Politics: (a) Champaran, Kheda, Ahmedabad (b) Rowlatt Satyagraha</p> <p>2. The Nation and Nationalist Struggle in Gandhian nationalism</p>	14
III	<p>1. Khilafat and Non-Cooperation and techniques of mass nationalism;</p> <p>2. The era of Mass Nationalism (Civil Disobedience and Quit India)</p> <p>3. The rigidification of sectarian identities and Congress</p>	14
IV	<p>1. Congress and Social and Regional Groups and Classes: ‘Untouchables’, Capitalists, Peasants, Workers</p> <p>2. 1942: Perceptions of the Colonial State</p> <p>3. Partition: the Long post-History</p>	14
Total		56

Textbooks:

1. Amin, Shahid, 2006. *Event, Metaphor Memory: Chauri Chaura, 1922-1992*. Delhi. Penguin India.
2. Bose Sugata and Jalal Ayesha, 2004. *Modern South Asia History, Culture, Political Economy*, Routledge, New-York.
3. Kumar, Ravinder, 1983. *Essays in the Social History of Modern India*. New Delhi. Oxford University Press.

References:

1. Zamindar, Vazira. 2007. *The Long Partition and the Making of Modern South Asia*. New Delhi. Viking.
2. Low, D. A. (ed.). 2004. *Congress and the Raj*. Delhi. Reprinted by Oxford University Press
3. Sarkar, Sumit. 1983. *Popular Movements and Middle-Class Leadership*. Calcutta. K.P. Bagchi.

MA Semester IV

Paper Name: Approaches to Global History 1492-2001

Subject Code: HST184C402

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • to acquaint students with the forces that shaped the contemporary world from the vantage point of global history. • To trace the history of globalization while focussing upon the processes that were set in motion by the discovery of the New World in 1492. 	<p>1. Lecture Method</p> <p>A. Assignment</p> <p>B. Individual and Group Presentation</p>	<p>The student will:</p> <ul style="list-style-type: none"> • students will be equipped with knowledge of how larger socio-political forces have shaped history and how history writing itself has represented these forces. • Furthermore, students will be also be equipped with historiographical trends and ways. 	<p>A. Semester end examination: 70 marks</p> <p>B. Internal Assessment: 30 marks</p> <p>(Mid-Semester exam: 10, Assignment: 10, Presentation: 05, Class Participation: 05)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	1) Concepts of 'World' and 'Global' History 2) Narratives of Global History: Genealogy and prehistory of globalisation – archaic globalisations – globalisation in world history 3) Regions in Global History a) Trans-national histories – Europe in world history c) Inner Eurasia – Asia before the advent of the Europeans	14
II	4) Themes in Global History I: (a) Gender in world history (b) Empires and 'imperial religions' in world history	14
III	5) Themes in Global History II: (a) Liberalism (b) Free trade.	14
IV	6) Themes in Global History III: (a) Environmentalism (b) Food	14
Total		56

Textbooks:

1. Krader, L. 1971. *Formation of the State*. Indiana University.
2. Said W Edward. 1978. *Islamic Civilisation, Orientalism*. New York. Pantheon Books.
3. Schacht, Joseph. 1961. *An Introduction to Islamic Law*. UK. Clarendon press.

References:

1. Marshall, Hodgson.1984.*The venture of Islam: conscience and history in a world civilization*,vols. 1-2.University of Chicago Press.
2. Patricia, Crone, 2004.*Meccan Trade and the Rise of Islam*. USA. Gorgias Press.

DSE Paper Name: Gender and Women in Ancient Societies

Subject Code: HST184D101

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To introduce students to the concept of 'gender'. 2. To acquaint students with important historiographical interventions and issues related to Gender in History.	1. Lecture Method 2. Assignment 3. Individual and Group Presentation	1. This course will cover a long chronological span from the pre-historic to the historical period. It will deal with some representative ancient societies of Europe and Asia. 2. The focus of the course will be on the gender analysis of the socio-political and religious setup.	1. Semester end examination: 70 marks. 2. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).

Course Outline:

Modules	Topics / Course content	Periods
I	Introduction to Gender Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies	14
II	Prehistoric and Ancient India: <ul style="list-style-type: none"> • Caste, Class and Gender • The Formation of Patriarchy in the Brahmanical, Buddhist and Jaina Traditions and Subordination of Women • The Diversity of Patriarchal Practices 	14
III	Ancient Mesopotamia: The Axis of Gender stratification in Sumer and Akkad.	14
IV	Ancient Rome: Pre- Roman Etruscan From Republic to Empire, Early Byzantium	14
Total		56

Textbooks:

1. Archer, Fischler and Wyke. 1994. *Women in Ancient Societies*. Routledge.
2. Chakravarty, U. 2003. *Gendering caste through a feminist lens*. New Delhi. Sage Publications.
3. Halperin, Winkler and Zeitlin, 1990. *Before Sexuality*. Princeton University Press.

4. Tyagi, J., 2014. *Contestation and Compliance: Retrieving Women's 'Agency' from Puranic Traditions*. New Delhi. OUP.

References:

1. Walach Scott, Joan, 1988. *Gender and the Politics of History*, Parts I-II. New York. Columbia.
2. Bahrani, B., 2001. *Women of Babylon: Gender and Representation in Mesopotamia*. Routledge.
3. Lerner, G., 1986. *The Creation of Patriarchy*. New Delhi. OUP.

MA Semester II (DSE)

DSE Paper Name: Innovations in Medieval India: Tools, Techniques, Technologies and Culture

Subject Code: HST184D202

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
1. To introduce students to important issues related to Medieval Indian History and the technological innovations of the period 2. To provide an understanding about the impact of technological innovations on the society and culture of medieval India.	1. Lecture Method 2. Assignment 3. Individual and Group Presentation	1. Students will understand the changes brought about in the culture and society through the technological innovations in medieval India.	1. Semester end examination: 70 marks 2. Internal Assessment: 20 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05)

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I.	The dawn of the Early Medieval Period: The first Muslim ‘invasion’ of India: 712 A.D. Early Islamic Settlements in different regions in India: Assimilation and Cultural Changes	14
II.	The advent of the Turks: Changes in Warfare, Agriculture and Textiles Changes in Warfare- the coming of the saddle, stirrup and the horse shoe Evolution in Irrigation: The Persian Wheel or ‘Araghatta’ The dissemination of block printing (<i>Chippa and Chaapa</i>) Changes in metallurgy and distillation	14
III.	Babur and the early Mughal way of Life and Technology: The use of gunpowder The growing use of Persian vis a vis Turkish in court culture The Mughal School of Painting and Architecture	14
IV	Emergence of a Composite Culture: Poetry, prose and Music: Amir Khusrau – <i>Qawwali</i> and the <i>Daastan</i> of Dewal Rani Khizr Khan	14

	Court chroniclers and polymaths- Al Biruni, Zia ud din Barani, Abu'IFazl The royal kitchen and the common man's cuisine	
TOTAL		56

Textbooks:

1. Habib, Irfan. 2007. *Medieval India: The Study of a Civilisation*. New Delhi. National Book Trust.
2. Habib, Irfan. 2008. *Technology in Medieval India, 650-1750* New Delhi. Tulika Books.
3. Habib, Irfan, 2013. *The Agrarian System of Mughal India: 1556-1707* (3rd ed.). New Delhi. Oxford India Paperbacks.
4. Topsfield, Andrew. 2013. *Paintings from Mughal India*. UK. The Bodleian Library.

References:

1. Smith, Paul. 2013. *The Book of Amir Khusrau: Selected Poems and the Tale of the Four Dervishes*, New Humanity Books, Book Heaven.
2. Marshall, Hodgson. 1984. *The venture of Islam: conscience and history in a world civilization*, vols. 1- 2, University of Chicago Press
3. Eaton, Richard M. 2020. *India in the Persianate Age: 1000-1765*. Delhi. Penguin.

DSE Paper Name: Colonialism and Law in British India

Subject Code: HST184D301

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ul style="list-style-type: none"> • This course will introduce the students with the legal history of British India. • To acquaint students with historical approaches to study law and society in British India. • To acquaint students with comprehensive ideas of law making, administrative and legal enterprises and introduction of the new legal regime with associate institutions and structures. 	1.Lecture Method 2.Assignment 3.Individual and Group Presentation	1. This course will familiarise the students with the formation of the colonial legal regime and the making of the colonial legal subject in South Asia under British rule. 2.The course will also allow the students to analyse the relationship between imperial law and the process of colonialism, colonial law and colonial violence, law and exception and so on.	A. Semester end examination : 70 marks B. Internal Assessment:30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid-semester 10)

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I.	Ideology, Colonialism, and the Law: Rhetoric about the Precolonial Past, ‘Oriental Despotism’, Reinvention of Traditions in the early legal enterprises, The Rule of Law	16
II.	Law and Colonialism in British India Relationship between law and colonialism, Law Making and imperial ideologies, the Rule of Colonial Difference, Liberalism and imperial law	14
III.	The Rule of Law and the Colonial Exceptions in British India: The legal discourse around Thuggee, ‘Hereditary Crime’ and the ‘Criminal Tribes’ Regulations, Colonial Law and Violence, Colonial Law and Exceptions	14

IV	The British Judicial System at the imperial frontier: Law at the plantations in Assam, Frontier anxiety and colonial law, Lines of separation between the hills and the plains	12
TOTAL		56

Textbooks:

1. Cederlöf Gunnell, and Das Gupta, Sanjukta, ed. 2016. *Subjects, Citizens and Law: Colonial and Independent India*. Taylor & Francis.
2. Hussain, Nasser, 2006. *The Jurisprudence of Emergency: Colonialism and the Rule of Law*, Ann Arbor. The University of Michigan Press.
3. Jaffe, James, 2015. *Ironies of Colonial Governance: Law, Custom and Justice in Colonial India*, Cambridge. Cambridge University Press.
4. Singha, Radhika, 1998. *A Despotism of Law: Crime and Justice in Early Colonial India*. Delhi. OUP.

References:

1. Mani, Lata. 1998. *Contentious Tradition: The Debate over Sati in Colonial India*. Berkeley. University of California Press.
2. Nair, Janaki. 1996. *Women and Law in colonial India: A social history*, Kali for Women, published in collaboration with the National Law School of India University.
3. Verma, Nitin. 2017. *Coolies of Capitalism: Assam Tea and the Making of Coolie Labour*. De Gruyter. Oldenbourg.

Articles:

1. John L. Comaroff, 2001. "Colonialism, Culture, and the Law: A Foreword", *Law and Social Inquiry*, 26, (pp. 305-314)
2. Lauren Benton, 1999. "Colonial law and cultural difference: jurisdictional politics and the formation of the colonial state", *Comparative Studies in Society and History*, 41, pp. 563-588.
3. Washbrook, David, 1981. "Law, State and Agrarian Society in Colonial India," *Modern Asian Studies* 15, pp. 649-721.
4. Ranajit Guha, 1987. "Chandra's Death," in *Subaltern Studies V*, ed. Ranajit Guha, New Delhi: Oxford University Press, pp 134-65.
5. Kalyani Ramnath, 2013. "The Colonial Difference between Law and Fact: Notes on the Criminal Jury in India," *The Indian Economic and Social History Review*, 50 (3), pp. 341- 363.
6. Elizabeth Kolsky, 2005. "Codification and the rule of colonial difference: criminal procedure in British India." *Law and History Review* 23, no. 3: pp. 631-683

M.A Semester III (DSE)

DSE Paper Name: Politics, Society and Culture in Medieval Deccan

Subject Code: HST184D302

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. To introduce students to the historical developments in the Deccan.</p> <p>2. To acquaint students with not only the political but also the social and cultural history of Medieval Deccan.</p>	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>1. The students will have an understanding of the political and cultural history of medieval Deccan from the early fourteenth century when the Bahmani Sultanate emerged to the end of the seventeenth century; when the region was virtually incorporated into the Mughal empire.</p>	<p>A. Semester end examination: 70 marks B</p> <p>B. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid Semester Exam 10)</p>

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I.	<p>Political trajectories:</p> <ul style="list-style-type: none"> ● Rise and fall of the Bahmani Sultanate ● Emergence of the splinter Sultanates of Ahmednagar, Bijapur, Berar, Golconda, and Bidar and their relation with Vijaynagar ● Presence of the Portuguese ● Maratha raids ● Mughal campaigns in Deccan 	20
II.	<p>Religious and Ethnic dimensions in State Politics:</p> <ul style="list-style-type: none"> ● The Question of religion in politics ● Islam and non-Muslims ● Shias and Sunnis ● Deccanis and foreigners 	14
III.	<p>Sufism in Deccan Sufi orders and their impact on state, culture and society</p>	8

IV	Cultural contours: <ul style="list-style-type: none"> ● Miniature paintings and architecture ● Language and literature in the Deccani, Urdu, Telugu, Kannad, and Marathi; patronage to Persian poetry ● Trade 	14
TOTAL		56

Textbooks:

1. Eaton R. 2005. *Social History of the Deccan, 1300 – 1761*. Cambridge University Press.
2. Eaton R. 1996. *Sufis of Bijapur, 1300 – 1700, Social Roles of Sufis in Medieval India*. New Delhi. MunshiramManoharlal.
3. Michell G and Mark Z. 1999. *Architecture and Art of the Deccan Sultanates*. Cambridge University Press.
4. Richards J.F., 1975. *Mughal Administration in Golconda*. London. Clarendon Press, OUP.
5. Sherwani H.K. and Joshi, P.M. ed., 1975. *History of Medieval Deccan, 1295 – 1724* 2 vols, Hyderabad, Government of Andhra Pradesh.
6. Talbot C. 2001. *Pre-colonial India in Practice: Society, Region, and Identity in Medieval Andhra*, Oxford University Press New Delhi.

References:

1. Kruijtzter G. 2009. *Xenophobia in Seventeenth-Century India*. Leiden University Press.
2. Kulkarni, A.R., M.A. Nayeem and T.R. de Souza. ed., 1996. *Mediaeval Deccan History: Commemoration Volume in Honour of P.M. Joshi*. Bombay. Popular Prakashan.
3. Sherwani H.K., 1985. *The Bahmanis of the Deccan*, New Delhi. MunshiramManoharlal Publications.

M.A Semester III (DSE)

DSE Paper Name: Indian National Movement: Early Phase (1885-1919)

Subject Code: HST184D303

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<ul style="list-style-type: none"> • To introduce students with the emergence of nationalism in India and the factors responsible for the emergence of nationalism. • This paper will also provide a deep understanding of the major developments in the Indian freedom movement in the pre-Gandhian era. 	1.Lecture Method 2.Assignment 3.Individual and Group Presentation	The student will: 1. Develop an understanding of the historiography of the Indian national movement, especially during the early phase of the freedom movement. 2. They will also gain an understanding of the important issues related to the formation of the Indian National Congress and its different trends in its leadership. 3. Will be acquainted with the political developments in India during and after the Swadeshi Movement.	A. Semester end examination: 70 marks B. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05; Mid Semester Exam 10)

Course Outline:

Modules	Topics (if applicable) & Course Contents	Periods
I.	Emergence of Indian Nationalism i. Historiography of Indian National Movement ii. Genesis of Indian Nationalism iii. Early Political Organizations	16
II.	Foundation of the Indian National Congress i. Aims and Objectives ii. Colonial Attitude: the ‘Safety Valve Theory’ iii. Moderates Politics iv. Extremist Ideology	14

III.	Political Developments in the early 20th Century i. Partition of Bengal ii. Swadeshi Movement iii. Rise of Revolutionary Activities iv. Formation of the Muslim League v. Surat Split	12
IV	Political Developments after the annulment of the Partition i. The Ghadar Movement ii. The Home Rule Movement iii. The Lucknow Pact iv. Early involvement of M. K. Gandhi in Indian Politics	14
TOTAL		56

Textbooks:

1. Chandra, Bipan.1989. *India's Struggle for Independence*.London. Penguin Books.
2. Majumdar. R. C. ed. 1988. *Struggle for Freedom*.Bombay. Bharatiya Vidya Bhavan.
3. Sarkar, Sumit.2014. *Modern India 1885-1947*. New Delhi. Macmillan.
4. Seal, Anil, 1971.*The Emergence of Indian Nationalism*.Cambridge University Press.

References:

1. Bandyopadhyay, Sekhar.2004. *From Plassey to Partition*. New Delhi. Orient Longman.
2. Chandra, Bipan.1999. *Essays on Colonialism*. Delhi. Orient Longman.
3. Chatterjee, Partha, 1993. *Thought and the Colonial World: A Derivative Discourse*. University of Minnesota Press.
4. Desai, A. R. 2000. *Social Background of Indian Nationalism*. Mumbai. Popular Prakashan Private Limited.
5. Guha, Ranajit.1998. *Dominance without Hegemony: History and Power in Colonial India*.Cambridge. Harvard University Press.
6. Hardy, Peter. 1972. *Muslims of British India*. London. Cambridge University Press.
7. Hutchins, F. 1967. *Illusion of Permanence of British Imperialism in India*. Princeton University Press.
8. Majumdar, R. C. 1963.*History of Freedom Movement in India, Volume-II*.Calcutta. Firma K L M Pvt. Ltd.
9. McLane, J. R. 1977. *Indian Nationalism and the Early Congress*. Princeton University Press.
10. Nanda. B.R., 1989. *Mahatma Gandhi*. New Delhi. Oxford University Press.
11. Sarkar, Sumit.2010. *The Swadeshi Movement in Bengal 1903-1908*. Ranikhet. Permanent Black.

MA Semester III (DSE)

DSE Paper Name: Agrarian Protests and Movements in India 1830-1951

Subject Code: HST184D309

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>The objectives of the course are-</p> <ul style="list-style-type: none"> • To introduce students to the variegated movements in rural India during the colonial and post-colonial times. • It attempts to acquaint students to the trajectories of rural mobility, action and representation on the sub-continent. • The paper will also familiarise the students with the various ideologies that have fuelled the organisation of movements. 	<p>1.Lecture Method 2.Assignment 3.Individual and Group Presentation</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Become aware of the forms of organisations, mobilisation and action in rural India in the colonial period. • Get acquainted with the various ideologies that propelled movements in rural India. 	<p>A. Semester end examination: 70 marks B.Internal Assessment:30 marks (Mid-Semester exam:10, Assignment: 10, Assignment Presentation: 05, Class Participation: 05)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	<p>19th Century Uprisings (Farazi, Santhal, Indigo, Pabna and Deccan uprisings) Land revenue administration and the agrarian structure.</p> <p>Tenancy issues Commercialization and its concomitants Local consciousness and political mobilisation</p> <p>Popular uprisings at Phulaguri, Patharughat, Rangia, and Laschima, Understanding <i>RaijMels</i> and RyotSabhas.</p>	14
II	<p>Peasant Ideologies (Champaran, Kheda, Bardoli, Moplah, and Kisan Sabha) Politics of mass mobilisation and the peasants, Gandhi, and peasant nationalism</p> <p>Left and the new political agenda Interplay of caste, class, community, and nation.</p>	14

	New dimensions of agrarian struggles in Assam in the twentieth century, Agrarian issues and legislations on land revenue settlements.	
III	Search for New Political Base (Tebhaga, Telangana, Wodi and Punnapevayalar) Consolidation of non-secular identities Challenges before the Left.	14
IV	Search for stable agrarian base Land reforms and emerging trends in peasant politics.	14
Total		56

Textbooks:

1. Guha Ranajit.1999. *Elementary Aspects of Peasant Insurgency in Colonial India*.Duke University Press.
2. Scott, James.1977. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale. Yale University Press.
3. Strokes Eric. 1978. *The Peasant and the Raj:Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge University Press.

References:

1. Barpujari, H.K, 1990. *Comprehensive History of Assam* Vols. IV&V, Guwahati. Publication Board, Assam.
Barpujari, H.K, 1990.*Political History of Assam*VolsI,II &III,Guwahati. Publication Board,Assam.
2. Goswami,Priyam. 2012. *From Yandabo to Partition*, Delhi. Orient Blackswan.
3. Guha, Amalendu. 2019. *Planter Raj to Swaraj*(4th edition). Delhi.Tulika Books.
4. Hardiman, David. 1992. *Peasant Resistance in India 1858-1914*, Delhi.OUP.

DSE Paper Name: Language, History and Nationalism in South Asia

Subject Code: HST184D408

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Attendance, Class Tests, Quizzes, Seminar – 20%
- **Mid-term examination:** 10%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>This course will examine the relationship between language, culture and politics in South Asian history. The main themes will include the following:</p> <ol style="list-style-type: none"> 1. Relationship between language, culture and power in pre-modern India. 2. Colonial knowledge production and language. 3. The role of language in shaping national and regional imaginations in colonial and post-colonial India 4. Emergence of linguistic publics and counter-publics defined through print, literary genres, cultural and political rhetoric, etc. 	<ol style="list-style-type: none"> 1. Lecture Method 2. Assignment 3. Individual and Group Presentation 	<ol style="list-style-type: none"> 1. Will develop an understanding of the sources and various interpretations of language and cultural nationalism. 2. Will understand the strategies and instruments of such nationalism. 3. Will understand changes in society, culture and polity as a result of such forms of nationalism. 	<p>A. Semester end examination: 70 marks</p> <p>B. Internal Assessment: 30 marks</p> <p>(Mid-Semester exam: 10, Assignment: 10, Assignment Presentation: 05, Class Participation: 05)</p>

Course Outline:

Modules	Topics / Course content	Periods
I	1. Language in pre-colonial India-usage, patronage and audiences	14
II	<ol style="list-style-type: none"> 1. The colonial state and education 2. From 'language as use' to 'language as identity' 3. Language, culture and the nation, some theoretical considerations 	14
III	<ol style="list-style-type: none"> 1. Print and the Public sphere- new usage of languages 2. Language, Religion and culture-The rise of Regions 	14
IV	1. Language politics in post-colonial India Assam, Punjab, Uttar Pradesh and Andhra Pradesh	14
Total		56

Textbooks:

1. Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York/London. Verso.
2. Cohn, Bernard. 1987. "Command of Language & Language of Command", in Ranajit Guha (ed.), *Subaltern Studies V*. Oxford University Press.
3. Dalmiya, Vasundhara. 1997. *The Nationalization of Hindu Traditions Bharatendu Harischandra and Nineteenth-Century Banaras*. Ranikhet. Permanent Black.
4. Mitchell, Liza. 2009. *Language, Emotion and Politics in South India*. Bloomington. Indiana University Press.
5. Orsini, Francesca. 2002. *The Hindi Public Sphere 1920–1940: Language and Literature in the Age of Nationalism*. New Delhi. Oxford University Press.
6. Pollock, Sheldon. 2003. *Literary Cultures in History Reconstructions from South Asia*. Los Angeles. University of California Press.
7. King, Christopher. 1994. *One Language, Two Scripts: The Hindi Movement in Nineteenth Century North India*. New Delhi. Oxford University Press.

References:

1. Aneesh, A., 2010. *Bloody Languages: Clashes and Constructions of Linguistic Nationalism in India*, *Modern Asian Studies*, vol. 25(1), pp. 86-109.
2. Bose Sugata and Jalal Ayesha. 2004. *Modern South Asia History, Culture, Political Economy*. New York. Routledge.
3. Brass, Paul. 1974. *Language, Religion and Politics in South Asia*. Cambridge University Press.
4. Cohen, Bernard. 1996. *Colonialism and Its Forms of Knowledge*, Princeton University Press, New Jersey.
5. Guha Amalendu. 1972. *Planter Raj to Swaraj Freedom Struggle and Electoral politics in Assam, 1826-1947*. New Delhi. ICHR Publications.
6. Hans, Kohn. 1944. *The Idea of Nationalism, A Study in Its Origins and Background*. New York. The Macmillan Company.
7. Misra, Sanghamitra. 2012. *Becoming a Borderland, The Politics of Space and Identity*. New Delhi, Routledge.
8. Tambiah, S. J. 1967. *The Politics of Language in India and Ceylon*, *Modern Asian Studies*, Vol. 1(3)

MA Semester IV (DSE)

Paper I: Western Political Thought

Subject Code: HST184D404

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. To introduce students to important issues related to Western Political Thought by giving them a broad overview of significant philosophical traditions.</p> <p>2. To acquaint students with important thinkers covering the major epochs in the history of humankind</p>	<p>1.Lecture Method</p> <p>2.Assignment</p> <p>3.Individual and Group Presentation</p>	<p>1. Develop an understanding of the nature, characteristics, approaches and strategies of Political Thought.</p> <p>2. To understand the evolution of the political traditions from the Greek city-states to the Renaissance period in Europe.</p> <p>3. To understand changes in Political Thought in the post-enlightenment period with the advent of colonialism, republicanism and popular movements from late eighteenth century onwards.</p>	<p>1. Semester end examination: 70 marks</p> <p>2. Internal Assessment:30marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).</p>

Course Outline:

Modules	Topics / Course content	Periods
I	Understanding Political Thought Nature of Political Thought; Approaches to Interpretation; Strategy of Interpretation	14
II	Classical Political Thought Greek Political Thought – Socrates, Plato, Aristotle; Renaissance Tradition and Machiavelli	14
III	Liberalism, Utilitarianism and Enlightenment Traditions Thomas Hobbes, John Locke, Rousseau, Thomas Paine; Bentham and John Stuart Mill; Immanuel Kant	14
IV	Idealism, Marxism, Feminism and Pragmatism	14

	Hegel; Marx, Engels, Lenin, Rosa Luxembourg, Mao and Gramsci; Broad strands of Feminism; and Martin Luther King Jr.	
Total		56

Textbooks:

1. Gauba, O.P. 2011. *Western Political Thought*. Delhi. Macmillan Publishers India LTD.
2. Nelson, B. 2006. *Western Political Thought* (second edition). New Delhi. Pearson.

References:

1. Barker, E. 1980. *Greek Political Theory*. Bombay. BI Publications.
2. Held, D. 1991. *Theory Today*, Polity. CUP.
3. Johri, J.C. 1999. *Contemporary Political Theory*. New Delhi. Sterling.
4. Laski, H.J. 1976. *The Rise of European Liberalism*. London. George Allen and Unwin Ltd.
5. Mukherjee, S. & Ramaswami S. 2013. *A History of Political Thought-Plato to Marx*. New Delhi. Prentice Hall.
6. Sabine, G.H., & Thomas T.L. 1973. *A History of Political Theory*. New Delhi. OUP.
7. Verma, S.P. 1975. *Modern Political Theory*. New Delhi. Vikas.

MA Semester IV (DSE)

Paper I: Indian Political Thought

Subject Code: HST184D410

Credit Units: (L-T-P-C): 3-1-0-4

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End term examination:** 70 %

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. To introduce students to important issues related to Indian Political Thought by giving them a broad overview of significant philosophical traditions.</p> <p>2. To acquaint students with important Indian political thinkers and issues related to social evolution and statecraft.</p>	<p>1. Lecture Method</p> <p>2. Assignment</p> <p>3. Individual and Group Presentation</p>	<p>1. Develop an understanding of the nature, characteristics, approaches and strategies of Indian Political Thought.</p> <p>2. To understand the evolution of the political traditions during the Indian Freedom Struggle.</p> <p>3. To understand the contribution of socio-religious and socialist thinkers in the development of Indian polity in the post-independent period.</p>	<p>1. Semester end examination: 70 marks</p> <p>2. Internal Assessment: 30 marks (Assignment: 10, Assignment Presentation: 05, Class Participation: 05, Mid-semester examination: 10).</p>

Course Outline:

Modules	Topics / Course content	Periods
I	<p>Ancient Indian Political Thought</p> <p>Manu and the Cosmic Vision; Shukra Niti; Kautilya and Pragmatism</p>	14
II	<p>Indian Nationalist Movement</p> <p>Liberalism: Rammohan Roy, G.K. Gokhale. Extremism and Revolutionary Thinkers: B.G. Tilak, Bhagat Singh, Subhas Chandra Bose Gandhi and anti-colonialism V.D. Savarkar and Dr. S.P. Mookerjee</p>	14

III	Socio-Religious Reformers Dayanand Saraswati; Swami Vivekananda; Vinoba Bhave; Annie Besant, Jiddu Krishnamurthy	14
IV	Socialist Political Thinkers M.N. Roy; J.L. Nehru; Jaiprakash Narayan; Ram Manohar Lohia	14
Total		56

Textbooks:

1. Mehta, U.R. 1999. *Foundation of Indian Political Thought* Delhi. Manohar.
2. Sharma U. & Sharma, S.K. 2019. *Indian Political Thought*.New Delhi. Atlantic Publishers.

References:

5. Appadorai, A. 1973. *Documents on Political Thought in Modern India*. Bombay. OUP.
6. Altekar, A.S. 1958. *State and Government in Ancient India*. Delhi. Motilal Benarsidas.
7. Basham, A.L. 1954. *The Wonder that was India*. New York.
8. Grover, V.1990. *Modern Indian Thinkers*. New Delhi. Deep and Deep,
9. Kothari, R. 2012. *Politics in India*. New Delhi. Orient Blackswan.
10. Krishnamurthy. J. 1986.*The Awakening of Intelligence*.New York.Gollancz.
11. Thapar, R. 1990. *A History of India*. New Delhi. Penguin.