



**ROYAL SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES
(RSHSS)**

DEPARTMENT OF HISTORY

**Learning Outcomes-based Curriculum Framework (LOCF) for
Undergraduate Programme in BA History**

W.E.F 2022 - 23

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1. Preamble

The Department of History, RGU envisions all its programmes in the best interest of the students and in this endeavour, it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for its undergraduate programme.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate programme will prepare the students for both academia and employability. The new curriculum of B.A. History (Hons.) is structured for students who are new to the discipline, as well as those who have already been introduced to it, and provides them with a cumulative process of learning. It is structured to enhance their analytical and intellectual abilities as they mature during the three-year undergraduate programme. The courses range in time and space and across themes. There are reading and writing exercises, field work expeditions, cinema, documentaries, and on-line materials that consolidate and develop in-class instruction. Students have an array of choices to tailor their instruction according to their interests.

2. Introduction:

History is a discipline which instructs students on how to read and process information on people, societies, cultures, events, and places that are far removed in time and space from our own experience. Knowledge of the past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people. The learning outcome-based curriculum framework (LOCF) for B. A. (Hons.) History intends to prepare a curriculum which enables the graduates to respond to the contemporary societal needs. The B.A (Hons.) programme offers student access to recent scholarship in the fields organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and making them sensitive to the cognate discipline that they are studying. The framework will assist in developing an understanding of the principles, theory, and practice of History after the completion of the B. A. (Hons.). It also seeks to provide multiple points of intersection with

disciplines in the Humanities and the Social Sciences. The framework also intends to allow for greater flexibility and innovation in curriculum design and syllabus development, teaching-learning process, and assessment of learning achieved by the students.

3. Approach to Curriculum Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are: (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in History is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of students' learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. An outcome-based approach moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater acquaintance

with the field of study/profession. Thus, the B. A. History (Hons.) Programme aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

The approach also offers flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

4.1 Nature and Extent of the B. A. History (Hons.) Programme

A bachelor's degree in History with Research is a 3 years degree course which is divided into 6 semesters as under.

Sl. No.	Year	Credits
1	1 st Semester	24
2	2 nd Semester	24
3	3 rd Semester	24
4	4 th Semester	24
5	5 th Semester	26
6	6 th Semester	26
Total		148

A student pursuing 3 years undergraduate programme shall be awarded an appropriate Degree in that discipline on completion of the 6th Semester if he/she secures 148 Credits.

Bachelor's Degree (Hons.) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are

determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire in order to access professional avenues or move to higher education at the postgraduate level.

4.2 Aims of the B. A. History (Hons.) Programme:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for the B. A. History (Hons.) Programme are-

- To impart the basic knowledge of historiography, different historiographical traditions, methods, and practice of History.
- To provide research-based knowledge and the ability to understand and analyse the societal complexities.
- To make the learner competent and efficient in the field of History.
- To prepare socially responsible academicians, researchers and professionals with global vision.
- To provide and adapt curricula that prepare our graduates for employment and further studies in History.
- The LOCF curriculum for B. A. History (Hons.) is aimed at providing an enabling environment for the students either with employment opportunities or imparting deep knowledge in the subject to prepare them for further studies.

5. Graduate Attributes in History

On completion of the course, students are expected to have acquired the skills of critical thinking, effective communication, and exploring the relationship between past and present through rational enquiry. The attributes expected from the students of B.A. (Hons.) in History are:

GA 1 Knowledge of History: Knowledge of multifaceted nature of the historical discipline and awareness of historical developments within the Indian Subcontinent from the pre-historic phase to the post-colonial times.

GA 2 Interpretative ability: Ability to carefully read a complex historical narrative, evaluate the deployment of evidence, and understand argument as well as critically analyse the same.

GA 3 Analytical Capability: Identification of patterns of continuity and change within temporal and the spatial context. Ability to distinguish between what is historical and what is not.

GA 4 Introduction to Archaeology: Knowledge of archaeology and its tools and techniques will lead to enhanced ability to identify changes in cultural patterns of past human society both literate and pre-literate. Also, it will widen the horizon of research for the new generation researchers.

GA 5 Socio-ethical Awareness: Sensitivity to social inequities as well as acquaintance with the historical trajectories of these issues.

GA 6 Capacity Building: Familiarity with history-based ICT infrastructure such as digital archives, databases and promoting digital productivity applications.

GA 7 National Identity and Integrity: Develop respect for the unique culture and heritage of India and understand the strength of diversity of our country. Engender respect for national and regional ethos, human values, and constitutional ideals of the country.

GA 8 Research and Employability: Capability to assume leadership roles and apply the above-mentioned analytical abilities in the field of social science research and its applications to public policies and directives.

6. Qualitative Descriptors and Programme Learning Outcomes of B.A. (Hons.) in History

B.A. (Hons.) in History graduates from The Assam Royal Global University are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People's Representation
6. Social Work and Social Cause
7. Archives, Museum & Archeological research
8. Teaching and Research

7. Programme Learning Outcomes in B.A. (Hons.) History

7.1 Programme Outcomes: Students enrolled in the program complete a curriculum that exposes and trains them in a range of essential skills and abilities. They will have the opportunity to pursue and achieve the following outcomes:

PO 1 Disciplinary Knowledge: Gain workable knowledge of historical and historiographical trends in Indian history as well as the history of global societies and cultures.

PO 2 Comparative Knowledge: To interpret historical narratives by deploying historical facts as critical corroborative paradigms.

PO 3 Inferential Capacity: To develop a scholastic sense of history and a deductive as well as inductive approach to the discernment of historical patterns including comparative studies that draw heavily upon history.

PO 4 Interdisciplinary Introduction to Archaeology: To enable absorption of students in the field of Archaeology which is in high demand both in India and abroad.

PO 5 Holistic Cognitive Development: To evolve a critical understanding of methods and theories within the social sciences with a view to engender a humanist and sensitized approach to social issues.

PO 6 Skill Development: To equip oneself with the paraphernalia of digital resources and infrastructure so as to gain an edge in an information driven world.

PO 7 Socio-political Awareness: To undertake social responsibilities as leaders in challenging environments through application of acquired knowledge.

PO 8 Life-long Learning: To appreciate the unique historical and diverse cultural ethos of the Nation and to engender a sense of lasting intellectual curiosity and a desire for life-long learning.

7.2 Programme Specific Outcomes (PSOs)

PSO 1: To provide students with a creative and independent environment to achieve the acquisition of the fundamentals of the 'Historian's Craft'.

PSO 2: To awaken a sense of interdisciplinary curiosity and acquaint our students with the latest development of contemporary scholarship and research in India and abroad.

PSO 3: To instill a deep sense of belongingness and respect for the national ethos.

8. Programme Evaluation

8.1 The Programme structures and examinations shall normally be based on Semester System. However, the Academic Council may approve Trimester/Annual System for specified programmes.

8.2 In addition to end term examinations, student shall be evaluated for his/her academic performance in a Programme through, presentations, analysis, homework assignments, term papers, projects, field work, seminars, quizzes, class tests or any other mode as may be prescribed in the syllabi. The basic structure of each Programme shall be prescribed by the Board of Studies and approved by the Academic Council.

8.3 Each Programme shall have a number of credits assigned to it depending upon the academic load of the Programme which shall be assessed on the basis of weekly contact hours of lecture, tutorial and laboratory classes, self-study. The credits for the project and the dissertation shall be based on the quantum of work expected.

8.4 Depending upon the nature of the programme, the components of internal assessment may vary. However, the following suggestive table indicates the distribution of marks for various components in a semester: -

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
I.	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
II.	Home Assignment		1-3	H	
III.	Project		1	P	
IV.	Seminar		1-2	S	
V.	Viva-Voce/Presentation		1-2	V	
VI.	MSE	MSE shall be of 10 marks	1-3	Q/CT	
VII.	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				100%

B.A. (Hons.) History
Programme Structure

1st semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	HST182C101	History, Heritage, and Tourism (CORE1)	3	1	0	4	4
2	HST182C102	History of Ancient India (CORE2)	3	1	0	4	4
3	HST182C103	History of China (1838-1949) (CORE3)	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4	CEN982A101	Communicative English-I	1	0	0	1	1
5	BHS982A104	Behavioural Science-I	1	0	0	1	1
Skill Enhancement Courses (SEC)							
6	HST182S121	Introduction to Museum and Museology (SEC1)	1	0	1	2	2
Value Added Courses (VAC)							
7	VAC992V109	India: Land of Diversity	2	0	0	2	2
Generic Elective							
8	HST182G101	Social Formations and Cultural Patterns of the Ancient World	3	0	0	3	3
9	HST182G102	History of North-East India	3	0	0	3	3
Total credits							24

2nd Semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	HST182C221	Introduction to Public History (CORE4)	2	0	2	4	4
2	HST182C202	History of Early Medieval India (CORE5)	3	1	0	4	4
3	HST182C203	History of Japan (1853-1945) (CORE6)	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4	CEN982A201	Communicative English-II	1	0	0	1	1
5	BHS982A204	Behavioural Science-II	1	0	0	1	1
Skill Enhancement Courses (SEC)							
6	HST182S221	Museology: Theory and Practice (SEC2)	1	0	1	2	2
Value Added Courses (VAC)							
7		Gandhian Studies (VA2)	2	0	0	2	2
Generic Elective							
8	HST182G201	Social Formations and Cultural Patterns of the Medieval World	3	0	0	3	3
9	HST182G202	Introduction to Archaeology: An Insight into India's Past	3	0	0	3	3
Total credits							24

B.A. (Hons.) History
Programme Structure

3rd semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	HST182C301	History of India: Mughal Period (CORE7)	3	1	0	4	4
2	HST182C302	Rise of Modern West I (CORE8)	3	1	0	4	4
DSE Subjects							
3	HST182D301	History of Delhi Sultanate (c.1206 CE-c. 1526 CE) (DSE1)	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4		AECC 5	1	0	0	1	1
5		AECC 6	1	0	0	1	1
6	HST182C321	PROJECT	0	0	4	4	4
Generic Elective Course							
7	HST182G301	History of Medieval India	3	0	0	3	3
8	HST182G102	History of North-East India	3	0	0	3	3
Total credits							24

4th Semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	HST182C401	Socio-Religious History of Modern India (CORE9)	3	1	0	4	4
2	HST182C402	Rise of Modern West II(CORE10)	3	1	0	4	4
DSE Subjects							
3	HST182D401	Introduction to Archaeology (DSE2)	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4		AECC 7	1	0	0	1	1
5		AECC 8	1	0	0	1	1
Skill Enhancement Course (SEC)							
6	HST182S421	Basic Writing Skills (SEC3)	0	0	2	2	2
Value Added Courses (VAC)							
7		Will select one course from a basket of courses (VA3)	2	0	0	2	2
Generic Elective							
8	HST182G401	History of Modern India from 1757 to the Modern Times	3	0	0	3	3
9	HST182G202	Introduction to Archaeology: An Insight into India's Past	3	0	0	3	3
Total credits							24

B.A. (Hons.) History
Programme Structure

5th Semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	HST182C501	History of Modern Europe I (CORE11)	3	1	0	4	4
2	HST182C502	Politics and Authority in Medieval India (CORE12)	3	1	0	4	4
DSE Subjects							
3	HST182D501	History of North East India (DSE3)	3	1	0	4	4
4	HST182D502	History of United States of America I (DSE4)	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
5		AECC 9	1	0	0	1	1
6		AECC 10	1	0	0	1	1
Value Added Courses (VAC)							
7		VAC 4 Will select one course from a basket of courses	2	0	0	2	2
8	HST182C521	Summer Internship	0	0	0	6	6
Total credits							26

6th Semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	HST182C601	History of Modern Europe II (CORE13)	3	1	0	4	4
2	HST182C602	State Power and Resistance in Modern India (CORE14)	3	1	0	4	4
DSE Subjects							
3	HST182D601	History of South-East Asia in the 20 th Century (DSE5)	3	1	0	4	4
4	HST182D602	History of United States of America II (DSE6)	3	1	0	4	4
5	HST182D603	Economic History of Colonial India (DSE7)	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
6		AECC 11	1	0	0	1	1
7		AECC 12	1	0	0	1	1
Skill Enhancement Courses (SEC)							
8	TTM202S611	Basic Legal Requirement for A Start-Up in India (SEC 4)	0	0	4	2	2
Value Added Courses (VAC)							
9		VA 5 Will select one course from a basket of courses	2	0	0	2	2
Total credits							26

Level: Semester – I

Course: C-1

Title of the Paper: History, Heritage, and Tourism

Subject Code: HST182C101

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

The course will familiarize students with the history and development of tourism with special reference to the North-east of India.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the social and cultural histories of India, in addition to the knowledge of Indian art and architecture, crafts, painting and dance forms.	BT 1
CO 2	Explain literary texts of different genres, styles, and traditions through familiarization with a wide range of literary terms, categories and the use of figurative language.	BT 2
CO 3	Identify what is heritage and interpret its resource for tourists as well as local communities.	BT 3
CO 4	Assume professional skills facilitating job prospects in various fields like public administration, social work, history, and in the tourism industry.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Cultural Tourism An introduction to Indian culture and heritage, Different Phases–Pre and post Vedic periods, rise of Buddhism, evolution of Indian culture in the 1 st and 2 nd Millennium CE, British rule and emanation of modernity.	12

II	Indian Art and Architecture Rock cut architecture, Buddhist architecture, Gandhara and Mathura Schools of Art, Indo-Islamic architecture and modern architecture, Indian paintings and dance forms.	12
III	Religious Tourism The management and marketing of religious tourism, Festivals and religious events.	10
IV	Tourism in Northeast The mysterious Northeast representing Indian ethos of ‘unity in diversity’, the arts and crafts of the Northeastern states, socio-cultural and spiritual traditions of Northeast India.	14
TOTAL		48

Textbooks:

1. Bora Shiela & Bora M.C. 1992. *The Story of Tourism, An Enchanting Journey Through India's North-East*. Delhi. UBS Publishers.
2. Brown, Percy. 2010. *Indian Architecture (Buddhist and Hindu)*. Bombay. Read Books Ltd.

Reference Books:

1. ART, I., 2013. Art & Architecture. *The Modern World*, p.16.
2. Davies, Philip. 1990. *Monuments of India*, Vol. II. London. Penguin.
3. Heinrich, Zimmer. 2000. *Philosophies of India*. Routledge.
4. Hussain, S. A. 1987. *The national cultural of India*. New Delhi. National Book Trust.
5. Jauhari, V., 2010. How can the visitor experience be enhanced for spiritual and cultural tourism in India? *Worldwide Hospitality and Tourism Themes*
6. Lal, S.P. K., Bhattacharya, M. 2002. *Cultural Tourism in India*. DK Print.
7. Roy A. Cook, Yale, Laura J. & Marqua Joseph J. 2007. *Tourism, the Business of Travel*. Delhi. Dorling Kindersley.

Reading Materials:

1. Arunmozhi, T. and Panneerselvam, A., 2013. Types of tourism in India. *International journal of current research and academic review*, 1(1), pp.84-88.
2. Griffin, K. and Raj, R., 2018. The importance of religious tourism and pilgrimage: reflecting on definitions, motives and data. *The international journal of religious tourism and pilgrimage*, 5(3), pp.2-9.
3. Griffin, S., 2016. Territory of the visual: photographic materialities and the persistence of Indo-Muslim architecture. *Transformations*, (27), pp.1-13.
4. Kak, S., 2005. Early Indian architecture and art. *Migration & Diffusion-An International Journal*, 6(23), pp.6-27.
5. Sarma, M.K., 2003. Towards positioning a tourist destination: a study of north east India. *ASEAN Journal on Hospitality and Tourism*, 2(2), pp.104-117.
6. Shermin, A.F., 2017. Impacts of rural tourism on architectural and cultural heritage: The cases of Sualkuchi and Mawlynnong, North-East India. *International Research Journal of Engineering and Technology*, 4(11), pp.318-322.

Level: Semester – I

Course: C-2

Title of the Paper: History of Ancient India

Subject Code: HST182C102

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objectives:

To introduce students to important issues related to reconstructing Ancient Indian History including the phase of pre-historic hunter-gatherers and initial settlers.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Find out the advent of food production and to define the transition from nomadic to sedentary settlement patterns.	BT 1
CO 2	To illustrate an understanding of the sources, tools, and various interpretations in Indian history, from the Harappan civilization till c. 300 BCE	BT 2
CO 3	Apply the knowledge acquired from the course to analyze the changes in society, economy, polity and culture of the ancient Indian sub-continent.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Reconstructing Ancient Indian History, Pre-historic hunter-gatherers and the advent of food production Early Indian notions of History, Sources and tools of historical reconstruction, Palaeolithic cultures, Mesolithic cultures- regional and chronological distribution, understanding the regional and chronological distribution of the Neolithic Cultures, Chalcolithic cultures.	10
II	The Harappan Culture: Origins, settlement patterns and town planning, agrarian base; craft productions and trade; social and political organization, religious beliefs and practices, the problem of urban decline and the decline of the Harappan Civilization.	14
III	Vedic Culture: Origin of the Aryans, Vedic Corpus, Religion culture Philosophy and polity, 6th C. BCE: 2 nd Urbanisation, Janapadas and Mahajanapadas, Rise of Heterodox religion sect (Buddhism and Jainism)	12
IV	Mauryan Empire: Polity Economy Culture and Dhamma. Post-Mauryan Period: Sunga, Kanva, Indo-Greeks, Saka, Hunas, Pahlavas, Kushanas, Satavahanas. Guptas: Gupta Polity and economy, Sources, literature, art and science, Chalukyas, Pusyabhuti.	12
TOTAL		48

Textbooks:

1. Jha, D.N., 1998. *Ancient India: In Historical Outline*. Manohar Publishers & Distributors.
2. Singh, Upinder., 2008. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Pearson Education India.

Reference Books:

1. Allchin Bridget, Allchin Raymond., 1989. *The Rise of Civilization in India and Pakistan*. Delhi.
2. Chakrabarti, D.K., 1995. Post Mauryan states of mainland South-Asia (c. BC 185-AD 320). *Allchin, 1995*, pp.274-326.
3. Chakrabarti, D.K., 1997. *The Archaeology of Ancient Indian Cities* (2nd ed). Oxford University Press.
4. Sastri, K. A. N.1966., *History of South India*.3rd edition 1966. Oxford University Press.
5. Sharma, R.S., 1983. *Material Culture and Social Formations in Ancient India*. Macmillan paperback.
6. Thapar, Romila., 1989. Imagined religious communities? Ancient history and the modern search for a Hindu identity. *Modern Asian Studies*, 23(2), pp.209-231.
7. Thapar, Romila., 2002. *Early India from the Beginnings to 1300*.London. Penguin Books.

Reading Materials:

1. Bhattacharya, S., 1976. The Meaning and Significance of the Term Gahapati [During the Post-Mauryan and Pre-Gupta Period]. *Archív Orientální*, 44, pp.149-152.
2. Chakravarti, R., 2008. Agricultural technology in early Medieval India (c. AD 500–1300). *The Medieval History Journal*, 11(2), pp.229-258.
3. Dippie, B.W., 2022. do you agree with the view that early indians had no notion of history? justify your response. *Nature*
4. Deshpande, S., Karve, I., Srinivas, M.N., Gupta, D., Béteille, A., Kothari, R., Roy, K., Thorat, S., Newman, K.S., Galanter, M. and Sarukkai, S., 2014. The problem of caste. *Economic & Political Weekly*, 49(41), p.17.
5. Hazarika, M., 2006. Neolithic culture of Northeast India: a recent perspective on the origins of pottery and agriculture. *Ancient Asia*, 1.
6. Inden, R., 1981. Hierarchies of kings in early medieval India. *Contributions to Indian sociology*, 15(1-2), pp.99-125.
7. Singh, S., 2016. Book Review: Bhairabi Sahu (with a chapter contributed by Kesavan Veluthat), *Society and Culture in Post-Mauryan India, c. 200 BC–AD 300*.
8. Thapar, R., 1989. Imagined religious communities? Ancient history and the modern search for a Hindu identity. *Modern Asian Studies*, 23(2), pp.209-231.
9. Chattopadhyaya, B.D., 1983, January. PRESIDENTIAL ADDRESS: POLITICAL PROCESSES AND STRUCTURE OF POLITY IN EARLY MEDIEVAL INDIA: PROBLEMS OF PERSPECTIVE. In *Proceedings of the Indian History Congress* (Vol. 44, pp. 25-63). Indian History Congress.
10. Wenghofer, R., 2021. Decolonizing the Indo-Greeks. *Colonial Geopolitics and Local Cultures in the Hellenistic and Roman East (3rd century BC–3rd century AD): Géopolitique coloniale et cultures locales dans l’Orient hellénistique et romain (IIIe siècle av. J.-C.–IIIe siècle ap. J.-C.)*, p.126.

Level: Semester – I**Course: C-3****Title of the Paper: History of China (1838-1949)****Subject Code: HST182C103****L-T-P-C – 3-1-0-4****Credit Units: 4****Course Objective:**

To sensitize the students to the history of China and its importance in World history.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define the process of opening up of China for the exploitation of the western colonial powers.	BT 1
CO 2	Explain the causes for the emergence of different protest movements in China to oppose the colonial exploitation, the rise of nationalism in early 20th CE China, China's participation in the World War I and II, the outbreak of the Chinese Civil War and the establishment of Communist Government in China.	BT 2
CO 3	Develop a better understanding of China and its policy imperatives in connection to geo-political issues.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Opening of China Early Chinese attitude towards the foreigners, First Opium War: causes, consequences and significance, Second Opium War: causes, consequences and Significance, Open Door Policy	12
II	Popular and Reform Movements T'ai- P'ing Rebellion: causes, nature and consequences, Boxer Rebellion: causes, nature and significance, Reform Movement of 1898, Reform Movement of 1901-1908.	12
III	Emergence of Nationalism in China Chinese Revolution of 1911: causes, results and significance, Dr. Sun Yat Sen and his Three Principles, Yuan Chi Kai, Chiang Kai Shek	12
IV	China in between the First and Second World War China's involvement in the First World War, May Fourth Movement: nature and significance, Chinese Civil War, Establishment of the Communist Government.	12
	TOTAL	48

Textbooks:

1. Chesneaux, Jean., 1976. *China: From the Opium Wars to the 1911 Revolution*. New York. Pantheon Books.
2. Singh, A. K. 1984., *History of Far East in Modern Times*. Delhi. Surjeet Publications.

Reference Books:

1. Clyde, P. H. and Beers, B. F., 1976. *The Far East: A History of Western Impact and Eastern Response*. New Delhi. Prentice Hall of India Pvt. Ltd.
2. Fairbank, J. K. and Reischauer, E. O., 1978. *East Asia: The Modern Transformation*. Boston. Houghton M. Company.
3. Fairbank, J. K., 1959. *The United States and China*. Harvard University Press.
4. Townsend, J., 1992. Chinese nationalism. *The Australian Journal of Chinese Affairs*, (27), pp.97-130.
5. Vinacke, H. M. 1982., *A History of The Far East in Modern Times*. New Delhi. Kalyani Publications

Reading Materials

1. Fay, P.W., 1977. Was the Opium War of 1840-42 a Just War?. *Ch'ing-shih wen-t'i*, 3(11), pp.17-31.
2. Keller, W. and Shiue, C.H., 2021. *The economic consequences of the opium war* (No. w29404). National Bureau of Economic Research.
3. Meissner, W., 2006. China's search for cultural and national identity from the nineteenth century to the present. *China perspectives*, 2006(68), pp.41-54.
4. Michael, F., 1949. Military organization and power structure of China during the Taiping Rebellion. *Pacific Historical Review*, 18(4), pp.469-483.

Level: Semester – I

Course: S-1

Title of the Paper: Introduction to Museum and Museology

Subject Code: HST182S121

L-T-P-C – 1-1-4-2

Credit Units: 2

Course Objectives:

The course seeks to introduce students with the historical evolution of museums from global as well as Indian perspective and the use of museums thereof. The course will familiarize students with the necessity of establishing museums and their informative and pedagogical inputs for an informed public opinion.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define the concept of museums, its historical evolution and aspects of heritage conservation.	BT 1
CO 2	Interpret the conceptual and methodological knowledge about the role of museums in the context of education and research.	BT 2
CO 3	Apply the knowledge acquired from the course in Museum-management and related activities pertaining to curative, preservative and display of artefacts.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Museum and its historical development Notion of museums and museumization, origin and development of museums in the Western World; the idea of a 'museum' or what we consider to be a museum; what would we not consider a museum; why are museums set up and why do we visit them? Examples of museums of repute—Indian Museum at Calcutta, British Museum in London, Smithsonian Museum in Washington DC, Hermitage in St. Petersburg, Louvre at Paris etc.	6
II	Classification and functions of a museum Classification of museums based on collections, its geographical location, documentation, and presentation (exhibition), type of audience and persons concerned, the role and functions of a museum.	6

III	Museum Movement in India Origin and development of museums in India, museum activity in India during the colonial rule, ‘native’ museums: local scholarly societies (such as, the Bangiya Sahitya Parishad active in the Bengal region), and princely states like Baroda.	6
IV	Concept of museology and methods and policies in museology Definition of museology. Acquisition and documentation process of museum objects, ICOM’s code of ethics.	6
	TOTAL	24

Textbooks:

1. Agarwal, O. P., 2006. *Essentials of Conservation and Museology*. New Delhi. Sandeep Prakashan.
2. Ambrose, Timothy & Paine. Crispin., 1993. *Museum Basics*. Abingdon, Oxon Routledge.

Reference Books:

1. Benjamin, G., 2018. *Museums Ideals of Purpose and Method*. Franklin Classics. New York.
2. Bennett, T., 1995. *The Birth of the Museum: History, Theory, Politics*. London and New York. Routledge.
3. Biswas, T.K., 1966., *Museum and Education*. New Delhi. New Age International Private
4. Ghosh. D.P., 1968. *Studies in museum and museology in India*. Calcutta. Indian
5. Nigam M.L., 1966. *Fundamentals of Museology*. New Delhi. Navahind Prakashan. Limited. Publications. Routledge.

Reading Materials:

1. Codell, Julie F., 2003. *Ironies of Mimicry: The Art Collection of Sayaji Rao II Gaekwad, Maharaja of Baroda, and the Cultural Politics of Early Modern India.*” *Journal of the History of Collections*, 15(1), pp.127–146.
2. Dutta, Sanjukta., 2009. “*Artefacts and Antiquities in Bengal: Some Perspectives within an Emerging Non-official Archaeological Sphere.*” In *Ancient India*, edited by U. Singh and N. Lahiri. Delhi. OUP. pp11–38

AECC - 1 (1ST SEMESTER)
AECC-1/Subject Name: Communicative English- I: Developing Oral Communication and Listening Skills
Subject Code: CEN982A101
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech Continuous Evaluation: 30 Marks Semester End Examination: Component A – Written Examination = 30 Marks Component B +C – Viva-Voce + Extempore speech = 40 Marks

The Coordinator of the AECC/AEEC courses will be formulating the details of the courses.

Course objective:

The objective of the course is to introduce students to oral communication skills in English by engaging them to meaningful discussion and interactive activities.

Course Outcomes: On completion of this course students will be expected to -

- CO1.** Demonstrate Communication process, verbal, and non-verbal communication
- CO2.** Understand the skill of listening processes
- CO3.** Develop a life skill on oral group communication- group discussion leadership skills, team management.
- CO4.** Make use of basic idea of language styles – oral and written communication.

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	Basics of Communication- Introduction Communication - definition – meaning – elements - basics of communication - communication process - importance of communication Components of Communication Types/forms of Communication (Oral-written, Formal-Informal (Grapevine), Interpersonal-Intrapersonal, Mass- Group, Verbal Non-Verbal External communication, Organizational Communication- Upward, Downward, horizontal, Diagonal) Non-verbal Communication - Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation, Proxemics, Haptics, Artifacts, Chronemics	3
II	The Listening Process Types of Listening – Superficial, Appreciative, Focused, Evaluative, Attentive, Emphatic, Listening with a Purpose, Barriers to Communication, Barriers to Listening	3

III	Focus on Oral Group Communication Nature of group communication, Characteristics of successful Group Communication Selection of group discussion-subject knowledge, leadership skills, team management Group Discussion Strategies	3
IV	Language Styles- Oral and Written Communication Technical Style, ABC of technical communication- accuracy, using exact words and phrases, brevity, clarity, Objectivity of Technical Writing - Impersonal language, Objectivity in professional speaking.	3
TOTAL		12

Textbooks:

1. Rizvi, M. Ashraf. (2008). *Effective Technical Communication* (11 reprint). New Delhi. Tata McGraw Hill.

Reference Books:

- Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. 2015. *A Pocket Guide to Public Speaking* (5th edition). St. Martin's. ISBN-13:978-1457670404.
- Koneru, Aruna. 2017. *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021

AECC – 2 (1st Semester)

AECC-2/Subject Name: Behavioural Science – I
Subject Code: BHS982A102
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech

Continuous Evaluation: 30 Marks Semester End Examination:
Component A – Written Examination = 30 Marks
Component B +C – Viva-Voce + Extempore speech = 40 Marks

The Coordinator of the AECC/AEEC Courses will be formulating the details of the courses.

Course objectives:

To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations

Course Outcomes: On completion of this course students will be expected to -

- CO1.** Understand self-identity and identity crisis
- CO2.** Demonstrate self-esteem.
- CO3.** Develop in depth knowledge of foundation of individual behaviour.
- CO4.** Develop a life skill on Time management

Modules	Course Contents	Periods
I	Understanding Self Understanding of Self, what is self? Components of Self-self-identity, Identity crisis, Definition self-confidence, self-image, Johari Window, Self Esteem, High and Low Self-esteem, Erikson's model.	3
II	Foundations of individual behavior Personality- structure, determinants, personality traits, Perception- Perceptual Process, Attribution, Errors in perception, Stereotyping, Racial Profiling, Learning- Theories of learning.	3
III	Managing self Time management: Introduction-the 80:20, sense of time management, Three secrets of time management, Effective scheduling, Stress management, effects of stress, kinds of stress-sources of stress, Signs of stress, Stress management tips.	3
IV	Behaviour and communication. Behaviour as a barrier to Communication, ways to overcome the barriers, Non-verbal communication-body language (voluntary and involuntary body language) forms of body language, Interpreting body Language	3
TOTAL		12

Textbooks:

1. Soft skills by Dr.K.Alex, S. Chand.
2. Organisational behaviour by S.P Robbins, Judge, Vohra 18th Ed.

Level: Semester - I

Course: G-1

Title of the Paper: Social Formations and Cultural Patterns of the Ancient World

Subject Code: HST182G101

L-T-P-C – 2-1-0-3

Credit Units: 3

Course objective:

To introduce students to the evolution of humankind, Palaeolithic and Mesolithic cultures and also the phase of Bronze Age civilizations and the Nomadic groups of Central and West Asia up to the classical period of Greece.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO1	Relate to the evolution of Humankind and Stone Age cultures.	BT 1
CO 2	Infer the significance of beginning of food production and the development of Bronze Age cultures subsequently.	BT 2
CO 3	Develop skills to understand human history from a comparative standpoint.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Humankind and its early evolution Evolution of humankind, Palaeolithic cultures, Mesolithic cultures.	10
II	The Agricultural Revolution Food production, Beginnings of agriculture, Animal husbandry.	10
III	Bronze Age Civilisations Egypt, Mesopotamia.	8
IV	Nomadism to the rise of Greek Polis Slave society, Agrarian economy, Urbanisation and trade. The Greek Polis and ancient democracy	8
	TOTAL	36

Textbooks:

1. Fagan, B., 2013. *People of the Earth: An Introduction to World Prehistory*. Routledge.
2. Farooqui, Amar., 2012. *Early Social Formations*. New Delhi. Manak Publication.

Reference Books:

1. Childe, V Gordon., 1985. *What Happened in History: The Classic Study Which Opened Up New Perspectives in History*. Peregrine Books.
2. Finley, M.I., 1999. *The Ancient Economy*. University of California Press.
3. Hawkes, J., 1973. *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt*. Alfred Knopf Inc.

Reading Materials:

1. Barton, C.M. and Clark, G.A., 2021. From Artifacts to Cultures: Technology, Society, and Knowledge in the Upper Paleolithic. *Journal of Paleolithic Archaeology*, 4(2), pp.1-21.
2. Bar-Yosef, O., 2002. The upper paleolithic revolution. *Annual Review of Anthropology*, pp.363-393.

Level: Semester - I

Course: G-2

Title of the Paper: History of North-East India

Subject Code: HST182G102

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

To familiarize the students with the basic tenets of history of Northeast India during the colonial period including the advent of the missionaries and penetration of colonial modernity.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the British annexation and consolidation policies in Northeast India.	BT 1
CO 2	Interpret the major trends of political, social, and economic developments in Northeast India under the British.	BT 2
CO 3	Make use of knowledge of the colonial period vis-à-vis advent of modernity to assess the current issues of Northeast India.	BT 3
CO 4	Compare the changes in indigenous and colonial societies for a better historical insight of society and economy under the colonial rulers.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Expansion and Consolidation in Northeast India Anglo- Burmese Wars, Treaty of Yandabo, annexation of Assam, Cachar, Jayantia and Abor hills, annexation of Manipur, Naga, Khasi, Garo and Lushai hills.	10
II	Agrarian Relations and Colonial Economy Revenue Administration. Colonial Industries: Tea, Coal and Oil. Waterways, roads and railways.	8
III	Responses to early colonial rule Peasant Uprising: Phulaguri Uprising, Patharughat Uprising, Nupi Lan Uprising, Famine and Resistance in the Lushai Hills. Khasi and Jaintia Uprising, the Reang Rebellion of Tripura.	10
IV	Advent of Colonial Modernity American Baptist Missionaries in Northeast, Progress of modern education, Growth of Press and Print.	8
	TOTAL	36

Textbooks:

1. Barpujari, H.K., 1997. *Assam in the Days of the Company*. NEHU.
2. Hazarika, B.B., 2006. *Political Life in Assam During the Nineteenth Century* (7th edition). New Delhi. Gyan Publishing House.

Reference Books:

1. Acharyya, N.N., 1987. *A Brief History of Assam*. New Delhi. Omsons Publication.
2. Barpujari, H.K., (ed.) 1978. *Political History of Assam*, Vol II. Guwahati. Government of Assam Publication.
3. Barpujari, H.K., 1970. *Problem of the Hill Tribes: Northeast India*, Vol. I. Guwahati. Lawyers Book Stall.
4. Barpujari, H.K., 1992-93. *Comprehensive History of Assam*, Vols. IV & V. Guwahati. Publication Board of Assam.
5. Barpujari, H.K., (ed.) 1977. *Political History of Assam*, Vol I. Guwahati. Government of Assam Publication.
6. Baruah, Sunil Pawan., 1999. *Press in Assam: Origin and Development*. Guwahati. L B S Publication.
7. Syiemlieh, David R., 2020. *Faith and Hope Christian Missions and Churches in Northeast India*. New Delhi. Akansha Publishing House.

Reading Materials:

1. Bhattacharjee, J.B., 1975, January. GENESIS AND PATTERNS OF BRITISH ADMINISTRATION IN THE HILL AREAS OF NORTH EASTERN INDIA. In *Proceedings of the Indian History Congress* (Vol. 36, pp. 409-430). Indian History Congress.
2. Dzvichu, L., 2013. Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s. *The Indian Economic & Social History Review*, 50(4), pp.473-494.
3. Lamare, S.N., 2001. *Resistance Movements in North-East India: The Jaintias of Meghalaya 1860-*
4. Nag, S., 1999. Bamboo, rats and famines: famine relief and perceptions of British paternalism in the Mizo Hills (India). *Environment and History*, 5(2), pp.245-252.
5. Saikia, A., 2008. State, peasants and land reclamation: The predicament of forest conservation in Assam, 1850s–1980s. *The Indian Economic & Social History Review*, 45(1), pp.77-114.
6. Saikia, A., 2011. Imperialism, geology and petroleum: History of oil in colonial Assam. *Economic and Political Weekly*, pp.48-5

Level: Semester - II

Course: C-4

Title of the Paper: Introduction to Public History

Subject Code: HST182C221

L-T-P-C – 2-0-2-4

Credit Units: 4

Course Objective:

The objective of this course is to provide a detailed understanding of public history and the know-how regarding its application.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the theories and find the sources of public history	BT 1
CO 2	Demonstrate contemporary practices in public history, pertinent to culture and tourism.	BT 2
CO 3	Apply the knowledge acquired through this course to practice public history writing/construction through new forms like podcasts, YouTube videos, installations, etc	BT 3

Course Outline:

Modules	Course Content	Periods
I	Introduction to Public History Basic concepts of Public History- Theories. Methods and tools of applying Public History.	12
II	Sources Significance of the use of museums, monuments, and parks in public history, Sources of Public History--- State and non-state.	12
III	The practice Public History Learning to write proposals, conducting podcasts, practising heritage installations, tagging monuments, organizing commemorative campaigns and programs, liasoning with State departments of tourism and culture.	12
IV	Project/Field Work a) Identify a museum, monument or commemorative installation which requires betterment or renovation and prepare a draft proposal to be submitted to a concerned department. b) Identify a public monument/ building/ heritage site and conduct sufficient number of interviews about the history of the site from citizens residing in the vicinity. Information about the site should also be collected from at least two archives. Finally, a podcast or a YouTube video should be made using both sets of information.	12
	TOTAL	48

Textbooks:

1. Cauvin Thomas 2016., *Public History: A Textbook of Practice*. Routledge.
2. Koslow Jennifer Lisa., 2016. *Public History: An Introduction from Theory to Application*. Wiley. Blackwell.

Reference Books:

1. Freeman, Tilden. 2008. *Interpreting Our Heritage*. University of North Carolina Press.
2. Kelman, Ari., 2015. *A Misplaced Massacre: Struggle over the Memory of Sand Creek*. Harvard University Press.
3. Kishenblett, Gimblett B.1988. *Destination Culture: Museum and Heritage*. Berkeley. University of California.
4. Trouillot, Michel Rolph., 1995. *Silencing the Past: Power and the Production of History*. Boston, MA. Beacon Press.

Level: Semester - II

Course: C-5

Title of the Paper: History of Early Medieval India

Subject Code: HST182C202

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

Introduce students to the basic historical concepts and facts of Early Medieval India with special reference to emergence of Indian feudalism and the reforms brought about by Sufi-Bhakti movement and the syncretic culture introduced by them.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Recall Early Medieval India in terms of its polity, society, and economy.	BT 1
CO 2	Demonstrate an understanding of the monotheistic movements in Early Medieval India.	BT 2
CO 3	Apply knowledge acquired from this paper in dealing with complex issues of human society like inter-mixing of communities, fusion of different cultural traits etc.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Beginnings of Early Medieval India Sources: Literary and Archaeological Sources, Indian Feudalism: Debates and structure, Origin of Rajputs.	12
II	Political Structures Rashtrakutas: Polity and Administration, Cholas: Coastal Politics, Palas and Pratiharas	12
III	Foreign Invasions Political condition on the eve of the Muslim conquest of India, Arab Conquest of Sindh, Mahmud of Ghazni, Shihabuddin Ghori	12
IV	Economy, Society and Religion Merchant Guilds, Proliferation of caste and Status of Untouchables, Bhakti and Sufi Movement, Tantrism and Puranic traditions.	12
TOTAL		48

Textbooks:

1. Chattopadhyaya., B. D. 2012. *The Making of Early Medieval India*. OUP.
2. Singh, Upinder., 2017. *A History Of Ancient and Early Medieval India*. Noida. Pearson India Education Services Pvt. Ltd.

Reference Books:

1. Chandra, Satish. 2017. *Medieval India Part I*. New Delhi. Manohar Publications.
2. Habib, Irfan., 1998. *Medieval India I*. OUP.
3. Kulke. Hermann., (ed.). 1997. *The State in India (A.D 1000-1700)*. OUP.
4. Sharma, R. S., 1965. *Indian Feudalism (circa 300-1200)*. Calcutta. University of Calcutta Press.

Reading Materials:

1. Chakravarti, R., 2011, January. Sectional President's Address: *THE PULLTOWARDS THE COAST: POLITICS AND POLITY IN INDIA (C. 600-1300 CE)*. In Proceedings of the Indian History Congress (Vol. 72, pp. 22-42). Indian History Congress.
2. Chattopadhyaya, B.D., 1985. *Political processes and structure of polity in early medieval India: problems of perspective*. *Social Scientist*, pp.3-34.
3. Heitzman, J., 1991. *Ritual polity and economy: The transactional network of an imperial temple in medieval South India*. *Journal of the Economic and Social History of the Orient*, 34(1), pp.23-54.
4. Karashima, N., 2009
5. Kulke, H., 1982. *Fragmentation and segmentation versus integration? Reflections on the concepts of Indian feudalism and the segmentary state in Indian history*. *Studies in History*, 4(1), pp.237-263.
6. Mukhia, H., 1981. *Was there feudalism in Indian history?*. *The Journal of Peasant Studies*, 8(3), pp.273-310.
7. Sharma, R.S., 1985. *How feudal was Indian feudalism?*. *The Journal of Peasant Studies*, 12(2-3), p

Level: Semester - II

Course: C-6

Title of the Paper: History of Japan (1853-1945)

Subject Code: HST182C203

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To introduce students to the first Asian imperial power Japan, its internal structure of governance and society and its role in World politics in the 19th and 20th centuries.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the historical process behind the rise of Japan as a modern and imperial power.	BT 1
CO 2	Illustrate the role played by Japan in the World War I and II.	BT 2
CO 3	Make use of the knowledge acquired through this course in analyzing the influence of Japan in World politics with special reference to Asia.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Feudal Japan and beginning of Western contact Beginning of Shogunate, Tokugawa Shogunate, Tokuwaga Bakuhan System, End of Shogunate, Western powers in Japan, Commodore Perry, Treaty of Kanagawa, Townsend Harris, Harris Treaty, End of Feudalism.	12
II	Transformation of Japan Meiji Restoration, Process of modernization, Reforms under Meiji Government, Constitution Making Process, Meiji Constitution.	12
III	Japan as an Imperial Power Sino-Japanese Relations, Anglo-Japanese Alliance, Russo-Japanese War, Japan's interest in Korea, Rise of militarism, Second Sino-Japanese War.	12
IV	Japan in the World War I and II Japan in the First World War, Twenty-One Demands, Japan-USA relationship, Washington Conference, Manchurian Crisis, Manchukoo, Japan in the Second World War.	12
TOTAL		48

Texts books:

1. Singh, A. K., 1984. *History of Far East in Modern Times*. Delhi. Surjeet Publications.
2. Vinacke, H. M., 1982. *A History of The Far East in Modern Times*. New Delhi. Kalyani Publications.

Reference Books:

1. Clyde, P. H. and Beers, B. F., 1976. *The Far East: A History of Western Impact and Eastern Response*. New Delhi. Prentice Hall of India Pvt. Ltd.
2. David, M. D., 1979. *History of Modern Japan*. Bombay. Himalaya Publishing House.
3. Fairbank, J. K. and Reischauer, E. O., 1978. *East Asia: The Modern Transformation*. Boston. Houghton M. Company.
4. Hsu, Immanuel., 1975. *The Rise of Modern China*. London. OUP.
5. Huffman, James L., 2010. *Japan in World History*. London. Oxford University Press.

Reading Materials:

1. Asada, S., 1961. Japan's " Special Interests" and the Washington Conference. *The American Historical Review*, 67(1), pp.62-70.
2. Hall, J.W., 1974. Rule by status in Tokugawa Japan. *Journal of Japanese Studies*, 1(1), pp.39-49.
3. Sakata, Y. and Hall, J.W., 1956. The motivation of political leadership in the Meiji restoration. *The Journal of Asian Studies*, 16(1), pp.31-50.
4. Wilson, S., 1998. Bureaucrats and Villagers in Japan: Shimin and the Crisis of the Early 1930s. *Social Science Japan Journal*, 1(1), pp.

Level: Semester - II

Course: S-2

Title of the Paper: Museology: Theory and Practice

Subject Code: HST182S221

L-T-P-C – 1-1-4-2

Credit Units: 2

Course objective:

The course aims to acquaint students with the fundamentals of the making of a museum and the role and function of the "museum," from its historical beginning to the present.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the conceptual and functional frameworks regarding working of museums.	BT 1
CO 2	Explain the important role that museums can play in the context of education and research.	BT 2
CO 3	Make use of the knowledge gained from this course in opening up professional prospects to be employed as conservation specialists, curators, design consultant, archivists, specialists on the field of public history etc.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Theoretical aspects Definition of display and exhibition, methods and purposes of different kinds of exhibitions. Galleries: Nature and scope, object selection, consideration of audience, exhibition equipment, show-cases, pedestals, audio-visual aids, role of designing agencies for high tech display, Museum labeling, Museum lighting, Visitor study, and visitor amenities.	6
II	Museum Management and Marketing Management planning policy, development. Location and surrounding of museums, administration frame-work, budget, policy of museum and work. Understanding the market, marketing strategy, different ways of marketing a museum.	6
III	The Heritage Question Heritage -Tangible and Intangible Indian Legislative Measures relating to protection and preservation of Heritage	6
IV	Museum Conservation and Preservation. General principles of conservation, analysis of collected materials and preventive conservation, preservation of museum objects, care and handling of museum objects, basic infrastructure of a museum's conservation laboratory.	6
	TOTAL	24

Textbooks:

1. Agarwal, O. P., 2006. *Essentials of Conservation and Museology*. New Delhi. Sandeep Prakashan.
2. Ambrose, Timothy & Paine. Crispin. 1993. *Museum Basics*. Abingdon, Oxon Routledge.

Reference Books:

1. Biswas, T.K., 1966. *Museum and Education*. New Delhi. New Age International Private Limited.
2. Codell, Julie F., 2003. *Ironies of Mimicry: The Art Collection of Sayaji Rao II Gaekwad, Maharaja of Baroda, and the Cultural Politics of Early Modern India.*
3. Dutta, Sanjukta., 2009. "Artefacts and Antiquities in Bengal: Some Perspectives
4. Nigam M.L., 1966. *Fundamentals of Museology*. New Delhi. Navahind Prakashan.
5. U. Singh and N. Lahiri. Delhi. OUP. pp11–38 *within an Emerging Non-official Archaeological Sphere.*" In *Ancient India*, edited by York. Routledge.

Reading Materials:

1. Ahmad, Y., 2006. The scope and definitions of heritage: from tangible to intangible. *International journal of heritage studies*, 12(3), pp.292-300.
2. Ahuja, N.P., 2012. Coming Full Circle. In *The Making of a Modern Indian Artist-Craftsman Devi Prasad* (pp. 278-287). Routledge India.
3. Ahuja, N.P., 2018. The Dead, Dying, and Post-death: Visual Exemplars and Iconographic Devices. In *Imaginations of Death and the Beyond in India and Europe* (pp. 85-99). Springer, Singapore.
4. Ghosh. D.P., 1968. *Studies in museum and museology in India*. Calcutta. Indian Publications. *Journal of the History of Collections*, 15(1), pp.127–146. New York. Routledge
5. Kawashima, N., 1998. Knowing the public. A review of museum marketing literature and research. *Museum Management and Curatorship*, 17(1), pp.21-39

AECC – 3 (2ND SEMESTER)	
AECC-3/Subject Name: Communicative English- II: Conversation and Public Speaking	
Subject Code: CEN982A201	
L-T-P-C – 1-0-0-1	
Credit Units: 1	
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech Continuous Evaluation: 30 Marks	
Semester End Examination:	
Component A = Written Examination = 30 Marks	
Component B + C = Viva-Voce + Extempore speech = 40 Marks	

The Coordinator of the AECC/AEEC courses will be formulating the details of the courses.

Course Objective: The objective of the course is to give students a platform to enhance their speaking and conversational skills in English by engaging them in meaningful discussions and interactive activities.

Course Outcomes: On completion of this course students will be expected to -

1. Demonstrate speaking skill.
2. Develop a life skill on conversation.
3. Develop the skill of public speaking.

Detailed Syllabus:

Modules	Course Content	Periods
I	Speaking Skills Speaking – The Art of Speaking, Goals, Speaking Styles, The Speaking Process Importance of Oral Communication, Choosing the form of Communication, Principles & Guidelines of Successful Oral Communication, Barriers to Effective Oral Communication Three aspects of Oral Communication – Conversing, Listening and Body Language Intercultural Oral Communication	3
II	Conversational Skills: Listening and Persuasive Speaking Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control	3
III	Transactional Analysis The Role of Intonation, Strokes, Psychological Characteristics of Ego States (The Parent, The Adult, The Child), Structure and Aspects of Human Personality Analysing Transactions – Complementary Transactions, Crossed Transactions, Duplex or Ulterior Transactions, How to Identify the Ego	3

	States of Interacting Individuals, How to Manage Conversations, Structural Analysis, Certain Habits of Ineffective Conversationalists	
IV	Public Speaking Business Presentation and Speeches – Difference Elements of a Good Speech – Planning, Occasion, Audience, Purpose, Thesis, Material Organising and Outlining a Speech Outline, Types of Delivery Guidelines for Delivery–Verbal Elements, Non-Verbal Elements, Vocal Elements, Visual Elements, Controlling Nervousness and Stage Fright	3
	TOTAL	12

Text/Reference Books:

1. Mehra, Payal. 2012. *Business Communication for Managers*: Dorling Kindersley (India) Pvt. Ltd. Page 75 – 83. ISBN 978-81-317-5865-6
2. Raman, Meenakshi and Singh, Prakash. 2012. *Business Communication* (2nd Edition): Oxford University Press. Page 123 – 165. ISBN-13:978-0-19-807705-03
3. Raman, Meenakshi and Sharma, Sangeeta. 2011. *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press. Page 137 – 148 ISBN-13:978-0-19-806529-6
4. Sengupta, Sailesh. 2011 *Business and Managerial Communication*. New Delhi : *PHI Learning Pvt. Ltd.* Page 136-153. ISBN-978-81-203-4435-8

AECC-4 (2nd Semester)
AECC-4/Subject Name: Behavioural Science - II
Subject Code: BHS982A202
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech Continuous Evaluation: 30 Marks Semester End Examination: Component A – Written Examination = 30 Marks Component B +C – Viva-Voce + Extempore speech = 40 Marks

The Coordinator of the AECC/AEEC Courses will be formulating the details of the courses.

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations

Course Outcomes: On completion of this course students will be expected to -

1. Understand culture and personality
2. Understand Value.
3. Demonstrate leadership.
4. Develop a life skill on motivation

Detailed Syllabus:

Modules	Course Contents	Periods
I	Culture and Personality Relation Between Culture and Personality with Relevant Examples, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	3
II	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values, changes of values with time, male & female values differences.	3
III	Leadership Definition of leadership, types of leadership, Leadership Continuum Transformational & transactional Leadership, Ethical Leadership.	3
IV	Motivation Definition of motivation with example, Theories of Motivation (Maslow & X and Y) Applications of motivation.	3
TOTAL		12

Text books:

1. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).
2. Organisational behaviour by S.P Robbins, Judge , Vohra 18th Ed.

Level: Semester - II

Course: G-3

Title of the Paper: Social Formations and Cultural Patterns of the Medieval World

Subject Code: HST182G201

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

To introduce students to Medieval Europe by tracing its development through the rise of the Roman republic and its transformation into an Empire. The course will provide a detailed overview of the socio-cultural dimension of the medieval period by tracing the rise of Islam and associated developments.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the various aspects of Roman Republic, the Principate and Empire.	BT 1
CO 2	Explain Islam and its spread into the Central Asian Highlands in detail and its subsequent developments.	BT 2
CO 3	Utilize the conceptual knowledge of slavery, republic, urbanization, feudalism etc. in assessing issues in contemporary politics and the socio-economic scenario.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Roman Republic, Principate and Empire The Roman Empire and Republic, Slave society in ancient Rome, agrarian economy, urbanization, trade.	9
II	Religion and Culture in Ancient Rome Religion during the Roman Empire, Culture and Cultural developments, End of the Roman Empire.	9
III	Socio-Economic developments in Europe from the 7th to the 14th centuries Organisation of production, Towns and trade, Technological developments, Crisis and decline of Feudalism.	10
IV	Religion and culture in Medieval World Societies in central Islamic lands: the tribal background, the Caliphate state, rise of Sultanates, Religious developments: the origin of Shariah, Mihna, Sufism.	8
TOTAL		36

Textbooks:

1. Anderson, Perry., 2013. *Passages from antiquity to Feudalism*. Verso.
2. Bloch, Marc., 2014. *Feudal society*. New Delhi. Routledge

Reference Books:

1. Fontana. 1972., *Economic History of Europe*, Vol. I. Harper Collins.
2. Georges, Duby., 1978. *The Early Growth of the European Economy*. Cornell University Press.
3. *World Economic History Series.*, 1978. Cornell University Press.

Reading Materials:

1. Ames, C.C., 2012. Medieval religious, religions, religion. *History Compass*, 10(4), pp.334-352.
2. Hilton, R.H., 1978. A crisis of feudalism. *Past & Present*, (80), pp.3-19.
3. Hobsbawm, E.J., 1954. The general crisis of the European economy in the 17th century. *Past & Present*, (5), pp.33-53.
4. Katz, C.J., 1993. Karl Marx on the transition from feudalism to capitalism. *Theory and Society*, pp.363-389.
5. Woolf, G., 2001. Inventing empire in ancient Rome. *Empires: Perspectives from archaeology and history*, 122, p.311.

Level: All Semesters

Course: G-4

Title of the Paper: Introduction to Archaeology: An Insight into India's Past

Subject Code: HST182G202

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objective:

To introduce students with the basic concepts of archaeology by giving them broad overview of significant trends.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the discipline of archaeology and its multi-dimensional functions and uses.	BT 1
CO 2	Classify the characteristics of archaeology and compare its relationship with history.	BT 2
CO 3	Apply the knowledge acquired from this course in unfolding of human past particularly India by becoming part of different archaeological teams. Also, it will give the students an impetus to do full-fledged courses in archaeology.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Introducing the discipline- Archaeology What is archaeology? Scope and value of archaeology. Two dimensions of Archaeology: Pre-historic archaeology and historical archaeology. Field Archaeology: Explorations and Excavations.	8
II	Scientific techniques in archaeology; Interpretation in archaeology Dating methods, Archaeometry, Palaeontology, Palaeo-pathology, Palaeo-botanical studies; Interpreting archaeological evidence.	8
III	Associated Fields Archaeology, Epigraphy, Numismatics.	10
IV	India's past through the lens of archaeology Early India case studies, Mughal period case studies, British period case studies.	10
TOTAL		36

Textbooks:

1. Fleming, N., Gorin, S., and Grant, J., 2002. *The Archaeology Coursebook*. London. Routledge.
2. Chakrabarti, D.K., 2018. *A History of Indian Archaeology from the beginning to 1947*. New Delhi .Munshiram Manoharlal Publishers Pvt. Ltd.

Reference Books:

1. Bahn, Paul., 2012. *Archaeology: A Very Short Introduction*. Oxford. Oxford University Press.
2. Fagan, Brian M.,1999. *Ancient Lives: An Introduction to Archaeology and Pre- History* (6th edition). New York. Routledge.
3. Hayes, K.H. and Cipolla, C.N., 2015. *Rethinking colonialism: comparative archaeological approaches*. University Press of Florida.

Reading Materials:

1. Chakrabarti, D.K., 1982. The development of archaeology in the Indian subcontinent. *World Archaeology*, 13(3), pp.326-344.
2. Chakravarti, R., 2009. Reading Early India Through Epigraphic Lens. *Different Types of History*, p.17.
3. Cribb, J., 2003. The origins of the Indian coinage tradition. *South Asian Studies*, 19(1), pp.1-19.
4. Sanjek, R., 1991. The ethnographic present. *Man*, pp.609-628.

Level: Semester - III

Course: C-7

Title of the Paper: History of India: Mughal Period

Subject Code: HST182C301

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To conduct, a source base recontextualization of the History of the Mughals in India with an aim to provide a solid foundation to our students to develop their own understanding of the structural complexities and socio-cultural nuances of medieval India.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Find the various sources, both literary and archaeological pertaining to the Mughal period.	BT 1
CO 2	To explain the formation, expansion, and development of the Mughal Empire in India along with the policies adopted by them towards the Rajputs and Marathas.	BT 2
CO 3	To identify the various socio-economic, cultural, religious and administrative trends operating during the Mughal period.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Survey of sources: Royal auto biographers - <i>Baburnama, Jahangirnama</i> ; historiography during the reign of Akbar: <i>Tarikh-i-Alfi</i> ; Nizam u-Din Ahmad; Badauni; Abul Fazl, historiography from Jahangir to Aurangzeb; Archaeological Sources	12
II	Establishment and Consolidation of the Mughal Empire in India: Central Asian politics and the advance of Babur towards India, struggle for Empire in North India between Afghans, Mughals, Rajputs; consolidation of the Empire by Akbar, concept of suzerainty; Akbar's	12

	religious views, relations with ulama and social reforms; the Rajputs and the Mughals; the Deccan and the Mughals	
III	Society, Fine arts, and Religion: Rural Society; towns and town life; artisans and master craftsmen; servants and the slaves; the ruling class; middle strata, commercial classes; Architecture, Painting, Language, Literature and Music; Religious syncretism: Hinduism, Sikhism and Islam	12
IV	Evolution of administrative structure: Structure of Government, Central and Provincial-the <i>Vikalat</i> , the Central Ministries, Provincial and Local Government The land revenue system – <i>Dahsala, Kankut, Gallabakshi, nasaq, Todarmal's bandobast</i> , the evolution of the Mansabdari system and the army.	12
TOTAL		48

Textbooks:

1. Ali, Athar., 2006. *Mughal India: Studies in Polity, Ideas, Society and Culture*. New Delhi. Oxford University Press.
2. Chandra, Satish., 2017. *Medieval India Part I*. New Delhi. Manohar Publications.

Reference Books:

1. Asher, B. Catherine., 1992. *The New Cambridge History of India: Architecture of Mughal India*. Cambridge University Press.
2. Beach, Milo Cleveland., 1992. *The New Cambridge History of India: Mughal and Rajput Painting*. Cambridge University Press.
3. Bhargaba, Meena (Ed.), 2010. *Exploring Medieval India Politics, Economy Sixteenth to Eighteenth Centuries: Culture, Gender, Regional Patterns, Volume II*. New Delhi. Orient BlackSwan.
4. Bhargaba, Meena (Ed.), 2010. *Exploring Medieval India Sixteenth to Eighteenth Centuries: Politics, Economy, Religion. Volume I*. New Delhi. Orient BlackSwan.
5. Chandra, Satish., 1993. *Mughal Religious Policies: The Rajputs and the Deccan*. New Delhi. VikasPublishing House.
6. Chandra, Satish., 2017. *Medieval India Part II*. New Delhi. Manohar Publications.
7. Habib, Irfan., 1998. *Medieval India I*, Oxford University Press.
8. Habib, Irfan., 1999. *The Agrarian System of Medieval India 156-1707*, New Delhi. Oxford University Press.
9. Hermann Kulke, Hermann (Ed.), 1997. *The State in India (A.D 1000-1700)*. Oxford University Press.
10. Richards, F. John., 2007. *The Mughal Empire: The Cambridge History of India. Volume I Part 5*. Cambridge University Press.

Reading Materials:

1. Alam, M., 1974. The Zamindars and Mughal Power in the Deccan, 1685-1712. *The Indian Economic & Social History Review*, 11(1), pp.74-91.
2. Grover, B.R., 1965. Nature of Dehat-i-Taaluqa (Zamindari villages) and the evolution of the Taaluqdari system during the Mughal age. *The Indian Economic & Social History Review*, 2(3), pp.259-288.
3. Habib, I., 1969. Potentialities of capitalistic development in the economy of Mughal India. *The Journal of Economic History*, 29(1), pp.32-78.
4. Khan, I.A., 2009. Tracing sources of principles of Mughal governance: A critique of recent historiography. *Social Scientist*, 37(5/6), pp.45-54.
5. Moosvi, S., 1978. The Zamindars' Share in the Peasant Surplus in the Mughal Empire—Evidence of the Ain-i-Akbari Statistics. *The Indian Economic & Social History Review*, 15(3), pp.359-373.
6. Subrahmanyam, S., 1992. The Mughal state—Structure or process? Reflections on recent western historiography. *The Indian Economic & Social History Review*, 29(3), pp.291-321.
7. Talbot, C., 2012. Justifying defeat: A Rajput perspective on the age of Akbar. *Journal of the Economic and Social History of the Orient*, 55(2-3), pp.329-368.

Level: Semester - III

Course: C-8

Title of the Paper: Rise of Modern West I

Subject Code: HST182C302

L-T-P-C – 3-1-0-4

Credit Units: 4

Course objectives:

The students will be expected to know the development of modern Europe in the context of the rise of capitalism, early colonialization, and foundation of the colonial empires.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the important events in European History such as the decline of feudalism and the early colonial ventures and the beginning of capitalism.	BT 1
CO 2	Illustrate the underlying socio-religious and cultural discourses such as Renaissance, Reformation, Counter-Reformation that fueled such developments.	BT 2
CO 3	Apply the knowledge of the course in certain professional fields such as historical tourism.	BT 3
CO 4	Analyze the current trends in world politics and international relations.	BT 4

Course Outline:

Modules	Course Content	Periods
I	Transition of Europe from Feudalism to Capitalism Problems and theories. Factors contributing the European transition.	12
II	Early colonial expansion Motives, beginning of the era of colonisation, Mining and plantation, African slaves. Renaissance In Italy: its social roots, Humanism and its spread in Europe; Art	12
III	Origins, course, and results of the European Reformation in the 16th century and Economic developments of the 16th Century Shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Price Revolution.	12
IV	Emergence of European state system: with two case studies (Spain, France, England, Russia).	12
TOTAL		48

Textbooks:

1. Hill, Christopher., 1961. *A Century of Revolutions. London and New York Routledge.*
2. M. Phukan., 2015. *Rise Of The Modern West.* New Delhi. Trinity Press.

Reference Books:

1. Hobsbawm, E. J., 1999. *Industry and Empire.* London. Penguin Books.
2. Katz, C.J., 1993. Karl Marx on the transition from feudalism to capitalism. *Theory and Society*, pp.363-389.
3. Pagden, Anthony., 2013. *The Enlightenment: And Why it Still Matters.* Oxford. Oxford University Press.
4. Parker, G. and Smith, L.M. eds., 1997. *The General Crisis of the Seventeenth Century.* London. Routledge.

Reading Materials:

1. Burke, P., 2014. The spread of Italian humanism. In *The impact of humanism on Western Europe* (pp. 1-22). Routledge.
2. Epstein, S.R., 2007. Rodney Hilton, Marxism and the transition from feudalism to capitalism. *Past and Present*, 195(suppl_2), pp.248-269.
3. Kallis, A., 2018. Populism, sovereigntism, and the unlikely re-emergence of the territorial nation-state. *Fudan Journal of the Humanities and Social Sciences*, 11(3), pp.285-302.
4. O'SHAUGHNESSY, A.J., 1997. The formation of a commercial lobby: the West India interest, British colonial policy and the American Revolution. *The Historical Journal*, 40(1), pp.71-95.
5. Ostler, J. and Shoemaker, N., 2019. Settler colonialism in early American history: Introduction. *The William and Mary Quarterly*, 76(3), pp.361-368.

Level: Semester - III

Course: D-1

Title of the Paper: History of Delhi Sultanate (c. 1206 CE- c. 1526 CE)

Subject Code: HST182D301

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To learn the foundation of the Delhi Sultanate and the Sultanate administration and to develop a keen sense of understanding in the growth of Bhakti and Sufi movements along with other socio-cultural aspects.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the foundation of the Delhi Sultanate and the changing socio-cultural patterns in art and architecture.	BT 1
CO 2	Explain socio-economic and religious conditions under the Delhi Sultanate.	BT 2
CO 3	Identify the changing dynamics of the contemporary world with cues from the knowledge of the multi-cultural developments in Medieval India.	BT 3

Course Outline:

Modules	Course content	Periods
I	Establishment, expansion and consolidation of the Delhi Sultanate, Nature of the state- issues and responses, the Mongols, nobility and Ulema, Afghan despotism- Sayyids, Lodis and Surs.	12
II	Ecological context, agricultural production, technology and changes in society, monetization; market regulation; urban centres; trade and craft.	12
III	Sufi silsilas: Chistis and Suhrawadis, doctrines and practices, social roles; Bhakti Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari; Gender roles: women bhaktas and rulers; Re-interpreting the Religious domain.	12
IV	New form of architecture, Syncretic architecture, Religious and Secular architecture; Book illustration, Koran Illumination Importance of Calligraphy as an art form	12
TOTAL		48

Textbooks:

1. Chandra, S., 2007. *History of Medieval India: 800-1700*. New Delhi: Orient Longman.
2. Kumar, S., 1992. *The emergence of the Delhi sultanate, 588-685/1192-1286*. Duke University.

Reference Books:

1. Alam, M., 2004. *Languages of Political Islam in India 1200-1800*. Orient Blackswan.
2. Asher, C.B. and Talbot, C., 2022. *India Before Europe*. Cambridge University Press.
3. Burchett, P.E., 2019. *A genealogy of devotion: bhakti, tantra, yoga, and Sufism in north India*. Columbia University Press.
4. Hardy, P., 1997. Historians of Medieval India. *Studies in Indo-Muslim Historical Writing*.
5. Moosvi, S., 1989, January. Numismatic Evidence and the Economic History of the Delhi Sultanate. In *Proceedings of the Indian History congress* (Vol. 50, pp. 207-218). Indian History Congress.

Reading Materials:

1. Digby, S., 1990. The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India. *Iran*, 28(1), pp.71-81
2. Digby, S., 2004. Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century. *Journal of the Economic and Social History of the Orient*, 47(3), pp.298-356.
3. Jackson, P., 1975. THE MONGOLS AND THE DELHI SULTANATE IN THE REIGN OF MUHAMMAD TUGHLUQ (1325—1351). *Central Asiatic Journal*, 19(1/2), pp.118-157.
4. Kumar, S., 2017. Transitions in the Relationship between Political Elites and the Sufis: The Thirteenth-and Fourteenth-Century Delhi Sultanate. *State Formation and Social Integration in Pre-Modern South and Southeast Asia: A Comparative Study of Asian Society*, eds. Noboru Karashima and Masashi Hirose. Tokyo, The Toyo Bunko, pp.203-238.
5. Welch, A. and Crane, H., 1983. The Tughluqs: master builders of the Delhi sultanate. *Muqarnas*, pp.123-166.
6. Welch, A., Keshani, H. and Bain, A., 2002. Epigraphs, scripture, and architecture in the early Delhi sultanate. *Muqarnas*, 19, pp.12-43.

Level: Semester - III

Course: S-3

Title of the Paper: Basic Writing Skills

Subject Code: HST182S321

L-T-P-C – 1-0-1-2

Credit Units: 2

Course Objectives:

This course helps students develop competence in written communication by practicing writing skills. Students shall learn how to recognize and use sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	List the idea generation strategies.	BT 1
CO 2	Illustrate complete paragraphs, avoiding fragments and run-ons and effectively use capital letters, quotation marks and end punctuations.	BT 2
CO 3	Build sentences that support the topic with facts, details, and examples (support) and link support sentences using appropriate order (time, space, Importance).	BT 3
CO 4	Analyze one's writing challenges and develop strategies to address those challenges (grammar log, revision checklist, etc).	BT 4

Course Outline:

Modules	Course Content	Periods
I	Understand the Pre-Writing Process. Learning different audiences and purposes for writing. Learning idea learning strategies like brainstorming, storyboarding, five whys, Brainwriting, Forced Relationship.	6
II	Developing effective sentences Learning correct use of subjects and verbs. Learning topic specific sentence formation Learning the correct use of capital letters, quotation marks and punctuations.	6
III	Developing paragraphs Learning patterns of development in paragraphs (types of paragraphs)	6

	(For example, narration, description, illustration). Learning to generate multiple sentences in paragraph form. Learning to link sentences using appropriate order (time, space, Importance) and give details and examples. Learning paragraph transitions (coherence).	
IV	Developing record keeping and academic organizational strategies Learning to maintain personal records to monitor progress like grammar log, revision checklist, grade-log. Learning to file and organize study and class material like syllabus, handouts, notes.	6
	TOTAL	24

Textbooks:

1. Gerson, S & Gerson, S., 2009. *Technical Writing Process and Product*. New Delhi. Pearson Education.
2. Martin, Patricia., 2015. *A Simple Guide to the Writing Process 1*. USA. On Demand Instruction.

References:

1. King, S., 2000. *On Writing: A Memoire of the Craft*. UK. Hodder and Stoughton
2. Wren, P.C & Martin, H., 2000. *English Grammar and Composition*. New Delhi. S Chand. (Revised by N.D.V. Prasada Rao).

Level: Semester - III

Course: G-5

Title of the Paper: History of Medieval India

Subject Code: HST182G301

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

To introduce students to the multidimensional nature of the history of medieval India with a view to enhancing their capacity to recognize and interpret institutional/cultural processes and thereby draw out their ability to negotiate the complex socio-political structure of the contemporary world.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the world of medieval politics in India, capturing and contextualizing its nuances.	BT 1
CO 2	Explain the multicultural exchanges and the multi-religious interactions of medieval world, its impact as it is felt in the domain of popular culture, high culture and contemporary ethos.	BT 2
CO 3	Identify relational knowledge of cultural manifestations of the Empire and its structure of authority.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Early Arab and Turkish Conquests of India: Turkish advance towards India: Hindushahis; Rajput kingdoms in North India and the Ghaznavids; The Rise of Ghurid's and their advance into India: Battles of Tarain.	8
II	Foundation and consolidation of the Delhi Sultanate: Qutubuddin Aibak and Iltutmish: establishment of Delhi Sultanate; estimate of Iltutmish as a Ruler; Razia and the period of instability; struggle for territorial integrity; assessment of Balban; the Mongol threat; Jalaluddin and Alauddin Khilji's approaches to the state; problems and approaches of Muhammad bin Tughlaq; Firuz Tughlaq and his concept of benevolence and people's welfare, reorganisation of the nobility.	8
III	India under the Mughals: Babur's advance towards India, struggle for Empire in North India between Afghans, Mughals, Rajputs; Humayun and estimate of Sherhah; Consolidation of the Empire by Akbar, Concept of Suzerainty; Akbar's religious views, relations with ulama and social reforms; the Rajputs and the Mughals; the Deccan and the Mughals.	10

IV	<p>Administration and economic structure under medieval Indian Empires: Iltutmish's <i>Turkan I Chahalgani</i>; evolution of the <i>Iqtadari</i> system; Agrarian and Market reforms of Alauddin Khilji; Experiments and reforms of Muhammad bin Tughlaq: exodus to Deogiri, Khurasan and Karachil expedition, token currency; reorganization of the nobility and administration by Firuz Tughlaq The land revenue system—<i>Dahsala, Kankut, Galla bakshi, nasaq, Todarmal's bandobast</i>, the evolution of the Mansabdari system and the army.</p>	10
TOTAL		36

Textbooks:

1. Ali, Athar., 2006. *Mughal India: Studies in Polity, Ideas, Society and Culture*. New Delhi. Oxford University Press.
2. Chandra, Satish., 2017. *Medieval India Part I*. New Delhi. Manohar Publications.
- 3.

Reference Books:

1. Bhargaba, Meena (Ed.). 2010. *Exploring Medieval India Sixteenth to Eighteenth Centuries: Politics, Economy, Religion. Volume I*. New Delhi. Orient BlackSwan.122.
2. Chandra, Satish. 1993. *Mughal Religious Policies: The Rajputs and the Deccan*. New Delhi. Vikas Publishing House.
3. Chandra, Satish. 2017. *Medieval India Part II*. New Delhi. Manohar Publications.
4. Chattopadhyaya, B. D., 2012. *The Making of Early Medieval India*. Oxford University Press.
5. Habib, Irfan. 1999. *The Agrarian System of Medieval India 156-1707*, New Delhi. Oxford University Press.
6. Hermann Kulke, Hermann (Ed.). 1997. *The State in India (A.D 1000-1700)*. Oxford University Press.
7. Richards, F. John. 2007. *The Mughal Empire: The Cambridge History of India. Volume I Part 5*. Cambridge University Press.

Reading Materials:

1. Aquil, R., 2004. Scholars, Saints and Sultans: Some Aspects of Religion and Politics in the Delhi Sultanate. *Indian Historical Review*, 31(1-2), pp.210-220.
2. Digby, S., 2004. Before Timur Came: Provincialization of the Delhi Sultanate through the Fourteenth Century. *Journal of the Economic and Social History of the Orient*, 47(3), pp.298-356.
3. Habib, I., 1967, January. The Mansab System 1595-1637. In *Proceedings of the Indian History Congress* (Vol. 29, pp. 221-242). Indian History Congress.
4. Kaur, D., 1990. Iqtadari System and the Growth of Towns in Medieval India. *India Quarterly*, 46(2-3), pp.188-196.
5. Kiran, N., 2008. Class-Structure and Social Stratification in Early Muslim India (1206-1526 AD). *Journal of the Research Society of Pakistan*, pp.169-184.
6. Moosvi, S., 1981. The Evolution of the Mansab System Under Akbar Until 1596— *Journal of the Royal Asiatic Society*, 113(2), pp.173-185.

Level: Semester – All Semesters

Course: G-6

Title of the Paper: History of North-East India

Subject Code: HST182G102

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objectives:

To familiarize the students with the basic tenets of the history of the Northeast India during the colonial period including the advent of the missionaries and penetration of colonial modernity.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the British annexation and consolidation policies in Northeast India.	BT 1
CO 2	Interpret the major trends of political, social, and economic developments in Northeast India under the British.	BT 2
CO 3	Make use of knowledge of the colonial period vis-à-vis advent of modernity to assess the current issues of Northeast	BT 3
CO 4	Compare the changes in indigenous and colonial societies for a better historical insight of society and economy under	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Expansion and Consolidation in Northeast India Anglo- Burmese Wars, Treaty of Yandabo, annexation of Assam, Cachar, Jayantia and Abor hills, annexation of Manipur, Naga, Khasi, Garo and Lushai hills.	10
II	Agrarian Relations and Colonial Economy Revenue Administration. Colonial Industries: Tea, Coal, Oil. Waterways, roads and railways.	8
III	Responses to early colonial rule Peasant Uprising: Phulaguri Uprising, Patharughat Uprising, Nupi Lan Uprising, Famine and Resistance in the Lushai Hills. Khasi and Jaintia Uprising, the Reang Rebellion of Tripura.	10
IV	Advent of Colonial Modernity American Baptist Missionaries in Northeast, Progress of modern education, Growth of Press and Print.	8
TOTAL		36

Textbooks:

1. Barpujari, H.K., 1997. *Assam in the Days of the Company*. NEHU.
2. Hazarika, B.B., 2006. *Political Life in Assam During the Nineteenth Century* (7th edition). New Delhi. Gyan Publishing House.

Reference Books:

1. Acharyya, N.N., 1987. *A Brief History of Assam*. New Delhi. Omsons Publication.
2. Yambem, S., 1976. Nupi Lan: Manipur Women's Agitation, 1939. *Economic and Political Weekly*, pp.325-331.
3. Bhattacharya, R., 2012. Identity Consolidation of Meitei Women: Reflections on Women's War. *Nationhood and Identity Movements in Asia: Colonial and Post-Colonial Times*. Ed. Swarupa GUPTA. New Delhi: Manohar.
4. Barpujari, H.K., 1970. *Problem of the Hill Tribes: Northeast India*, Vol. I. Guwahati. Lawyers Book Stall.
5. Barpujari, H.K., 1992-93. *Comprehensive History of Assam*, Vols. IV & V. Guwahati. Publication Board of Assam.
6. Barpujari, H.K. (ed.), 1977. *Political History of Assam*, Vol I. Guwahati. Government of Assam Publication.
7. Barpujari, H.K. (ed.), 1978. *Political History of Assam*, Vol II. Guwahati. Government of Assam Publication.
8. Baruah, Sunil Pawan., 1999. *Press in Assam: Origin and Development*. Guwahati. L B S Publication.
9. Lamare, S.N., 2001. *Resistance Movements in North-East India: The Jaintias of Meghalaya 1860-1863*. New Delhi. Regency Publications.

Reading Materials:

1. May, A.J., 2017. Welsh missionaries and British imperialism: The Empire of Clouds in north-east India. In *Welsh missionaries and British imperialism*. Manchester University Press.
2. Nag, S., 2001. Tribals, rats, famine, state and the nation. *Economic and Political Weekly*, pp.1029-1033.
3. Syiemlieh, David R., 2020. *Faith and Hope Christian Missions and Churches in Northeast India*. New Delhi. Akansha Publishing House.
4. Hall, D.G.E., 2021. Anglo-Burmese Conflicts in the 19th Century: A Reassessment of Their Causes. In *South East Asia* (pp. 195-208). Routledge.
5. Nag, S., 1999. Bamboo, rats and famines: famine relief and perceptions of British paternalism in the Mizo Hills (India). *Environment and History*, 5(2), pp.245-252.
6. Saikia, A., 2010. Landlords, tenants and agrarian relations: Revisiting a peasant uprising in colonial Assam. *Studies in History*, 26(2), pp.175-209.
7. Saikia, A., 2010. The moneylenders and indebtedness: Understanding the peasant economy of colonial Assam, 1900–1950. *Indian Historical Review*, 37(1), pp.63-88.
8. Yambem, S., 1976. Nupi Lan: Manipur Women's Agitation, 1939. *Economic and Political Weekly*, pp.325-331.

Level: Semester - IV

Course: C-9

Title of the Paper: Socio-Religious History of Modern India

Subject Code: HST182C401

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

The course aims at enlarging and building upon the knowledge base of students by introducing them to the socio-religious history of Modern India in the 19th and the 20th century and thereby aims to generate critical thought among scholars by way of a curated survey of the historiographical literature of the socio-religious movement in India. It is expected to engender the capacity to recognize, reassess and work upon the fundamental questions of contemporary times.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	To list the details of the contested history of the socio-religious movement in India.	BT 1
CO 2	To spell the interpretative understanding of the motivations, milieu, and legacy of these movements in contemporaneous times.	BT 2
CO 3	Build a strong framework to assess the historical impact of the formative phase of mass movements.	BT 3

Course Outline:

Modules	Course Contents	Periods
I	Survey of the evolution of the historiographical literature of the Socio-Religious reform movement in India.	13
II	Introduction of Western Education: Colonial State and its ideological and legislative dimensions, Collaboration and Resistance.	11
III	Indian Renaissance: Nature, Characteristics, Limitations	11
IV	Survey of Socio-Religious reform Organisation: Brahmo Samaj, Arya Samaj, Prarthana Samaj, Muslim Religious movement; Wahabi and Deoband, Caste Movements in the 19 th and 20 th century, Women's Movement.	13
TOTAL		48

Textbooks:

1. Bandyopadhyay, S. 2004. *From Plassey to partition: a history of modern India*. Orient Black Swan.
2. Sarkar, S. 1989. *Modern India 1885–1947*. Springer.

Reference Books:

1. Ahmad, Q., 2020. *The Wahhabi Movement in India*. Routledge.
2. Bhattacharya, S., 2007. *Development of Modern Indian Thought and the Social Sciences*.
3. Dharampal, A., 1984. *The beautiful tree*. New Delhi.
4. Kumar, S., *Socio-religious reform movements in British colonial India*.
5. Mandal, I., 2003. *Socio-religious philosophy of BR Ambedkar and the genesis of the neo-Buddhist movement in India* (Doctoral dissertation, University of North Bengal).
6. Ray, R., 2000. *Fields of protest: Women's movements in India*. U of Minnesota Press.
7. Shah, G., 2011. *Social movements in India*.

Reading Materials:

1. Cox, J., 1991. THE NEW CAMBRIDGE HISTORY OF INDIA III, I: SOCIO-RELIGIOUS REFORM MOVEMENTS IN BRITISH INDIA, by Kenneth W. Jones (Book Review). *Victorian Studies*, 35(1), p.97.
2. Kshirasagara, R., 1994. *Dalit movement in India and its leaders, 1857-1956*. MD Publications Pvt. Ltd.
3. Yadav, A., 2021. Arya Samaj and socio-religious Nationalism in India. *Academic Discourse*, 10(2), pp.20-24.

Level: Semester - IV

Course: C-10

Title of the Paper: Rise of Modern West II

Subject Code: HST182C402

L-T-P-C – 3-1-0-4

Credit Units: 4

Course objectives:

The students will be expected to analyze the different socio-economic and political forces like capitalism, colonialism and the rise of European imperialism behind the evolution of modern Europe during the 17th and the 18th centuries.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define post-feudal Europe in the context of the rise of capitalism.	BT 1
CO 2	Infer the link between social, economic, and political developments of the modern European continent and the world at large.	BT 2
CO 3	Utilize the knowledge of the course to rationalize the current developments in contemporary world history.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Seventeenth century Europe The European crisis: economic, social, and political dimensions. Major issues of the English Revolution.	14
II	Trade, commerce and religion Rise of Protestantism and growth of European trade. Mercantilism, trade and Empire building.	12
III	Intellectual Development in the 17th and 18th centuries Growth of modern philosophy. The Enlightenment: ideas and impact	11
IV	Science and Industry From Renaissance to the 17 th century: Rise of modern science Growth of proto-industrialization, the Industrial Revolution, The Divergence Debate	11
TOTAL		48

Textbooks:

1. Hill, Christopher., 1961. *A Century of Revolutions. London and New York Routledge.*
2. M. Phukan., 2015. *Rise Of The Modern West.* New Delhi. Trinity Press.

Reference Books:

1. Hobsbawm, E. J., 1999. *Industry and Empire.* London. Penguin Books.
2. Ormrod, D. and David, O., 2003. *The rise of commercial empires: England and the Netherlands in the age of mercantilism, 1650-1770* (Vol. 10). Cambridge University Press.
3. Pagden, Anthony., 2013. *The Enlightenment: And Why it Still Matters.* Oxford. Oxford University Press.
4. Parker, G. and Smith, L.M. eds., 1997. *The General Crisis of the Seventeenth Century.* London. Routledge.

Reading Materials

1. Bailey, G. and Maynor, N., 1989. The divergence controversy. *American Speech*, 64(1), pp.12-39.
2. O'Brien, P., 2010. Ten years of debate on the origins of the great divergence. *Reviews in History*, 1008, pp.1-15.
3. Pincus, S., 2012. Rethinking mercantilism: political economy, the British empire, and the Atlantic world in the seventeenth and eighteenth centuries. *The William and Mary Quarterly*, 69(1), pp.3-34.
4. Schwoerer, L.G., 1990. Locke, Lockean Ideas, and the Glorious Revolution. *Journal of the History of Ideas*, 51(4), pp.531-548.

Level: Semester - IV

Course: D-2

Title of the Paper: Introduction to Archaeology

Subject Code: HST182D401

L-T-P-C – 3-1-0-4

Credit Units: 4

Course objectives:

To introduce archaeology in historical studies in order to provide knowledge of sources and their interpretation for the reconstruction of history.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the primary aspects of archaeology.	BT 1
CO 2	Illustrate the different issues of ancient history both in the context of India and other regions of the world, where archaeology is an essential methodology.	BT 2
CO 3	Choose archaeological sites.	BT 3
CO 4	Take part in field archaeology and rebuild the lifeways of both literate and pre-literate societies.	BT 4

Course Outline:

Modules	Course Contents	Periods
I	Archaeology Definition, Scope, and Benefits; Relations between Archaeology and Other Disciplines; Archaeological Record: Eco facts, Artifacts Primary Concepts: Assemblage, Industry, Culture, Site, Layer, Stratigraphy.	12
II	Archaeological Investigation Survey Techniques in Archaeology: Exploration, Excavation; Archaeological Sites: Location, Formation, Identification; Exploration: Map Reading; Archaeological photography: Land, Aerial, and Marine; Excavation: Vertical, Horizontal; Dating Methods: Relative and Absolute.	14
III	Stone Tool and Pottery Studies Methods and significance: Tools, pottery, beads, Stone tool techniques and their uses, Basic Tool types.	12
IV	Types of Archaeology Ethno-archaeology, Marine archaeology, Salvage Archaeology.	10
TOTAL		48

Textbooks:

1. Chakrabarti, D.K., 2009 (2nd edition) *India, An Archaeological History*. Delhi. OUP.
2. Fleming, N., Gorin, S., and Grant, J., 2002. *The Archaeology Coursebook*. London. Routledge.

Reference Books:

1. Agarwal, D.P. and Yadava M.G., 1995. *Dating the Human Past*. Delhi. ISPQS.
2. Allchin, B. & R., 1968. *The Birth of Indian Civilization: India and Pakistan Before 500 B.C*. London. Penguin Books.
3. Bahn, Paul., 2012. *Archaeology: A Very Short Introduction*. Oxford. Oxford University Press.
4. Bindford, L.R., 1983. *In Pursuit of the Past: Decoding the Archaeological Record*. London. Thames and Hudson. Butzer, Karl.
5. Childe, V.G., 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London. Routledge and Kegan Paul.
6. Daniel, Glyn E., 1981. *A Short History of Archaeology*. London. Thames and Hudson.
7. Daniel, Glyn E., 2016. *The Origins and Growth of Archaeology*. London. Galahad Books.
8. Day, H. Michael., 1986. *Guide to Fossil Man*. Chicago. University of Chicago Press.
9. Deetz, James., 1967. *Invitation to Archaeology*. New York. American Museum Science Books.
10. Sahi, M.D. N., 1994. *Aspects of Indian Archaeology*. New Delhi. Om Publications.
11. Sankalia, H.D., 1962. *Indian Archaeology Today*. Mumbai/Delhi. Asia Publishing House.
12. Trigger, Bruce., 1989. *A History of Archaeological Thought*. Cambridge. CUP.
13. Wheeler, Mortimer., 1954. *Archaeology from the Earth*. London. OUP.

Reading Materials:

1. Chakrabarti, D.K., 2018. *A History of Indian Archaeology from the beginning to 1947*. New Delhi. Munshiram Manoharlal Publishers Pvt. Ltd.
2. Fagan, Brian M., 1999. *Ancient Lives: An Introduction to Archaeology and Pre- History* (6th edition). New York. Routledge.
3. Ghosh, A., 1989. *Encyclopedia of Indian Archaeology*. New Delhi. Munshiram Manoharlal Publishers Pvt. Ltd.

Level: Semester - IV

Course: S-3

Title of the Paper: Basic Writing Skills

Subject Code: HST182S421

L-T-P-C – 1-0-1-2

Credit Units: 2

Course Objectives:

This course helps students develop competence in written communication by practicing writing skills. Students shall learn how to recognize and use sentence patterns and to write coherent paragraphs containing a topic sentence, idea development, and a strong conclusion.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	List the idea generation strategies.	BT 1
CO 2	Illustrate complete paragraphs, avoiding fragments and run-ons and effectively use capital letters, quotation marks and end punctuations.	BT 2
CO 3	Build sentences that support the topic with facts, details, and examples (support) and link support sentences using appropriate order (time, space, Importance).	BT 3
CO 4	Analyze one's writing challenges and develop strategies to address those challenges (grammar log, revision checklist, etc).	BT 4

Course Outline:

Modules	Course Content	Periods
I	Understand the Pre-Writing Process. Learning different audiences and purposes for writing. Learning idea learning strategies like brainstorming, storyboarding, five whys, Brainwriting, Forced Relationship.	6
II	Developing effective sentences Learning correct use of subjects and verbs. Learning topic specific sentence formation Learning the correct use of capital letters, quotation marks and punctuations.	6
III	Developing paragraphs Learning patterns of development in paragraphs (types of	6

	paragraphs) (For example, narration, description, illustration). Learning to generate multiple sentences in paragraph form. Learning to link sentences using appropriate order (time, space, Importance) and give details and examples. Learning paragraph transitions (coherence).	
IV	Developing record keeping and academic organizational strategies Learning to maintain personal records to monitor progress like grammar log, revision checklist, grade-log. Learning to file and organize study and class material like syllabus, handouts, notes.	6
	TOTAL	24

Textbooks:

3. Gerson, S & Gerson, S., 2009. *Technical Writing Process and Product*. New Delhi. Pearson Education.
4. King, S., 2000. *On Writing: A Memoire of the Craft*. UK. Hodder and Stoughton.
5. Martin, Patricia., 2015. *A Simple Guide to the Writing Process 1*. USA. On Demand Instruction.

References:

3. Wren, P.C & Martin, H., 2000. *English Grammar and Composition*. New Delhi. S Chand. (Revised by N.D.V. Prasada Rao).

Level: Semester - IV

Course: G-7

Title of the Paper: History of Modern India from 1757 to the Modern Times.

Subject Code: HST182G401

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objective:

The course aims at orienting students towards an understanding and appreciation of the contested history of this period. It further aims at generating the capacity to evaluate the legacy of Indian Modernity in the post-colonial world.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Understand the history of colonial expansion and resistance against it.	BT 1
CO 2	Critically interpret the political, social and economic dimension of the national movement.	BT 2
CO 3	Application of debates and discourses regarding India's colonial past in relation to the experience of modern India.	BT 3

Course Outline:

Modules	Course Contents	Periods
I	The 18th century debate Colonial expansion: wars and modes of expansion.	8
II	Ideology and political economy of the empire: Legislative consolidation, land revenue policy, commercialization of agriculture. Century of resistance: Tribal and peasant movements, Revolt of 1857, Socio - Cultural awakening.	8
III	Growth of political consciousness until 1919: formation of early political organisations, emergence of pan-India political organisations.	8
IV	Gandhian politics: Non-cooperation movement, Civil Disobedience movement, constructive program, Quit India movement Alternative Visions of Swaraj, Rise of Communal politics and Freedom with Partition	12

Textbooks:

1. Bandyopadhyay, Sekhar. 2004. *From Plassey to Partition*. New Delhi. Orient Longman.
2. Sarkar, S., 1989. *Modern India 1885–1947*. Springer.

References:

1. Alam, M., 2013. The Crisis of Empire in Mughal North India: Awadh and Punjab, 1707-48.
2. Amin, S., 1995. *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*. Univ of California Press.
3. Anderson, B., 2006. *Imagined communities: Reflections on the origin and spread of nationalism*. Verso books.
4. Brown, J.M., 1977. *Gandhi and civil disobedience* (p. 168). Cambridge: Cambridge University Press.
5. Chandra, B., 2008. *Communalism in modern India*. Har Anand Publications.
6. Chandra, Bipan. 1989. *India's Struggle for Independence*. Penguin Books
7. Chatterjee, Partha. 1993. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. New Jersey. Princeton University Press.
8. Desai, A.R., 1979. *Peasant struggles in India*. Bombay, Oxford University Press
9. Guha, R., 2017. The Prose of Counter-Insurgency. *Ostour: A Bi-annual Peer-reviewed Journal for Historical Studies*, 3(6), pp.121-151.
10. Joshi, P.C., 2009. Rebellion 1857.
11. Majumdar. R. C.(ed.). 1988. *Struggle for Freedom*. Bombay. Bharatiya Vidya Bhavan.
12. Michael H. Fisher. 1994. *The Politics of the British Annexation of India 1757-1857*. USA. Oxford University Press.

Reference Books:

1. Bhadra, G., 1985. Four rebels of eighteen-fifty-seven. *Subaltern Studies IV: Writings on South Asian History and Society*, pp.229-75.
2. Bhadra, G., 1985. Four rebels of eighteen-fifty-seven. *Subaltern Studies IV: Writings on South Asian History and Society*, pp.229-75.
3. Chatterjee, P., 1991. Whose imagined community?. *Millennium*, 20(3), pp.521-525.
4. Chatterjee, P., 2015. Partition and the mysterious disappearance of caste in Bengal. In *The Politics of Caste in West Bengal* (pp. 99-118). Routledge India.
5. Jaffrelot, C., 2016. The Hindu nationalist strategy of stigmatisation and emulation of 'threatening Others': an Indian style fascism?. In *Politics of the 'Other' in India and China* (pp. 45-58). Routledge
6. Jalal, A., 1996. Secularists, subalterns and the stigma of 'communalism': partition historiography revisited. *Modern Asian Studies*, 30(3), pp.681-689
7. Sinha, S., 2007. Witch-hunts, Adivasis, and the Uprising in Chhotanagpur. *Economic and Political Weekly*, pp.1672-1676.

Level: All Semesters

Course: G-8

Title of the Paper: Introduction to Archaeology: An Insight into India's Past

Subject Code: HST182G202

L-T-P-C – 2-1-0-3

Credit Units: 3

Course Objective:

To introduce students to the basic concepts of archaeology by giving them a broad overview of significant trends

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the discipline of archaeology and its multi-dimensional functions and uses.	BT 1
CO 2	Classify the characteristics of archaeology and compare its relationship with history.	BT 2
CO 3	Apply the knowledge acquired from this course in unfolding of human past particularly India by becoming part of different archaeological teams. Also, it will give the students an impetus to do full-fledged courses in archaeology.	BT 3

Course Outline:

Modules	Course Contents	Periods
I	Introducing the discipline- Archaeology What is archaeology? Scope and value of archaeology, Two dimensions of Archaeology: Pre-historic archaeology and historical archaeology. Field archaeology: Explorations and Excavations.	8
II	Scientific techniques in archaeology; Interpretation in Archaeology Dating methods, Archaeometry, Palaeontology, Palaeo-pathology, Palaeo-botanical studies; Interpreting archaeological evidence.	8
III	Associated Fields Ethno-archaeology, Epigraphy, Numismatics.	10
IV	India's past through the lens of archaeology Early India case studies, Mughal period case studies, British period case studies	10
TOTAL		36

Textbooks:

1. Fleming, N., Gorin, S., and Grant, J. 2002. *The Archaeology Coursebook*. London. Routledge.
2. Chakrabarti, D.K., 2018. *A History of Indian Archaeology from the beginning to 1947*. New Delhi. Munshiram Manoharlal Publishers Pvt. Ltd.

References:

1. Ascher, R., 1961. Experimental archeology. *American Anthropologist*, pp.793-816.
2. Bahn, Paul., 2012. *Archaeology: A Very Short Introduction*. Oxford. Oxford University Press.
3. Imam, A., 1963. *Sir Alexander Cunningham and the Beginnings of Indian Archeology*. University of London, School of Oriental and African Studies (United Kingdom).
4. Spaulding, A.C., 2017. Explanation in archeology. In *Archeology in cultural systems* (pp. 33-39). Routledge.

Reading materials:

1. Berggren, Å. and Hodder, I., 2003. Social practice, method, and some problems of field archaeology. *American antiquity*, 68(3), pp.421-434.
2. Chakrabarti, D.K., 1982. The development of archaeology in the Indian subcontinent. *World Archaeology*, 13(3), pp.326-344.
3. Chattopadhyaya, B.D., 2008. DD Kosambi and the Study of Early Indian Coins. *Economic and Political Weekly*, pp.97-102.
4. Heitzman, J., 2001. A Sourcebook of Indian Civilization. Edited by Niharranjan Ray, BD Chattopadhyay, VR Mani, and Ranabir Chakravarti. Hyderabad: Orient Longman, 2000. 673 pp. Rs. 650. *The Journal of Asian Studies*, 60(3), pp.908-909.
5. Rafique Mughal, M., 1997. A Preliminary Review of Archaeological Surveys in Punjab and Sindh: 1993–95. *South Asian Studies*, 13(1), pp.241-249.
6. Siddiqi, J.M., 1981, January. 'MEDIEVAL ARCHAEOLOGY'—THE TERM AND ITS APPLICATION. In *Proceedings of the Indian History Congress* (Vol. 42, pp. 655-660). Indian History Congress. Level: Semester - V

Course: C-11

Title of the Paper: History of Modern Europe I

Subject Code: HST182C501

L-T-P-C-3-1-0-4

Credit Units: 4

Course objective:

The students will be expected to analyze the different socio-economic and political forces like capitalism, liberalism and the rise of nationalism in modern Europe during the 18th and 19th centuries.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the genesis of liberal and nationalist thought.	BT 1
CO 2	Infer the link between social, economic, and political developments of modern Europe, with respect to revolutions and revolutionary thought.	BT 2
CO 3	Utilize the knowledge of the course to rationalize the current developments in contemporary world history.	BT 3

Course Outline:

Modules	Course Contents	Periods
I	The French Revolution and its European Repercussions Crisis of the Ancient Regime, Intellectual currents. Social classes and emerging gender relations. Phases of the French Revolution 1789-99. Art and culture of the French Revolution. Napoleonic consolidation –reform and empire.	14
II	Restoration and Revolution (1815-1848) Forces of conservatism and restoration of old hierarchies. Social, political and intellectual currents. Revolutionary and radical movements 1830-1848.	12
III	Capitalist, Industrialization and Social and Economic Transformation (Late 18th century to AD 1914) Process of capitalist development in industry and agriculture: Case studies of Britain, France, the German States and Russia. Evolution and differentiation of social classes: bourgeoisie, proletariat, landowning classes and peasantry. Changing trends in demography and urban patterns.	11

	Family, gender and process of industrialization.	
IV	Liberal democracy, working class movements and Socialism in the 19th and 20th Centuries The struggle for parliamentary democracy and civil liberties in Britain: popular movements – chartists and suffragettes. The making of democratic and constitutional rights. Forms of protest: food riots in France and England in early nineteenth century, Luddism; trends in labour movements: Britain, France and Germany Early socialist thought, Marxian Socialism and the First and Second International.	11
TOTAL		48

Text Books:

1. Blanning, T.C.W., 2000. *The Oxford History of Modern Europe*. Oxford. OUP.
2. Hayes, C.J.H., 2022, *Modern Europe to 1870*. New Delhi, Surjeet Publication,

Reference Books:

1. Anderson, Perry., 2013. *The Lineages of the Absolutist State*, Verso World History Series. USA. Verso.
2. Hayes, C.J.H., 1932. *A political and cultural history of modern Europe* (Vol. 1). New York: Macmillan.
3. Merriman, J., 2004. *History of Modern Europe, From Renaissance to the Present* in 2 Volumes. New York. W.W. Norton

Reading Material

1. Cobban, A., 1999. *The social interpretation of the French Revolution*. Cambridge university press.
2. De Vries, J., 1994. The industrial revolution and the industrious revolution. *The Journal of Economic History*, 54(2), pp.249-270.
3. Harsin, J., 2002. *Barricades: The War of the Streets in Revolutionary Paris, 1830-1848*. Springer.
4. Hunt, L. T. R., Martin., Rosenwein, B. H. and Smith, B.G. 2012. *The Making of the West: Peoples and Cultures Since 1500*. Volume II. New York. Bedford/St Martins.
5. Hunt, L., 1984. *Politics, Culture and Class in the French Revolution*. California. University of California Press.
6. Pranger, G.K., Liberalism & Nationalism: Revolutions Of 1830 & 1848. *ORU History & Humanities Modern World-Reader I 1600-1850*, p.212.

Level: Semester – V

Course: C-12

Title of the Paper: Politics and Authority in Medieval India

Subject Code: HST182D502

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To introduce students to the history of medieval India from an institutional perspective. The paper aims at providing insight into the structural experience of power politics within the empires and kingdoms of northern and southern India.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the process of state-formation and institutional developments in the Mughal empire.	BT 1
CO 2	Explain the intersection of institutions of state organization such as Mansab-Jagir, Zabti, Dahsala, etc with the configuration of power within medieval states.	BT 2
CO 3	Develop a nuanced understanding of power politics in Mughal India by way of identifying its relation with religion, culture and art.	BT 3

Course Outline:

Modules	Course Contents	Periods
I	Establishment of political authority: Campaigns and conquest: tactics and technology Chaghatayid traditions: the Mughal household; Abul Fazl's interventions	10
II	Consolidation of political authority: Historiographies on the nature of the Mughal state Evolution of the administrative institutions: <i>zabti, mansab, jagir, madad-i-ma'ash</i> , Agrarian and revenue relations: <i>Zamindars</i> and peasants	14
III	Articulation of authority: Mughal Architecture: general introduction and case studies. Humayun's Tomb, Fatehpur Sikri, Agra Fort, Delhi Fort. Mughal Painting: Humayun, Babur and Jehangir.	12
IV	Political and religious ideas <i>Akhlaqi</i> traditions; <i>Sulh -i-Kul</i> , <i>Theory of Kingship</i> , <i>Abul Fazl's interventions</i> Sufi interventions; <i>Shattaris, Chistis and Political Islam</i> . Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi, Wahabism	12
Total		48

Textbooks:

1. Ali, Athar., 2006. *Mughal India: Studies in Polity, Ideas, Society and Culture*. New Delhi. Oxford University Press.
2. Chandra, S., (2005). *Medieval India: From Sultanate to the Mughals Part-II*. Har-Anand Publications.

Reference Books:

1. Alam, M., (2004). *Languages of Political Islam in India 1200-1800*. Orient Blackswan.
2. Alam, M., Subrahmanyam, S. 1998. *The Mughal State, 1526-1750*. New Delhi. OUP.
3. Asher, C.B., 1992. *Architecture of Mughal India* (Vol. 4). Cambridge University Press.
4. Beach, M. C., (1987). *Early Mughal Painting*. Harvard University Press.
5. Beach, M. C., (1992). *Mughal and Rajput painting* (Vol. 3). Cambridge University Press.
6. Eaton, Richard., (ed.), 2003. *India's Islamic Traditions*. New Delhi. OUP.
7. Faruqui, M. D., 2012. *The Princes of the Mughal Empire 1504-1719*. Cambridge. Cambridge University Press.
8. Habib, Irfan., 1960. *Political role of Shaikh Ahmad Sirhindi and Shah Waliullah*. PIHC.
9. Habib, Irfan., 1999. *The Agrarian System of Mughal India 1556-1707* (2nd Revised Edition). New Delhi. Oxford University Press.
10. Hasan, N., 2005. *Religion, State and Society: Collected works of Nurul Hasan*. New Delhi. Oxford University Press.
11. Koch, E., (1991). *Mughal Architecture. An Outline of its History and Development (1526-1858)*.
12. Koch, E., (1997). *Mughal Palace Gardens from Babur to Shah Jahan (1526-1648)*. *Muqarnas*, 14, 143-165.
13. Mehta, J. L., (1979). *Advanced study in the History of Medieval India* (Vol. 2). Sterling Publishers Pvt. Ltd.
14. Moreland, W. H., (2011). *The agrarian system of Moslem India*. *Cambridge Books*.
15. Richards, J. F., (1993). *The Mughal Empire* (Vol. 5). Cambridge University Press.

Reading Materials:

1. Ali, M. A., (1978). Towards an interpretation of the Mughal Empire. *Journal of the Royal Asiatic Society*, 110(1), 38-49.
2. Alvi, S. S., (1989). Religion and State during the Reign of Mughal Emperor Jahāngīr (1605-27): Non-juristical Perspectives. *Studia Islamica*, 95-119.
3. Baden-Powell, B. H., (1882). *A Manual of the Land Revenue Systems and Land Tenures of British India...* Superintendent of Government Printing.
4. Eastman, A. C., (1931). Mughal Painting. *Parnassus*, 3(2), 36-37.
5. Leonard, K., (1979). The 'Great Firm' theory of the decline of the Mughal Empire. *Comparative Studies in Society and History*, 21(2), 151-167.

6. Moosvi, S., (1981). The Evolution of the Manṣab System Under Akbar Until 1596–7. *Journal of the Royal Asiatic Society*, 113(2), 173-185.
7. Moosvi, S., (2017). Economic Histories of Agrarian India. *Review of Agrarian Studies*, 7(2369-2020-2009).
8. Moreland, W. H., (1926). Akbar's Land Revenue Arrangements in Bengal. *Journal of the Royal Asiatic Society*, 58(1), 43-56.
9. Nurul Hasan, S., (1964). The position of the Zamindars in the Mughal Empire. *The Indian Economic & Social History Review*, 1(4), 107-119.
10. Singh, A., (2003). Nobility Under the Mughals (1628–1658). *Indian Historical Review*, 30(1-2), 204-207.
11. Subrahmanyam, S., (1992). The Mughal state—Structure or process? Reflections on recent western historiography. *The Indian Economic & Social History Review*, 29(3), 291-321.

Level: Semester - V

Course: D-3

Title of the Paper: History of North East India

Subject Code: HST182D501

L-T-P-C-3-1-0-4

CreditUnits:4

Course Objectives:

To familiarize the students with the basic tenets of history of Northeast India during the colonial period including the advent of the missionaries and penetration of colonial modernity.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the British annexation and consolidation policies in Northeast India.	BT 1
CO 2	Interpret the major trends of political, social, and economic developments in Northeast India under the British.	BT 2
CO 3	Make use of knowledge of the colonial period vis-à-vis advent of modernity to assess the current issues of Northeast India.	BT 3
CO 4	Compare the changes in indigenous and colonial societies for a better historical insight of society and economy under the colonial rulers.	BT 4

Course Outline:

Modules	Course Content	Periods
I	British Expansion and Consolidation in Northeast India Anglo- Burmese Wars, Treaty of Yandabo, annexation of Assam, Cachar, Jayantia and Abor hills, annexation of Manipur, Naga, Khasi, Garo and Lushai hills.	12
II	Agrarian Relations and Colonial Economy Revenue Administration. Colonial Industries: Tea, Coal and Oil Waterways, Roads & Railways.	12
III	Politics of Resistance in North East India Peasant Uprising: Phulaguri Uprising, Patharughat Uprising, Nupi Lan Uprising, Famine and Resistance in the Lushai Hills. Khasi and Jaintia Uprising, the Reang Rebellion of Tripura.	12
IV	Advent of Colonial Modernity American Baptist Missionaries in Northeast, Progress of modern education, Growth of Press and Print, Rise of Middle Class	12
	TOTAL	48

Textbooks:

1. Barpujari, H.K., 1992. *The Comprehensive History of Assam*. Vol IV & V. Guwahati. Publication Board, Govt of Assam
2. Baruah, S.L., 2012. *A comprehensive history of Assam*. New Delhi, Manohar

Reference Books:

1. Acharyya, N.N., 1987. *A Brief History of Assam*. New Delhi. Omsons Publication.
2. Barpujari, H.K., (ed.) 1978. *Political History of Assam*, Vol II. Guwahati. Government of Assam Publication.
3. Barpujari, H.K., 1970. *Problem of the Hill Tribes: Northeast India*, Vol. I. Guwahati. Lawyers Book Stall.
4. Barpujari, H.K., 1992-93. *Comprehensive History of Assam*, Vols. IV & V. Guwahati. Publication Board of Assam.
5. Barpujari, H.K., (ed.) 1977. *Political History of Assam*, Vol I. Guwahati. Government of Assam Publication.
6. Baruah, Sunil Pawan., 1999. *Press in Assam: Origin and Development*. Guwahati. L B S Publication.
7. Syiemlieh, David R., 2020. *Faith and Hope Christian Missions and Churches in Northeast India*. New Delhi. Akansha Publishing House.

Reading Materials:

1. Bhattacharjee, J.B., 1975, January. GENESIS AND PATTERNS OF BRITISH ADMINISTRATION IN THE HILL AREAS OF NORTH EASTERN INDIA. In *Proceedings of the Indian History Congress* (Vol. 36, pp. 409-430). Indian History Congress.
2. Dzvichu, L., 2013. Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s. *The Indian Economic & Social History Review*, 50(4), pp.473-494.
3. Gohain, H., 1973. Origins of the Assamese Middle Class. *Social Scientist*, pp.11-26.
4. Guha, A. and Das, A.N., 1974. Origins of the Assamese Middle Class: A Comment. *Social Scientist*, pp.59-66.
5. Lamare, S.N., 2001. *Resistance Movements in North-East India: The Jaintias of Meghalaya 1860-*
6. Nag, S., 1999. Bamboo, rats and famines: famine relief and perceptions of British paternalism in the Mizo Hills (India). *Environment and History*, 5(2), pp.245-252.
7. Saikia, A., 2008. State, peasants and land reclamation: The predicament of forest conservation in Assam, 1850s–1980s. *The Indian Economic & Social History Review*, 45(1), pp.77-114.
8. Saikia, A., 2011. Imperialism, geology and petroleum: History of oil in colonial Assam. *Economic and Political Weekly*, pp.48-5

Level: Semester – V

Course: D-4

Title of the Paper: History of United States of America I

Subject Code: HST182D502

L-T-P-C-3-1-0-4

Credit Units: 4

Course Objectives:

The course will cover the history of the United States from the beginning of 1492 to 1865, taking into account the various historical forces that had shaped the creation of the American Republic. More importantly, this course's primary focus is not only the average, "ordinary American", but the majority of America's population including American Indians, African Americans, women, poor farmers, factory laborers, etc.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the significant developments in American history over a defined span of time, roughly the 1492 to 1865.	BT 1
CO 2	Interpret historical development through knowledge of institutional, social, cultural, and political evolution and change	BT 2
CO 3	Students will be able to interpret and evaluate the acceptability of historical evidence.	BT 3
CO 4	Compare the major social, political, economic, and cultural events and it how those events affected the development of American	BT 4

Courses Outline:

Modules	Course Content	Periods
I	Formation of USA: Historical Background Colonialism and forms of labour: indigenous tribes, indentured labour, slave labour; Revolution ;The Federalist constitution; Westward expansion: Jefferson and Jackson; The Frontier: marginalization, displacement and decimation of the indigenous tribes; Frontier as 'Safety Valve'-Turner's thesis.	12
II	Early Capitalism Industrialization and inequality; changing composition of workers; gender, race, ethnicity; Immigrant labour; case history of Irish immigrants. Slavery The economics of slavery: South vs. North/Debate; Slave life and culture; nature of female slavery; slave resistance (including female slave resistance).	14
III	The U.S. Quest for Dominance Expansion and wars: War of 1812; Mexican War. Changing diplomacy: Monroe Doctrine, Manifest Destiny.	10
IV	The Civil War Politics of Sectionalism, Lincoln, the War and the Emancipation Proclamation, Issues, historiography, interpretations	12
	TOTAL	48

Textbooks:

1. Boyer, P.S., Clark, C.E., Halttunen, K., Kett, J.F. and Salisbury, N., 2013. *The enduring vision: A History of the American people*. Cengage Learning.
2. Zinn, H., 2015. *A People's History of the United States: 1492-present*. Routledge.

References:

1. Grob, G.N. and Billias, G.A., 1972. Interpretations of American History Patterns and Perspectives
2. Heimert, A., 2006. *Religion and the American Mind: from the Great Awakening to the Revolution*. Wipf and Stock Publishers.
3. Turner, F.J., 2008. *The Significance of the Frontier in American History*. Penguin UK

Reading Materials:

1. Banning, L., 1986. Jeffersonian ideology revisited: liberal and classical ideas in the new American republic. *The William and Mary Quarterly: A Magazine of Early American History and Culture*, pp.4-19.
2. Esbeck, C.H., 2004. Dissent and Disestablishment: The church-state settlement in the early American republic. *BYU L. Rev.*, p.1385.
3. Heimert, A., 2006. *Religion and the American Mind: from the Great Awakening to the Revolution*. Wipf and Stock Publishers.
4. John, R.R., 1997. Governmental institutions as agents of change: Rethinking American political development in the early republic, 1787–
5. Johnson, P., 1997. *A History of the American people* (p. 1104). New York: Weidenfeld & Nicolson.
6. John, R.S., 2018. State Power in the West in the Early American Republic. *Journal of the Early Republic*, 38(1), pp.87-94.
7. Ratzlaff, R.K. and Schick, J.B., 1981. The Early American Republic revisited: textbook perceptions of American History, 1789-1848. *Journal of the Early Republic*, 1(2), pp.107-125.
8. Turner, F.J., 2017. The Significance of the frontier in American history. In *The Structure of Political Geography* (pp. 132-139). Routledge.

Level: Semester - VI

Course: C-13

Title of the Paper: History of Modern Europe II

Subject Code: HST182C601

L-T-P-C-3-1-0-4

Credit Units: 4

Course objective:

The students will be expected to analyze the different socio-economic and political forces like Socialism, Communism and Fascism modern Europe during the 19th and 20th centuries. At the same time, it will apprise students to pivotal historical events like the WW I and WW II.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the impact of nationalist, socialist and revolutionary thought.	BT 1
CO 2	Infer the link between social, economic, and political developments of 20 th century Europe with respect to ideologies like Communism and Fascism.	BT 2
CO 3	Utilize the knowledge of the course to rationalize the current developments in contemporary world history.	BT 3

Course Outline:

Modules	Course Content	Periods
I	Nationalisms and the Remaking of States in the 19th and 20th centuries Intellectual currents, popular movements and the formation of national identities in Germany, Italy and the Balkans. Post-Unification: problems of state building in Germany and Italy.	13
II	Tsarist Russia and the Coming of the Bolshevik Revolution: Serfdom, Populism and Social Democracy. The Revolution of 1905; the revolutions of 1917: origins, visions, movements.	12
III	Imperialism, War and Crisis, c. 1880-1939 Theories and mechanisms of Imperialism; War of 1914-18: historiographical debates; developments leading to the War; power blocs and alliances; Fascism and Nazism: origins and forms; nature of the fascist state.	12

IV	Cultural and intellectual Developments Since c.1850 Creation of a new public sphere, print culture, mass education and the extension of literacy.; Creation of new cultural forms: romanticism to abstract art. Institutionalization of disciplines: history, anthropology, psychology. Culture and empire: race, gender and Imperialism; Orientalism.	11
TOTAL		48

Text Books:

1. Hayes, C.J.H., Baldwin, M.W. and Cole, C.W., 1950. *History of Europe*. Macmillan.
2. Merriman, J., 2004. *History of Modern Europe, From Renaissance to the Present*, in 2 volumes, New York.

Reference Books:

1. Acton, E, V. Cherniaev, W. Rosenberg (ed.), 2001. *Critical Companion to the Russian Revolution 1914-1921*, Bloomington: Indiana University Press, 1997; London, Bloombury Academic.
2. Davies, N., 1998. *Europe: A History*. New York, Harper Perennial.
3. Eley, G., 1986. *From Unification to Nazism: reinterpreting Germany's Past*, London: Allen and Unwin.
4. Hobsbawn, E.J., 1990. *Nations and Nationalism since 1780: Programme, Myth, Reality*, Cambridge: Cambridge University Press.
5. Hunt, L., T. R Martin, B. H Rosenwein and B.GSmith, 2012. *The Making of the West: Peoples and Cultures*, Volume II: Since 1500, New York: Bedford/St Martins.

Reading Material

1. Sinn, G. and Sinn, H.W., 1992. *Jumpstart: The economic unification of Germany*. Mit Press.
2. Offer, A., 1991. The first world war: an agrarian interpretation. *OUP Catalogue*.
3. Braybon, G., 2012. *Women Workers in the First World War*. Routledge.
4. Schweller, R.L., 1993. Tripolarity and the Second World War. *International Studies Quarterly*, 37(1), pp.73-103.
5. Sontag, S., 1975. Fascinating fascism. *The New York Review of Books*, 6(02).

Level: Semester – VI

Course: C-14

Title of the Paper: State, Power and Resistance in Modern India

Subject Code: HST182C602

L-T-P-C – 3-1-0-4

Credit Units: 4

Course Objective:

To introduce students to the history of India's colonization from the perspective of ideologies and structures. The paper aims at illustrating the history of modern India in the light of institutions such as land revenue systems, colonial legal framework, education etc. It also aims at developing a nuanced understanding of alternative currents in the national movement in colonial India.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the history of colonization of India with an emphasis on colonial ideology and institutions.	BT 1
CO 2	Explain the complex history of 18 th century India and the evolution of colonial systems of rule viz land revenue, law, army, education.	BT 2
CO 3	Develop a nuanced understanding of the alternative currents in the national movement.	BT 3
CO 4	Analyze the historiographical literature on the 18 th century to arrive at a comparative understanding of the contours of historical research in this arena.	BT 4

Course Outline:

Modules	Course Content	Periods
I	India in the mid-18th Century: Society, Economy, Polity and Culture Issues and Debates. Continuity and change.	8
II	Colonial State and Ideology: Emergence of the Company State Imperial ideologies: Orientalism, Utilitarianism, Evangelicalism and the question of race. The colonial army: military culture and recruitment, the martial race theory and its implications.	16

III.	Law and Education Evolution of law and legal structure, criminal tribes, colonial police. Indigenous and colonial education: institutions and medium of instruction, Anglicist-Orientalist debate, Macaulay's minute, Wood's dispatch, Indian Universities Act (1904), Hunter Commission, Saddler Commission, Sergeant Plan	12
IV	Other Currents in Nationalism Ambedkar and the Dalit Movement, Singh Sabha and the Akali Movement Left movements: peasants' and workers' Tribal movements.	12
TOTAL		48

Textbooks:

1. Metcalf, T.R., 1997. *Ideologies of the Raj* (Vol. 4). Cambridge University Press.
2. Sarkar, S. (1989). *Modern India 1885–1947*. Springer.

Reference Books:

1. Alavi, Seema (ed.). 2007. *The Eighteenth Century in India*, New Delhi. Oxford University Press.
2. Ambedkar, B. R., 2014. *Annihilation of caste*. Verso Books.
3. Bandhopadhyaya, Shekhar. 2004. *From Plassey to Partition: A History of Modern India*, Delhi. Orient Blackswan.
4. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K.N. and Mahajan, S., 2016. *India's struggle for independence*. Penguin UK.
5. Chaudhary, Latika. (ed.). 2016. *A New Economic History of Colonial India*, London and New York. Routledge.
6. Cohn, B. S., 1989. Law and the colonial state in India. *History and Power in the Study of Law: New Directions in Legal Anthropology*.
7. Cohn, B. S., 1996. *Colonialism and its forms of knowledge: The British in India*. Princeton University Press.
8. Guha, Ranajit. 1983. *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi. Oxford University Press.
9. Mani, L., 1998. *Contentious traditions: The debate on sati in colonial India*. Univ of California Press.
10. Roy, T., & Swamy, A. V., 2019. *Law and the economy in colonial India*. University of Chicago Press.
11. Roy, T., 2013. *An economic history of early modern India*. Routledge.
12. Seal, A., 1973. Imperialism and nationalism in India. *Modern Asian Studies*.
13. Sinha, S. S., 2010. 1857 and the adivasis of Chotanagpur. In *The Great Rebellion of 1857 in India*. Routledge.
14. Washbrook, D. A., 1981. Law, state and agrarian society in colonial India. *Modern Asian Studies*.

Reading Materials:

1. Bandyopadhyay, R., 1993. Land system in India: A historical review. *Economic and Political Weekly*, A149-A155.
2. Dhanagare, D. N., 1976. Peasant protest and politics—The Tebhaga movement in Bengal (India), 1946–47. *The Journal of Peasant Studies*, 3(3), 360-378.
3. Jeffrey, R., 1981. India's Working-Class Revolt: Punnapra-Vayalar and the Communist "Conspiracy" of 1946. *The Indian Economic & Social History Review*, 18(2), 97-122.
4. Kumar, D., 1972. Economic history of modern India. *The Indian Economic & Social History Review*, 9(1), 63-90.
5. Mukherjee, N., 1961. The Ryotwari Settlement and The Institution Of Caste In The Madras Presidency (1792-1827). In *Proceedings of the Indian History Congress* (Vol. 24, pp. 303-306). Indian History Congress.
6. Omissi, D., 1991. 'Martial races': Ethnicity and security in colonial India 1858–1939. *War & Society*, 9(1), 1-27.
7. Omissi, D., 2016. *The Sepoy and the Raj: the Indian army, 1860-1940*. Springer.
8. Peers, D. M., 2005. Colonial knowledge and the military in India, 1780–1860. *The Journal of Imperial and Commonwealth History*, 33(2), 157-180.
9. Pillai, G. M., 1988. Punnapra-Vayalar: The National Working Class Revolt. In *Proceedings of the Indian History Congress* (Vol. 49, pp. 402-405). Indian History Congress.
10. Roy, T., 2011. Indigo and law in colonial India. *The Economic History Review*, 64, 60-75.
11. Sarkar, S., 1982. Popular movements and national leadership, 1945-47. *Economic and Political Weekly*, 677-689.
12. Sinha, S. S., 2006. Adivasis, gender and the 'evil eye': the construction (s) of witches in colonial Chotanagpur. *Indian historical review*, 33(1), 127-149.
13. Sinha, S., 2007. Witch-hunts, Adivasis, and the Uprising in Chhotanagpur. *Economic and Political Weekly*, 1672-1676.
14. Skaria, A., 1997. Women, witchcraft and gratuitous violence in colonial western India. *Past & present*, (155), 109-141.
15. Tai-Yong, T., 2000. An imperial home-front: Punjab and the First World War. *The Journal of Military History*, 64(2), 371.
16. Viswanathan, G., 2014. *Masks of conquest: Literary study and British rule in India*. Columbia University Press.

Level: Semester – VI

Course: D-5

Title of the Paper: History of South-East Asia in the 20th Century

Subject Code: HST182D601

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objective:

Southeast Asia is a region containing an incredible diversity of states, cultures, beliefs, societies, and peoples. This course will serve as an introduction to the long history of this diverse region, and the impact of that history in present times. The paper examines the spread of colonialism and its impact on socio-economic sphere from as well as growth of nation states after World War II.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Relate to the complex history of South East Asia in the 20 th century CE.	BT 1
CO 2	Explain the processes involve in the colonization of South East Asian nations and the rise of national resistance.	BT 2
CO 3	Utilize the knowledge of the course to rationalize the current developments in contemporary South East Asia	BT 3

Courses Outline:

Modules	Course Content	Periods
I	Colonialism in South East Asia Colonial Acquisitions and South East Asian Regions, Contests for power colonies, Economies and Resources in the South East Asian Region.	12
II	Peasantry in South East Asia Colonialism and Agrarian Changes Subsistence Agriculture versus modern/colonial agriculture, Anti Imperial feelings and movements.	14
III	The High 20th Century in South East Asia The Emergence of Nationalism; Second World war in South East Asia. Japan and co-operative regime.	12
IV	Post- War Development & the Contemporary Issues: Indonesia & Malaysia, Vietnam: Three Decades of War, Cambodia and the Khmer Rouge	10
	TOTAL	48

Textbooks:

1. Church, P., 2017. *A short history of South-East Asia*. John Wiley & Sons.
2. Scott, J.C., 2010. *The art of not being governed: An anarchist history of upland Southeast Asia*. Nus Press

References:

1. Anderson, B., 1998. *The spectre of comparisons: Nationalism, Southeast Asia, and the world*. Verso.
2. Anderson, B., 2005. *Under three flags: anarchism and the anti-colonial imagination*. Verso.
3. Kratoska, P. ed., 2021. *South East Asia Colonial History V6*. Routledge.
4. Lebra, J., 2010. *Japanese-trained armies in Southeast Asia*. Institute of Southeast Asian Studies.
5. Scott, J.C., 1977. *The moral economy of the peasant: Rebellion and subsistence in Southeast Asia* (Vol. 315). Yale University Press

Reading Materials:

1. Benda, H.J., 1962. The structure of Southeast Asian history: some preliminary observations. *Journal of Southeast Asian History*, 3(1), pp.106-138.
2. Chaudhuri, N., 2004. Clash of cultures: Gender and colonialism in South and Southeast Asia. *A companion to gender history*, pp.430-443
3. Evans, G., 1992. Internal colonialism in the central highlands of Vietnam. *Sojourn: Journal of Social Issues in Southeast Asia*, pp.274-304
4. Evans, G., 2002. Between the global and the local there are regions, culture areas, and national states: A review article. *Journal of Southeast Asian Studies*, 33(1), pp.147-162
5. Pilger, J., 2016. *The new rulers of the world*. Verso Books.
6. Samarani, G., 2004. The Asian Connection: Dynamics Of Colonialism, Nationalism And Identity In East And South Asia, 1915—1945. *European Journal of East Asian Studies*, 3(1), pp.1-13.
7. Schumacher, D., 2015. Asia's 'Boom' of Difficult Memories: Remembering World War Two Across East and Southeast Asia. *History Compass*, 13(11), pp.560-577.
8. Scott, J.C., 1989. Everyday forms of resistance. *The Copenhagen journal of Asian studies*, 4, pp.33-33.
9. West, C., 2017. *Race matters, 25th anniversary: With a new introduction*. Beacon Press.

Level: Semester – VI

Course:

Title of the Paper: History of the United States of America II

Subject Code: HST182D602

L-T-P-C-2-2-0-4

Credit Units: 4

Course Objectives:

The course will cover the history of the United States from the post-Civil War era (roughly the 1860s) to the Reagan era. The course will introduce major social, political, economic, and cultural events and it will address how those events affected the development of American polity and society. Particular attention will also be devoted to the role of popular culture and to the emergence of the United States as a world power.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Recall the significant developments in American history from 1865 till the cold war.	BT 1
CO 2	Interpret significant events that contributed to the development of the United States of America.	BT 2
CO 3	Students will be able to evaluate the acceptability of historical evidence from the civil war till the cold war.	BT 3
CO 4	Utilize the knowledge of major social, political, economic, and cultural events to navigate contemporary policies of United States of America.	BT 4

Courses Outline:

Modules	Course Content	Periods
I	Reconstruction: The New South: agrarian transformation; sharecropping; social groups: carpetbaggers, scalawags, Blacks, Ku Klux Klan. Redemption vs. Failure: An Interpretation The Gilded Age – Economic and Social Divide: Growth of Capitalism: big business, business cycles and economic depression, Workers' Organisation: labor unions, origin of labour movement-men & women	12
II	Resistance vs. Reform: Agrarian crisis and discontent: rise of the Populist movement and its limitation Crisis in the new urban-industrial order: the nature of Progressivism; women and Progressivism; limits of the Progressive movement.	10

III	Gender Roles:White, Black and Other Women- Stereotyping of roles; pastoralization of housework, sexual division of labor and artisan tradition Women and politics: White and Black Women in ‘Public’ Space, Suffrage Rights Class and Gender: Lowell Textile Mill Workers; Ten Hour Movement; Betty Friedan’s “Feminist Mystique”: Women’s Liberation. African-American Movement: Black Leadership: W.E.B. Dubois; NAACP and Marcus Garvey, Malcolm X, Martin Luther King Jr.	13
IV	Imperialism:Imperial ambition and power: the Spanish-American War; American Imperialism in Asia: USA and Latin America; Role of America in First & Second World War. The Cold War: Strategy of “Containment”; Truman Doctrine, Anti-Communist Crusade: McCarthyism; Korean War; Cuban Project; Vietnam War, Détente: Strategic Arms Limitation Treaty – I; Reagan Doctrine; “Glasnost” and “Perestroika”	13
	TOTAL	48

Textbooks:

1. Parkes, H.B., 1968. *The United States of America: A History*. Knopf.
2. Rosenberg, E. and Foner, E., 1982. *Spreading the American dream: American economic and cultural expansion, 1890-1945* (Vol. 10). Macmillan.

References:

1. DuBois, W.E.B., 2013. *WEB DuBois on sociology and the Black community*. University of Chicago Press.
2. Du Bois, W.E.B., 2014. *Black reconstruction in America (the Oxford WEB Du Bois): An essay toward a history of the part which Black folk played in the attempt to reconstruct democracy in America, 1860-1880*. Oxford University Press.
3. Foner, E., 2013. *Give Me Liberty! An American History: Seagull Fourth Edition* (Vol. 1). WW Norton & Company.
4. Hobsbawm, E., 2020. *The age of extremes: 1914-1991*. Hachette UK
5. Jackson, T.F., 2013. *From civil rights to human rights: Martin Luther King, Jr., and the struggle for economic justice*. University of Pennsylvania Press.
6. King, M.L. and Barsamian, D., 1967. *Beyond vietnam*. Alternative Radio.
7. Krawchenko, B., 1989. Glasnost and Perestroika in the USSR. *Echoes of Glasnost in Soviet Ukraine, North York, Ontario: Captus University Publications, 1990c*, pp.5-11.
8. Mattingly, D.J., 2013. Imperialism, power, and identity. In *Imperialism, Power, and Identity*. Princeton University Press.
9. Miller, M.S., 1988. *The Irony of Victory: World War II and Lowell, Massachusetts*. University of Illinois Press.
10. Oates, S., 2014. GLASNOST 2.0. *Demokratizatsiya*, 22(2), p.277
11. Painter, N.I., 2006. *Creating Black Americans: African-American history and its meanings, 1619 to the present*. Oxford University Press, USA.
12. Parker, A.M., 2009. Clubwomen, Reformers, Workers, and Feminists of the Gilded Age and Progressive Era. *Women’s Rights: People and Perspectives*, pp.117-132.

Reading Materials:

1. Brenner, R., 2006. What is, and what is not, imperialism?. *Historical materialism*, 14(4), pp.79-105.
2. Creighton, C., 2012. The Ten Hours Movement and the Rights of Childhood. *The International Journal of Children's Rights*, 20(4), pp.457-485.
3. Dublin, T., 1975. Women, work, and protest in the early Lowell mills: "The oppressing hand of avarice would enslave US". *Labor History*, 16(1), pp.99-116.
4. Etzold, T.H. and Gaddis, J.L., 1978. Containment: Documents on American Policy and Strategy. *New York: Columbia University Press*, 254, pp.89-102.
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Level: Semester– VI

Course: D-3

Title of the Paper: Economic History of Colonial India

Subject Code: HST182D603

L-T-P-C–3-1-0-4

Credit Units: 4

Course Objective:

To sensitize the students to the various economic changes introduced by the colonial rulers in India and its impact.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No.	Course Outcome	Blooms Taxonomy Level
CO 1	Define the process of contestation among different European powers and the rise of a colonial economy in India.	BT 1
CO 2	Explain the causes of deindustrialization and its impact on India economy, the concept of drain of wealth, the various colonial land revenue policies and its impact on the Indians.	BT 2
CO 3	Develop a better understanding of the colonial trade and commercial policies along with the advent of modern industries and its far-reaching impact on modern Indian economy.	BT 3

Course Outline:

Modules	Course content	Periods
I	Beginning of colonial phase and its economic impact Advent of European powers: Portuguese, Dutch, English and French; Stages of colonial exploitation: Ring Fence Policy, Buffer State Policy, Policy of Subordinate Isolation, Subsidiary Alliance, Doctrine of Lapse	12
II	Economic critique of colonialism Economic Drain: Drain of Wealth Theory, Dadabhai Naoroji, M. G. Ranade, R. C. Dutt; Deindustrialization: meaning, process, debate; British trade policy and its impact on Indian artisans and industry	12
III	Agrarian and Famine policy Land Revenue Settlement: Permanent, Mahalwari and Ryotwari; Commercialization of agriculture; rural indebtedness; Colonial Famine Policy	12
IV	Commercial policy Development of transport and communication: roadways, railways and waterways; growth of modern industry: Tea, Coffee, Sugar, Jute, Textile, Indigo, Steel, Coal, Oil etc.	12
	TOTAL	48

Textbooks:

1. Choudhary, Latika et al. (Ed.), 2015. *A New Economic History of Colonial India*. Routledge.
2. Pandey, S. N., 2008. *Economic History of Modern India (1757-1947)*. New Delhi. Readworthy Publications Pvt. Ltd.

Reference Books:

1. Bagchi, Amiya Kumar., 2010. *Colonialism and Indian Economy*. OUP.
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3. Dutt, Romesh., 1906. *The Economic History of India Under Early British Rule*.
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8. Roy, Tirthankar., 2011. *Economic History of India: 1857-1947 (Third Edition)*. OUP.
9. Sarkar, S. (1989). *Modern India 1885–1947*. Springer.

Reading Materials

1. Karmakar, Krishna G., 2015. *Colonial Rule and its effects on India's rural economy*. South Asian Studies. Volume. 3. No. 3.
2. Mukherjee, Aditya., 2007. *The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India*. (Presidential address, Indian History Congress, Sixty-Eight Session, New Delhi, 2007).
3. Patnaik, Utsa., 2014. *Aspects of India's Colonial Economic History*. Economic and Political Weekly. Volume. 49. No. 5.
4. Roy, Tirthankar., 2018. *State Capacity and the Economic History of Colonial India*. Australian Economic History Review. Volume. 59. Issue 1.
5. Roy, Tirthankar., 2021. *Famines in India*. Economic and Political Weekly.