

**CURRICULUM FRAMEWORK FOR
POST-GRADUATE PROGRAMME IN HISTORY
(ODL MODE)**

AS PER NATIONAL EDUCATION POLICY (NEP) - 2020

**P.G. DIPLOMA in HISTORY
(Programme Code: HIS-1101)**

**ONE YEAR/TWO YEAR M.A. in HISTORY with RESEARCH
(Programme Code: HIS-2101)**

**ONE YEAR/TWO YEAR M.A. in HISTORY with COURSE WORK and RESEARCH
(Programme Code: HIS-3101)**

**ONE YEAR/TWO YEAR M.A. in HISTORY with COURSE WORK
(Programme Code: HIS-4101)**

**WITH EFFECT FROM THE
ACADEMIC YEAR: 2024-25**



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
DEPARTMENT OF HISTORY
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1.0 The Preamble

Knowledge creation and research have been found pivotal to economic growth in any society. India stands no exception to it. With a fastest-growing pace in economy, India is forging ahead to reckon a leading status in the world economy in the coming years and decades. Hence a robust ecosystem of research with a vast talent pool is need of the hour. To see this to happen, the country needs a significant expansion of its research capabilities and output across disciplines. The higher education sector is expected to expand exponentially with the possible addition of more youth into its fold. A major thrust, therefore, is given in NEP 2020 with initiatives such as multidisciplinary education with multiple entry and exit options, research at the undergraduate level, learning outcomes-based curriculum approach, etc.

The postgraduate programmes help students to extend their knowledge of their chosen subject and prepare them for higher research studies. The advanced knowledge and specialized skills they gain in the PG programme are crucial to sustaining the journey of a student from the acquiring knowledge to creating knowledge.

The re-structured degree programmes are promoted in both undergraduate and postgraduate education. The NEP 2020 states that “the undergraduate degree will be of either 3 or 4-year duration with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor’s programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student”. In conformity with the restructured undergraduate programmes mentioned above, the policy says HEIs will have the flexibility to offer different designs of Master’s programmes also.

1.1 Recommendations of NEP 2020 relevant to Postgraduate Programme:

- There may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor’s programme.
- For students completing a 4-year Bachelor’s programme with Honours/Honours with Research, there could be a 1-year Master’s programme.
- Universities will aim to offer Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields “AI + X” and professional areas like health care, agriculture, and law.
- There shall be a National Higher Education Qualifications Framework (NHEQF). Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. Accordingly, the levels prescribed for the master’s programme are levels 6, 6.5, and 7.
- PG framework should be in sync with National Credit Framework (NCrF) for the creditization of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment.

1.2 Department of History, Rajiv Gandhi University

The Department of History, Rajiv Gandhi University offers only following Master of Arts in History Programme.

1. 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme.
2. 1-year Master's programme for students completing a 4-year Bachelor's programme with Honours/Honours with Research.

1.3 Credit requirement and Eligibility for the Master of Arts in History Programme:

- A 3-year/6-semester bachelor's degree with a minimum of 120 credits for a 2-year/4-semester Master's programme at level 6.5 on the NHEQF.

In accordance with the NHEQF, the levels for the **Master of Arts in History** are given in the Table.1

Table 1: Credit Requirements and Eligibility for the Master's Programme

Sr. No.	Programme Name/Qualifications	Level	Credits	Credit Points
1	PG Diploma	6	40	240
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40 + 40	260
4	2-Year PG after a 4-year UG such as B.E., B. Tech. etc.	7	40 + 40	280

1.4 Graduate Attributes of PG Programmes

Qualifications that signify completion of the postgraduate degree are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; v) have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Accordingly, the NHEQF outlines the statement of learning achievements at a particular level on the basis of the following elements of descriptors:

- Knowledge and understanding
- General, technical, and professional skills required to perform and accomplish tasks
- Application of knowledge and skills
- Generic learning outcomes
- Constitutional, humanistic, ethical, and moral values
- Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and

mindset.

1.5 Curricular Components

For 2-year Master of Arts in History: Students entering 2-year Master of Arts in History after a 3-year UG programme can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

1-year Master of Arts in History: Students entering 1-year Master of Arts in History after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

1.5.1 Curriculum and Credit Framework for PG

For 2-Year Master of Arts in History

Curricular Components		Two-Year Master of Arts in History Programme Minimum Credits			
		Course Level	Coursework	Research Thesis/Project/Patent	Total Credits
1 st Year (1 st & 2 nd Semester)		400 500	20 20	--	40
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in History					
2 nd Year (3 rd & 4 th Semester)	Research (MODEL 1)	-	-	40	40
	Coursework and Research (MODEL 2)	500	20	20	40
	Coursework (MODEL 3)	500	40	-	40

1.5.2 Credit Distribution

a) For 1-year Master of Arts in History

Department of History shall follow Coursework + Research Model for 1-year Master of Arts in History.

Curricular Components	One -Year Master of Arts in History Programme Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40

b) 2 Year Master of Arts in History

Curricular Components		Two-Year Master of Arts in History Programme Minimum Credits			
		Course Level	Coursework	Research Thesis/Project/Patent	Total Credits
1 st Year (1 st & 2 nd Semester)		400 500	20 20	--	40
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in History					

2 nd Year (3 rd & 4 th Semester)	Course Work and Research	500	20	20	40
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1.5.3 Exit Point

1. In case of M.A in P History (1 Year) programme, there shall be no exit point. All enrolled students have to complete their post-graduation within 1-year duration/two semesters.

2 In case of M.A in P History (2 Year) programme, there shall only be one exit point for those who join two-year PG programme. However, students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in History and they shall have to complete their PG within duration of 4 years.

1.6 Course Levels

400-499: Advanced courses which would include lecture courses with practicum, seminar- based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

500-599: For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level

1.7 Flexibility

- Flexibility is one of the hallmarks of NEP 2020. The benefit of pursuing M.A in History is that it offers great flexibility viz. enrolling in online programmes, pursuing two postgraduate programmes simultaneously, creditizing work experience, etc. Also, it is noticeable that postgraduate programmes which are entirely online, allow students to participate in the programme along with their current responsibilities. This makes earning a postgraduate degree while continuing to work easier and more accessible to individuals.
- Another opportunity for students is the facility to pursue two academic programmes simultaneously 1) in two full-time academic programmes in the physical mode provided that there is no overlapping of class timings between the two programmes. 2) A student can pursue two academic programmes, one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.
- Creditization of relevant work experience is another initiative to make education more holistic. The UGC-NCrF enables the assignment of credits for the experience attained by a person after undergoing a particular educational programme. In case a learner through employment gains experience relevant to the PG programme he/she wants to pursue; the work experience can be creditized after assessment. Accordingly, the duration can be adjusted by the RGU. The maximum weightage provided for under this dimension is two (2) i.e. a candidate/ trained person can at best earn credits equal to the credits acquired for the base qualification/ skill, provided he has more than a certain number of years of work experience. The redemption of credits so earned, however, shall be based on the principle of assessment bands given in the National Curriculum Framework (NCrF).
- The credit points may be redeemed as per Academic Bank of Credit (ABC) guidelines for entry or admission in higher education at multiple levels enabling horizontal and vertical mobility

with various lateral entry options

- The principle of calculating credits acquired by a candidate by virtue of relevant experiential learning including relevant experience and professional levels acquired and attaining proficiency levels (post-completion of an academic grade/ skill-based program) gained by the learner/student in the industry is given in the Table 1.5.1 below.

1.8 Credit Assignment for Relevant Experience / Proficiency

Experience cum Proficiency Levels	Description of the relevant Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels	Weightage/ multiplication Factor	No. of years of experience (Only indicative)
Trained/ Qualification Attained	Someone who has completed the coursework/ education/ training and has been taught the skills and knowledge needed for a particular job or activity.	1	Less than or equal to 1 year
Proficient	Proficient would mean having the level of advancement in a particular profession, skill set, or knowledge.	1.33	More than 1 less than or equal to 4
Expert	Expert means having high level of knowledge and experience in a trade or profession.	1.67	More than 4 less than or equal to 7
Master	Master is someone having exceptional skill or knowledge of a subject/domain.	2	More than 7

1.8.1 Assessment Strategy

The NEP-2020 emphasizes upon formative and continuous assessment rather than summative assessment. Therefore, the scheme of assessment will have components of these two types of assessments. Assessment has to have correlations with the learning outcomes that are to be achieved by a student after completion of the course. Therefore, the mode and system of assessments have to be guided by the learning outcomes.

1.8.2 Course Evaluation/Assessment

The evaluation system in the form of marks distribution for each course in Post Graduate Programme in History is depicted in the credit system.

1.9 Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of

study. The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

1.9.1 Computation of SGPA and CGPA

UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum(\text{Ci} \times \text{Gi}) / \sum \text{Ci}$$

-where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

Example for Computation of SGPA is given below:

Semester	Course	Credit	Letter Grade	Grade Point	(Credit x Grade)
1	Course 1	3	A	8	3 x 8 = 24
1	Course 1	4	B +	7	4 x 7 = 28
1	Course 1	3	B	6	3 x 6 = 18
1	Course 1	3	O	10	3 x 10 = 30
1	Course 1	3	C	5	3 x 5 = 15
1	Course 1	4	B	6	4 x 6 = 24
		20			139
SGPA					139/20=6.95

- The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum(\text{Ci} \times \text{Si}) / \sum \text{Ci}$$

-where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.
Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit 20	Credit 20	Credit 20	Credit 20
SGPA 6.9	SGPA 7.8	SGPA 5.6	SGPA 6.0
CGPA = (20 x 6.9 + 20 x 7.8 + 20 x 5.6 + 20 x 6.0)/80 = 6.6			

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Nomenclature Used in the Syllabus as per NEP-2020

Programme Educational Objective (PEO)

PEOs are broad statements that describe the career and professional accomplishments that graduates of a programme are expected to achieve within a few years of graduation.

Programme Outcome (PO)

POs are specific statements that describe what students are expected to know and be able to do by the time they complete a programme.

Programme Specific Outcome (PSO)

PSOs are similar to POs but are more specific to a particular specialization or focus area within a programme.

Course Outcome (CO)

COs are statements that describe the specific learning objectives of individual courses within a programme.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The P.G. Programme in History aims to fulfill the educational objectives listed below:

- PEO 1: This programme is designed to allow students to learn about the history of past societies and its relevance in contemporary contexts.
- PEO 2: Another educational objective of this programme is for students to gain a good knowledge of world history and Indian history, with special references to the history and archaeology of North East India and Arunachal Pradesh.
- PEO 3: Furthermore, the educational objective of the programme is to instill in students a sense of historical diversity, including religion, culture, and identity, and its relevance in the present context.

PROGRAMME OUTCOMES (POs)

The postgraduate program offered by the Department of History is a comprehensive program designed to provide students with an understanding of global, Indian, and regional history, with a specific emphasis on North East India and Arunachal Pradesh. It is structured to equip students with the knowledge and analytical tools needed to delve into the intricacies of historical trajectories, enabling them to make meaningful comparisons and contrasts between historical events and developments in India and North East India.

PO1: The program encompasses courses on colonialism and nationalism, extending beyond the Indian subcontinent to include regions like Europe and Southeast Asia, and even reaching as far as the USA, China, and Japan. By delving deep into the political and economic circumstances that fueled colonialism and the power struggles among European nations, the program offers students a holistic understanding of the post-colonial challenges and issues faced globally, with a particular focus on India. This multifaceted approach is crucial for students to contextualize the regional history of India, especially North East India, within the broader tapestry of world

history.

- PO2: Within the program, there are also courses on ancient Indian societies and Medieval India, which will allow students to gain foundational knowledge of ancient and medieval society, polity, and economy, and how they were shaped and changed during the phase of colonialism in India.
- PO3: The program also includes dedicated courses on colonialism and history of ideas in modern India, exploring how the history of India was shaped and changed by colonial expansion, as well as how constitutional development in India unfolded. This would enable students to understand the formation of India as a country and the roots of some of the issues currently faced in the nation.
- PO4: Within the framework of the post graduate program, dedicated courses specifically concentrate on the history of North East India. This will allow students to gain insights into the pre-colonial conditions in the region and the subsequent impact of colonial rule. Understanding how North East India became integrated into the Indian Union involves examining the socio-economic changes that unfolded during this period. This historical lens enables students to navigate the nuanced layers of North East India's past, fostering a profound comprehension of the challenges and issues that persist in the region today, including complexities related to ethnic tensions, territorial disputes, and questions of identities.
- PO5: In addition to its focus on substantive historical content, the program takes a methodological approach to history, recognizing the importance of understanding how historians construct narratives. This becomes particularly relevant in regions like North East India and Arunachal Pradesh, where written records are scarce, and the available documentation predominantly dates back to the colonial period. By engaging with historical methods, students gain a nuanced understanding of the interpretative challenges and potential biases inherent in historical narratives. This not only prepares them for competitive examinations but also cultivates critical thinking skills, enabling them to navigate the complexities of world and regional history with a discerning eye.
- PO6: The program also includes an introductory course on archaeology with special emphasis on North East India. Though an introductory course, it is designed to equip students with the basic theory and methodology of archaeology and also to introduce them to the forms of archaeological remains located in North East India and Arunachal Pradesh. Students will be able to understand the nature of the archaeological remains located in this region, which will help in their future research endeavors.
- PO7: The program also includes courses on research and publication ethics, which will help students understand how academic knowledge production is carried out. This will facilitate their future research endeavours.
- PO8: In essence, the program goes beyond imparting factual knowledge; it endeavours to foster a deep and critical engagement with history. By examining not only what happened in the past but also how history is constructed, the program empowers students to navigate the ever-evolving landscape of historical interpretation and to contribute meaningfully to discussions surrounding the complexities of our shared human past.
- PO9: Through this well-structured educational program, students will emerge with a well-rounded perspective, ready to face the challenges and opportunities that arise in the field of history and beyond.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

The P.G. Programme in History aims to fulfill the programme-specific outcomes listed below:

- PSO 1: The students will be able to understand the various types of sources used by historians, such as literary, oral, archaeological, and ethnographic sources, in reconstructing and reinterpreting the past.
- PSO 2: The students will gain a good understanding of the theories and methods often employed by historians and archaeologists, as well as some of the biases, so they develop the scientific rigor needed for conducting ethical research in history and archaeology.
- PSO 3: The programme will further enhance the students' understanding of global and Indian history, enabling them to understand and address issues facing our society.

Structure of the PG Diploma/One/Two Year Post-graduate Programme in History

*1 credit for lecture = 15 hours in a semester

**1 credit for tutorial = 15 hours in a semester

Course Structure for One Year PG Diploma in History
(Programme Code: HIS-1101) /
One Year MA in History with Research /
Two Years M.A. in History with Research
(Programme Code: HIS-2101)

NCrf Cred- it Level	Semester	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credit	Max. Marks			Credit Distrib- ution	Learnin g Hours
		Course Name				Internal	End Sem	Total	L: T: P	
6	Sem-I	HIS-101-CC-5110- Ancient Societies	400	4	20	20	80	100	3:1:0	60
		HIS-101-CC-5120- History of Medieval India	400	4		20	80	100	3:1:0	60
		HIS-101-CC-5130- Expansion and Consolidation of Colonial Rule in India (1757-1858)	400	4		20	80	100	3:1:0	60
		HIS-101-CC-5140- History of North East India (Up to 1947)	400	4		20	80	100	3:1:0	120
		HIS-101-RC-5110-Research Methodology	500	4		20	80	100	3:1:0	60
	Sem-II	HIS-101-CC-5210- History of Arunachal Pradesh (Up to 1987)	400	4	20	20	80	100	3:1:0	60
		HIS-101-DE-52010- Evolution of Indian Culture	500	4		20	80	100	3:1:0	60
		HIS-101-DE-52020- Colonial Economy (1765-1939)	500	4		20	80	100	3:1:0	60
		HIS-101-DE-52030- Indian National Movement (1857-1947)	500	4		20	80	100	3:1:0	60
		HIS-101-RC-5210-Research and Publication Ethics	400	4		20	80	100	3:1:0	60
	Total Credit (I Year)				40					
	Exit option with Post-Graduate Diploma in History on completion of courses equal to a minimum of 40 creditsor Entry to One Year M.A in History with Research									
6.5	Sem-III	HIS-101-RP-6110-Research Project	500	40	40	-	-	500	0:0:40	1200
	Sem-IV									
	Total Credit (Aggregate)				80					
	M.A. in History with Research on completion of courses equal to a minimum of 80 credits									

SEMESTER – I

SEMESTER I
HIS-101-CC-5110: ANCIENT SOCIETIES

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about early hunting-gathering societies, the evolution of territorial consciousness in the early periods, and how societies gradually evolved.
- Another objective is to facilitate students in understanding how food was initially produced in the early period.
- Learners will be able to learn about the nature of tribal society and the emergence of landownership that laid the foundation of the state formation process
- Further, they are expected to have a good understanding of the early state formation and urbanization process.

Course Outcomes:

- CO 1: Students will understand about the hunter gather societies and the evolution of territorial consciousness
- CO 2: They will learn about the origin of food production in the early period
- CO 3: They will also understand the tribal society and emergence of landownership and new urbanization to state formation
- CO 4: They also learn about the early state formation and urbanization process.

Course Content:

Unit-I: Hunter-Gatherer Societies:

- (a) Social Evolution and subsequent trends.
- (b) Livelihood activities of hunter-gatherers.
- (c) Territorial Consciousness.

Unit-II: Origin of Food Production in the Ancient World:

- (a) Exploitation of plants in West Asia and Southeast Asia.
- (b) Domestication of animals and beginning of Agriculture.
- (c) Worshipping of fertility goddesses, division of labour and craft specialization.

Unit-III: Tribal and Lineage Societies:

- (a) Emergence of the epic, the heroes and ritual.
- (b) Segmentary Societies and surplus- pre-state politics.
- (c) Landownership and new urbanisation to state formation.

Unit-IV: Use of Bronze and Iron:

- (a) Early state formation and urbanization.
- (b) Metallurgy technique, barter, trade and exchange.
- (c) Urbanisation in the Gangetic Plain and structure of Mauryan State.

Unit-I: Mandatory Readings:

V. Gordon Childe, Social Evolution, Penguin Books, New York, 1951.

David Kaplan, Culture Theory, Prentice Hall.

Gordon Childe, What Happened in History, Penguin Books, Reprinted, 1982.

Further Readings:

Ernest Gellner, Anthropology and Politics, Blackwell, 1995.

Maurice Godlier, Perspective in Marxist Anthropology, Cambridge University Press, 1978.

Unit-II: Mandatory Readings:

Gordon Childe, What happened in History, Penguin Books, Aakar Books, Delhi, 2016.
 Malinowski, Magic, Science and Religion and Other Essays 1948, Kissinger Publishing, 1958.
 L.H. Morgan, Ancient Society, Bharat Library, Calcutta, 1996.

Further Reading:

R. Thurnwald, Economics in Primitive Communities, Oxford University Press, 1969.
 Romila Thapar, Cultural Pasts Essays in Early Indian History, OUP, 2000.
 _____, From Lineage to State, OUP, 3rd impression, 1993.
 _____, Ancient Indian Social History Some Interpretations, Orient Longman, 1984.

Unit-III: Mandatory Readings:

M.D. Sahlins, The Segmentary Lineage, American Anthropologist, 63, 2, 1962.
 Emile Durkheim, The Elementary Forms of the Religious Life, George Allen, & Unwin Ltd., 1976.
 Raymond Firth, Elements of Social Organisation, Watts & Co, London, 1963.

Further Readings:

Robert H. Lowie, Primitive Society, Routledge, UK, 5th impression, 1960.
 Robert H. Lowie, Social Organisation, Routledge, UK, 3rd impression, 1961.
 W.H.R. Rivers, Social Organisation, Kegan Paul, 1932.
 William James, The Varieties of Religious Experience, Longman, Green & Co. London, 1952.

Unit-IV: Mandatory Readings:

Dilip Chakrabarti, The Early Use of Iron in India, Oxford University Press, USA, 1993.
 A.S. Altekar, State and Government in Ancient India Motilal Banarsidass, Delhi, 1992.
 I.C. Glover & et al, Early Metallurgy, Trade and Urban Centres in Thailand and Southeast Asia, Bangkok, 1992.
 Marshall Sahlins, Stone Age Economics, Aldine De Gruyter/New York, 1972.
 R.F. Tylecote, A History of Metallurgy, Oxford University, Press, London, 1976.

Further Readings:

R.S. Sharma, Material and Cultural Formation in Ancient India, Macmillan.
 _____, Perspective in Social and Economic History of Early India, Munshiram Manoharlal, New Delhi, 1995.
 Romila Thapar, Early India From the Origin to AD 1300, Penguin, 2002.
 H.J.M. Claessen & et al, The Early State, Vol. I & II, Mouton Publishers, New York, 1981.
 R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
 Romila Thapar, Asoka and the Decline of the Mauryas. OUP, 1961.
 George Dalton (ed.), Tribal and Peasant Economics, The Natural History Press, New York, 1967.
 L.Krader, The Asiatic Mode of Production, Assen, 1975.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Ancient Societies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	0	0	0	1	0	3	3	1	3	3
CO2	3	3	0	0	0	1	0	3	3	1	3	3
CO3	3	3	0	0	0	1	0	3	3	1	3	3
CO4	3	3	0	0	0	1	0	3	3	1	3	3
Average	3	3	0	0	0	1	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER I
HIS-101-CC-5120: HISTORY OF MEDIEVAL INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the key political institutions such as the political and political institutions of some of the States in Medieval India that allowed the running of the states.
- Another objective is to ensure learners learn about the socio-economic conditions of the Sultanate and Mughal period and also the Vijayanagara Empire which were some of the important states in Medieval India.
- Learners will be able to understand some of the crucial religious movements such as Bhakti and Sufism among others that emerged in Medieval India.
- Further, they are expected to have a thorough understanding of the growth of literature, art, and architecture during the medieval period in India which also shaped the period's history.

Course Outcomes:

- CO 1: Students will learn about the political institutions in Medieval India, especially the Iqtadari, Mansabdari and Jagirdari systems.
- CO 2: They will also understand the socioeconomic condition of the Sultanate and Mughal period, and also the Vijayanagara Empire
- CO 3: They will learn about religious movements, particularly the Bhakti Movement, Sufism, and Sikhism.
- CO 4: Further, they will also understand the growth of literature, art, and architecture during the medieval period in India.

Course Content:

Unit-I: Government and Administration

- a) Administration during Sultanate and Mughal Period
- b) Iqtadari, Mansabdari and Jagirdari System
- c) Administration of Vijayanagar Empire

Unit-II: Socio-Economic Condition

- a) Social Condition during Sultanate and Mughal Period: Social Division and Position of Women
- b) Economic Condition during Sultanate and Mughal Period: Agriculture and Trade and Industry
- c) Socio-Economic life of Vijayanagar Empire

Unit-III: Religious Movements

- a) Bhakti Movement
- b) Sufism
- c) Sikhism

Unit-IV: Literature, Art & Architecture

- a) Art and Architecture during Sultanate period
- b) Art and Architecture during Mughal period
- c) Literature during Sultanate and Mughal period

Mandatory Readings:

Muzaffar Alam & et al, The Mughal State, 1526-1750, New Delhi, 2002.

Muzaffar Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748, Delhi, 1986.

_____, Mughal Imperial Decline in North India, New Delhi, 1986.

_____, The Languages of Political Islam in India, c. 1200-1800. New Delhi: Permanent Black, 2004.

Aziz Ahmad, Studies in Islamic Culture in the Indian Environment, New Delhi, OUP, 1991.

Seema Alavi, Islam and Healing, Delhi, 2009.

Halim Abdul, History of the Lodi Sultans of Delhi and Agra, reprint. Delhi, 1974.

Raziuddin Aquil, Sufism, Culture and Politics: Afghans and Islam in Medieval North India, Reprint, New Delhi: Oxford University Press, 2009.

Aquil, Raziuddin. (ed.), Sufism and Society in Medieval India, Debates in Indian History and Society Series, New Delhi: Oxford University Press, 2010.

Lebeskind Claudia, Piety on its Knees: Three Sufi Traditions of South Asia.

John Deyell, Living without Silver: The Monetary History of Early Medieval North India, Delhi: Oxford University Press, 1990.

Further Readings:

M.R. Eaton (ed.), India's Islamic Traditions, 711-1750. New Delhi: Oxford University Press, 2003.

Peter Hardy, Historians of Medieval India, New Delhi, Munshiram Manoharlal, 2007.

Habib & Nizami, The Delhi Sultanate, Comprehensive History of India, Vol. V.

Irfan Habib & et al, The Cambridge Economic History of India, Vol 1, Cambridge University Press.

Irfan Habib, Essays in Indian History: Towards a Marxist Perspective, New Delhi: Tulika, 1995.

Peter Jackson, The Delhi Sultanate: a Political and Military History, Cambridge University Press, 1999.

Sunil Kumar, Emergence of the Delhi Sultanate, Delhi: Permanent Black, 2007.

Satish Chandra: Medieval India, From sultanate to the Mughal, Har-Anand Publication, 2015

_____: Parties and politics at the Mughal Court 1707-1740, Aligarh, 1959

Seema Alavi (ed): The Eighteenth Century in India, New Delhi 2008

Aziz Abdul: The Mansabdari System and the Mughal Army, Delhi 1972

M. Athar Ali: Mughal Nobility under Aurangzeb, New Delhi 1997

_____: Mughal India: Studies in polity, Ideas, Society and Culture.

U.N. Day: The Mughal Government A.D 1556-1707, Munshiram Manoharlal, New Delhi 1994

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Medieval India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	0	0	0	1	0	3	3	2	3	3
CO2	2	2	0	0	0	1	0	3	3	2	3	3
CO3	2	2	0	0	0	1	0	3	3	2	3	3
CO4	2	2	0	0	0	1	0	3	3	2	3	3
Average	2	2	0	0	0	1	0	3	3	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I

HIS-101-CC-5130: COURSE TITLE: EXPANSION AND CONSOLIDATION OF COLONIAL RULE IN INDIA (1757-1858)

Credit: 4; **Lecture:** 3 Hrs per week; **Tutorial:** 1 Hr per week; **Learning Hours:** 60; **Full Marks:** 100

Learning Objectives:

- This course is designed to enable students to learn about various factors that contributed to the steady decline of the powerful Mughal Empire in India and the gradual shift of power to British.
- Another objective is to facilitate learners in understanding the manners in which British gradually extended their control of territories in India.
- Learners are expected to have good knowledge about the expansion of British in Punjab, and Sindh and also how the Policy of Doctrine of Lapse was strategically and opportunistically used to fulfill British objectives of supremacy in India.
- Further, learners will be able to learn about the cause of the revolt of 1857, which is often considered “the first Nationalist Movement in India” and the transition of power from East India Trading Company to the British crown.

Course Outcomes:

- CO 1: Students will learn about the decline of the Mughal authority and the rise of British power in India.
- CO 2: They will understand how the British gradually gained territorial power over Mysore, Maratha Territory.
- CO 3: They will learn about the later phase of British expansion in Punjab, Sindh, and also the policy of Doctrine of Lapse.
- CO 4: Further, they will also learn the cause of the Revolt of 1857 and the transition from Company to Crown.

Course Content:

Unit-I: Rise of Colonial Domination:

- a) Decline of the Central Authority of the Mughals.
- b) Carnatic War.
- c) British Ascendency in Bengal.

Unit-II: Territorial Expansion (Phase-I, 1757-1818):

- a) Annexation of Mysore.
- b) Annexation of Maratha Territory.
- c) Subsidiary Alliance System.

Unit III: Territorial Expansion (Phase-II, 1818-1857):

- a) Annexation of Punjab.
- b) Annexation of Sindh.
- c) Doctrine of Lapse.

Unit-IV: Revolt of 1857:

- a) Causes of the Revolt.
- b) Nature and Characteristics.
- c) Transition from Company to Crown.

Mandatory Readings:

- H. Dodwell, *Cambridge History of India, Vol. V.*
 P.E. Robert, *History of British India, London – 1970.*
 P.K. Mukherjee, *The Rise and fall of the East India Company, Bombay – 1973.*
 R.C. Muzumdar & et al, *An Advanced History of India, Macmillan, 1978.*
 Ram Gopal, *How the British occupied Bengal, Asian Publishing House, Bombay, 1963.*

Further Readings:

- S.N. Sen, *Anglo-Maratha relations; Macmillan, Delhi, 1974.*
 P.J. Marshall, *Problems of Empire: Britain and India, 1757-1813, George Allen & Urwin Ltd., London, 1963.*
 R.M. Lahiri, *The Annexation of Assam, L.K. Mokhiopadhyay, Cal. 1975.*
 Alexander Mackenzie, *The North-East Frontier of India, Mittal Publications, Reprinted in India, 1979.*

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Expansion and Consolidation of Colonial Rule in India (1757-1858)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
HIS-101-CC-5140: HISTORY OF NORTH EAST INDIA (Up to 1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full

Learning Objectives:

- This course is designed to enable students to gain a good grounding in the early history of North East India and what the region was like in the early past.
- Another objective is to facilitate learners to learn about the nature of societies and small-scale societies that existed in the past in this region.
- Learners are expected to understand how the colonial experiences of the people in this region.
- Further, they will be able to learn how the various policies adopted by the British in North East India have not only shaped the region's history but also sowed the seeds for some of the issues and challenges that are currently faced by the people in the state.

Course Outcomes:

- CO 1: Students will understand the historical trajectories of North-East India from early times to the end of the colonial period.
- CO 2: They will learn about the societies and how small-scale societies existed in the past in this region.
- CO 3: They will also understand the impact of colonialism in this region.
- CO 4: Further, they will learn how some of the issues and challenges in this area have been inherited from the British.

Course Contents:

Unit-I: Introduction:

- a) The Geographical setting its impact on Evolution of Society.
- b) Sources of the History of North East India.
- c) Approaches to the History of North East India.

Unit-II: Early Historical and Medieval Social and Polity Formations:

- a) Early State -Theory, Territory and Polity.
- b) Varmans and Palas.
- c) The Ahom State and the Dimasa State.

Unit-III: Pre-Colonial Period of the Hills Societies:

- a) Social Formation in the Hills of North East India: Khasi-Jaintias, Arunachal Pradesh; Livelihood practices in the Hills of North East India.
- b) Political formations in the Hills of North East India.
- c) Religion in the Hills of North East India.

Unit-IV: Colonial Rule in North East India:

- a) Treaty of Yandaboo and colonial presence.
- b) Annexations: Assam, Cachar and Khasi and Jaintia Hills
- c) Annexation: Naga Hills and Mizo Hills; Impact of British Rule on the economic transformation of North East India.

Suggested Readings:

- | | |
|-----------------|--|
| Amalendu Guha, | Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta. |
| A.K. Sharma, | Emergence of Early Culture in North East India, Munshiram. |
| H.K. Barpujari, | The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985. |

Manorama Sharma,	History and History Writing in North East India (Revised Edition), Regency Publications, New Delhi.
Nirode Baruah,	Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
P.C. Choudhury,	History of the Civilization of the People of Assam.
S.L. Baruah,	A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.
J.B. Bhattacharjee,	Social and Polity Formation in Pre-colonial North East India,
Surajit Sinha (ed.),	Tribal Polities & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.
S. Endle,	The Kacharies,
H. Bareh,	History and Culture of the Khasi people.
J.B. Bhattacharjee,	The Garos and the English.
J.N. Choudhury,	The Khasi Canvas: A Cultural and Political History, Chapala Book Stall, Shillong, 1978.
_____,	Arunachal Pradesh from Frontier Tracts to Union Territory, Cosmo J.N. Publications, New Delhi.
_____,	The Tribal Culture and History of Arunachal Pradesh, Daya Publishing, 1990.
_____,	Arunachal Panorama: A Study in Profile, Chapala Book Stall, 1973.
Kenilo Kath,	Traditional Religious Systems of the Rengma Nagas, Anshah Publishing, New Delhi, 2005.
L.N. Chakravarty,	Early History of Arunachal Pradesh.
M.L. Bose,	British Policy in the North East Frontier Agency.
N. Venuh,	Naga Society: Continuity and Change, Shipra, New Delhi, 2005.
P.N. Dutta,	Impact of the West on the Khasis and Jaintias.
P.R.T Gurdon,	The Khasis, Macmillan, Michigan, 1914.
P.C. Kar,	The Garos in Transition.
Paulinus R Marak,	The Garo Tribal Religion: Beliefs and Practices, Anshah Publishing, New Delhi, 2005.
SobhanLamare,	The Jaintias: A Study in Society and Change, Regency Publications, New Delhi.
Verrier Elwin,	A Philosophy for NEFA.
A. Mackenzie,	North East Frontier of Assam.
AmalenduGuha,	Planter Raj to Swaraj.
B.B. Ghosh,	History of Nagaland, New Delhi, 1982.
H.K. Barpujari,	Assam in the Days of Company.
_____,	Problems of the Hill Tribes of the North Eastern Frontier, Vol. I, II, III.
_____,	The Comprehensive History of Assam Vol. I, II, III, IV & V.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North East India (Upto 1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	0	3	1	0	0	3	3	1	2	3
CO2	3	2	0	3	1	0	0	3	3	1	2	3
CO3	3	2	0	3	1	0	0	3	3	1	2	3
CO4	3	2	0	3	1	0	0	3	3	1	2	3
Average	3	2	0	3	1	0	0	3	3	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
HIS-101-RC-5110-RESEARCH METHODOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to learn about the tools methods and techniques used by historians in writing history and also the various methods used in interpreting historical sources.
- Another objective is to ensure learners understand some of the historical schools of thought that have had a huge impact on history writing in the past as well as in the present.
- Learners are also expected to have a good understanding of the use of sources such as oral sources and ethnography which are crucial for writing history on societies (tribal societies) that have left little written records.
- Further, they will be able to understand how literary sources have been used by historians in history writings and some of the biases that are inherent in the literary sources.

Course Outcomes:

- CO 1: Students will learn the tools, methods, and techniques of interpreting historical sources and conducting historical research.
- CO 2: They will also learn about various historiographical schools of thought, which will enrich them in their future research.
- CO 3: They will also learn about sources such as the use of oral history.
- CO 4: Further, they will also understand the use of ethnography, and literary/textual sources and the manners in which historians use them to reconstruct history.

Course Content:

Unit-I Study of the Past:

- a) Scope and objectives, Historical Data, Limitations of Historical Research.
- b) Classification of Sources: Primary, Secondary and Interdisciplinary Approaches.
- c) Computer Application in Historical Research.

Unit-II: Approaches to the Social Science Research

- a) Normative, Historical, Behavioural and Marxist.
- b) Basic Concepts in Scientific Inquiry – Hypothesis, Theory and Verification.
- c) Objectivity and Subjectivity.

Unit-III: Historiographical Schools

- a) Imperialist, Neo-imperialist and Nationalist.
- b) Marxist, Annals, Subaltern and Feminist.
- c) Historiography and History Writing in North East India.

Unit-IV: Alternative Sources

- a) Oral Traditions
- b) Ethnography
- c) Literary/textual

Suggested Readings:

- AR. Desai, Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1990.
- A Tashakkori & C Teddlie, Mixed Methodology: Combining qualitative and Quantitative Approaches, New Delhi, Sage, 1998.
- Bipan Chandra, India's Struggle for Independence, Viking, New Delhi, 1988.
- Bridget Somekh & Cathy Lewin, Research Methods in the Social Sciences, New Delhi, sage 2004.
- D.V. Gawronski, History: Meaning and Method, Scott, Foresman, 1969.
- E.H. Carr, What is History? Penguin Books, 1990.
- E. Sreedharan, A Textbook of Historiography: 500 BC to AD 2000, Orient Longman.
- Ghosh, B.N. Scientific Methods and Social Research, New Delhi, Streling, 1992.
- Hans Raj, Theory and Practice in Social Research, Surjeet Publications, New Delhi, 1979.
- Jan Vansina, Oral Tradition as History, Madison, University of Wisconsin Press, 1985.
- Jean Mac Niffand & Jack White head, Doing and Writing Action Research, New Delhi, Sage, 2009.
- John C.B. Webster, Studying History, Primus Books, 2019.
- John W. Creswell & Vicki L. Plano Clark, Designing and Conducting Mixed Methods Research, New Delhi, Stage, 2007.
- K.N. Chitnis, Research Methodology in History, New Delhi, Atlantic, 1998.
- Leonard Bickman, The Sage Handbook of Applied Social Research Methods, Sage, New Delhi, 2008.
- Manorama Sharma, History and History Writing in North East India, Regency, New Delhi 1998.
- Mathem, Mark Weinstein and Nick Foard, A Short Introduction to Social Research, Sage, New Delhi, 2006.
- Nicholas Walliman, Your Research Project, New Delhi, Sage 2005.
- Paul Oliver, Writing Your Thesis, Sage Publication, New Delhi, 2008.
- Percival Spear, Oxford History of India, New Delhi, 1974.
- R.G. Collingwood, The Idea of History, Oxford.
- R. Palme Dutt, India Today, Manisha, Calcutta (Reprint), 1986.
- Ranajit Guha, Subaltern Studies Volumes.
- Sashi Bhushan Upadhyay, Historiography in the Modern World, Oxford University Press, 2016.
- W. Outwaite & et al, The Sage Handbook of Social Science
- William Edwagner III, Using SPSS for Social Statistics and Research Methods, New Delhi, Sage, 2009.
- William Outwaite & Stephen P. Turner (Ed.), The Sage Handbook of Social Science Methodology, London, Sage, 2007.
- Zina 'O Leary, The Essential Guide to Doing Research, Sage Publication, New Delhi, 2005.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Research Methodology

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	1	3	3	3	3	3	3
CO2	0	0	0	0	3	1	3	3	3	3	3	3
CO3	0	0	0	0	3	1	3	3	3	3	3	3
CO4	0	0	0	0	3	1	3	3	3	3	3	3
Average	0	0	0	0	3	1	3	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – II

SEMESTER II
HIS-101-CC-5210: HISTORY OF ARUNACHAL PRADESH (From Early Times to 1987)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to have a good understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to ensure students understand some of the sources used by the historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course Outcomes:

- CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).
- CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.
- CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.
- CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Content:

Unit-I: Introduction:

- (a) Environment and its impact on the Social Evolution.
- (b) Pattern of Settlement.
- (c) Sources of the History of Arunachal Pradesh.

Unit-II: Pre-Colonial Traditional Institutions:

- (a) Social Formations.
- (b) Patterns of Livelihood.
- (c) Polity Formations.
- (d) Religion.

Unit-III: British Policy in North Eastern Frontier Tracts:

- (a) British Policy in North East Frontier Tracts till 1875.
- (b) Inner Line and Outer Line.
- (c) Demarcation of the Mc Mahon Line.
- (d) The Acts of 1919, 1935 and Assam (Administration of Justice) Regulation of 1945.

Unit-IV: Post-Independence Developments:

- (a) Constitutional Position of NEFA: (1950-1964)
- (b) McMahon Line and Border Controversy: (1947-1962)
- (c) Chinese Aggression and Administrative Reorganization: (1962-1967)
- (d) Introduction of Panchayat Raj and Formation of Popular Government.

Suggested Readings:

- A. Hamilton, *In the Abor Jungles.*
A. Mackenzie, *The North East Frontier of Assam.*

A. Maleish,	<i>The Frontier People of India.</i>
G.W. Beresford,	<i>Notes on the North East Frontier of Assam.</i>
J.N. Chaudhury,	<i>Arunachal Pradesh from Frontier Tracts to Union Territory.</i>
J.N. Chaudhury,	<i>The Tribal Culture and History of Arunachal Pradesh.</i>
H.K. Barpujari,	<i>Problems of the hill Tribes; North-East Frontier, Vol. I, II & III.</i>
H. Baruah,	<i>The Red river and the Blue Hill.</i>
Tomo Riba,	<i>The Tribal and their Changing Environment.</i>
V. Rastogi,	<i>The Enchanted Frontier.</i>
Ashan Riddi,	<i>The Tagins of Arunachal Pradesh: A Study of Continuity and Change, 2006.</i>
C.V.F Haimendorf,	<i>The Apatanis and Their Neighbours.</i>
_____	<i>Ethnographic Notes on the Tribes of the Subansiri Region.</i>
L.R.N. Srivastava,	<i>The Gallongs.</i>
N.T. Rikam,	<i>Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe.</i>
Sachin Roy,	<i>Aspects of Padam Minyong Culture.</i>
Dutta,	<i>Studies in the History, Economy and Culture of Arunachal Pradesh.</i>
Tai Nyori,	<i>History and Culture of the Adis.</i>
Tamo Mibang,	<i>Social Change in Arunachal Pradesh.</i>
T. Mibang&et el,	<i>Understanding Tribal Religion.</i>
Verrier Elwin,	<i>Myths of the North-East Frontier of India.</i>
_____	<i>The Art of the North East Frontier of India.</i>
Tana Showren,	<i>The Nyishi of Arunachal Pradesh: An Ethnohistorical Studies, 2009.</i>
R.B. Pemberton,	<i>The Eastern Frontier of British India.</i>
J.N. Chaudhury,	<i>Arunachal Pradesh from Frontier Tracts to Union Territory.</i>
M.L. Bose,	<i>History of Arunachal Pradesh Up to 1992.</i>
P.N. Luthra,	<i>Constitutional and Administrative Growth of the North East Frontier.</i>
Robert Reid,	<i>History of the Frontier Areas Bordering Assam.</i>
A.C. Talukdar,	<i>Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.</i>
Alistair Lamb,	<i>The China India Border, Volume I & II.</i>
_____	<i>The Mac Mohan Line: A Study in the Relations between India China and Tibet.</i>
J.B. Dalvi,	<i>Himalayan Blunder.</i>
J.R. Saigal,	<i>The Unfought War of 1962.</i>
J.L. Mehra,	<i>The Mac Mohan Line and After.</i>
Krishna Rao,	<i>The Sino-Indian Boundary Question and International Law.</i>

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (up to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	0	3	1	0	0	3	3	1	2	3
CO2	3	2	0	3	1	0	0	3	3	1	2	3
CO3	3	2	0	3	1	0	0	3	3	1	2	3
CO4	3	2	0	3	1	0	0	3	3	1	2	3
Average	3	2	0	3	1	0	0	3	3	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-DE-52010: EVOLUTION OF INDIAN CULTURE

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to allow learners to learn about the early sources of Indian history such as archaeological and literary sources; and also Harappan civilization and Vedic Society.
- Another objective is to enable learners to learn about the polity, economy, and society of India during the Mauryan and Gupta periods.
- Learners are expected to have a thorough understanding of some of the religious movements that have been witnessed in India particularly Jainism, Buddhism, and Ajivikas, among others.
- Further, they will be able to learn about the form of language and literature and also arts used and developed in early India.

Course Outcomes:

- CO 1: Students will learn about the sources of Indian history and also the early Harappan Culture and Vedic Society.
- CO 2: They will also understand the early states of India such as the Mauryan, and Gupta.
- CO 3: They will also learn about the religious movements, particularly Jainism, Buddhism, Ajivikas, Alvars and Nayanars.
- CO 4: Further, they will also learn about the language literature, and art in early India.

Course Content:

Unit-I: Background of Indian Culture:

- (a) Sources of Early Indian Histories.
- (b) Harappan Culture.
- (c) Vedic Society.

Unit-II: States in Early India:

- (a) Oligarchies and Republics.
- (a) The Mauryan State.
- (b) The Imperial Gupta.

Unit-III: Religious Movements:

- a) Jainism and Buddhism.
- b) Ajivikas and Jhuvikas.
- c) Alvars and Nayanars.

Unit-IV: Language, Literature and Art:

- (a) Languages: Sanskrit, Prakrit, Pali and Tamil.
- (b) Literature: Vedic, Epic and Sangam.
- (c) Art: Gandhara and Mathura Schools.

Suggested Readings:

- | | |
|----------------|--|
| Romila Thapar, | Ancient Indian Social History: Some Interpretations, Orient Blackswan, 2010. |
| _____ | History and Beyond, OUP, 1999. |
| _____ | Early India: From Origins to AD 1300, Penguin, 2003. |

- D. N. Jha, Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.
R.S. Sharma, India's Ancient Past, Oxford University Press, 2006.
D.D. Kosambi, The Culture and Civilisation of India in Historical Outline Vikas Publishing, 1997
A.L. Basham, The Wonder that was India – Rupa, 2004.
A.L. Basham (ed.), A Cultural History of India, Oxford India Paperbacks, 1997.
D.D. Kosambi, An Introduction to the Study of Indian History, Sage, 2016.
Upinder Singh, The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.
Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.
Meera Kosambi (ed.), D. D. Kosambi: Unsettling the Past, Permanent Black, 2014.
R.S. Sharma, Rethinking India's Past, Oxford India Paperback, 2010.
_____, Looking for the Aryans, Sage, 1995.
Himanshu P. Ray, Colonial Archaeology in South Asia: The Legacy of Mortimer Wheeler, Oxford University Press, 2007.
D. N. Jha, Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.
R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsi Dass, 2015.
K.P. Jayaswal, Hindu Polity: A Constitutional History of India in Hindu Times, Chaukhamba Sanskrit Pratishthan, 2013.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Evolution of Indian Culture

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	3	0	2	1	0	0	3	3	1	3	3
CO2	2	3	0	2	1	0	0	3	3	1	3	3
CO3	2	3	0	2	1	0	0	3	3	1	3	3
CO4	2	3	0	2	1	0	0	3	3	1	3	3
Average	2	3	0	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-DE-52020: COLONIAL ECONOMY (1765-1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the Indian economy before and during Colonialism.
- Another objective is to make the learners learn about the transformation brought in the economy and how the colonial economy benefited the British while impoverished the Indian masses.
- Learners are also expected to have an understanding of some of the issues currently faced by Indians as a direct result of colonialism in India.
- Further, they will be able to understand the infrastructural projects initiated by the British such as the construction of railways in particular to serve the administrative requirements as well as to facilitate extraction of resources and revenues in India.

Course Outcomes:

- CO 1: Students will gain an overview of the state of the Indian economy, encompassing both agricultural and industrial sectors, before and during the time of British rule.
- CO 2: They will understand the nature of the changes that the economy underwent under British rule and assess its impact on Indian society.
- CO3: They will understand the roots of many of the economic issues currently faced in India that had an indirect bearing on British rule.
- CO 4: Further, they will learn about the creation of infrastructures in India such as railways, and the subsequent growth of Indian capitalists and the working class in India during the period of colonialism.

Course Content:

Unit I: Colonialism

- a) Debates on 18th Century Economy
- b) Stages of Colonial Exploitation
- c) Theoretical Interventions in the Study of Colonialism: Samir Amin, Amilcar Cabral

Unit II: Economic Drain and De-Industrialisation

- a) Drain Theory: Meaning, Forms and Critique
- b) De-Industrialisation: Process and Debate
- c) Famines: Causes and Consequences

Unit III: Land and Agriculture

- a) Land Revenue Systems: Pattern and Impact
- b) Commercialisation of Agriculture; Plantations (Indigo and Tea)
- c) Opium Trade

Unit IV: Industry and Infrastructure

- a) Industry: Cotton Textile Industry and Iron and Steel Industry
- b) Infrastructure: Railways
- c) Growth of Indian Capitalist and Working Class

Suggested Reading:

- Aditya Mukherjee: Imperialism, Nationalism and the Making of the Indian Capitalist Class, Sage, 2002.
- Aditya Mukherjee: The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi, Orient Blackswan, 2012.
- Bipan Chandra: The Rise and Growth of Economic Nationalism in India, Revised Edition, Har-Anand Publications, 2016.
- Bipan Chandra: Freedom Struggle (Chapter1), National Book Trust.
- Dharma Kumar (ed.): Cambridge Economic History of India: Vol.2 c. 1757-c.1970, CUP, 2008
- Tirtankar Roy: Economic History of India 1857-1947, Oxford University Press, 2011.
- G. Rubinstein et al.: 'On Some Statements by Samir Amin', Review of African Political Economy, No. 5 (Jan.-Apr., 1976), pp. 103-109. Stable URL: <http://www.jstor.org/stable/3997813>
- Irfan Habib: Indian Economy 1858-1914 (Peoples History of India Series), Aligarh Historians Society, 2006.
- Jock McCulloch: 'Amilcar Cabral: A Theory of Imperialism' The Journal of Modern African Studies, Vol. 19, No.3 (Sep., 1981), pp. 503-511. Stable URL: <http://www.jstor.org/stable/160757>
- Patrick Chabal: 'The Social and Political Thought of Amilcar Cabral: A Reassessment', The Journal of Modern African Studies, Vol. 19, No. 1 (Mar., 1981), pp. 31-56. Stable URL: <http://www.jstor.org/stable/160605>
- Samir Amin: From Capitalism to Civilization: Reconstructing the Socialist Perspective, Tulika, 2010.
- Seema Alavi (ed.): The Eighteenth Century in India: Debates in Indian History and Society, Oxford University Press, 2007.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Colonial Economy (1765-1939)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-DE-52030: INDIAN NATIONAL MOVEMENT (1857-1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to learn about the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- Another objective is to make learners learn about the roots of the revolt of 1857 and the growth of Nationalism among the Indians in the 19th century.
- Learners are expected to have a good understanding of the crucial and pioneering roles of the Indian National Congress party in mobilizing the nationalist mass movement in India.
- Further, they are also expected to understand the manner in which the partition of India happened after the end of colonialism in India.

Course Outcomes:

- CO 1: Students will understand the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- CO 2: They will understand the background of the 1857 revolt, as well as various peasant movements and the overall growth of nationalist ideals.
- CO 3: They will learn the role of the Indian National Congress in mobilizing mass movements during India's nationalist movement.
- CO 4: Further, they will also understand the partition of India.

Course Content:

Unit -1: Emergence of Nationalism:

- a) Revolt of 1857
- b) Peasant Revolts in the late 19th Century: Indigo, Pabna and Deccan
- c) Growth of Nationalism

Unit – II: Foundation of Indian National Congress

- a) Myth and Reality
- b) Objective
- c) Policies, Programme, and colonial Government's responses

Unit – III: Forms and Contestation

- a) Split in congress and the rise of Revolutionary Terrorism
- b) Rise and Growth of Communalism: Factors and Stages
- c) Muslim League and Muhammad Ali Jinnah

Unit – IV: Mass Movement:

- a) Emergence of Mahatma Gandhi in Indian Politics and his strategies
- b) Non-Cooperation Movement, Civil Disobedient Movement, and Quit India Movement
- c) Freedom and Partition.

Suggested Readings:

- | | |
|----------------|--|
| Bipan Chandra, | <i>Amales Tripathi and Barun Dey: Freedom Struggle, NBT publication.</i> |
| _____ | <i>Communalism in Modern India, New Delhi. 1987.</i> |
| _____ | <i>The Epic struggle, Orient Longman, New Delhi, 1992.</i> |
| _____ | <i>Rise and Growth of Economic Nationalism in India, New Delhi,</i> |
| _____ | <i>(Reprinted) 1984.</i> |
| _____ | <i>Nationalism and Colonialism in Modern India, Orient Longman, New</i> |

- Delhi, 1979.
- Bipan Chandra & et al, *India's Struggle for Independence, 1857-1947*, Viking, New Delhi.
- B L Grover & et al, *A new look at Modern Indian History*, S Chand publication.
- Sumit Sarkar, *Modern India, 1885-1947*, New Delhi.
- A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1959.
- B R Nanda, *Mahatma Gandhi*, New Delhi.
- Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power In India*, Sage Publications, New Delhi.
- Ranajit Guha (ed.) *Subaltern Studies*, Vols. Oxford University Press, Delhi, 1982.
- B.N. Pande (ed.) *A Centenary History of the Indian National Congress*, 3 Vols. N. Delhi, 1985.
- Eric Hobsbawm, *Nations and Nationalism since 1780*, Cambridge, Cambridge University Press, 1992.
- Ernest Gellner, *Nations and Nationalism*, Ithaca, Cornell University Press, 1983.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 2nd. ed., London, 1991.
- Tara Chand, *History of the freedom movement in India*, Vol., Delhi, 1961.
- Percival Spear, *Oxford History of India*, N. Delhi, 1974.
- Aditya Mukherjee (ed.), *The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi*, Orient Blackswan, New Delhi, 2012.
- K.K. Ghose, *The Indian National Army*, Meerut, 1969.
- Prabha Dixit, *Communalism – A struggle for power*, New Delhi.
- M K Gandhi, *My Experiments with Truth: An Autobiography*, New Delhi.
- R.C. Dutt, *The Economic History of India*, 2 Vols, Publications Division, Government of India, 1970.
- Mahatma Gandhi, *My Experiments with Truth: An Autobiography*, Crosland Books, New Delhi, 2009.
- Louis Fischer, *Mahatma Gandhi: His Life and Times*, Bhartiya Vidya Bhavan, Mumbai, 2006.
- V. Chirol, *Indian Unrest*, London, 1910.
- Anil Seal, *The Emergence of Indian Nationalism Competition and Collaboration in the later 19th Century*, Cambridge, 1968.
- P.C. Bamford, *History of Khilafat and Non-Cooperation Movements*, Delhi, 1925.
- S. Gopal, *British Policy in India*, Delhi.
- P. Sitaramayya, *The History of the Indian National Congress*, two volumes.
- Aditya Mukherjee (ed.) *The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi*, Orient Blackswan, New Delhi, 2012.
- Dadabhai Naoroji, *Poverty and Un-British Rule in India*. London, 1901

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Indian National Movements (1857-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-RC-5210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to impart learners to learners about the philosophy and ethics of doing research and maintaining scientific conduct in research.
- Another objective is to make learners gain an understanding of the rationale and ethics that are to be maintained when it comes to the publication of research and most importantly to maintain scientific conduct while doing so.
- Learners are expected to have a detailed understanding of the misconducts that are often associated with the publication of academic works.
- Further, they will be able to learn various methods of accessing the database of research publications and how scholars measured research metrics as well as impact factors of research publications.

Course Outcomes:

CO 1: Students will learn about the philosophy and ethics of doing research and, maintaining scientific conduct in the research.

CO 2: They will also learn about the rationale and ethics of publications and how publications can contribute to existing knowledge.

CO 3: They will also learn about the misconduct of publications.

CO 4: Further, they will learn about accessing the database of publications and how the quality of research publication is measured in the world of academia.

Course Contents:

Unit-I Theory

I. Philosophy and Ethics

- a) Introduction to philosophy: nature and scope, concept, branches
- b) Ethics: definition, moral philosophy, nature and moral judgment and reactions

II. Scientific Conduct

- a) Ethics with respect to science and research
- b) Intellectual honesty and research integrity
- c) Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP); Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data

III. Publication Ethics

- a) Publication ethics; definition, introduction and importance; Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- b) Conflicts of interest; Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types.
- c) Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals; Uses of visuals

Unit II Practice

- a) **Open Access publishing:** Open access publications and initiatives; SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies; Software

tool to identify predatory publications developed by SPPU; Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

b) Publication Misconduct: Group Discussions; Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad; **Software tools:** Use of plagiarism software like Turn it in, Urkund and other open sources of software tools.

c) Data Bases and Research Metrics: Databases Indexing databases; Citation databases: Web of Science, Scopus, etc.; Research Metrics, Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, gindex, i10index, altimetry's.

Suggested Readings:

Mark Israel, Iain Hay, Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance, Sage Publications, London, 2006. Naire Mode, "Research Ethics", https://www.ahc.umn.edu/img/assets/26104/Research_Ethics.pdf clipart.com

Jens Aagaard-Hansen &

MariaVang Johansen, "Research Ethics across Disciplines", Anthropology Today, Jun., 2008, Vol. 24, No. 3 (Jun., 2008), p. 15.

Chang-Sub Uhm, "What Is Research Misconducts? Publication Ethics Is as Important as Research Integrity", Applied Microscopy 2016; 46, (2), p. 67.

Nicolas Charest, (Authors Alliance), "Law and Ethics of Copying: Copyright Infringement vs. Plagiarism, April 22nd, 2020

Andrea L. Foster, "Plagiarism-Detection Tool Creates Legal Quandary: When professors send students' papers to a database, are copyrights violated?", The Chronicle of Higher Education: Information Technology, May 2002, p.2, chronicle.com/free/v48/i36/36a03701.htm

Judith P. Swazey,

Melissa S. Anderson &

Karen Seashore Lewis, "Ethical Problems in Academic Research", American Scientist, November-December 1993, Vol.81, No.6, p. 542.

Vygintas Aliukonis,

Margarita Poškutė, &

Eugenijus Gefenas, "Perishor Publish Dilemma: Challenges to Responsible Authorship", Medicina (Kaunas). 2020 Mar; 56(3): p. 123.

Agata Gurzawska, "Ethics assessment in different fields: Social sciences", SATORI, European Commissions Seventh Framework Programme, p.5.

Agnes Grudniewicz, David Moher, Kelly D. Cobey and co-authors, "Predatory journals: no definition, no defence", Nature, Vol. 576, (2019).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Research Publication and Ethics

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	0	3	3	3	3	3	3
CO2	0	0	0	0	3	0	3	3	3	3	3	3
CO3	0	0	0	0	3	0	3	3	3	3	3	3
CO4	0	0	0	0	3	0	3	3	3	3	3	3
Average	0	0	0	0	3	0	3	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation}

**SEMESTER – III &
IV
(RESEARCH)**

SEMESTER III & IV
HIS-101-RP-6110: RESEARCH PROJECT

Credit: 40; Contact Hours: 1200; Full Marks: 500

Introduction

The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research project undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community-based organizations and agencies. Students will carry out research project or dissertation under the guidance of a faculty member of the Department of History. The research project/dissertation will be in the major discipline.

Learning Objectives:

LO1: The post graduates would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification. .

LO2: The post graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

LO3: To enable the students to undertake research projects considered relevant and important.

LO4: To apply pre-learnt concepts to design research problem with help of literature survey.

Course Outcomes:

CO1: Students will do the ground work for research in terms of identifying a relevant research topic (relevance will be decided based on the subject). Identifying the queries and literature review will also be looked at.

CO2: Define well formulated specific objectives that help develop the overall research methodology,

CO3: To enable students to do sufficient groundwork in terms of preparing the outline of research plan which includes grants, infrastructural requirements and procurement of resources.

CO4: By the end of the semester the students are expected to compile and communicate the Research Proposal with proper format and if possible have procured funding for the same.

Norms

1. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
2. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.
3. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.

Learning Assessment

Evaluation will be based on continuous assessment in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in History discipline would generally be carried out under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented

by actual life experiences to generate solutions to real-life problems. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

Sr. No.	Semester	Tasks/Assignments for Research Project per Semester	Evaluation	Total Marks
1.	III	<p>1. Within 15 days of commencement of the Semester, all students will be allocated Supervisors as per the norms of RGU or as per availability of faculty with mutual consent.</p> <p>2. Topics will be submitted by such students within 30 days of commencement of the Semester to the HoD office forwarded duly by each allocated Supervisor.</p> <p>3. Three sessional tests will be carried out by each student under the Supervision of the respective Supervisor. Average of these 3 sessional exams will be submitted before end semester examination by each supervisor to HoD Office to prepare the necessary cut-off-list, as per RGU norms.</p> <p>4. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor.</p> <p>5. End Semester Examination will comprise submission of Synopsis (at least 10 days prior to due date of Viva-voce to the HoD office, template of synopsis will be provided by HoD Office) and presentation of the same during Viva-voce before the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member duly nominated by HoD, and approved by CoE, RGU).</p>	Internal=200 Marks	500
2	IV	<p>1. After commencement of the 4th Semester, students are expected to collect data/sample from respective sites as proposed in the synopsis. However, they can also do the same in earlier semester, after approval from their respective Supervisor.</p> <p>2. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to Peer Reviewed/UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. Periodic assessment of data collection, analysis and report writing would be carried out by each allocated Supervisor.</p> <p>3. End Semester Examination will comprise of submission of Project Work (at least 10 days prior to due date of Viva-voce to the HoD office) and power point presentation of the same during Viva-voce before the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member, duly nominated by HoD and approved by CoE, RGU)</p>	End Sem=300 Marks	

Course Structure for PG Diploma in History
(Programme Code: HIS-1101)
/Two Years M.A. in History with Coursework & Research
(Programme Code: HIS-3101)

NCrf Credit Level	Semes -ter	Core Papers (Core Course/Elective/Course Work)	Course Level	Credit	Total Credits	Max. Marks			Credit Distribu -tion	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
6	Sem-I	HIS-101-CC-5110- Ancient Societies	400	4	20	20	80	100	3:1:0	60
		HIS-101-CC-5120- History of Medieval India	400	4		20	80	100	3:1:0	60
		HIS-101-CC-5130- Expansion and Consolidation of Colonial Rule in India (1757-1858)	400	4		20	80	100	3:1:0	60
		HIS-101-CC-5140- History of North East India (Up to 1947)	400	4		20	80	100	3:1:0	120
		HIS-101-RC-5110-Research Methodology	500	4		20	80	100	3:1:0	60
	Sem-II	HIS-101-CC-5210- History of Arunachal Pradesh (Up to 1987)	400	4	20	20	80	100	3:1:0	60
		HIS-101-DE-52010- Evolution of Indian Culture	500	4		20	80	100	3:1:0	60
		HIS-101-DE-52020- Colonial Economy (1765- 1939)	500	4		20	80	100	3:1:0	60
		HIS-101-DE-52030- Indian National Movement (1857- 1947)	500	4		20	80	100	3:1:0	60
		HIS-101-RC-5210- Research and Publication Ethics	400	4		20	80	100	3:1:0	60
		Total Credit (First Year)			40					
Exit option with Post-Graduate Diploma in History on completion of courses equal to a minimum of 40 credits or Entry to One Year M.A in History with Coursework and Research										
6.5	Sem- III	HIS -101-CW-61010- Historical Methods	500	4	20	20	80	100	3:1:0	60
		HIS -101-CW-61020- History of Ideas in Nineteenth Century India	500	4		20	80	100	3:1:0	60
		HIS -101-CW-61030- Modern World (1453- 1955)	500	4		20	80	100	3:1:0	60
		HIS -101-CW-61040- Introduction to Archaeology with Special Reference to North East India	500	4		20	80	100	3:1:0	60
		HIS -101-CW-61050- Constitutional Development in India (1757-1950)	500	4		20	80	100	3:1:0	60
	Sem- IV	HIS-101-RP-6210-Research Project	500	4	20	60	240	300	0:0:20	600
		Total Credit (Aggregate)			80					
Post-Graduate Degree in History with Coursework & Research on completion of courses equal to a minimum of 80 credits										

SEMESTER – I

SEMESTER I
HIS-101-CC-5110: ANCIENT SOCIETIES

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about early hunting-gathering societies, the evolution of territorial consciousness in the early periods, and how societies gradually evolved.
- Another objective is to facilitate students in understanding how food was initially produced in the early period.
- Learners will be able to learn about the nature of tribal society and the emergence of landownership that laid the foundation of the state formation process
- Further, they are expected to have a good understanding of the early state formation and urbanization process.

Course Outcomes:

CO 1: Students will understand about the hunter gather societies and the evolution of territorial consciousness

CO 2: They will learn about the origin of food production in the early period

CO 3: They will also understand the tribal society and emergence of landownership and new urbanization to state formation

CO 4: They also learn about the early state formation and urbanization process.

Course Content:

Unit-I: Hunter-Gatherer Societies:

- (a) Social Evolution and subsequent trends.
- (b) Livelihood activities of hunter-gatherers.
- (c) Territorial Consciousness.

Unit-II: Origin of Food Production in the Ancient World:

- (a) Exploitation of plants in West Asia and Southeast Asia.
- (b) Domestication of animals and beginning of Agriculture.
- (c) Worshipping of fertility goddesses, division of labour and craft specialization.

Unit-III: Tribal and Lineage Societies:

- (a) Emergence of the epic, the heroes and ritual.
- (b) Segmentary Societies and surplus- pre-state politics.
- (c) Landownership and new urbanisation to state formation.

Unit-IV: Use of Bronze and Iron:

- (a) Early state formation and urbanization.
- (b) Metallurgy technique, barter, trade and exchange.
- (c) Urbanisation in the Gangetic Plain and structure of Mauryan State.

Unit-I: Mandatory Readings:

V. Gordon Childe, Social Evolution, Penguin Books, New York, 1951.

David Kaplan, Culture Theory, Prentice Hall.

Gordon Childe, What Happened in History, Penguin Books, Reprinted, 1982.

Further Readings:

Ernest Gellner, Anthropology and Politics, Blackwell, 1995.

Maurice Godlier, Perspective in Marxist Anthropology, Cambridge University Press, 1978.

Unit-II: Mandatory Readings:

Gordon Childe, What happened in History, Penguin Books, Aakar Books, Delhi, 2016.
 Malinowski, Magic, Science and Religion and Other Essays 1948, Kissinger Publishing, 1958.
 L.H. Morgan, Ancient Society, Bharat Library, Calcutta, Indian Second Reprint, 1996.

Further Reading:

R. Thurnwald, Economics in Primitive Communities, Oxford University Press, 1969.
 Romila Thapar, Cultural Pasts Essays in Early Indian History, OUP, 2000.
 _____, From Lineage to State, OUP, 3rd impression, 1993.
 _____, Ancient Indian Social History Some Interpretations, Orient Longman, 1984.

Unit-III: Mandatory Readings:

M.D. Sahlins, The Segmentary Lineage, American Anthropologist, 63, 2, 1962.
 Emile Durkheim, The Elementary Forms of the Religious Life, George Allen, & Unwin, 1976.
 Raymond Firth, Elements of Social Organisation, Watts & Co, London, 1963.

Further Readings:

Robert H. Lowie, Primitive Society, Routledge, UK, 5th impression, 1960.
 Robert H. Lowie, Social Organisation, Routledge, UK, 3rd impression, 1961.
 W.H.R. Rivers, Social Organisation, Kegan Paul, 1932.
 William James, The Varieties of Religious Experience, Longman, Green & Co. London, 1952.

Unit-IV: Mandatory Readings:

Dilip Chakrabarti, The Early Use of Iron in India, Oxford University Press, USA, 1993.
 A.S. Altekar, State and Government in Ancient India Motilal Banarsidass, Delhi, 1992.
 I.C. Glover & et al, Early Metallurgy, Trade and Urban Centres in Thailand and Southeast Asia, Bangkok, 1992.
 Marshall Sahlins, Stone Age Economics, Aldine De Gruyter/New York, 1972.
 R.F. Tylecote, A History of Metallurgy, Oxford University, Press, London, 1976.

Further Readings:

R.S. Sharma, Material and Cultural Formation in Ancient India, Macmillan.
 _____, Perspective in Social and Economic History of Early India, Munshiram Manoharlal, New Delhi, 1995.
 Romila Thapar, Early India From the Origin to AD 1300, Penguin, 2002.
 H.J.M. Claessen & et al, The Early State, Vol. I & II, Mouton Publishers, New York, 1981.
 R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
 Romila Thapar, Asoka and the Decline of the Mauryas. OUP, 1961.
 George Dalton (ed.), Tribal and Peasant Economics, The Natural History Press, New York, 1967.
 L.Krader, The Asiatic Mode of Production, Assen, 1975.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Ancient Societies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	0	0	0	1	0	3	3	1	3	3
CO2	3	3	0	0	0	1	0	3	3	1	3	3
CO3	3	3	0	0	0	1	0	3	3	1	3	3
CO4	3	3	0	0	0	1	0	3	3	1	3	3
Average	3	3	0	0	0	1	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
HIS-101-CC-5120: HISTORY OF MEDIEVAL INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the key political institutions such as the political and political institutions of some of the States in Medieval India that allowed the running of the states.
- Another objective is to ensure learners learn about the socio-economic conditions of the Sultanate and Mughal period and also the Vijayanagara Empire which were some of the important states in Medieval India.
- Learners will be able to understand some of the crucial religious movements such as Bhakti and Sufism among others that emerged in Medieval India.
- Further, they are expected to have a thorough understanding of the growth of literature, art, and architecture during the medieval period in India which also shaped the period's history.

Course Outcomes:

- CO 1: Students will learn about the political institutions in Medieval India, especially the Iqtadari, Mansabdari and Jagirdari systems.
- CO 2: They will also understand the socioeconomic condition of the Sultanate and Mughal period, and also the Vijayanagara Empire
- CO 3: They will learn about religious movements, particularly the Bhakti Movement, Sufism, and Sikhism.
- CO 4: Further, they will also understand the growth of literature, art, and architecture during the medieval period in India.

Course Content:

Unit-I: Government and Administration

- (a) Administration during Sultanate and Mughal Period
- (b) Iqtadari, Mansabdari and Jagirdari System
- (c) Administration of Vijayanagar Empire

Unit-II: Socio-Economic Condition

- (a) Social Condition during Sultanate and Mughal Period: Social Division and Position of Women
- (b) Economic Condition during Sultanate and Mughal Period: Agriculture and Trade and Industry
- (c) Socio-Economic life of Vijayanagar Empire

Unit-III: Religious Movements

- (a) Bhakti Movement
- (b) Sufism
- (c) Sikhism

Unit-IV: Literature, Art & Architecture

- (a) Art and Architecture during Sultanate period
- (b) Art and Architecture during Mughal period
- (c) Literature during Sultanate and Mughal period

Mandatory Readings:

Muzaffar Alam & et al, The Mughal State, 1526-1750, New Delhi, 2002.

Muzaffar Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748, Delhi, 1986.

_____, Mughal Imperial Decline in North India, New Delhi, 1986.

_____, The Languages of Political Islam in India, c. 1200-1800. New Delhi: Permanent Black.

Aziz Ahmad, Studies in Islamic Culture in the Indian Environment, New Delhi, Oxford University Press, 1991.

Seema Alavi, Islam and Healing, Delhi, 2009.

Halim Abdul, History of the Lodi Sultans of Delhi and Agra, Delhi, 1974.

Raziuddin Aquil, Sufism, Culture and Politics: Afghans and Islam in Medieval North India, New Delhi: Oxford University Press, 2009.

Aquil, Raziuddin. (ed.), Sufism and Society in Medieval India, Debates in Indian History and Society Series, New Delhi: Oxford University Press, 2010.

Lebeskind Claudia, Piety on its Knees: Three Sufi Traditions of South Asia.

John Deyell, Living without Silver: The Monetary History of Early Medieval North India, Delhi: Oxford University Press, 1990.

Further Readings:

M.R. Eaton (ed.), India's Islamic Traditions, 711-1750. New Delhi: Oxford University Press, 2003.

Peter Hardy, Historians of Medieval India, New Delhi, Munshiram Manoharlal, 2007.

Habib & Nizami, The Delhi Sultanate, Comprehensive History of India, Vol. V.

Irfan Habib & et al, The Cambridge Economic History of India, Vol 1, Cambridge University Press.

Irfan Habib, Essays in Indian History: Towards a Marxist Perspective, New Delhi: Tulika, 1995.

Peter Jackson, The Delhi Sultanate: A Political and Military History, Cambridge: University Press.

Sunil Kumar, Emergence of the Delhi Sultanate, Delhi: Permanent Black, 2007.

Satish Chandra: Medieval India, From sultanate to the Mughal, Har-Anand Publication, 2015

_____: Parties and politics at the Mughal Court 1707-1740, Aligarh, 1959

Seema Alavi (ed): The Eighteenth Century in India, New Delhi 2008

Aziz Abdul: The Mansabdari System and the Mughal Army, Delhi 1972

M. Athar Ali: Mughal Nobility under Aurangzeb, New Delhi 1997

_____: Mughal India: Studies in polity, Ideas, Society and Culture.

U.N. Day: The Mughal Government A.D 1556-1707, Munshiram Manoharlal, New Delhi 1994

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Medieval India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	0	0	0	1	0	3	3	2	3	3
CO2	2	2	0	0	0	1	0	3	3	2	3	3
CO3	2	2	0	0	0	1	0	3	3	2	3	3
CO4	2	2	0	0	0	1	0	3	3	2	3	3
Average	2	2	0	0	0	1	0	3	3	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
HIS-101-CC-5130: EXPANSION AND CONSOLIDATION OF COLONIAL RULE IN INDIA
(1757-1858)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable students to learn about various factors that contributed to the steady decline of the powerful Mughal Empire in India and the gradual shift of power to British.
- Another objective is to facilitate learners in understanding the manners in which British gradually extended their control of territories in India.
- Learners are expected to have good knowledge about the expansion of British in Punjab, and Sindh and also how the Policy of Doctrine of Lapse was strategically and opportunistically used to fulfill British objectives of supremacy in India.
- Further, learners will be able to learn about the cause of the revolt of 1857, which is often considered “the first Nationalist Movement in India” and the transition of power from East India Trading Company to the British crown.

Course Outcomes:

- CO 1: Students will learn about the decline of the Mughal authority and the rise of British power in India.
- CO 2: They will understand how the British gradually gained territorial power over Mysore, Maratha Territory.
- CO 3: They will learn about the later phase of British expansion in Punjab, Sindh, and also the policy of Doctrine of Lapse.
- CO 4: Further, they will also learn the cause of the Revolt of 1857 and the transition from Company to Crown.

Course Content:

Unit-I: Rise of Colonial Domination:

- (a) Decline of the Central Authority of the Mughals.
- (b) Carnatic War.
- (c) British Ascendency in Bengal.

Unit-II: Territorial Expansion (Phase-I, 1757-1818):

- (a) Annexation of Mysore.
- (b) Annexation of Maratha Territory.
- (c) Subsidiary Alliance System.

Unit III: Territorial Expansion (Phase-II, 1818-1857):

- (a) Annexation of Punjab.
- (b) Annexation of Sindh.
- (c) Doctrine of Lapse.

Unit-IV: Revolt of 1857:

- (a) Causes of the Revolt.
- (b) Nature and Characteristics.
- (c) Transition from Company to Crown.

Mandatory Readings:

- H. Dodwell, Cambridge History of India, Vol. V.
 P.E. Robert, History of British India, London – 1970.
 P.K. Mukherjee, The Rise and fall of the East India Company, Bombay – 1973.
 R.C. Mujumdar & et al, An Advanced History of India, Macmillan, 1978.
 Ram Gopal, How the British occupied Bengal, Asian Publishing House, Bombay, 1963.

Further Readings:

- S.N. Sen, Anglo-Maratha relations; Macmillan, Delhi, 1974.
 P.J. Marshall, Problems of Empire: Britain and India, 1757-1813, George Allen & Urwin Ltd., London, 1963.
 R.M. Lahiri, The Annexation of Assam, L.K. Mokhiopadhyay, Cal. 1975.
 Alexander Mackenzie, The North-East Frontier of India, Mittal Publications, Reprinted in India, 1979.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Expansion and Consolidation of Colonial Rule in India (1757-1858)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
HIS-101-CC-5140: HISTORY OF NORTH EAST INDIA (Up to 1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full

Learning Objectives:

- This course is designed to enable students to gain a good grounding in the early history of North East India and what the region was like in the early past.
- Another objective is to facilitate learners to learn about the nature of societies and small-scale societies that existed in the past in this region.
- Learners are expected to understand how the colonial experiences of the people in this region.
- Further, they will be able to learn how the various policies adopted by the British in North East India have not only shaped the region's history but also sowed the seeds for some of the issues and challenges that are currently faced by the people in the state.

Course Outcomes:

- CO 1: Students will understand the historical trajectories of North-East India from early times to the end of the colonial period.
- CO 2: They will learn about the societies and how small-scale societies existed in the past in this region.
- CO 3: They will also understand the impact of colonialism in this region.
- CO 4: Further, they will learn how some of the issues and challenges in this area have been inherited from the British.

Course Content:

Unit-I: Introduction:

- (a) The Geographical setting - Its impact on Evolution of Society.
- (b) Sources of the History of North East India.
- (c) Approaches to the History of North East India.

Unit-II: Early Historical and Medieval Social and Polity Formations:

- (a) Early State -Theory, Territory and Polity.
- (b) Varmans and Palas.
- (c) The Ahom State and the Dimasa State.

Unit-III: Pre-Colonial Period of the Hills Societies:

- (a) Social Formation in the Hills of North East India: Khasi-Jaintias, Arunachal Pradesh; Livelihood practices in the Hills of North East India.
- (b) Political formations in the Hills of North East India.
- (c) Religion in the Hills of North East India.

Unit-IV: Colonial Rule in North East India:

- (a) Treaty of Yandaboo and colonial presence.
- (b) Annexations: Assam, Cachar and Khasi and Jaintia Hills
- (c) Annexation: Naga Hills and Mizo Hills; Impact of British Rule on the economic transformation of North East India.

Suggested Readings:

- | | |
|-----------------|--|
| Amalendu Guha, | Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta. |
| A.K. Sharma, | Emergence of Early Culture in North East India, Munshiram. |
| H.K. Barpujari, | The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985. |

Manorama Sharma,	History and History Writing in North East India (Revised Edition), Regency Publications, New Delhi.
Nirode Baruah,	Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
P.C. Choudhury,	History of the Civilization of the People of Assam.
S.L. Baruah,	A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.
J.B. Bhattacharjee,	Social and Polity Formation in Pre-colonial North East India,
Surajit Sinha (ed.),	Tribal Politics & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.
S. Endle,	The Kacharies,
H. Bareh,	History and Culture of the Khasi people.
J.B. Bhattacharjee,	The Garos and the English.
J.N. Choudhury,	The Khasi Canvas: A Cultural and Political History, Chapala Book Stall, Shillong, 1978.
_____	Arunachal Pradesh from Frontier Tracts to Union Territory, Cosmo J.N. Publications, New Delhi.
_____	The Tribal Culture and History of Arunachal Pradesh, Daya Publishing, 1990.
_____	Arunachal Panorama: A Study in Profile, Chapala Book Stall, 1973.
Kenilo Kath,	Traditional Religious Systems of the Rengma Nagas, Anshah Publishing, New Delhi, 2005.
L.N. Chakravarty,	Early History of Arunachal Pradesh.
M.L. Bose,	British Policy in the North East Frontier Agency.
N. Venuh,	Naga Society: Continuity and Change, Shipra, New Delhi, 2005.
P.N. Dutta,	Impact of the West on the Khasis and Jaintias.
P.R.T Gurdon,	The Khasis, Macmillan, Michigan, 1914.
P.C. Kar,	The Garos in Transition.
Paulinus R Marak,	The Garo Tribal Religion: Beliefs and Practices, Anshah Publishing, New Delhi, 2005.
SobhanLamare,	The Jaintias: A Study in Society and Change, Regency Publications, New Delhi.
Verrier Elwin,	A Philosophy for NEFA.
A. Mackenzie,	North East Frontier of Assam.
AmalenduGuha,	Planter Raj to Swaraj.
B.B. Ghosh,	History of Nagaland, New Delhi, 1982.
H.K. Barpujari,	Assam in the Days of Company.
_____	Problems of the Hill Tribes of the North Eastern Frontier, Vol. I, II, III.
_____	The Comprehensive History of Assam Vol. I, II, III, IV & V.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North East India (Upto 1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	0	3	1	0	0	3	3	1	2	3
CO2	3	2	0	3	1	0	0	3	3	1	2	3
CO3	3	2	0	3	1	0	0	3	3	1	2	3
CO4	3	2	0	3	1	0	0	3	3	1	2	3
Average	3	2	0	3	1	0	0	3	3	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
HIS-101-RC-5110-RESEARCH METHODOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to learn about the tools methods and techniques used by historians in writing history and also the various methods used in interpreting historical sources.
- Another objective is to ensure learners understand some of the historical schools of thought that have had a huge impact on history writing in the past as well as in the present.
- Learners are also expected to have a good understanding of the use of sources such as oral sources and ethnography which are crucial for writing history on societies (tribal societies) that have left little written records.
- Further, they will be able to understand how literary sources have been used by historians in history writings and some of the biases that are inherent in the literary sources.

Course Outcomes:

- CO 1: Students will learn the tools, methods, and techniques of interpreting historical sources and conducting historical research.
- CO 2: They will also learn about various historiographical schools of thought, which will enrich them in their future research.
- CO 3: They will also learn about sources such as the use of oral history.
- CO 4: Further, they will also understand the use of ethnography, and literary/textual sources and the manners in which historians use them to reconstruct history.

Course Content:

Unit-I Study of the Past:

- (a) Scope and objectives, Historical Data, Limitations of Historical Research.
- (b) Classification of Sources: Primary, Secondary and Interdisciplinary Approaches.
- (c) Computer Application in Historical Research.

Unit-II: Approaches to the Social Science Research

- (a) Normative, Historical, Behavioural and Marxist.
- (b) Basic Concepts in Scientific Inquiry – Hypothesis, Theory and Verification.
- (c) Objectivity and Subjectivity.

Unit-III: Historiographical Schools

- (a) Imperialist, Neo-imperialist and Nationalist.
- (b) Marxist, Annals, Subaltern and Feminist.
- (c) Historiography and History Writing in North East India.

Unit-IV: Alternative Sources

- (a) Oral Traditions
- (b) Ethnography
- (c) Literary/textual

Suggested Readings:

AR. Desai, Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1990.

- A Tashakkori & C Teddlie, Mixed Methodology: Combining qualitative and Quantitative Approaches, New Delhi, Sage, 1998.
- Bipan Chandra, India's Struggle for Independence, Viking, New Delhi, 1988.
- Bridget Somekh & Cathy Lewin, Research Methods in the Social Sciences, New Delhi, sage 2004.
- D.V. Gawronski, History: Meaning and Method, Scott, Foresman, 1969.
- E.H. Carr, What is History? Penguin Books, 1990.
- E. Sreedharan, A Textbook of Historiography: 500 BC to AD 2000, Orient Longman.
- Ghosh, B.N. Scientific Methods and Social Research, New Delhi, Streling, 1992.
- Hans Raj, Theory and Practice in Social Research, Surjeet Publications, New Delhi, 1979.
- Jan Vansina, Oral Tradition as History, Madison, University of Wincosin Press, 1985.
- Jean Mac Niffand & Jack White head, Doing and Writing Action Research, New Delhi, Sage, 2009.
- John C.B. Webster, Studying History, Primus Books, 2019.
- John W. Creswell & VickiL. Plano Clark, Designing and Conducting Mixed Methods Research, New Delhi, Stage, 2007.
- K.N. Chitnis, Research Methodology in History, New Delhi, Atlantic, 1998.
- Leonard Bickman, The Sage Handbook of Applied Social Research Methods, Sage, New Delhi, 2008.
- Manorama Sharma, History and History Wring in North East India, Regency, New Delhi 1998.
- Mathem, Mark Weinstein and Nick Foard, A Short Introduction to Social Research, Sage, New Delhi, 2006.
- Nicholas Walliman, Your Research Project, New Delhi, Sage 2005.
- Paul Oliver, Writing Your Thesis, Sage Publication, New Delhi, 2008.
- Percivel Spear, Oxford History of India, New Delhi, 1974.
- R.G. Collingwood, The Idea of History, Oxford.
- R. Palme Dutt, India Today, Manisha, Calcutta (Reprint), 1986.
- Ranajit Guha, Subaltern Studies Volumes.
- Sashi Bhushan Upadhyay, Historiography in the Modern World, Oxford University Press, 2016.
- W. Outwaite & et al, The Sage Handwork of Social Science
- William Edwagner III, Using SPSS for Social Statistics and Research Methods, New Delhi, Sage, 2009.
- William Outwaite & Stephen P. Turner (Ed.), The Sage Handwork of Social Science Methodology, London, Sage, 2007.
- Zina 'O Leary, The Essential Guide to Doing Research, Sage Publication, New Delhi, 2005.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Research Methodology

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	1	3	3	3	3	3	3
CO2	0	0	0	0	3	1	3	3	3	3	3	3
CO3	0	0	0	0	3	1	3	3	3	3	3	3
CO4	0	0	0	0	3	1	3	3	3	3	3	3
Average	0	0	0	0	3	1	3	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – II

SEMESTER II
HIS-101-CC-5210: HISTORY OF ARUNACHAL PRADESH (From Early Times to 1987)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to have a good understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to ensure students understand some of the sources used by the historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course Outcomes:

- CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).
- CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.
- CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.
- CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Content:

Unit-I: Introduction:

- (a) Environment and its impact on the Social Evolution.
- (b) Pattern of Settlement.
- (c) Sources of the History of Arunachal Pradesh.

Unit-II: Pre-Colonial Traditional Institutions:

- (a) Social Formations.
- (b) Patterns of Livelihood.
- (c) Polity Formations.
- (d) Religion.

Unit-III: British Policy in North Eastern Frontier Tracts:

- (a) British Policy in North East Frontier Tracts till 1875.
- (b) Inner Line and Outer Line.
- (c) Demarcation of the Mc Mahon Line.
- (d) The Acts of 1919, 1935 and Assam (Administration of Justice) Regulation of 1945.

Unit-IV: Post-Independence Developments:

- (a) Constitutional Position of NEFA: (1950-1964)
- (b) McMahon Line and Border Controversy: (1947-1962)
- (c) Chinese Aggression and Administrative Reorganization: (1962-1967)
- (d) Introduction of Panchayat Raj and Formation of Popular Government.

Suggested Readings:

- | | |
|---------------|-----------------------------------|
| A. Hamilton, | In the Abor Jungles. |
| A. Mackenzie, | The North East Frontier of Assam. |
| A. Maleish, | The Frontier People of India. |

G.W. Beresford, J.N. Chaudhury,	Notes on the North East Frontier of Assam. Arunachal Pradesh from Frontier Tracts to Union Territory.
J.N. Chaudhury, H.K. Barpujari, H. Baruah, Tomo Riba, V. Rastogi, Ashan Riddi, C.V.F Haimendorf, _____, L.R.N. Srivastava, N.T. Rikam, Sachin Roy, Dutta, Tai Nyori, Tamo Mibang, T. Mibang&et el, Verrier Elwin, _____, Tana Showren,	The Tribal Culture and History of Arunachal Pradesh. Problems of the hill Tribes; North-East Frontier, Vol. I, II& III. The Red river and the Blue Hill. The Tribal and their Changing Environment. The Enchanted Frontier. The Tagins of Arunachal Pradesh: A Study of Continuity and Change, 2006. The Apatanis and Their Neighbours. Ethnographic Notes on the Tribes of the Subansiri Region. The Gallongs. Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe. Aspects of Padam Minyong Culture. Studies in the History, Economy and Culture of Arunachal Pradesh. History and Culture of the Adis. Social Change in Arunachal Pradesh. Understanding Tribal Religion. Myths of the North-East Frontier of India. The Art of the North East Frontier of India. The Nyishi of Arunachal Pradesh: An Ethnohistorical Studies, 2009.
R.B. Pemberton, J.N. Chaudhury, M.L. Bose, P.N. Luthra,	The Eastern Frontier of British India. Arunachal Pradesh from Frontier Tracts to Union Territory. History of Arunachal Pradesh Up to 1992. Constitutional and Administrative Growth of the North East Frontier.
Robert Reid, A.C. Talukdar,	History of the Frontier Areas Bordering Assam. Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.
Alistair Lamb, _____,	The China India Border, Volume I & II. The Mac Mohan Line: A Study in the Relations between India China and Tibet.
J.B. Dalvi, J.R. Saigal, J.L. Mehra, Krishna Rao,	Himalayan Blunder. The Unfought War of 1962. The Mac Mohan Line and After. The Sino-Indian Boundary Question and International Law.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (up to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	0	3	1	0	0	3	3	1	2	3
CO2	3	2	0	3	1	0	0	3	3	1	2	3
CO3	3	2	0	3	1	0	0	3	3	1	2	3
CO4	3	2	0	3	1	0	0	3	3	1	2	3
Average	3	2	0	3	1	0	0	3	3	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-DE-52010: EVOLUTION OF INDIAN CULTURE

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to allow learners to learn about the early sources of Indian history such as archaeological and literary sources; and also Harappan civilization and Vedic Society.
- Another objective is to enable learners to learn about the polity, economy, and society of India during the Mauryan and Gupta periods.
- Learners are expected to have a thorough understanding of some of the religious movements that have been witnessed in India particularly Jainism, Buddhism, and Ajivikas, among others.
- Further, they will be able to learn about the form of language and literature and also arts used and developed in early India.

Course Outcomes:

- CO 1: Students will learn about the sources of Indian history and also the early Harappan Culture and Vedic Society.
- CO 2: They will also understand the early states of India such as the Mauryan, and Gupta.
- CO 3: They will also learn about the religious movements, particularly Jainism, Buddhism, Ajivikas, Alvars and Nayanars.
- CO 4: Further, they will also learn about the language literature, and art in early India.

Course Content:

Unit-I: Background of Indian Culture:

- (a) Sources of Early Indian Histories.
- (b) Harappan Culture
- (c) Vedic Society.

Unit-II: States in Early India:

- (a) Oligarchies and Republics.
- (b) The Mauryan State.
- (c) The Imperial Gupta.

Unit-III: Religious Movements:

- (a) Jainism and Buddhism.
- (b) Ajivikas and Jhuvikas.
- (c) Alvars and Nayanars.

Unit-IV: Language, Literature and Art:

- (a) Languages: Sanskrit, Prakrit, Pali and Tamil.
- (b) Literature: Vedic, Epic and Sangam.
- (c) Art: Gandhara and Mathura Schools.

Suggested Readings:

Romila Thapar, Ancient Indian Social History: Some Interpretations, Orient Blackswan, 2010.

_____, History and Beyond, OUP, 1999.

_____, Early India: From Origins to AD 1300, Penguin, 2003.

D. N. Jha, Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.

R.S. Sharma, India's Ancient Past, Oxford University Press, 2006.

D.D. Kosambi, The Culture and Civilisation of India in Historical Outline Vikas Publishing, 1997

A.L. Basham, The Wonder that was India – Rupa, 2004.

A.L. Basham (ed.), A Cultural History of India, Oxford India Paperbacks, 1997.

D.D. Kosambi, An Introduction to the Study of Indian History, Sage, 2016.

Upinder Singh, The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.

Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.

Meera Kosambi (ed.), D. D. Kosambi: Unsettling the Past, Permanent Black, 2014.

R.S. Sharma, Rethinking India's Past, Oxford India Paperback, 2010.

_____, Looking for the Aryans, Sage, 1995.

Himanshu P. Ray, Colonial Archaeology in South Asia: The Legacy of Mortimer Wheeler, Oxford University Press, 2007.

D. N. Jha, Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.

R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsis Dass, 2015.

K.P. Jayaswal, Hindu Polity: A Constitutional History of India in Hindu Times, Chaukhamba Sanskrit Pratishthan, 2013.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Evolution of Indian Culture

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	3	0	2	1	0	0	3	3	1	3	3
CO2	2	3	0	2	1	0	0	3	3	1	3	3
CO3	2	3	0	2	1	0	0	3	3	1	3	3
CO4	2	3	0	2	1	0	0	3	3	1	3	3
Average	2	3	0	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-DE-52020: COLONIAL ECONOMY (1765-1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the Indian economy before and during Colonialism.
- Another objective is to make the learners learn about the transformation brought in the economy and how the colonial economy benefited the British while impoverished the Indian masses.
- Learners are also expected to have an understanding of some of the issues currently faced by Indians as a direct result of colonialism in India.
- Further, they will be able to understand the infrastructural projects initiated by the British such as the construction of railways in particular to serve the administrative requirements as well as to facilitate extraction of resources and revenues in India.

Course Outcomes:

- CO 1: Students will gain an overview of the state of the Indian economy, encompassing both agricultural and industrial sectors, before and during the time of British rule.
- CO 2: They will understand the nature of the changes that the economy underwent under British rule and assess its impact on Indian society.
- CO3: They will understand the roots of many of the economic issues currently faced in India that had an indirect bearing on British rule.
- CO 4: Further, they will learn about the creation of infrastructures in India such as railways, and the subsequent growth of Indian capitalists and the working class in India during the period of colonialism.

Course Content:

Unit I: Colonialism

- d) Debates on 18th Century Economy
- e) Stages of Colonial Exploitation
- f) Theoretical Interventions in the Study of Colonialism: Samir Amin, Amilcar Cabral

Unit II: Economic Drain and De-Industrialisation

- d) Drain Theory: Meaning, Forms and Critique
- e) De-Industrialisation: Process and Debate
- f) Famines: Causes and Consequences

Unit III: Land and Agriculture

- d) Land Revenue Systems: Pattern and Impact
- e) Commercialisation of Agriculture; Plantations (Indigo and Tea)
- f) Opium Trade

Unit IV: Industry and Infrastructure

- d) Industry: Cotton Textile Industry and Iron and Steel Industry
- e) Infrastructure: Railways
- f) Growth of Indian Capitalist and Working Class

Suggested Reading:

- Aditya Mukherjee: Imperialism, Nationalism and the Making of the Indian Capitalist Class, Sage, 2002.
- Aditya Mukherjee: The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi, Orient Blackswan, 2012.
- Bipan Chandra: The Rise and Growth of Economic Nationalism in India, Revised Edition, Har-Anand Publications, 2016.
- Bipan Chandra: Freedom Struggle (Chapter1), National Book Trust.
- Dharma Kumar (ed.): Cambridge Economic History of India: Vol.2 c. 1757-c.1970, CUP, 2008
- Tirtankar Roy: Economic History of India 1857-1947, Oxford University Press, 2011.
- G. Rubinstein et.al.: 'On Some Statements by Samir Amin', Review of African Political Economy, No. 5 (Jan.-Apr., 1976), pp. 103-109. Stable URL: <http://www.jstor.org/stable/3997813>
- Irfan Habib: Indian Economy 1858-1914 (Peoples History of India Series), Aligarh Historians Society, 2006.
- Jock McCulloch: 'Amilcar Cabral: A Theory of Imperialism' The Journal of Modern African Studies, Vol. 19, No.3 (Sep., 1981), pp. 503-511. Stable URL: <http://www.jstor.org/stable/160757>
- Patrick Chabal : 'The Social and Political Thought of Amilcar Cabral: A Reassessment', The Journal of Modern African Studies, Vol. 19, No. 1 (Mar., 1981), pp. 31-56. Stable URL: <http://www.jstor.org/stable/160605>
- Samir Amin: From Capitalism to Civilization: Reconstructing the Socialist Perspective, Tulika, 2010.
- Seema Alavi (ed.): The Eighteen Century in India: Debates in Indian History and Society, Oxford University Press, 2007.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Colonial Economy (1765-1939)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-DE-52030: INDIAN NATIONAL MOVEMENT (1857-1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- Another objective is to make learners learn about the roots of the revolt of 1857 and the growth of Nationalism among the Indians in the 19th century.
- Learners are expected to have a good understanding of the crucial and pioneering roles of the Indian National Congress party in mobilizing the nationalist mass movement in India.
- Further, they are also expected to understand the manner in which the partition of India happened after the end of colonialism in India.

Course Outcomes:

CO 1: Students will understand the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.

CO 2: They will understand the background of the 1857 revolt, as well as various peasant movements and the overall growth of nationalist ideals.

CO 3: They will learn the role of the Indian National Congress in mobilizing mass movements during India's nationalist movement.

CO 4: Further, they will also understand the partition of India.

Course Content:

Unit -1: Emergence of Nationalism:

- (a) Revolt of 1857
- (b) Peasant Revolts in the late 19th Century: Indigo, Pabna and Deccan
- (c) Growth of Nationalism

Unit – II: Foundation of Indian National Congress

- (a) Myth and Reality
- (b) Objective
- (c) Policies, Programme, and colonial Government's responses

Unit – III: Forms and Contestation

- (a) Split in congress and the rise of Revolutionary Terrorism
- (b) Rise and Growth of Communalism: Factors and Stages
- (c) Muslim League and Muhammad Ali Jinnah

Unit – IV: Mass Movement:

- (a) Emergence of Mahatma Gandhi in Indian Politics and his strategies
- (b) Non-Cooperation Movement, Civil Disobedient Movement, and Quit India Movement
- (c) Freedom and Partition.

Suggested Readings:

Bipan Chandra, Amal Tripathi and Barun Dey: Freedom Struggle, NBT publication.
_____, Communalism in Modern India, New Delhi. 1987.

- _____, The Epic struggle, Orient Longman, New Delhi, 1992.
- _____, Rise and Growth of Economic Nationalism in India, New Delhi, 1984.
- _____, Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979.
- Bipan Chandra & et al, India's Struggle for Independence, 1857-1947, Viking, New Delhi.
- B L Grover & et al, A new look at Modern Indian History, S Chand publication.
- Sumit Sarkar, Modern India, 1885-1947, New Delhi.
- A.R. Desai, Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
- B R Nanda, Mahatma Gandhi, New Delhi.
- Sucheta Mahajan, Independence and Partition: The Erosion of Colonial Power in India, Sage Publications, New Delhi.
- Ranajit Guha (ed.), Subaltern Studies, Vols. Oxford University Press, Delhi, 1982.
- B.N. Pande (ed.), A Centenary History of the Indian National Congress, 3 Vols. N. Delhi, 1985.
- Eric Hobsbawm, Nations and Nationalism since 1780, Cambridge, Cambridge University Press, 1992.
- Ernest Gellner, Nations and Nationalism, Ithaca, Cornell University Press, 1983.
- Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism, 2nd. ed., London, 1991.
- Tara Chand, History of the freedom movement in India, Vol., Delhi, 1961.
- Percival Spear, Oxford History of India, N. Delhi, 1974.
- Aditya Mukherjee (ed.), The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.
- K.K. Ghose, The Indian National Army, Meerut, 1969.
- Prabha Dixit, Communalism – A struggle for power, New Delhi.
- M K Gandhi, My Experiments with Truth: An Autobiography, New Delhi.
- R.C. Dutt, The Economic History of India, 2 Vols, Publications Division, Government of India, 1970.
- Mahatma Gandhi, My Experiments with Truth: An Autobiography, Crosland Books, New Delhi, 2009.
- Louis Fischer, Mahatma Gandhi: His Life and Times, Bhartiya Vidya Bhavan, Mumbai, 2006.
- V. Chirol, Indian Unrest, London, 1910.
- Anil Seal, The Emergence of Indian Nationalism Competition and Collaboration in the later 19th Century, Cambridge, 1968.
- P.C. Bamford, History of Khilafat and Non-Cooperation Movements, Delhi, 1925.
- S. Gopal, British Policy in India, Delhi.
- P. Sitaramayya, The History of the Indian National Congress, two volumes.
- Aditya Mukherjee (ed.) The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.
- Dadabhai Naoroji, Poverty and Un-British Rule in India. London, 1901

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Indian National Movements (1857-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
HIS-101-RC-5210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to impart learners to learners about the philosophy and ethics of doing research and maintaining scientific conduct in research.
- Another objective is to make learners gain an understanding of the rationale and ethics that are to be maintained when it comes to the publication of research and most importantly to maintain scientific conduct while doing so.
- Learners are expected to have a detailed understanding of the misconducts that are often associated with the publication of academic works.
- Further, they will be able to learn various methods of accessing the database of research publications and how scholars measured research metrics as well as impact factors of research publications.

Course Outcomes:

- CO 1: Students will learn about the philosophy and ethics of doing research and, maintaining scientific conduct in the research.
- CO 2: They will also learn about the rationale and ethics of publications and how publications can contribute to existing knowledge.
- CO 3: They will also learn about the misconduct of publications.
- CO 4: Further, they will learn about accessing the database of publications and how the quality of research publication are measured in the world of academia.

Course Content:

Unit-I Theory

I. Philosophy and Ethics

- a) Introduction to philosophy: nature and scope, concept, branches
- b) Ethics: definition, moral philosophy, nature and moral judgment and reactions

II. Scientific Conduct

- (a) Ethics with respect to science and research
- (b) Intellectual honesty and research integrity
- (c) Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP); Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data

III. Publication Ethics

- (a) Publication ethics; definition, introduction and importance; Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- (b) Conflicts of interest; Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types.
- (c) Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals; Uses of visuals

Unit II Practice

a) Open Access publishing: Open access publications and initiatives; SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies; Software tool to identify predatory publications developed by SPPU; Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

b) Publication Misconduct: Group Discussions; Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad; **Software tools:** Use of plagiarism software like Turn it in, Urkund and other open sources of software tools.

c) Data Bases and Research Metrics: Databases Indexing databases; Citation databases: Web of Science, Scopus, etc.; Research Metrics, Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, gindex, i10index, altimetry's.

Suggested Readings:

Mark Israel, Iain Hay, Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance, Sage Publications, London, 2006.

Naire Mode, "Research Ethics", https://www.ahc.umn.edu/img/assets/26104/Research_Ethics.pdf
[clipart.com](https://www.ahc.umn.edu/img/assets/26104/Research_Ethics.pdf)

Jens Aagaard-Hansen & MariaVang Johansen, "Research Ethics across Disciplines", Anthropology Today, Jun., 2008, Vol. 24, No. 3 (Jun., 2008), p. 15.

Chang-Sub Uhm, "What Is Research Misconducts? Publication Ethics Is as Important as Research Integrity", Applied Microscopy 2016; 46, (2), p. 67.

Nicolas Charest, (Authors Alliance), "Law and Ethics of Copying: Copyright Infringement vs. Plagiarism, April 22nd, 2020

Andrea L. Foster, "Plagiarism-Detection Tool Creates Legal Quandary: When professors send students' papers to a database, are copyrights violated?", The Chronicle of Higher Education: Information Technology, May 2002, p.2,

Judith P. Swazey, et al, "Ethical Problems in Academic Research", American Scientist, November-December 1993, Vol.81, No.6, p. 542.

Vygintas Aliukonis, et al, "Perishor Publish Dilemma: Challenges to Responsible Authorship", Medicina (Kaunas). 2020 Mar; 56(3): p. 123.

Agata Gurzawska, "Ethics assessment in different fields: Social sciences", SATORI, European Commissions Seventh Framework Programme, p.5.

Agnes Grudniewicz, et al, "Predatory journals: no definition, no defence", Nature, Vol. 576, (2019).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Research Publication and Ethics

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	0	3	3	3	3	3	3
CO2	0	0	0	0	3	0	3	3	3	3	3	3
CO3	0	0	0	0	3	0	3	3	3	3	3	3
CO4	0	0	0	0	3	0	3	3	3	3	3	3
Average	0	0	0	0	3	0	3	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – III

(COURSE WORK & RESEARCH)

SEMESTER III
HIS-101-CW-61010: HISTORICAL METHODS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- One of the objectives of this course is to make students aware and understand the various historical methods used by historians in interpreting historical sources with an emphasis on literary sources.
- Another objective is to make students aware of the challenges and biases that historians face while dealing with primary and secondary sources.
- In doing so, students will be able to understand to examine historical sources from various angles which in other words would be crucial for laying the foundation for future research.
- Furthermore, another crucial objective of this course is to introduce to students how historians are dealing with historical sources of North East India and some of the recent trends that have developed in historical writings in this region.

Course Outcomes:

- CO 1: Students will understand the various historical methods adopted by scholars in interpreting historical sources.
- CO 2: They will understand the challenges and biases involved in using historical sources and will be able to learn how historians reconstruct history.
- CO 3: They will understand how to interpret historical sources and examine them from various angles, providing them with the much-needed grounding for research.
- CO 4: Further, they will history writing in North East India and some of the dominant trends in the recent period.

Course Contents:

Unit-I: Background:

- (a) What is History?
- (b) Positivist History.
- (c) Objectivity in History.

Unit-II: Marxist History:

- (a) Major theories of History from the Greeks to Marxism.
- (b) Karl Marx and Friedrich Engels: Materialistic Conception of History.
- (c) Critique of Determinism: History from below and New Social History.

Unit-III: Annales History:

- (a) Agenda of Total History: Marc Bloch, Lucien Febvre.
- (b) Fernand Braudel and his Intellectual Intervention.
- (c) Narrative Forms as Cognitive Instruments for Writing History.

Unit-IV: Trends in Modern Indian Historiography:

- (a) In quest of a Perspective: Colonial, Nationalist, Communalist and Subaltern History.
- (b) After Colonialism: Historical Thinking in India.
- (c) History writing in North East India: Major Works & Dominant Trends.

Suggested Readings:

- E.H. Carr, *What is History?* Penguin Books, 1990.
- Leopold V. Ranke, *The Theory and Practice of History*, Routledge Taylor & Frances, London, 2011.
- Keith Jenkins, *Re-Thinking History*, Routledge, London, 1997.
- Patrick Gardiner, *Theories of History*, Free Press/Macmillan, 1959.
- R.G. Collingwood, *The Idea of History*, Oxford University Press, 1988.
- A. Cohen, *Karl Marx's Theory of History: A Defence*, Oxford University Press, 2000.
- Georg Novack, *Understanding History Marxist Essays*, Pathfinder Press, 1972.
- M.M. Bober, *Karl Marx's Interpretation of History*, Harvard University Press, 1974.
- Melvin Rader, *Marx's Interpretation of History*, Oxford University Press, 1979.
- Marc Bloch, *The Historian's Craft*, Manchester University Press, 1953.
- Louis O. Mink, *Historical Understanding*, Cornell University Press, 1987.
- S. Mathews, *On History*, University of Chicago Press, 1982.
- Stuart Clark (ed.) *The Annales School: Critical Assessments*, Routledge, 1999.
- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Wesleyan University Press, Connecticut, 1997.
- Traian Stoianovitch, *French Historical Method: The Annales Paradigm*, Ithaca, 1976.
- Romila Thapar, *Interpreting Early India*, Oxford University Press, 1997.
- Irfan Habib, *Interpreting Indian History*, North Eastern Hill University Publications, 1985.
- Tana Showren, *The Nyishi of Arunachal Pradesh: An Ethnohistorical Study*, Regency Publications, Delhi, 2009.
- Jean Dilanglez (ed.) *A Guide to Historical Method*, Fordham University Press, 1946.
- Keith Jenkins, *On What is History? From Carr and Elton to Rorty and White*, Routledge, 1990.
- Ernst Breisach, *Historiography Ancient, Medieval & Modern*, University of Chicago Press, 2006.
- Michael Got lob (ed.) *Historical Thinking in South Asia*, Oxford University Press, 2003.
- Arthur Marwick, *The Nature of History*, Macmillan Press Ltd. 1989.
- Jan Vansina, *Oral Tradition: A Study in Historical Methodology*, Routledge & Kegan Paul, 1985.
- _____, "Oral Traditions: Method to Adaptation of Construction of the History of Non-Literate Tribes", in *International Journal of Social Science and Humanity*, Vol.4, No.6, pp.478-481, November 2014.
- Elizabeth Tonkin, *Narrating Our Past: The Social Construction of Oral History*, Cambridge University Press, 1995.
- Ruth Finnegan, *Oral Traditions and The Verbal Arts*, Routledge, 1996.
- John Miles Foley (ed.) *Teaching Oral Traditions*, Modern Language Association, 1998.
- _____, *Oral Tradition and the Internet: Pathways of the Mind*, University of Illinois Press, 2012.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Historical Methods

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	2	0	3	1	2	3	3	3	3	3
CO2	2	2	2	0	3	1	2	3	3	3	3	3
CO3	2	2	2	0	3	1	2	3	3	3	3	3
CO4	2	2	2	0	3	1	2	3	3	3	3	3
Average	2	2	2	0	3	1	2	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

HIS-101-CW-61020: HISTORY OF IDEAS IN NINETEENTH CENTURY INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to impart learners a nuanced understanding of the intellectual movements that started with some of the reform thinkers in the 19th century in India.
- Another objective is to enable learners to learn some of the issues and challenges faced during the period by intellectuals and social thinkers in their attempts to bring about reforms in Indian society.
- Learners are expected to develop some of the critical thinking that can help in bringing about reform in society.
- Further, they will be able to understand some of the social reform movements initiated in India by reformers such as Jotiba Phule, Narayan Guru, Pandita Ramabai, and Savitribai Phule, among others.

Course Outcomes:

- CO 1: Students will gain a comprehensive understanding of various intellectual and innovative social reform thinkers and their ideas in 19th-century India.
- CO 2: They will learn about the issues and challenges faced by intellectual and social thinkers and how they contributed to changing societies through their contributions.
- CO 3: They will be imparted with the knowledge of critical thinking.
- CO 4: Further, they will understand the intellectual and social empowerment especially those initiated by the Jotiba Phule, Narayan Guru, and Pandita Ramabai, Savitribai Phule, among others.

Course Content:

Unit-I: Historiographical and Conceptual Questions:

- (a) Validity of the category Renaissance; Eighteen century as dark age-its critique.
- (b) Colonial State, Ideology and Culture: Orientalists- Utilitarian.
- (c) Formation of Intellectuals in the 19th century: Ram Mohan Roy and Dayanand Sarasvati and critique of impact – response scheme.

Unit-II: Intellectuals, Religion and Society– I:

- (a) Rammohan Roy.
- (b) Debendranath Tagore, Keshab Chandra Sen and the Brahmo Samaj.
- (c) Derozio and the Young Bengal.

Unit-III: Intellectual and Religion-II:

- (a) Vivekananda and Ramakrishna movement.
- (b) Dayanand Sarasvati, Arya Samaj and DAV Movement.
- (c) Sir Sayyad Ahmed Khan and the Aligarh School; Deoband and Nadwa.

Unit-IV: Intellectual Intervention and Social Empowerment:

- (a) Veersalingam and Vidyasagar.
- (b) Jotiba Phule and Narayan Guru.
- (c) Pandita Ramabai and Savitribai Phule.

Unit-I: Mandatory Reading:

K.N. Panikkar, Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in colonial India, N. Delhi, 1998.

Further Readings:

Michael Gottlob (ed.), Historical Thinking in South Asia, Oxford University Press, 2003.

Nicholas Dirks, Castes of Mind: Colonialism and The Making of Modern India, Orient Longman, 2002.

V.P.S. Raghuvanshi, Indian Society in the 18th Century, Delhi, 1969.

Eric Stokes, The English Utilitarian in India, Oxford University Press, London, 1979.

Unit-II: Mandatory Reading:

Kenneth Jones, New Cambridge History of India: Socio Religious Reforms Movements in British India. J.N.F. Farquhar, Modern Religious Movements in India.

A.R. Desai, Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, XVI, XVII.

Further Readings:

V.C. Joshi (ed.), Ram Mohan Roy and the process of Modernisation in India, Vikas, New Delhi, 1975.

D. Kopf, British Orientalism and Bengal Renaissance, Calcutta 1969.

Susoban Sarkar, Bengal Renaissance and Other Essays.

Unit-III: Mandatory Readings:

Kenneth Jones, New Cambridge History of India: Socio Religious Reforms Movements in British India. J.N.F. Farquhar, Modern Religious Movements in India.

A.R. Desai, Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, XVI, XVII.

W.C. Smith, Modern Islam in India, Oxford University Press.

Charles H. Heimsath, Indian Nationalism and Hindu Social Reform.

Kenneth Jones, Arya Dharam: Hindu consciousness in late nineteenth century, Punjab.

J.T.F. Jordans, Life and Times of Dayanand Saraswati.

C.W. Troll, Sajjid Ahmed Khan : Reinterpretation of Theology.

M. Majeeb, The Indian Muslim.

A. Ahmed, Islamic Modernism in India and Pakistan.

Unit-IV: Mandatory Reading:

Kenneth Jones, New Cambridge History of India: Socio Religious Reforms Movements in British India.

J.N.F. Farquhar, Modern Religious Movements in India.

A.R. Desai, Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, XVI, XVII.

Rosalind Hanlon, Caste, Conflict and Mahatma Jotiba Phule and Low-caste Social protest in nineteenth century western India.

Further Readings:

Benoy Ghosh, Iswar Chandra Vidyasagar.

Christina Dobbin, Urban Leadership in Western India: Politics and communities in Bombay city, 1840-1885, Oxford University press, 1972.

V.Rama Krishna, Social Reform in Andhra.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Ideas in Nineteenth Century India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	1	1	0	0	3	3	1	3	3
CO2	2	2	3	1	1	0	0	3	3	1	3	3
CO3	2	2	3	1	1	0	0	3	3	1	3	3
CO4	2	2	3	1	1	0	0	3	3	1	3	3
Average	2	2	3	1	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III
HIS-101-CW-61030: MODERN WORLD (1453-1955)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to facilitate learners learning about major social, cultural, economic, and political developments that contributed to the rise of the modern world.
- Another objective is to make learners understand the world views and the manners in societies that got transformed during this period.
- Learners are also expected to learn about the historical trajectories that shaped and reshaped our worldview today.
- Further, they will be able to understand some of the critical theories of Imperialism and also the manners in which Nationalist movements spread gradually in Asia, Africa, and Latin America.

Course Outcomes:

- CO 1: Students will learn about the major social, cultural, economic, and political developments that were responsible for the rise of the modern world.
- CO 2: They will understand how early worldviews and societies transformed during this period.
- CO 3: They will learn the historical trajectories that shaped and reshaped our world today.
- CO 4: Further, they will understand the theories of Imperialism and the spread of the Nationalist movement in Asia, Africa, and Latin America.

Course Content:

Unit-I: Transition from Feudalism to Capitalism:

- (a) Decline of Feudalism in Western Europe.
- (b) Agrarian Revolution; Mercantilism.
- (c) Industrial Revolution and Industrial Capitalism.

Unit-II: Emergence of New Ideas:

- (a) Renaissance and Reformation.
- (b) Enlightenment Ideas: Major Trends.
- (c) Scientific Revolution: Major Trends.

Unit-III: Growth of Modern Institutions:

- (a) Treaty of Westphalia and Secular States.
- (b) Nations and Nation States: Origins and Broad Trends.
- (c) Parliamentary Government and Cabinet System in England.

Unit-IV: Imperialism and Nationalism:

- (a) Theories of Imperialism: Hobson, Lenin, Rosa Luxemburg, Jean- Pierre Lehman and A. Cabral.
- (b) Nationalism in Asia and Africa: Sri Lanka and African National Congress.
- (c) Nationalism in Latin America: Trends.

Unit-I: Mandatory Readings:

E. Mac N. Burns & et al, World Civilisation, relevant volumes,
Goyal Saab, 1991. New Cambridge: Modern History, Vols. I to VI (relevant chapters).
Eric Hobsbawm, The Age of Capital: 1848-1875, Little, Brown, 1988.

R. Hitton (ed.), Transition from Feudalism to Capitalism.

Further Readings:

Max Webber, Protestant Ethics and the Spirit of capitalism.

Niall Ferguson, Civilization: The Six Killer Apps of Western Power, Penguin, 2012.

Unit-II: Mandatory Readings:

Edward MacNall Burns et.al, World Civilisation, relevant volumes, Goyal Saab, 1991.

Eric Hobsbawm, The Age of Capital: 1848-1875, Little, Brown, 1988.

R. Hitton (ed.), Transition from Feudalism to Capitalism.

Further Readings:

Samuel P. Huntington, The Class of Civilizations and The Remaking of World Order, 1996.

Unit-III: Mandatory Readings:

Ernest Gellner, Nations and Nationalism, Square Fish, 2000.

E. J. Hobsbawm, Nations and Nationalism since 1780, Cambridge University Press, 2013.

Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of the Nationalism, Verso Books, 2006.

Further Readings:

Norman Davies, Vanished Kingdoms: The Rise and Fall of States and Nations, Penguin, 2012.

Michael Mann, The Sources of Social Power: Volume 1, A History of Power from the Beginning to AD 1760, Cambridge University Press, 2012.

_____, The Sources of Social Power: Volume 2, The Rise of Classes and Nation-States, 1760-1914,

Eric Hobsbawm, The Age of Revolution: 1789-1848, Little, Brown, 1998.

_____, The Age of Capital: 1848-1875, Little, Brown, 1988.

Unit-IV: Mandatory Reading:

Francis Fukuyama, The End of History and the Last Man, Penguin Books, 1992.

W.J. Mommsen (trans. P. S. Falla), Theories of Imperialism, University of Chicago Press, 1982.

Vladimir Lenin, Imperialism: The Highest Stage of Capitalism, Penguin, 2010.

John A. Hobson, Imperialism: A Study, Cosimo Classics, 2005.

Rosa Luxemburg, Accumulation of Capital, Taylor & Francis, 2003.

Jean-Pierre Lehmann, The Image of Japan: From Feudal Isolation to World Power 1850-1905, 2010.

Amilcar Cabral, 'Outstanding Leader of African Liberation Movement - A Tribute', African Communist, No. 53, second quarter 1973'

Nira Wickramasinghe, Sri Lanka in the Modern Age: A History, Oxford University Press, 2015.

G. Houser & et al, 'In Memory of Amilcar Cabral: Two Statements', Africa Today, Vol. 20, No. 1, United States Policy toward Africa (Winter, 1973), pp. 3-6

Further Reading:

Frantz Fanon, (trans), Constance Farrington with an Introduction by Jean-Paul Sartre, The Wretched of the Earth, Penguin, 2001.

Edward W Said, Culture and Imperialism, Random House, 1994.

Edward Said, Orientalism: Western Conceptions of the Orient, Penguin Random House, 2016.

Lopes Carlos Lopes, Africa's Contemporary Challenges: The Legacy of Amilcar Cabral, Routledge, 2013.

Laksiri Jayasuriya, 'The Evolution of Social Policy in Sri Lanka 1833-1970: The British Colonial Legacy', Journal of the Royal Asiatic Society of Sri Lanka, New Series, Vol. 46 (2001), pp. 1- 68

Nelson Mandela, Long Walk to Freedom, Little, Brown Book Group, 1995.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Modern World (1453-1955)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	0	0	0	0	3	3	1	3	3
CO2	3	2	2	0	0	0	0	3	3	1	3	3
CO3	3	2	2	0	0	0	0	3	3	1	3	3
CO4	3	2	2	0	0	0	0	3	3	1	3	3
Average	3	2	2	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III
HIS-101-CW-61040: INTRODUCTION TO ARCHAEOLOGY
WITH REFERENCE TO NORTH EAST INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to make learners learn the key concepts of archaeological terms and also how archaeological research in North East India was initiated by Colonial official cum ethnographers who were posted in this region for administrative purposes.
- Another objective is to facilitate learners to understand some of the crucial theories and methods in archaeology.
- Learners are expected to have a nuanced understanding of the forms of archaeological remains reported across various states of North East India.
- Further, they are expected to have a nuanced understanding of the archaeological remains reported so far in various parts of Arunachal Pradesh and also the prospect for future studies.

Course Outcomes:

- CO 1: Students with the key concepts of archaeology, and the history of archaeological research in North East India.
- CO 2: They will also understand some of the theories and methods in archaeology.
- CO 3: They will understand the forms of archaeological remains reported in North East India until recently.
- CO 4: They will understand the types of archaeological remains reported in Arunachal Pradesh, along with the problems and prospects for studies in the state.

Unit-I: Introduction to Archaeology:

- a) Key concepts: archaeology, material remains, site, stratigraphy.
- b) History of archaeological studies in North East India (until 2020).
- c) Challenge and prospect of archaeology in North East India.

Unit-II: Theories and Methods:

- a) Processual, post-processual.
- b) Surface survey, recording, mapping, analysis, excavation, and dating methods.
- c) Ethnography and Oral Traditions in Archaeology.

Unit-III: Archaeological Remains in North East India:

- a) Paleolithic and Hoabinhian.
- b) Neolithic.
- c) Megalithic.

Unit-IV: Archaeological Sites in Arunachal Pradesh:

- a) Stone-age sites, caves, megaliths, and forts.
- b) Parsi-Parlo and Malinithan
- c) Bhismaknagar and Naksaparvat

Readings for Unit I:

- Gamble, C. 2008. *Archaeology: The Basics*. London: Routledge.
- Renfrew, C. and P, Bahn. 2005. *Archaeology: The Key Concepts*. London and New York: Routledge.
- Hester, T. R., H. J. Shafer and K. L. Feder. 2016. *Field Methods in Archaeology*. Routledge.
- Jamir, T. and M. Hazarika. 2014. 'Introduction'. In *50 Years After Daojali Hading: Emerging Perspective in the Archaeology of Northeast India*, edited by T. Jamir and M. Hazarika, 1-20. New Delhi: Research India Press.

- Milan Kumar Chauley and Manjil Hazarika 2021. "Introduction". *Archaeology in Northeast India: Recent Trends and Future Prospects: Essays Celebrating 150 Years of Research*.
- Jamir, T. 2022. 'Archaeology of Northeast India.' In *Oxford Research Encyclopedia of Asian history*, edited by D. Ludden, 1–32. Oxford.
- Hazarika, M. 2017. *Prehistoric and Archaeology of Northeast India: Multidisciplinary Investigation in an Archaeological Terra Incognita*. New Delhi: Oxford.

Readings for Unit II:

- Banning, E.B. 2002. *Archaeological Survey*. New York: Springer.
- David, N and C. Kramer. 2001. *Ethnoarchaeology in Action*. London: Cambridge.
- Hodder, I. 1992. *Theory and Practice in Archaeology*. London: Routledge.
- Hester, T. R., H. J. Shafer and K. L. Feder. 2016. *Field Methods in Archaeology*. Routledge.
- Whitely, P.M. 2017. 'Archaeology and Oral Tradition: The Scientific Importance of Dialogue.' *American Antiquity* 67(3):405-415.
- Aier, Anungla. 2014. 'Archaeology and Oral Tradition of Northeast India: The Need of a Dialogue in Interpreting the Past.' In *50 Years After Daojali Hading: Emerging Perspective in the Archaeology of Northeast India*, edited by T. Jamir and M. Hazarika, 227-236. New Delhi: Research India Press.

Readings for Unit III:

- Jamir, T and J. Müller. 2022. 'Northeast India megaliths.' In *Megaliths of the World* (Vol. 1), edited by L. Laporte, J. M. Large, L. Nespoulous, C. Scarre and T. Steimer-Herbet, 447-473. Oxford.
- Marak, Q. (ed.). 2019. *Megalithic Traditions of North East India*. New Delhi: Concept.
- Jamir, T. 2013. 'Piecing Together from Fragments: Re-evaluating the 'Neolithic' Situation in Northeast India.' In *Neolithic-Chalcolithic Cultures of Eastern India*, edited by K. N. Dikshit, 44–66. New Delhi: Indian Archaeological Society.

Readings for Unit-IV:

- Ashraf, A.A. 2019. *Prehistoric Arunachal: A Study on Prehistory and Ethnoarchaeology of Kamla Valley*. Itanagar: Directorate of Research Archaeology, Arunachal Pradesh.
- Ashraf, A.A. 1990. *Prehistoric Archaeology of Lower Subansiri*. Guwahati: Directorate of Research, Government of Arunachal Pradesh.
- Ashraf, A.A. 1998. 'Archaeological remains and further prospects in Arunachal Pradesh.' *Puratatva*, 28: 64-76.
- Raikar, Y.A. and S. Chatterjee 2006. *Archaeology in Arunachal Pradesh*. Directorate of Research, Government of Arunachal Pradesh.
- Chakravarty, L.N. 2014. *Glimpses of the early history of Arunachal*. Itanagar: Directorate of Archaeology, Government of Arunachal Pradesh.
- Raikar, Y.A. 2014. *Ita-forts*. Itanagar: Directorate of Research, Government of Arunachal Pradesh.
- Thakur, A.K. 2004. 'Pre-historic Archaeological Remains of Arunachal Pradesh and People's Perceptions: An Overview.' *Proceedings of the Indian History Congress*, 65: 1185-1196.
- Bora, D.K., A.A. Ashraf, and J.C. Dutta. 1997. *Medieval Life at Naksaparvat*. Itanagar. Directorate of Research, Government of Arunachal Pradesh.
- Tada, T. 2014. *Archaeological Remains of Arunachal Pradesh*. Itanagar: Directorate of Research, Government of Arunachal Pradesh.
- J.C. Dutta, 1997. *Malinithan*, Directorate of Research Government of Arunachal Pradesh.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Introduction to Archaeology with Special References to North East India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	0	3	3	3	0	3	3	3	3	3
CO2	2	2	0	3	3	3	0	3	3	3	3	3
CO3	2	2	0	3	3	3	0	3	3	3	3	3
CO4	2	2	0	3	3	3	0	3	3	3	3	3
Average	2	2	0	3	3	3	0	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

HIS-101-CW-61050: CONSTITUTIONAL DEVELOPMENT IN INDIA (1757-1950)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to allow learners to learn about colonialism in India from 1757-1947 that resulted in the unification of India and also the growth of nationalist sentiments.
- Another objective is to make learners understand about the policies and modes of governance developed in India during the colonial period influenced the governmental and legal policies adopted in India in the post-independence period.
- Learners are expected to have a nuanced understanding of the constitutional development in India during the period of colonialism and until India achieved independence.
- Further, they are expected to understand salient features and contents of the Indian constitution.

Course Outcomes:

- CO 1: Students will gain insights into how the British occupation of India between 1757 and 1947 resulted in a political awakening and the gradual political unification of the country on the ideological level.
- CO 2: They will understand that the system of governance created during this time still exerts a significant influence on the country's post-independence governmental and legal system.
- CO 3: They will understand the major landmarks in the history of constitutional development in India from the time of the English East India Company to India's achievement of independence.
- CO 4: Further, they will also understand the Indian constitution and its salient features.

Course Content:

Unit-I: East India Company:

- (a) Charter of 1600 A.D.
- (b) The Regulating Act 1773
- (c) The Pitt's India Act 1784.

Unit-II: India under the British Crown: I

- (a) The Government of India Act 1858.
- (b) The Indian Council Act of 1892 and the Government of India Act 1909.
- (d) The Government of India Act 1919 and Simon Commission.

Unit-III: India under the British Crown: II:

- (a) The Government of India Act, 1935.
- (b) Cripps Proposal and Wavell Plan
- (c) Cabinet Mission

Unit-IV: Constitutional Development in the wake of Independence.

- (a) The Indian Independence Act, 1947.
- (b) The Constituent Assembly: Composition and Function
- (c) The Constitution of India: Salient Features.

Mandatory Readings:

A.B. Keith	<i>A Constitutional History of India.</i>
A.C. Banerjee	<i>The Constitutional History of India, 3 Vols.</i>
G.N. Singh	<i>Landmarks in India's Constitutional and National development.</i>
R. Coupland	<i>Report on the Constitutional Problem in India, 1833-1835, 3 parts.</i>
B.B. Mishra	<i>The Central Administration of East India Company, 1773-1834</i>
_____	<i>The Central Administrative History of India, 1834-1946.</i>
J.W. Kayo	<i>The Administration of the East India Company.</i>
B.B. Mazumdar	<i>Indian Political Associations and Reform of Indian Legislature, 1857-1917.</i>
B.B. Mishra	<i>The Judicial Administration of the East India Company in Bengal.</i>
H. Tinker	<i>The Foundation of local self-Govt. in India, Pakistan and Burma.</i>
A. Majed Khan	<i>The Transition in Bengal, 1756-77.</i>
Nandalal Chatterjee	<i>Bengal under Dewani Administration.</i>
Thomson and Garrat	<i>Rise and fulfilment of British Rule in India.</i>

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Constitutional Development in India (1757-1950)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	3	0	0	0	0	3	3	1	3	3
CO2	3	2	3	0	0	0	0	3	3	1	3	3
CO3	3	2	3	0	0	0	0	3	3	1	3	3
CO4	3	2	3	0	0	0	0	3	3	1	3	3
Average	3	2	3	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – IV

(COURSE WORK & RESEARCH)

SEMESTER IV

HIS-101-RP-6210: RESEARCH PROJECT

Credit: 20; Contact Hours: 600;
Full Marks: 300

Learning Objectives:

LO1: To developing an understanding about process of research work and its compilation.

LO2: To inculcate research aptitude among students for quality research work.

Course Outcomes:

CO1: Understand and comprehend the dynamic process of research plan and work.

CO2: Develop competencies and skill set necessary for being a researcher.

CO3: Ability to create new ideas for futuristic research work.

CO4: Inculcate an understanding of how well trained historians are reconstructing history through various sources.

Research Project:

- The topic of the project work should be chosen within 15 days of commencement of the semester submitted to HoD office. Allocation of the supervisor will also be carried out by Departmental Council of the Department of History (DCDH). The DCDH will comprise of HoD as Chairman and other faculty members as council members. The allotment of supervisor will be done by the. Preference will be given to supervisor's consent during the allotment process.
- Further, the candidate will be required to submit a brief write up of the plan proposal within stipulated time. The preliminary work for dissertation (e.g., planning the research, selecting tools, etc.) should be completed preferably by the first sessional examination of Semester-IV.
- Data collection and analyses should be completed preferably by the second sessional examination. The writing of the dissertation should be completed preferably by the third sessional examination. The final evaluation of the dissertation will be done at the end semester examination which includes a presentation of the dissertation and the performance in the viva- voce.
- The dissertation work may involve crucial analysis of primary and secondary historical sources, fieldwork, survey research, case study. Further, it may include one large study/experiment or several studies/experiments depending on the objectives of the research. The writing of dissertation must be in accordance with the Publication Manual of the Modern Language Association (MLA) and should be not less than 60 pages including references and appendices.

Scheme of Evaluation:

- The evaluation of the project work will be done in total 300 marks (240 marks end semester examination + 60 marks of sessional exams). The sessional component will be evaluated by the concerned supervisor. The end term evaluation (in 240 marks) will be done by a board of examiners including HoD, one external member and one internal member. The end term evaluation in 240 marks will include the literary and scientific presentation of the dissertation and the performance in the viva- voce.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

**Course Structure for PG Diploma in History (Programme Code: HIS-1101) /
Two Years M.A. in History with Coursework (Programme Code: HIS-4101)**

NCrf Credit Level	Sem	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credits	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
6	Sem -I	CDOE-HIS-101-CC-5110- Ancient Societies	400	4	20	20	80	100	3:1:0	60
		CDOE-HIS-101-CC-5120- History of Medieval India	400	4		20	80	100	3:1:0	60
		CDOE-HIS-101-CC-5130- Expansion and Consolidation of Colonial Rule in India (1757-1858)	400	4		20	80	100	3:1:0	60
		CDOE-HIS-101-CC-5140- History of North East India (Up to 1947)	400	4		20	80	100	3:1:0	60
		CDOE-HIS-101-RC-5110- Research Methodology	500	4		20	80	100	3:1:0	60
	Sem -II	CDOE-HIS-101-CC-5210- History of Arunachal Pradesh (Up to 1987)	400	4	20	20	80	100	3:1:0	60
		CDOE-HIS-101-DE-52010- Evolution of Indian Culture	500	4		20	80	100	3:1:0	60
		CDOE-HIS-101-DE-52020- Colonial Economy (1765- 1939)	500	4		20	80	100	3:1:0	60
		CDOE-HIS-101-DE-52030- Indian National Movement (1857-1947)	500	4		20	80	100	3:1:0	60
		CDOE-HIS-101-RC-5210- Research andPublication Ethics	400	4		20	80	100	3:1:0	60
Total Credit (First Year)					40					
Exit option with Post-Graduate Diploma in History on completion of courses equal to a minimum of 40 credits or Entry to One Year M.A. in History with Coursework										
6.5	Sem -III	CDOE-HIS -101-CW-61010- Historical Methods	500	4	20	20	80	100	3:1:0	60
		CDOE-HIS -101-CW-61020- History of Ideas in Nineteenth Century India	500	4		20	80	100	3:1:0	60
		CDOE-HIS -101-CW-61030- Modern World (1453- 1955)	500	4		20	80	100	3:1:0	60
		CDOE-HIS -101-CW-61040- Introduction to Archaeology with Special Reference to North East India	500	4		20	80	100	3:1:0	60
		CDOE-HIS -101-CW-61050- Constitutional Development in India (1757-1950)	500	4		20	80	100	3:1:0	60
	Sem -IV	CDOE-HIS -101-CW-62010- Colonialism and Nationalism in South East Asia	500	4	20	20	80	100	3:1:0	60
		CDOE-HIS -101-CW-62020- History of United States of America (1865-1945)	500	4		20	80	100	3:1:0	60
		CDOE-HIS -101-CW-62030- History of Modern Japan (1853-1945)	500	4		20	80	100	0:0:4	120
		CDOE-HIS -101-CW-62040- History of Modern China (1840-1949)	500	4		20	80	100	3:1:0	60

	CDOE-HIS-101-CW-62050- History of Contemporary World (1945-1991)	500	4		20	80	100	3:1:0	60
	Total Credit (Aggregate)			80					
Post-Graduate Degree in History with Coursework on completion of courses equal to a minimum of 80 credits									

SEMESTER – I

(COURSE WORK)

SEMESTER I
CDOE- HIS-101-CC-5110: ANCIENT SOCIETIES

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about early hunting-gathering societies, the evolution of territorial consciousness in the early periods, and how societies gradually evolved.
- Another objective is to facilitate students in understanding how food was initially produced in the early period.
- Learners will be able to learn about the nature of tribal society and the emergence of landownership that laid the foundation of the state formation process
- Further, they are expected to have a good understanding of the early state formation and urbanization process.

Course Outcomes:

CO 1: Students will understand about the hunter gather societies and the evolution of territorial consciousness

CO 2: They will learn about the origin of food production in the early period

CO 3: They will also understand the tribal society and emergence of landownership and new urbanization to state formation

CO 4: They also learn about the early state formation and urbanization process.

Course Content:

Unit-I: Hunter-Gatherer Societies:

- (a) Social Evolution and subsequent trends.
- (b) Livelihood activities of hunter-gatherers.
- (c) Territorial Consciousness.

Unit-II: Origin of Food Production in the Ancient World:

- (a) Exploitation of plants in West Asia and Southeast Asia.
- (b) Domestication of animals and beginning of Agriculture.
- (c) Worshipping of fertility goddesses, division of labour and craft specialization.

Unit-III: Tribal and Lineage Societies:

- (a) Emergence of the epic, the heroes and ritual.
- (b) Segmentary Societies and surplus- pre-state politics.
- (c) Landownership and new urbanisation to state formation.

Unit-IV: Use of Bronze and Iron:

- (a) Early state formation and urbanization.
- (b) Metallurgy technique, barter, trade and exchange.
- (c) Urbanisation in the Gangetic Plain and structure of Mauryan State.

Unit-I: Mandatory Readings:

V. Gordon Childe, Social Evolution, Penguin Books, New York, 1951.

David Kaplan, Culture Theory, Prentice Hall.

Gordon Childe, What Happened in History, Penguin Books, Reprinted, 1982.

Further Readings:

Ernest Gellner, Anthropology and Politics, Blackwell, 1995.

Maurice Godlier, Perspective in Marxist Anthropology, Cambridge University Press, 1978.

Unit-II: Mandatory Readings:

Gordon Childe, What happened in History, Penguin Books, Aakar Books, Delhi, 2016.
 Malinowski, Magic, Science and Religion and Other Essays 1948, Kissinger Publishing, 1958.
 L.H. Morgan, Ancient Society, Bharat Library, Calcutta, 1996.

Further Reading:

R. Thurnwald, Economics in Primitive Communities, Oxford University Press, 1969.
 Romila Thapar, Cultural Pasts: Essays in Early Indian History, OUP, 2000.
 _____, From Lineage to State, OUP, 3rd impression, 1993.
 _____, Ancient Indian Social History Some Interpretations, Orient Longman, 1984.

Unit-III: Mandatory Readings:

M.D. Sahlins, The Segmentary Lineage, American Anthropologist, 63, 2, 1962.
 Emile Durkheim, The Elementary Forms of the Religious Life, George Allen, & Unwin, 1976.
 Raymond Firth, Elements of Social Organisation, Watts & Co, London, 1963.

Further Readings:

Robert H. Lowie, Primitive Society, Routledge, UK, 5th impression, 1960.
 Robert H. Lowie, Social Organisation, Routledge, UK, 3rd impression, 1961.
 W.H.R. Rivers, Social Organisation, Kegan Paul, 1932.
 William James, The Varieties of Religious Experience, Longman, Green & Co. London, 1952.

Unit-IV: Mandatory Readings:

Dilip Chakrabarti, The Early Use of Iron in India, Oxford University Press, USA, 1993.
 A.S. Altekar, State and Government in Ancient India, Motilal Banarsidass, Delhi, 1992.
 I.C. Glover & et al, Early Metallurgy, Trade and Urban Centres in Thailand and Southeast Asia, Bangkok, 1992.
 Marshall Sahlins, Stone Age Economics, Aldine De Gruyter/New York, 1972.
 R.F. Tylecote, A History of Metallurgy, Oxford University, Press, London, 1976.

Further Readings:

R.S. Sharma, Material and Cultural Formation in Ancient India, Macmillan.
 _____, Perspective in Social and Economic History of Early India, Munshiram Manoharlal, New Delhi, 1995.
 Romila Thapar, Early India From the Origin to AD 1300, Penguin, 2002.
 H.J.M. Claessen & et al, The Early State, Vol. I & II, Mouton Publishers, New York, 1981.
 R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers, Delhi, 1991.
 Romila Thapar, Asoka and the Decline of the Mauryas, OUP, 1961.
 George Dalton (ed.), Tribal and Peasant Economics, The Natural History Press, New York, 1967.
 L.Krader, The Asiatic Mode of Production, Assen, 1975.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Ancient Societies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	0	0	0	1	0	3	3	1	3	3
CO2	3	3	0	0	0	1	0	3	3	1	3	3
CO3	3	3	0	0	0	1	0	3	3	1	3	3
CO4	3	3	0	0	0	1	0	3	3	1	3	3
Average	3	3	0	0	0	1	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER I
CDOE- HIS-101-CC-5120: HISTORY OF MEDIEVAL INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the key political institutions such as the political and political institutions of some of the States in Medieval India that allowed the running of the states.
- Another objective is to ensure learners learn about the socio-economic conditions of the Sultanate and Mughal period and also the Vijayanagara Empire which were some of the important states in Medieval India.
- Learners will be able to understand some of the crucial religious movements such as Bhakti and Sufism among others that emerged in Medieval India.
- Further, they are expected to have a thorough understanding of the growth of literature, art, and architecture during the medieval period in India which also shaped the period's history.

Course Outcomes:

- CO 1: Students will learn about the political institutions in Medieval India, especially the Iqtadari, Mansabdari and Jagirdari systems.
- CO 2: They will also understand the socioeconomic condition of the Sultanate and Mughal period, and also the Vijayanagara Empire
- CO 3: They will learn about religious movements, particularly the Bhakti Movement, Sufism, and Sikhism.
- CO 4: Further, they will also understand the growth of literature, art, and architecture during the medieval period in India.

Course Content:

Unit-I: Government and Administration:

- (a) Administration during Sultanate and Mughal Period
- (b) Iqtadari, Mansabdari and Jagirdari System
- (c) Administration of Vijayanagar Empire

Unit-II: Socio-Economic Condition:

- (a) Social Condition during Sultanate and Mughal Period: Social Division and Position of Women
- (b) Economic Condition during Sultanate and Mughal Period: Agriculture and Trade and Industry
- (c) Socio-Economic life of Vijayanagar Empire

Unit-III: Religious Movements:

- (a) Bhakti Movement
- (b) Sufism
- (c) Sikhism

Unit-IV: Literature, Art & Architecture:

- (a) Art and Architecture during Sultanate period
- (b) Art and Architecture during Mughal period
- (c) Literature during Sultanate and Mughal period

Mandatory Readings:

Muzaffar Alam & et al, The Mughal State, 1526-1750, New Delhi, 2002.

Muzaffar Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748, Delhi, 1986.

_____, Mughal Imperial Decline in North India, New Delhi, 1986.

_____, The Languages of Political Islam in India, c. 1200-1800. New Delhi: Permanent Black, 2004.

Aziz Ahmad, Studies in Islamic Culture in the Indian Environment, New Delhi, Oxford University Press, 1991.

Seema Alavi, Islam and Healing, Delhi, 2009.

Halim Abdul, History of the Lodi Sultans of Delhi and Agra, reprint. Delhi, 1974.

Raziuddin Aquil, Sufism, Culture and Politics: Afghans and Islam in Medieval North India, Reprint, New Delhi: Oxford University Press, 2009.

Aquil, Raziuddin. (ed.), Sufism and Society in Medieval India, Debates in Indian History and Society Series, New Delhi: Oxford University Press, 2010.

Lebeskind Claudia, Piety on its Knees: Three Sufi Traditions of South Asia.

John Deyell, Living without Silver: The Monetary History of Early Medieval North India, Delhi: Oxford University Press, 1990.

Further Readings:

M.R. Eaton (ed.), India's Islamic Traditions, 711-1750. New Delhi: Oxford University Press, 2003.

Peter Hardy, Historians of Medieval India, New Delhi, Munshiram Manoharlal, 2007.

Habib & Nizami, The Delhi Sultanate, Comprehensive History of India, Vol. V.

Irfan Habib & et al, The Cambridge Economic History of India, Vol 1, Cambridge University Press.

Irfan Habib, Essays in Indian History: Towards a Marxist Perspective, New Delhi: Tulika, 1995.

Peter Jackson, The Delhi Sultanate: a Political and Military History, Cambridge: University Press, 1999.

Sunil Kumar, Emergence of the Delhi Sultanate, Delhi: Permanent Black, 2007.

Satish Chandra: Medieval India, From sultanate to the Mughal, Har-Anand Publication, 2015

_____: Parties and politics at the Mughal Court 1707-1740, Aligarh 1959

Seema Alavi (ed): The Eighteenth Century in India, New Delhi 2008

Aziz Abdul: The Mansabdari System and the Mughal Army, Delhi 1972

M. Athar Ali: Mughal Nobility under Aurangzeb, New Delhi 1997

_____: Mughal India: Studies in polity, Ideas, Society and Culture.

U.N. Day: The Mughal Government A.D 1556-1707, Munshiram Manoharlal, New Delhi 1994

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Medieval India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	0	0	0	1	0	3	3	2	3	3
CO2	2	2	0	0	0	1	0	3	3	2	3	3
CO3	2	2	0	0	0	1	0	3	3	2	3	3
CO4	2	2	0	0	0	1	0	3	3	2	3	3
Average	2	2	0	0	0	1	0	3	3	2	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
CDOE- HIS-101-CC-5130: EXPANSION AND CONSOLIDATION OF COLONIAL RULE IN INDIA (1757-1858)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to enable students to learn about various factors that contributed to the steady decline of the powerful Mughal Empire in India and the gradual shift of power to British.
- Another objective is to facilitate learners in understanding the manners in which British gradually extended their control of territories in India.
- Learners are expected to have good knowledge about the expansion of British in Punjab, and Sindh and also how the Policy of Doctrine of Lapse was strategically and opportunistically used to fulfill British objectives of supremacy in India.
- Further, learners will be able to learn about the cause of the revolt of 1857, which is often considered “the first Nationalist Movement in India” and the transition of power from East India Trading Company to the British crown.

Course Outcomes:

- CO 1: Students will learn about the decline of the Mughal authority and the rise of British power in India.
- CO 2: They will understand how the British gradually gained territorial power over Mysore, Maratha Territory.
- CO 3: They will learn about the later phase of British expansion in Punjab, Sindh, and also the policy of Doctrine of Lapse.
- CO 4: Further, they will also learn the cause of the Revolt of 1857 and the transition from Company to Crown.

Course Content:

Unit-I: Rise of Colonial Domination:

- (a) Decline of the Central Authority of the Mughals.
- (b) Carnatic War.
- (c) British Ascendancy in Bengal.

Unit-II: Territorial Expansion (Phase-I, 1757-1818):

- (a) Annexation of Mysore.
- (b) Annexation of Maratha Territory.
- (c) Subsidiary Alliance System.

Unit III: Territorial Expansion (Phase-II, 1818-1857):

- (a) Annexation of Punjab.
- (b) Annexation of Sindh.
- (c) Doctrine of Lapse.

Unit-IV: Revolt of 1857:

- (a) Causes of the Revolt.
- (b) Nature and Characteristics.
- (c) Transition from Company to Crown.

Mandatory Readings:

- H. Dodwell, *Cambridge History of India, Vol. V.*
 P.E. Robert, *History of British India, London – 1970.*
 P.K. Mukherjee, *The Rise and fall of the East India Company, Bombay – 1973.*
 R.C. Muzumdar & et al, *An Advanced History of India, Macmillan, 1978.*
 Ram Gopal, *How the British occupied Bengal, Asian Publishing House, Bombay, 1963.*

Further Readings:

- S.N. Sen, *Anglo-Maratha relations; Macmillan, Delhi, 1974.*
 P.J. Marshall, *Problems of Empire: Britain and India, 1757-1813, George Allen & Urwin Ltd., London, 1963.*
 R.M. Lahiri, *The Annexation of Assam, L.K. Mokhiopadhyay, Cal. 1975.*
 Alexander Mackenzie, *The North-East Frontier of India, Mittal Publications, Reprinted in India, 1979.*

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Expansion and Consolidation of Colonial Rule in India (1757-1858)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I

CDOE- HIS-101-CC-5140: HISTORY OF NORTH EAST INDIA (Up to 1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full

Learning Objectives:

- This course is designed to enable students to gain a good grounding in the early history of North East India and what the region was like in the early past.
- Another objective is to facilitate learners to learn about the nature of societies and small-scale societies that existed in the past in this region.
- Learners are expected to understand how the colonial experiences of the people in this region.
- Further, they will be able to learn how the various policies adopted by the British in North East India have not only shaped the region's history but also sowed the seeds for some of the issues and challenges that are currently faced by the people in the state.

Course Outcomes:

- CO 1: Students will understand the historical trajectories of North-East India from early times to the end of the colonial period.
- CO 2: They will learn about the societies and how small-scale societies existed in the past in this region.
- CO 3: They will also understand the impact of colonialism in this region.
- CO 4: Further, they will learn how some of the issues and challenges in this area have been inherited from the British.

Course Content:

Unit-I: Introduction:

- (a) The Geographical setting - Its impact on Evolution of Society.
- (b) Sources of the History of North East India.
- (c) Approaches to the History of North East India.

Unit-II: Early Historical and Medieval Social and Polity Formations:

- (a) Early State -Theory, Territory and Polity.
- (b) Varmans and Palas.
- (c) The Ahom State and the Dimasa State.

Unit-III: Pre-Colonial Period of the Hills Societies:

- (a) Social Formation in the Hills of North East India: Khasi-Jaintias, Arunachal Pradesh; Livelihood practices in the Hills of North East India.
- (b) Political formations in the Hills of North East India.
- (c) Religion in the Hills of North East India.

Unit-IV: Colonial Rule in North East India:

- (a) Treaty of Yandaboo and colonial presence.
- (b) Annexations: Assam, Cachar and Khasi and Jaintia Hills
- (c) Annexation: Naga Hills and Mizo Hills; Impact of British Rule on the economic transformation of North East India.

Suggested Readings:

- Amalendu Guha, Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta.
- A.K. Sharma, Emergence of Early Culture in North East India, Munshiram.
- H.K. Barpujari, The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985.
- Manorama Sharma, History and History Writing in North East India (Revised

	Edition), Regency Publications, New Delhi.
Nirode Baruah,	Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.
P.C. Choudhury,	History of the Civilization of the People of Assam.
S.L. Baruah,	A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.
J.B. Bhattacharjee,	Social and Polity Formation in Pre-colonial North East India,
Surajit Sinha (ed.),	Tribal Politics & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.
S. Endle,	The Kacharies,
H. Bareh,	History and Culture of the Khasi people.
J.B. Bhattacharjee,	The Garos and the English.
J.N. Choudhury,	The Khasi Canvas: A Cultural and Political History, Chapala Book Stall, Shillong, 1978.
_____,	Arunachal Pradesh from Frontier Tracts to Union Territory, Cosmo J.N. Publications, New Delhi.
_____,	The Tribal Culture and History of Arunachal Pradesh, Daya Publishing, 1990.
_____,	Arunachal Panorama: A Study in Profile, Chapala Book Stall, 1973.
Kenilo Kath,	Traditional Religious Systems of the Rengma Nagas, Anshah Publishing, New Delhi, 2005.
L.N. Chakravarty,	Early History of Arunachal Pradesh.
M.L. Bose,	British Policy in the North East Frontier Agency.
N. Venuh,	Naga Society: Continuity and Change, Shipra, New Delhi, 2005.
P.N. Dutta,	Impact of the West on the Khasis and Jaintias.
P.R.T Gurdon,	The Khasis, Macmillan, Michigan, 1914.
P.C. Kar,	The Garos in Transition.
Paulinus R Marak,	The Garo Tribal Religion: Beliefs and Practices, Anshah Publishing, New Delhi, 2005.
SobhanLamare,	The Jaintias: A Study in Society and Change, Regency Publications, New Delhi.
Verrier Elwin,	A Philosophy for NEFA.
A. Mackenzie,	North East Frontier of Assam.
AmalenduGuha,	Planter Raj to Swaraj.
B.B. Ghosh,	History of Nagaland, New Delhi, 1982.
H.K. Barpujari,	Assam in the Days of Company.
_____,	Problems of the Hill Tribes of the North Eastern Frontier, Vol. I, II, III.
_____,	The Comprehensive History of Assam Vol. I, II, III, IV & V.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of North East India (Upto 1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	0	3	1	0	0	3	3	1	2	3
CO2	3	2	0	3	1	0	0	3	3	1	2	3
CO3	3	2	0	3	1	0	0	3	3	1	2	3
CO4	3	2	0	3	1	0	0	3	3	1	2	3
Average	3	2	0	3	1	0	0	3	3	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER I
CDOE- HIS-101-RC-5110-RESEARCH METHODOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to allow learners to learn about the tools methods and techniques used by historians in writing history and also the various methods used in interpreting historical sources.
- Another objective is to ensure learners understand some of the historical schools of thought that have had a huge impact on history writing in the past as well as in the present.
- Learners are also expected to have a good understanding of the use of sources such as oral sources and ethnography which are crucial for writing history on societies (tribal societies) that have left little written records.
- Further, they will be able to understand how literary sources have been used by historians in history writings and some of the biases that are inherent in the literary sources.

Course Outcomes:

- CO 1: Students will learn the tools, methods, and techniques of interpreting historical sources and conducting historical research.
- CO 2: They will also learn about various historiographical schools of thought, which will enrich them in their future research.
- CO 3: They will also learn about sources such as the use of oral history.
- CO 4: Further, they will also understand the use of ethnography, and literary/textual sources and the manners in which historians use them to reconstruct history.

Course Content:

Unit-I Study of the Past:

- (a) Scope and objectives, Historical Data, Limitations of Historical Research.
- (b) Classification of Sources: Primary, Secondary and Interdisciplinary Approaches.
- (c) Computer Application in Historical Research.

Unit-II: Approaches to the Social Science Research:

- (a) Normative, Historical, Behavioural and Marxist.
- (b) Basic Concepts in Scientific Inquiry – Hypothesis, Theory and Verification.
- (c) Objectivity and Subjectivity.

Unit-III: Historiographical Schools:

- (a) Imperialist, Neo-imperialist and Nationalist.
- (b) Marxist, Annals, Subaltern and Feminist.
- (c) Historiography and History Writing in North East India.

Unit-IV: Alternative Sources:

- (a) Oral Traditions
- (b) Ethnography
- (c) Literary/textual

Suggested Readings:

AR. Desai, Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1990.
A Tashakkori & C Teddlie, Mixed Methodology: Combining qualitative and

- Quantitative Approaches, New Delhi, Sage, 1998.
- Bipan Chandra, India's Struggle for Independence, Viking, New Delhi, 1988.
- Bridget Somekh & Cathy Lewin, Research Methods in the Social Sciences, New Delhi, sage 2004.
- D.V. Gawronski, History: Meaning and Method, Scott, Foresman, 1969.
- E.H. Carr, What is History? Penguin Books, 1990.
- E. Sreedharan, A Textbook of Historiography: 500 BC to AD 2000, Orient Longman.
- Ghosh, B.N. Scientific Methods and Social Research, New Delhi, Streling, 1992.
- Hans Raj, Theory and Practice in Social Research, Surjeet Publications, New Delhi, 1979.
- Jan Vansina, Oral Tradition as History, Madison, University of Wisconsin Press, 1985.
- Jean Mac Niffand & Jack White head, Doing and Writing Action Research, New Delhi, Sage, 2009.
- John C.B. Webster, Studying History, Primus Books, 2019.
- John W. Creswell & Vicki L. Plano Clark, Designing and Conducting Mixed Methods Research, New Delhi, Sage, 2007.
- K.N. Chitnis, Research Methodology in History, New Delhi, Atlantic, 1998.
- Leonard Bickman, The Sage Handbook of Applied Social Research Methods, Sage, New Delhi, 2008.
- Manorama Sharma, History and History Writing in North East India, Regency, New Delhi 1998.
- Mathem, Mark Weinstein and Nick Foard, A Short Introduction to Social Research, Sage, New Delhi, 2006.
- Nicholas Walliman, Your Research Project, New Delhi, Sage 2005.
- Paul Oliver, Writing Your Thesis, Sage Publication, New Delhi, 2008.
- Percival Spear, Oxford History of India, New Delhi, 1974.
- R.G. Collingwood, The Idea of History, Oxford.
- R. Palme Dutt, India Today, Manisha, Calcutta (Reprint), 1986.
- Ranajit Guha, Subaltern Studies Volumes.
- Sashi Bhushan Upadhyay, Historiography in the Modern World, Oxford University Press, 2016.
- W. Outwaite & et al, The Sage Handbook of Social Science
- William Edwagner III, Using SPSS for Social Statistics and Research Methods, New Delhi, Sage, 2009.
- William Outwaite & Stephen P. Turner (Ed.), The Sage Handbook of Social Science Methodology, London, Sage, 2007.
- Zina 'O Leary, The Essential Guide to Doing Research, Sage Publication, New Delhi, 2005.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Research Methodology

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	1	3	3	3	3	3	3
CO2	0	0	0	0	3	1	3	3	3	3	3	3
CO3	0	0	0	0	3	1	3	3	3	3	3	3
CO4	0	0	0	0	3	1	3	3	3	3	3	3
Average	0	0	0	0	3	1	3	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – II

(COURSE WORK)

SEMESTER II
CDOE- HIS-101-CC-5210: HISTORY OF ARUNACHAL PRADESH (From Early Times to 1987)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Learning Hours: 60; Full Marks: 100

Learning Objectives:

- This course is designed to enable learners to have a good understanding of the history of Arunachal Pradesh from the earliest times to 1826 or the year in British arrived in the state.
- Another objective is to ensure students understand some of the sources used by the historians such as archaeological, oral, and literary sources to reconstruct the history of the people in this state.
- Learners are expected to have comprehended the traditional polity and economy of the tribal communities in Arunachal Pradesh.
- Further, they will be able to understand the kind of relationship that the tribal communities in Arunachal Pradesh had with the Ahom state of Assam in the past.

Course Outcomes:

- CO 1: Students will understand the history of Arunachal Pradesh from the earliest time to 1826 (coming of the British).
- CO 2: They will understand the sources used by historians for the reconstruction of history such as archaeological, oral, and literary sources.
- CO 3: They will understand the traditional economy and polity of the tribal communities in Arunachal Pradesh.
- CO 4: They will also learn about the shared history of the tribal communities of Arunachal with the surrounding Ahom Kingdom of Assam.

Course Content:

Unit-I: Introduction:

- (a) Environment and its impact on the Social Evolution.
- (b) Pattern of Settlement.
- (c) Sources of the History of Arunachal Pradesh.

Unit-II: Pre-Colonial Traditional Institutions:

- (a) Social Formations.
- (b) Patterns of Livelihood.
- (c) Polity Formations.
- (d) Religion.

Unit-III: British Policy in North Eastern Frontier Tracts:

- (a) British Policy in North East Frontier Tracts till 1875.
- (b) Inner Line and Outer Line.
- (c) Demarcation of the Mc Mahon Line.
- (d) The Acts of 1919, 1935 and Assam (Administration of Justice) Regulation of 1945.

Unit-IV: Post-Independence Developments:

- (a) Constitutional Position of NEFA: (1950-1964)
- (b) McMahon Line and Border Controversy: (1947-1962)
- (c) Chinese Aggression and Administrative Reorganization: (1962-1967)
- (d) Introduction of Panchayat Raj and Formation of Popular Government.

Suggested Readings:

A. Hamilton, *In the Abor Jungles.*

A. Mackenzie,	<i>The North East Frontier of Assam.</i>
A. Maleish,	<i>The Frontier People of India.</i>
G.W. Beresford,	<i>Notes on the North East Frontier of Assam.</i>
J.N. Chaudhury,	<i>Arunachal Pradesh from Frontier Tracts to Union Territory.</i>
J.N. Chaudhury,	<i>The Tribal Culture and History of Arunachal Pradesh.</i>
H.K. Barpujari,	<i>Problems of the hill Tribes; North-East Frontier, Vol. I, II & III.</i>
H. Baruah,	<i>The Red river and the Blue Hill.</i>
Tomo Riba,	<i>The Tribal and their Changing Environment.</i>
V. Rastogi,	<i>The Enchanted Frontier.</i>
Ashan Riddi,	<i>The Tagins of Arunachal Pradesh: A Study of Continuity and Change, 2006.</i>
C.V.F Haimendorf,	<i>The Apatanis and Their Neighbours.</i>
_____,	<i>Ethnographic Notes on the Tribes of the Subansiri Region.</i>
L.R.N. Srivastava,	<i>The Gallongs.</i>
N.T. Rikam,	<i>Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe.</i>
Sachin Roy,	<i>Aspects of Padam Minyong Culture.</i>
Dutta,	<i>Studies in the History, Economy and Culture of Arunachal Pradesh.</i>
Tai Nyori,	<i>History and Culture of the Adis.</i>
Tamo Mibang,	<i>Social Change in Arunachal Pradesh.</i>
T. Mibang&et el,	<i>Understanding Tribal Religion.</i>
Verrier Elwin,	<i>Myths of the North-East Frontier of India.</i>
_____,	<i>The Art of the North East Frontier of India.</i>
Tana Showren,	<i>The Nyishi of Arunachal Pradesh: An Ethnohistorical Studies, 2009.</i>
R.B. Pemberton,	<i>The Eastern Frontier of British India.</i>
J.N. Chaudhury,	<i>Arunachal Pradesh from Frontier Tracts to Union Territory.</i>
M.L. Bose,	<i>History of Arunachal Pradesh Up to 1992.</i>
P.N. Luthra,	<i>Constitutional and Administrative Growth of the North East Frontier.</i>
Robert Reid,	<i>History of the Frontier Areas Bordering Assam.</i>
A.C. Talukdar,	<i>Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.</i>
Alistair Lamb,	<i>The China India Border, Volume I & II.</i>
_____,	<i>The Mac Mohan Line: A Study in the Relations between India China and Tibet.</i>
J.B. Dalvi,	<i>Himalayan Blunder.</i>
J.R. Saigal,	<i>The Unfought War of 1962.</i>
J.L. Mehra,	<i>The Mac Mohan Line and After.</i>
Krishna Rao,	<i>The Sino-Indian Boundary Question and International Law.</i>

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Arunachal Pradesh (up to 1826)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	0	3	1	0	0	3	3	1	2	3
CO2	3	2	0	3	1	0	0	3	3	1	2	3
CO3	3	2	0	3	1	0	0	3	3	1	2	3
CO4	3	2	0	3	1	0	0	3	3	1	2	3
Average	3	2	0	3	1	0	0	3	3	1	2	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
CDOE- HIS-101-DE-52010: EVOLUTION OF INDIAN CULTURE

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to allow learners to learn about the early sources of Indian history such as archaeological and literary sources; and also Harappan civilization and Vedic Society.
- Another objective is to enable learners to learn about the polity, economy, and society of India during the Mauryan and Gupta periods.
- Learners are expected to have a thorough understanding of some of the religious movements that have been witnessed in India particularly Jainism, Buddhism, and Ajivikas, among others.
- Further, they will be able to learn about the form of language and literature and also arts used and developed in early India.

Course Outcomes:

- CO 1: Students will learn about the sources of Indian history and also the early Harappan Culture and Vedic Society.
- CO 2: They will also understand the early states of India such as the Mauryan, and Gupta.
- CO 3: They will also learn about the religious movements, particularly Jainism, Buddhism, Ajivikas, Alvars and Nayanars.
- CO 4: Further, they will also learn about the language literature, and art in early India.

Course Content:

Unit-I: Background of Indian Culture:

- (a) Sources of Early Indian Histories.
- (b) Harappan Culture.
- (c) Vedic Society.

Unit-II: States in Early India:

- (a) Oligarchies and Republics.
- (c) The Mauryan State.
- (d) The Imperial Gupta.

Unit-III: Religious Movements:

- (a) Jainism and Buddhism.
- (b) Ajivikas and Jhuvikas.
- (c) Alvars and Nayanars.

Unit-IV: Language, Literature and Art:

- (a) Languages: Sanskrit, Prakrit, Pali and Tamil.
- (b) Literature: Vedic, Epic and Sangam.
- (c) Art: Gandhara and Mathura Schools.

Suggested Readings:

- Romila Thapar, Ancient Indian Social History: Some Interpretations, Orient Blackswan, 2010.
- _____, History and Beyond, OUP, 1999.
- _____, Early India: From Origins to AD 1300, Penguin, 2003.
- D. N. Jha, Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.
- R.S. Sharma, India's Ancient Past, Oxford University Press, 2006.
- D.D. Kosambi, The Culture and Civilisation of India in Historical Outline Vikas Publishing, 1997
- A.L. Basham, The Wonder that was India – Rupa, 2004.
- A.L. Basham (ed.), A Cultural History of India, Oxford India Paperbacks, 1997.
- D.D. Kosambi, An Introduction to the Study of Indian History, Sage, 2016.
- Upinder Singh, The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.
- Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.
- Meera Kosambi (ed.), D. D. Kosambi: Unsettling the Past, Permanent Black, 2014.
- R.S. Sharma, Rethinking India's Past, Oxford India Paperback, 2010.
- _____, Looking for the Aryans, Sage, 1995.
- Himanshu P. Ray, Colonial Archaeology in South Asia: The Legacy of Mortimer Wheeler, Oxford University Press, 2007.
- D. N. Jha, Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.
- R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsi Dass, 2015.
- K.P. Jayaswal, Hindu Polity: A Constitutional History of India in Hindu Times, Chaukhamba Sanskrit Pratishthan, 2013.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Evolution of Indian Culture

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	3	0	2	1	0	0	3	3	1	3	3
CO2	2	3	0	2	1	0	0	3	3	1	3	3
CO3	2	3	0	2	1	0	0	3	3	1	3	3
CO4	2	3	0	2	1	0	0	3	3	1	3	3
Average	2	3	0	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
CDOE- HIS-101-DE-52020: COLONIAL ECONOMY (1765-1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the Indian economy before and during Colonialism.
- Another objective is to make the learners learn about the transformation brought in the economy and how the colonial economy benefited the British while impoverished the Indian masses.
- Learners are also expected to have an understanding of some of the issues currently faced by Indians as a direct result of colonialism in India.
- Further, they will be able to understand the infrastructural projects initiated by the British such as the construction of railways in particular to serve the administrative requirements as well as to facilitate extraction of resources and revenues in India.

Course Outcomes:

- CO 1: Students will gain an overview of the state of the Indian economy, encompassing both agricultural and industrial sectors, before and during the time of British rule.
- CO 2: They will understand the nature of the changes that the economy underwent under British rule and assess its impact on Indian society.
- CO3: They will understand the roots of many of the economic issues currently faced in India that had an indirect bearing on British rule.
- CO 4: Further, they will learn about the creation of infrastructures in India such as railways, and the subsequent growth of Indian capitalists and the working class in India during the period of colonialism.

Course Content:

Unit I: Colonialism:

- (a) Debates on 18th Century Economy
- (b) Stages of Colonial Exploitation
- (c) Theoretical Interventions in the Study of Colonialism: Samir Amin, Amilcar Cabral

Unit II: Economic Drain and De-Industrialisation:

- (a) Drain Theory: Meaning, Forms and Critique
- (b) De-Industrialisation: Process and Debate
- (c) Famines: Causes and Consequences

Unit III: Land and Agriculture:

- (a) Land Revenue Systems: Pattern and Impact
- (b) Commercialisation of Agriculture; Plantations (Indigo and Tea)
- (c) Opium Trade

Unit IV: Industry and Infrastructure:

- (a) Industry: Cotton Textile Industry and Iron and Steel Industry
- (b) Infrastructure: Railways
- (c) Growth of Indian Capitalist and Working Class

Suggested Reading:

- Aditya Mukherjee: Imperialism, Nationalism and the Making of the Indian Capitalist Class, Sage, 2002.
- Aditya Mukherjee: The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi, Orient Blackswan, 2012.
- Bipan Chandra: The Rise and Growth of Economic Nationalism in India, Revised Edition, Har-Anand Publications, 2016.
- Bipan Chandra: Freedom Struggle (Chapter1), National Book Trust.
- Dharma Kumar (ed.): Cambridge Economic History of India: Vol.2 c. 1757-c.1970, CUP, 2008
- Tirtankar Roy: Economic History of India 1857-1947, Oxford University Press, 2011.
- G. Rubinstein et.al.: 'On Some Statements by Samir Amin', Review of African Political Economy, No. 5 (Jan.-Apr., 1976), pp. 103-109. Stable URL:
<http://www.jstor.org/stable/3997813>
- Irfan Habib: Indian Economy 1858-1914 (Peoples History of India Series), Aligarh Historians Society, 2006.
- Jock McCulloch: 'Amilcar Cabral: A Theory of Imperialism' The Journal of Modern African Studies, Vol. 19, No.3 (Sep., 1981), pp. 503-511. Stable URL:
<http://www.jstor.org/stable/160757>
- Patrick Chabal: 'The Social and Political Thought of Amilcar Cabral: A Reassessment', The Journal of Modern African Studies, Vol. 19, No. 1 (Mar., 1981), pp. 31-56. Stable URL:
<http://www.jstor.org/stable/160605>
- Samir Amin: From Capitalism to Civilization: Reconstructing the Socialist Perspective, Tulika, 2010.
- Seema Alavi (ed.): The Eighteen Century in India: Debates in Indian History and Society, Oxford University Press, 2007.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Colonial Economy (1765-1939)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
CDOE- HIS-101-DE-52030: INDIAN NATIONAL MOVEMENT (1857-1947)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- Another objective is to make learners learn about the roots of the revolt of 1857 and the growth of Nationalism among the Indians in the 19th century.
- Learners are expected to have a good understanding of the crucial and pioneering roles of the Indian National Congress party in mobilizing the nationalist mass movement in India.
- Further, they are also expected to understand the manner in which the partition of India happened after the end of colonialism in India.

Course Outcomes:

- CO 1: Students will understand the struggles and challenges faced during the Indian National Movement, particularly from 1857 to 1945.
- CO 2: They will understand the background of the 1857 revolt, as well as various peasant movements and the overall growth of nationalist ideals.
- CO 3: They will learn the role of the Indian National Congress in mobilizing mass movements during India's nationalist movement.
- CO 4: Further, they will also understand the partition of India.

Course Content:

Unit -1: Emergence of Nationalism:

- (a) Revolt of 1857
- (b) Peasant Revolts in the late 19th Century: Indigo, Pabna and Deccan
- (c) Growth of Nationalism

Unit – II: Foundation of Indian National Congress

- (a) Myth and Reality
- (b) Objective
- (c) Policies, Programme, and colonial Government's responses

Unit – III: Forms and Contestation

- (a) Split in congress and the rise of Revolutionary Terrorism
- (b) Rise and Growth of Communalism: Factors and Stages
- (c) Muslim League and Muhammad Ali Jinnah

Unit – IV: Mass Movement:

- (a) Emergence of Mahatma Gandhi in Indian Politics and his strategies
- (b) Non-Cooperation Movement, Civil Disobedient Movement, and Quit India Movement
- (c) Freedom and Partition.

Suggested Readings:

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|----------------|--|
| Bipan Chandra, | <i>Amales Tripathi and Barun Dey: Freedom Struggle, NBT publication.</i> |
| _____ | <i>Communalism in Modern India, New Delhi. 1987.</i> |
| _____ | <i>The Epic struggle, Orient Longman, New Delhi, 1992.</i> |
| _____ | <i>Rise and Growth of Economic Nationalism in India, New Delhi,</i> |
| _____ | <i>(Reprinted) 1984.</i> |
| _____ | <i>Nationalism and Colonialism in Modern India, Orient Longman, New</i> |

- Delhi, 1979.
- Bipan Chandra & et al, *India's Struggle for Independence, 1857-1947*, Viking, New Delhi.
- B L Grover & et al, *A new look at Modern Indian History*, S Chand publication.
- Sumit Sarkar, *Modern India, 1885-1947*, New Delhi.
- A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1959.
- B R Nanda, *Mahatma Gandhi*, New Delhi.
- Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power In India*, Sage Publications, New Delhi.
- Ranajit Guha (ed.) *Subaltern Studies*, Vols. Oxford University Press, Delhi, 1982.
- B.N. Pande (ed.) *A Centenary History of the Indian National Congress*, 3 Vols. N. Delhi, 1985.
- Eric Hobsbawm, *Nations and Nationalism since 1780*, Cambridge, Cambridge University Press, 1992.
- Ernest Gellner, *Nations and Nationalism*, Ithaca, Cornell University Press, 1983.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 2nd. ed., London, 1991.
- Tara Chand, *History of the freedom movement in India*, Vol., Delhi, 1961.
- Percival Spear, *Oxford History of India*, N. Delhi, 1974.
- Aditya Mukherjee (ed.), *The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi*, Orient Blackswan, New Delhi, 2012.
- K.K. Ghose, *The Indian National Army*, Meerut, 1969.
- Prabha Dixit, *Communalism – A struggle for power*, New Delhi.
- M K Gandhi, *My Experiments with Truth: An Autobiography*, New Delhi.
- R.C. Dutt, *The Economic History of India*, 2 Vols, Publications Division, Government of India, 1970.
- Mahatma Gandhi, *My Experiments with Truth: An Autobiography*, Crosland Books, New Delhi, 2009.
- Louis Fischer, *Mahatma Gandhi: His Life and Times*, Bhartiya Vidya Bhavan, Mumbai, 2006.
- V. Chirol, *Indian Unrest*, London, 1910.
- Anil Seal, *The Emergence of Indian Nationalism Competition and Collaboration in the later 19th Century*, Cambridge, 1968.
- P.C. Bamford, *History of Khilafat and Non-Cooperation Movements*, Delhi, 1925.
- S. Gopal, *British Policy in India*, Delhi.
- P. Sitaramayya, *The History of the Indian National Congress*, two volumes.
- Aditya Mukherjee (ed.) *The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi*, Orient Blackswan, New Delhi, 2012.
- Dadabhai Naoroji, *Poverty and Un-British Rule in India*. London, 1901

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Indian National Movements (1857-1947)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	0	0	3	3	1	3	3
CO2	2	2	3	2	1	0	0	3	3	1	3	3
CO3	2	2	3	2	1	0	0	3	3	1	3	3
CO4	2	2	3	2	1	0	0	3	3	1	3	3
Average	2	2	3	2	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER II
CDOE- HIS-101-RC-5210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to impart learners to learners about the philosophy and ethics of doing research and maintaining scientific conduct in research.
- Another objective is to make learners gain an understanding of the rationale and ethics that are to be maintained when it comes to the publication of research and most importantly to maintain scientific conduct while doing so.
- Learners are expected to have a detailed understanding of the misconducts that are often associated with the publication of academic works.
- Further, they will be able to learn various methods of accessing the database of research publications and how scholars measured research metrics as well as impact factors of research publications.

Course Outcomes:

- CO 1: Students will learn about the philosophy and ethics of doing research and, maintaining scientific conduct in the research.
- CO 2: They will also learn about the rationale and ethics of publications and how publications can contribute to existing knowledge.
- CO 3: They will also learn about the misconduct of publications.
- CO 4: Further, they will learn about accessing the database of publications and how the quality of research publication are measured in the world of academia.

Unit-I Theory

I. Philosophy and Ethics

- a) Introduction to philosophy: nature and scope, concept, branches
- b) Ethics: definition, moral philosophy, nature and moral judgment and reactions

II. Scientific Conduct

- (a) Ethics with respect to science and research
- (b) Intellectual honesty and research integrity
- (c) Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP);
Redundant publications: duplicate and overlapping publications, salami slicing;
Selective reporting and misrepresentation of data

III. Publication Ethics

- (a) Publication ethics; definition, introduction and importance; Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- (b) Conflicts of interest; Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types.
- (c) Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals; Uses of visuals

Unit II Practice

a) Open Access publishing: Open access publications and initiatives; SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies; Software tool to identify predatory publications developed by SPPU; Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

b) Publication Misconduct: Group Discussions; Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad; **Software tools:** Use of plagiarism software like Turn it in, Urkund and other open sources of software tools.

c) Data Bases and Research Metrics: Databases Indexing databases; Citation databases: Web of Science, Scopus, etc.; Research Metrics, Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, gindex, i10index, altimetry's.

Suggested Readings:

Mark Israel, Iain Hay, Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance, Sage Publications, London, 2006. Naire

Mode, "Research Ethics", https://www.ahc.umn.edu/img/assets/26104/Research_Ethics.pdf clipart.com

Jens Aagaard-Hansen & MariaVang Johansen, "Research Ethics across Disciplines", Anthropology Today, Jun., 2008, Vol. 24, No. 3 (Jun., 2008), p. 15.

Chang-Sub Uhm, "What Is Research Misconducts? Publication Ethics Is as Important as Research Integrity", Applied Microscopy 2016; 46, (2), p. 67.

Nicolas Charest, (Authors Alliance), "Law and Ethics of Copying: Copyright Infringement vs. Plagiarism, April 22nd, 2020

Andrea L. Foster, "Plagiarism-Detection Tool Creates Legal Quandary: When professors send students' papers to a database, are copyrights violated?", The Chronicle of Higher Education: Information Technology, May 2002, p.2, chronicle.com/free/v48/i36/36a03701.htm

Judith P. Swazey, Melissa S. Anderson & Karen Seashore Lewis, "Ethical Problems in Academic Research", American Scientist, November-December 1993, Vol.81, No.6, p. 542.

Vygintas Aliukonis, Margarita Poškutė, & Eugenijus Gefenas, "Perishor Publish Dilemma: Challenges to Responsible Authorship", Medicina (Kaunas). 2020 Mar; 56(3): p. 123.

Agata Gurzawska, "Ethics assessment in different fields: Social sciences", SATORI, European Commissions Seventh Framework Programme, p.5.

Agnes Grudniewicz, David Moher, Kelly D. Cobey and co-authors, "Predatory journals: no definition, no defence", Nature, Vol. 576, (2019).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Research Publication and Ethics

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	0	0	0	0	3	0	3	3	3	3	3	3
CO2	0	0	0	0	3	0	3	3	3	3	3	3
CO3	0	0	0	0	3	0	3	3	3	3	3	3
CO4	0	0	0	0	3	0	3	3	3	3	3	3
Average	0	0	0	0	3	0	3	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – III

(COURSE WORK)

SEMESTER III
CDOE- HIS-101-CW-61010: HISTORICAL METHODS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- One of the objectives of this course is to make students aware and understand the various historical methods used by historians in interpreting historical sources with an emphasis on literary sources.
- Another objective is to make students aware of the challenges and biases that historians face while dealing with primary and secondary sources.
- In doing so, students will be able to understand to examine historical sources from various angles which in other words would be crucial for laying the foundation for future research.
- Furthermore, another crucial objective of this course is to introduce to students how historians are dealing with historical sources of North East India and some of the recent trends that have developed in historical writings in this region.

Course Outcomes:

- CO 1: Students will understand the various historical methods adopted by scholars in interpreting historical sources.
- CO 2: They will understand the challenges and biases involved in using historical sources and will be able to learn how historians reconstruct history.
- CO 3: They will understand how to interpret historical sources and examine them from various angles, providing them with the much-needed grounding for research.
- CO 4: Further, they will history writing in North East India and some of the dominant trends in the recent period.

Course Content:

Unit-I: Background:

- (a) What is History?
- (b) Positivist History
- (c) Objectivity in History.

Unit-II: Marxist History:

- (a) Major theories of History from the Greeks to Marxism.
- (b) Karl Marx and Friedrich Engels: Materialistic Conception of History.
- (c) Critique of Determinism: History from below and New Social History.

Unit-III: Annales History:

- (a) Agenda of Total History: Marc Bloch, Lucien Febvre.
- (b) Fernand Braudel and his Intellectual Intervention.
- (c) Narrative Forms as Cognitive Instruments for Writing History.

Unit-IV: Trends in Modern Indian Historiography:

- (a) In quest of a Perspective: Colonial, Nationalist, Communalist and Subaltern History.
- (b) After Colonialism: Historical Thinking in India.
- (c) History writing in North East India: Major Works & Dominant Trends.

Suggested Readings:

E.H. Carr, What is History? Penguin Books, 1990.

- Leopold V. Ranke, *The Theory and Practice of History*, Routledge London, 2011.
- Keith Jenkins, *Re-Thinking History*, Routledge, London, 1997.
- Patrick Gardiner, *Theories of History*, Free Press/Macmillan, 1959.
- R.G. Collingwood, *The Idea of History*, Oxford University Press, 1988.
- A. Cohen, *Karl Marx's Theory of History: A Defence*, Oxford University Press, 2000.
- Georg Novack, *Understanding History Marxist Essays*, Pathfinder Press, Inc., 1972.
- M.M. Bober, *Karl Marx's Interpretation of History*, Harvard University Press, 1974.
- Melvin Rader, *Marx's Interpretation of History*, Oxford University Press, 1979.
- Marc Bloch, *The Historian's Craft*, Manchester University Press, 1953.
- Louis O. Mink, *Historical Understanding*, Cornell University Press, 1987.
- S. Mathews, *On History*, University of Chicago Press, 1982.
- Stuart Clark (ed.) *The Annales School: Critical Assessments*, Routledge, 1999.
- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Wesleyan University Press, Connecticut, 1997.
- Traian Stoianovitch, *French Historical Method: The Annales Paradigm*, Ithaca, 1976.
- Romila Thapar, *Interpreting Early India*, Oxford University Press, 1997.
- Irfan Habib, *Interpreting Indian History*, North Eastern Hill University Publications, 1985.
- Tana Showren, *The Nyishi of Arunachal Pradesh: An Ethnohistorical Study*, Regency Publications, Delhi, 2009.
- Jean Dilanglez (ed.) *A Guide to Historical Method*, Fordham University Press, 1946.
- Keith Jenkins, *On What is History? From Carr and Elton to Rorty and White*, Routledge, 1990.
- Ernst Breisach, *Historiography Ancient, Medieval & Modern*, University of Chicago Press, 2006.
- Michael Got lob (ed.) *Historical Thinking in South Asia*, Oxford University Press, 2003.
- Arthur Marwick, *The Nature of History*, Macmillan Press Ltd. 1989.
- Jan Vansina, *Oral Tradition: A Study in Historical Methodology*, Routledge & Kegan Paul, 1985.
- _____, "Oral Traditions: Method to Adaptation of Construction of the History of Non-Literate Tribes", in *International Journal of Social Science and Humanity*, Vol.4, No.6, pp.478-481, November 2014.
- Elizabeth Tonkin, *Narrating Our Past: The Social Construction of Oral History*, Cambridge University Press, 1995.
- Ruth Finnegan, *Oral Traditions and The Verbal Arts*, Routledge, 1996.
- John Miles Foley (ed.) *Teaching Oral Traditions*, Modern Language Association, 1998.
- _____, *Oral Tradition and the Internet: Pathways of the Mind*, University of Illinois Press, 2012.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Historical Methods

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	2	0	3	1	2	3	3	3	3	3
CO2	2	2	2	0	3	1	2	3	3	3	3	3
CO3	2	2	2	0	3	1	2	3	3	3	3	3
CO4	2	2	2	0	3	1	2	3	3	3	3	3
Average	2	2	2	0	3	1	2	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III

CDOE- HIS-101-CW-61020: HISTORY OF IDEAS IN NINETEENTH CENTURY INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to impart learners a nuanced understanding of the intellectual movements that started with some of the reform thinkers in the 19th century in India.
- Another objective is to enable learners to learn some of the issues and challenges faced during the period by intellectuals and social thinkers in their attempts to bring about reforms in Indian society.
- Learners are expected to develop some of the critical thinking that can help in bringing about reform in society.
- Further, they will be able to understand some of the social reform movements initiated in India by reformers such as Jotiba Phule, Narayan Guru, Pandita Ramabai, and Savitribai Phule, among others.

Course Outcomes:

- CO 1: Students will gain a comprehensive understanding of various intellectual and innovative social reform thinkers and their ideas in 19th-century India.
- CO 2: They will learn about the issues and challenges faced by intellectual and social thinkers and how they contributed to changing societies through their contributions.
- CO 3: They will be imparted with the knowledge of critical thinking.
- CO 4: Further, they will understand the intellectual and social empowerment especially those initiated by the Jotiba Phule, Narayan Guru, and Pandita Ramabai, Savitribai Phule, among others.

Course Content:

Unit-I: Historiographical and Conceptual Questions:

- (a) Validity of the category Renaissance; Eighteen century as dark age-its critique.
- (b) Colonial State, Ideology and Culture: Orientalists- Utilitarian.
- (c) Formation of Intellectuals in the 19th century: Ram Mohan Roy and Dayanand Sarasvati and critique of impact – response scheme.

Unit-II: Intellectuals, Religion and Society– I:

- (a) Rammohan Roy.
- (b) Debendranath Tagore, Keshab Chandra Sen and the Brahmo Samaj.
- (c) Derozio and the Young Bengal.

Unit-III: Intellectual and Religion-II:

- (a) Vivekananda and Ramakrishna movement.
- (b) Dayanand Sarasvati, Arya Samaj and DAV Movement.
- (c) Sir Sayyad Ahmed Khan and the Aligarh School; Deoband.

Unit-IV: Intellectual Intervention and Social Empowerment:

- (a) Veersalingam and Vidyasagar.
- (b) Jotiba Phule and Narayan Guru.
- (c) Pandita Ramabai and Savitribai Phule.

Unit-I: Mandatory Reading:

K.N. Panikkar, Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in colonial India,

N. Delhi, 1998.

Further Readings:

Michael Gottlob (ed.) Historical Thinking in South Asia, Oxford University Press, 2003.

Nicholas Dirks, Castes of Mind: Colonialism and The Making of Modern India, Orient Longman, 2002.

V.P.S. Raghuvanshi, Indian Society in the 18th Century, Delhi, 1969.

Eric Stobes, The English Utilitarian in India, Oxford University Press, London, 1979.

Unit-II: Mandatory Reading:

Kenneth Jones, New Cambridge History of India: Socio Religious Reforms Movements in British India.

J.N.F. Farquhar, Modern Religious Movements in India.

A.R. Desai, Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, XVI, XVII.

Further Readings:

V.C. Joshi (ed.), Ram Mohan Roy and the process of Modernisation in India, Vikas, New Delhi, 1975.

D. Kopf, British Orientalism and Bengal Renaissance, Calcutta 1969.

Susoban Sarkar, Bengal Renaissance and Other Essays.

Unit-III: Mandatory Readings:

Kenneth Jones, New Cambridge History of India: Socio Religious Reforms Movements in British India.

J.N.F. Farquhar, Modern Religious Movements in India.

A.R. Desai, Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, XVI, XVII.

W.C. Smith, Modern Islam in India, Oxford University Press.

Charles H. Heimsath, Indian Nationalism and Hindu Social Reform.

Kenneth Jones, Arya Dharm: Hindu consciousness in late nineteenth century, Punjab.

J.T.F. Jordons, Life and Times of Dayanand Saraswati.

C.W. Troll, Sajjid Ahmed Khan : Reinterpretation of Theology.

M. Majeeb, The Indian Muslim.

A. Ahmed, Islamic Modernism in India and Pakistan.

Unit-IV: Mandatory Reading:

Kenneth Jones, New Cambridge History of India: Socio Religious Reforms Movements in British India.

J.N.F. Farquhar, Modern Religious Movements in India.

A.R. Desai, Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, XVI, XVII.

Rosalind Hanlon, Caste, conflict and Mahatma Jotiba Phule and Low-caste Social protest in nineteenth century western India.

Further Readings:

Benoy Ghosh, Iswar Chandra Vidyasagar.

Christina Dobbin, Urban Leadership in Western India: Politics and communities in Bombay city, 1840-1885, Oxford University press, 1972.

V.Rama Krishna, Social Reform in Andhra.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Ideas in Nineteenth Century India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	3	1	1	0	0	3	3	1	3	3
CO2	2	2	3	1	1	0	0	3	3	1	3	3
CO3	2	2	3	1	1	0	0	3	3	1	3	3
CO4	2	2	3	1	1	0	0	3	3	1	3	3
Average	2	2	3	1	1	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III
CDOE- HIS-101-CW-61030: MODERN WORLD (1453-1955)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to facilitate learners learning about major social, cultural, economic, and political developments that contributed to the rise of the modern world.
- Another objective is to make learners understand the world views and the manners in societies that got transformed during this period.
- Learners are also expected to learn about the historical trajectories that shaped and reshaped our worldview today.
- Further, they will be able to understand some of the critical theories of Imperialism and also the manners in which Nationalist movements spread gradually in Asia, Africa, and Latin America.

Course Outcomes:

- CO 1: Students will learn about the major social, cultural, economic, and political developments that were responsible for the rise of the modern world.
- CO 2: They will understand how early worldviews and societies transformed during this period.
- CO 3: They will learn the historical trajectories that shaped and reshaped our world today.
- CO 4: Further, they will understand the theories of Imperialism and the spread of the Nationalist movement in Asia, Africa, and Latin America.

Course Contents:

Unit-I: Transition from Feudalism to Capitalism:

- (a) Decline of Feudalism in Western Europe.
- (b) Agrarian Revolution; Mercantilism.
- (c) Industrial Revolution and Industrial Capitalism.

Unit-II: Emergence of New Ideas:

- (a) Renaissance and Reformation.
- (b) Enlightenment Ideas: Major Trends.
- (c) Scientific Revolution: Major Trends.

Unit-III: Growth of Modern Institutions:

- (a) Treaty of Westphalia and Secular States.
- (b) Nations and Nation States: Origins and Broad Trends.
- (c) Parliamentary Government and Cabinet System in England.

Unit-IV: Imperialism and Nationalism:

- (a) Theories of Imperialism: Hobson, Lenin, Rosa Luxemburg, Jean- Pierre Lehman and A. Cabral.
- (b) Nationalism in Asia and Africa: Sri Lanka and African National Congress.
- (c) Nationalism in Latin America: Trends.

Unit-I: Mandatory Readings:

E. Mac N. Burns & et al, World Civilisation, relevant volumes,

Goyal Saab, 1991. New Cambridge: Modern History, Vols. I to VI
Eric Hobsbawm, The Age of Capital: 1848-1875, Little, Brown, 1988.
R. Hitton (ed.), Transition from Feudalism to Capitalism.

Further Readings:

Max Webber, Protestant Ethics and the Spirit of capitalism.
Niall Ferguson, Civilization: The Six Killer Apps of Western Power, Penguin, 2012.

Unit-II: Mandatory Readings:

Edward MacNall Burns et.al, World Civilisation, relevant volumes, Goyal Saab, 1991.
Eric Hobsbawm, The Age of Capital: 1848-1875, Little, Brown, 1988.
R. Hitton (ed.), Transition from Feudalism to Capitalism.

Further Readings:

Samuel P. Huntington, The Class of Civilizations and The Remaking of World Order,
Penguin Books, 1996.

Max Webber, Protestant Ethics and the Spirit of capitalism.

Unit-III: Mandatory Readings:

Ernest Gellner, Nations and Nationalism, Square Fish, 2000.
E. J. Hobsbawm, Nations and Nationalism since 1780, Cambridge University Press, 2013.
Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of the
Nationalism, Verso Books, 2006.

Further Readings:

Norman Davies, Vanished Kingdoms: The Rise and Fall of States and Nations, Penguin, 2012.
Michael Mann, The Sources of Social Power: Volume 1, A History of Power from the Beginning
to AD 1760, Cambridge University Press, 2012.

_____, The Sources of Social Power: Volume 2, The Rise of Classes and Nation-
States, 1760-1914, Cambridge University Press, 2012.

Eric Hobsbawm, The Age of Revolution: 1789-1848, Little, Brown, 1998.

_____, The Age of Capital: 1848-1875, Little, Brown, 1988.

Unit-IV: Mandatory Reading:

Francis Fukuyama, The End of History and the Last Man, Penguin Books, 1992.
W.J. Mommsen (trans. P. S. Falla), Theories of Imperialism, University of Chicago Press, 1982.
Vladimir Lenin, Imperialism: The Highest Stage of Capitalism, Penguin, 2010.
John A. Hobson, Imperialism: A Study, Cosimo Classics, 2005.
Rosa Luxemburg, Accumulation of Capital, Taylor & Francis, 2003.
Jean-Pierre Lehmann, The Image of Japan: From Feudal Isolation to World Power 1850-1905,
Routledge, 2010.
Amilcar Cabral 'Outstanding Leader of African Liberation Movement - A Tribute', African
Communist, No. 53, second quarter 1973'
Nira Wickramasinghe, Sri Lanka in the Modern Age: A History, Oxford University Press, 2015.
G. Houser & et al, 'In Memory of Amilcar Cabral: Two Statements', Africa Today, Vol. 20, No.
1, United States Policy toward Africa (Winter, 1973), pp. 3-6

Further Reading:

Frantz Fanon, (trans), Constance Farrington with an Introduction by Jean-Paul Sartre, The
Wretched of the Earth, Penguin, 2001.

Edward W Said, Culture and Imperialism, Random House, 1994.

Edward Said, Orientalism: Western Conceptions of the Orient, Penguin Random House, 2016.
Lopes Carlos Lopes, Africa's Contemporary Challenges: The

Legacy of Amilcar Cabral, Routledge, 2013.

Laksiri Jayasuriya, 'The Evolution of Social Policy in Sri Lanka 1833-1970: The British Colonial Legacy', Journal of the Royal Asiatic Society of Sri Lanka, New Series, Vol. 46 (2001), pp. 1- 68

Nelson Mandela, Long Walk to Freedom, Little, Brown Book Group, 1995.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Modern World (1453-1955)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	0	0	0	0	3	3	1	3	3
CO2	3	2	2	0	0	0	0	3	3	1	3	3
CO3	3	2	2	0	0	0	0	3	3	1	3	3
CO4	3	2	2	0	0	0	0	3	3	1	3	3
Average	3	2	2	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III
CDOE- HIS-101-CW-61040: INTRODUCTION TO ARCHAEOLOGY
WITH REFERENCE TO NORTH EAST INDIA

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to make learners learn the key concepts of archaeological terms and also how archaeological research in North East India was initiated by Colonial official cum ethnographers who were posted in this region for administrative purposes.
- Another objective is to facilitate learners to understand some of the crucial theories and methods in archaeology.
- Learners are expected to have a nuanced understanding of the forms of archaeological remains reported across various states of North East India.
- Further, they are expected to have a nuanced understanding of the archaeological remains reported so far in various parts of Arunachal Pradesh and also the prospect for future studies.

Course Outcomes:

- CO 1: Students with the key concepts of archaeology, and the history of archaeological research in North East India.
- CO 2: They will also understand some of the theories and methods in archaeology.
- CO 3: They will understand the forms of archaeological remains reported in North East India until recently.
- CO 4: They will understand the types of archaeological remains reported in Arunachal Pradesh, along with the problems and prospects for studies in the state.

Unit-I: Introduction to Archaeology:

- (a) Key concepts: archaeology, material remains, site, stratigraphy.
- (b) History of archaeological studies in North East India (until 2020).
- (c) Challenge and prospect of archaeology in North East India.

Unit-II: Theories and Methods:

- (a) Processual, post-processual.
- (b) Surface survey, recording, mapping, analysis, excavation, and dating methods.
- (c) Ethnography and oral history in archaeology.

Unit-III: Archaeological Remains in North East India:

- (a) Paleolithic and hoabinhian.
- (b) Neolithic.
- (c) Megaliths.

Unit-IV: Archaeological sites in Arunachal Pradesh:

- (a) Stone-age sites, caves, megaliths, forts, etc.
- (b) Excavations (i.e., Parsi Parlo, lower Subansiri, Naksaparvat).
- (c) Prospects and challenges.

Readings for Unit I:

- Gamble, C. 2008. *Archaeology: The Basics*. London: Routledge.
- Renfrew, C. and P. Bahn. 2005. *Archaeology: The Key Concepts*. London and New York: Routledge.
- Hester, T. R., H. J. Shafer and K. L. Feder. 2016. *Field Methods in Archaeology*. Routledge.
- Jamir, T. and M. Hazarika. 2014. 'Introduction'. In *50 Years After Daojali Hading: Emerging Perspective in the Archaeology of Northeast India*, edited by T. Jamir and M. Hazarika, 1-20. New Delhi: Research India Press.

- Jamir, T. 2022. 'Archaeology of Northeast India.' In *Oxford Research Encyclopedia of Asian history*, edited by D. Ludden, 1–32. Oxford.
- Milan Kumar Chauley and Manjil Hazarika 2021. "Introduction". *Archaeology in Northeast India: Recent Trends and Future Prospects: Essays Celebrating 150 Years of Research*.
- Hazarika, M. 2017. *Prehistoric and Archaeology of Northeast India: Multidisciplinary Investigation in an Archaeological Terra Incognita*. New Delhi: Oxford.

Readings for Unit II:

- Banning, E.B. 2002. *Archaeological Survey*. New York: Springer.
- David, N and C. Kramer. 2001. *Ethnoarchaeology in Action*. London: Cambridge.
- Hodder, I. 1992. *Theory and Practice in Archaeology*. London: Routledge.
- Hester, T. R., H. J. Shafer and K. L. Feder. 2016. *Field Methods in Archaeology*. Routledge.
- Whitely, P.M. 2017. 'Archaeology and Oral Tradition: The Scientific Importance of Dialogue.' *American Antiquity* 67(3):405-415.
- Aier, Anungla. 2014. 'Archaeology and Oral Tradition of Northeast India: The Need of a Dialogue in Interpreting the Past.' In *50 Years After Daojali Hading: Emerging Perspective in the Archaeology of Northeast India*, edited by T. Jamir and M. Hazarika, 227-236. New Delhi: Research India Press.

Readings for Unit III:

- Jamir, T and J. Müller. 2022. 'Northeast India megaliths.' In *Megaliths of the World* (Vol. 1), edited by L. Laporte, J. M. Large, L. Nespoulous, C. Scarre and T. Steimer-Herbet, 447-473. Oxford.
- Marak, Q. (ed.). 2019. *Megalithic Traditions of North East India*. New Delhi: Concept.
- Jamir, T. 2013. 'Piecing Together from Fragments: Re-evaluating the 'Neolithic' Situation in Northeast India.' In *Neolithic-Chalcolithic Cultures of Eastern India*, edited by K. N. Dikshit, 44–66. New Delhi: Indian Archaeological Society.

Readings for Unit-IV:

- Ashraf, A.A. 2019. *Prehistoric Arunachal: A Study on Prehistory and Ethnoarchaeology of Kamla Valley*. Itanagar: Directorate of Research Archaeology, Arunachal Pradesh.
- Ashraf, A.A. 1990. *Prehistoric Archaeology of Lower Subansiri*. Guwahati: Directorate of Research, Government of Arunachal Pradesh.
- Ashraf, A.A. 1998. 'Archaeological remains and further prospects in Arunachal Pradesh.' *Puratatva*, 28: 64-76.
- Raikar, Y.A. and S. Chatterjee 2006. *Archaeology in Arunachal Pradesh*. Directorate of Research, Government of Arunachal Pradesh.
- Chakravarty, L.N. 2014. *Glimpses of the early history of Arunachal*. Itanagar: Directorate of Archaeology, Government of Arunachal Pradesh.
- Raikar, Y.A. 2014. *Ita-forts*. Itanagar: Directorate of Research, Government of Arunachal Pradesh.
- Thakur, A.K. 2004. 'Pre-historic Archaeological Remains of Arunachal Pradesh and People's Perceptions: An Overview.' *Proceedings of the Indian History Congress*, 65: 1185-1196.
- Bora, D.K., A.A. Ashraf, and J.C. Dutta. 1997. *Medieval Life at Naksaparvat*. Itanagar. Directorate of Research, Government of Arunachal Pradesh.
- Tada, T. 2014. *Archaeological Remains of Arunachal Pradesh*. Itanagar: Directorate of Research, Government of Arunachal Pradesh.
- J.C. Dutta, 1997. *Malinithan*, Directorate of Research, Govt. of Arunachal Pradesh.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Introduction to Archaeology with Special References to North East India

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	2	0	3	3	3	0	3	3	3	3	3
CO2	2	2	0	3	3	3	0	3	3	3	3	3
CO3	2	2	0	3	3	3	0	3	3	3	3	3
CO4	2	2	0	3	3	3	0	3	3	3	3	3
Average	2	2	0	3	3	3	0	3	3	3	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER III
CDOE- HIS-101-CW-61050: CONSTITUTIONAL DEVELOPMENT IN INDIA (1757-1950)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to allow learners to learn about colonialism in India from 1757-1947 that resulted in the unification of India and also the growth of nationalist sentiments.
- Another objective is to make learners understand about the policies and modes of governance developed in India during the colonial period influenced the governmental and legal policies adopted in India in the post-independence period.
- Learners are expected to have a nuanced understanding of the constitutional development in India during the period of colonialism and until India achieved independence.
- Further, they are expected to understand salient features and contents of the Indian constitution.

Course Outcomes:

- CO 1: Students will gain insights into how the British occupation of India between 1757 and 1947 resulted in a political awakening and the gradual political unification of the country on the ideological level.
- CO 2: They will understand that the system of governance created during this time still exerts a significant influence on the country's post-independence governmental and legal system.
- CO 3: They will understand the major landmarks in the history of constitutional development in India from the time of the English East India Company to India's achievement of independence.
- CO 4: Further, they will also understand the Indian constitution and its salient features.

Course Content:

Unit-I: East India Company:

- (a) Charter of 1600 A.D.
- (b) The Regulating Act 1773
- (c) The Pitt's India Act 1784.

Unit-II: India under the British Crown: I

- (a) The Government of India Act 1858.
- (b) The Indian Council Act of 1892 and the Government of India Act 1909.
- (c) The Government of India Act 1919 and Simon Commission.

Unit-III: India under the British Crown: II:

- (a) The Government of India Act, 1935.
- (b) Cripps Proposal and Wavell Plan
- (c) Cabinet Mission

Unit-IV: Constitutional Development in the wake of Independence.

- (a) The Indian Independence Act, 1947.
- (b) The Constituent Assembly: Composition and Function
- (c) The Constitution of India: Salient Features.

Mandatory Readings:

A.B. Keith	<i>A Constitutional History of India.</i>
A.C. Banerjee	<i>The Constitutional History of India, 3 Vols.</i>
G.N. Singh	<i>Landmarks in India's Constitutional and National development.</i>
R. Coupland	<i>Report on the Constitutional Problem in India, 1833-1835, 3 parts.</i>
B.B. Mishra	<i>The Central Administration of East India Company, 1773-1834</i>
_____	<i>The Central Administrative History of India, 1834-1946.</i>
J.W. Kayo	<i>The Administration of the East India Company.</i>
B.B. Mazumdar	<i>Indian Political Associations and Reform of Indian Legislature, 1857-1917.</i>
B.B. Mishra	<i>The Judicial Administration of the East India Company in Bengal.</i>
H. Tinker	<i>The Foundation of local self-Govt. in India, Pakistan and Burma.</i>
B. Majed Khan	<i>The Transition in Bengal, 1756-77.</i>
Nandalal Chatterjee	<i>Bengal under Dewani Administration.</i>
Thomson and Garrat	<i>Rise and fulfilment of British Rule in India.</i>

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Constitutional Development in India (1757-1950)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	3	0	0	0	0	3	3	1	3	3
CO2	3	2	3	0	0	0	0	3	3	1	3	3
CO3	3	2	3	0	0	0	0	3	3	1	3	3
CO4	3	2	3	0	0	0	0	3	3	1	3	3
Average	3	2	3	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER – IV

(COURSE WORK)

SEMESTER IV
CDOE- HIS-101-CW-62010: COLONIALISM AND NATIONALISM IN SOUTH

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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EAST ASIA

Learning Objectives:

- This course is designed to impart to learners an understanding of the pre-colonial period history of the countries of Southeast Asia.
- Another objective is to enable learners to learn about the interplay of political, economic, and military factors during the precolonial, colonial, and postcolonial periods in the relations among Southeast Asian countries.
- Learners will be able to understand the background of the complex and dynamic problems currently faced by the countries in this region.
- Further, they are expected to have a detailed understanding of the form of socialism and democracy in Burma in the post-independence period.

Course Outcomes:

- CO 1: Students will gain an understanding of the early history (pre-colonial history) of various countries in Southeast Asia inhabited by ethnic groups.
- CO 2: They will comprehend the interplay of political, economic, and military factors during the precolonial, colonial, and postcolonial periods in the relations among Southeast Asian Nations.
- CO 3: They will be able to understand the roots of the complex and dynamic problems currently faced by the nation-states in this region.
- CO 4: Further, they will understand the form of socialism and democracy developed in Burma in post-independence period.

Course Content:

Unit-I: The Advent of the West:

- (a) The Portuguese
- (b) The Spanish
- (c) The Dutch

Unit-II: The Later West:

- a) English
- b) French
- c) American

Unit-III: The Nationalist Challenge to Colonial Rule:

- (a) Myanmar
- (b) Vietnam
- (c) Indonesia

Unit-IV: The End of Colonial Rule and Rise of Military Regimes:

- (a) Indonesian Crisis
- (b) Emergence of Vietnam (1954-1979)
- (c) The Myanmar Crisis of Socialism and Democracy.

Unit: I: Mandatory Readings:

Brain Harrison, A short History of South -East Asia (London: Macmillan), 1954.
D.G.E. Hall, A History of South East Asia (London: the Macmillan), 1981.
D.R. Sardesai, South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.
John F. Cady, South East Asia: Its Historical Developments (New Delhi: Surjeet), 2014.

Further Readings:

G. Coedes, The making of South East Asia (London: Routledge & Kegan Paul), 1966.
Indianised State of South East Asia, Honolulu, Hawaii: East West Centre Press, 1967.
 Ganga Nath Jha, Ethnic politics in South East Asia, (New Delhi, N.B.O., 1997).
 N. Tarling(ed.), Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol.I,

Unit-II: Mandatory Readings:

D.G.E. Hall, A History of South East Asia (London: the Macmillan), 1981.
 D.R. Sardesai, South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.
 John F. Cady, South East Asia: Its Historical Developments (New Delhi: Surjeet), 2014.

Further Readings:

B.R. Chatterjee, South -East Asia in Transition, New Delhi, Young India, 1971.
 Lt. Col. H.R. Chakravarty, Vietnam, Kampuchea, and Laos, Bond in Comradeship: Panoramic Study of Indochina from Ancient to Modern Times, New Delhi: Patriot, 1988, 2 Vols.
 Jan M. Pluvier, South East Asia from Colonialism to Independence (Oxford University Press,) 1975.
 N. Tarling, (ed.), Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol. II.

Unit-III: Mandatory Readings:

D.G.E. Hall, A History of South East Asia (London: the Macmillan), 1981.
 D.R. Sardesai, South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.
 Jan M. Pluvier, South East Asia from Colonialism to Independence (Oxford University Press,) 1975.

Further Readings:

Carlton, J.H. Hayes, Essay on Nationalism (New York: Macmillan), 1958.
 Frank N. Trager (ed.), Marxism in South East Asia, California: Stanford University
 Lt. Col. H.R. Chakravarty, Vietnam, Kampuchea, Laos, Bond in Comradeship: Panoramic Study of Indochina from Ancient to Modern Times, New Delhi: Patriot, 1988, 2 Vols.
 Noam Chomsky, The Backroom Boys (London: Fontana Collins, 1973).
 R.P. Kaushik& et al, Back to the Front: The unfinished story in Vietnam, New Delhi: Orient Longman, 1977.
 S. K. Singh, NLF and the Communist Movement in Vietnam (New Delhi: NBO), 1999.

Unit-IV: Mandatory Readings:

D.G.E. Hall, A History of South East Asia (London: the Macmillan), 1981.
 D.R. Sardesai, South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.
 N. Tarling(ed.), Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol.II.
 S. K. Singh, NLF and the Communist Movement in Vietnam (New Delhi, NBO), 1999.

Further Readings:

Amitabh Ghosh, Dancing in Cambodia, At large in Burma, New Delhi: Ravi Dayal, 1998.
 Frank N. Trager (ed.), Marxism in South East Asia, California: Stanford University
 Ganga NathJha, Ethnic Politics in South East Asia, (New Delhi, N.B.O., 1997).
 Noam Chomsky, The Backroom Boys (London: Fontana Collins, 1973).
 P.K Das (ed.), The Troubled Region: Issues of Peace & Development in South East Asia, New Delhi: Sage, 1987.
 Primal Kumar Das, India and the Vietnam War, New Delhi; Young Asia Publications, 1972.
 R.P. Kaushik &et al, Back to the Front: The unfinished story in Vietnam, New Delhi: Orient Longman, 1977.
 S. Sahay, Ramayana in Laos, A study in the G. VayDvorabhi, (New Delhi: B.R. Publication, 1976).
 Russell H. Fifield, The diplomacy of South East Asia, 1945-1958 (New York: Harper, 1999).

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

Colonialism and Nationalism in Southeast Asia

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	1	0	0	0	0	3	3	1	3	3
CO2	3	2	1	0	0	0	0	3	3	1	3	3
CO3	3	2	1	0	0	0	0	3	3	1	3	3
CO4	3	2	1	0	0	0	0	3	3	1	3	3
Average	3	2	1	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
CDOE- HIS-101-CW-62020: HISTORY OF UNITED STATES OF AMERICA (1865-

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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1945)

Learning Objectives:

- This course is designed to enable learners to learn about the history of USA and its entry into the Second World War.
- Another objective is to make learners learn about various measures and policies devised for governance in USA from 1865 to 1945.
- Learners will be able to understand how USA emerged as one of the superpower nations in the post-World War period.
- Further, learners will be able to understand the foreign policy adopted by USA from 1933-1945.

Course Outcomes:

- CO 1: Students will comprehend the history of the USA up to its entry into the Second World War, building upon the course designed for BA students at the honors level, which covers the period from 1776 to 1865.
- CO 2: They will understand the policies and measures adopted for governance and the challenges faced by the USA from 1865 to 1945
- CO 3: They will understand the processes involved in the foundation of the USA as a nation-state and its emergence as one of the superpower nations.
- CO 4: Further, they will understand the American foreign policy from 1933-1945.

Course Contents:

Unit-I: Civil War and Aftermath:

- (a) Cause.
- (b) Reconstructions.
- (c) Rise of Industrialism.

Unit-II: Roots of Modern Nation, (1877 -1914):

- (a) Imperialism in Latin America and the Far-East.
- (b) Progressive Reforms under Theodore Roosevelt.
- (c) America and World War-I.

Unit-III: Economic Crisis:

- (a) The era of boom and burst.
- (b) Great Depression.
- (c) The New Deal.

Unit-IV: The United States Transformed (1933-1945):

- (a) American Foreign Policy.
- (b) Role in the War.
- (c) Life on Home Front.

Unit-I: Mandatory Readings:

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|----------------------------|---|
| Robert Kelly, | <i>The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.</i> |
| James A. Henretta & et al, | <i>America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.</i> |
| Lacy K. Ford (ed.), | <i>A Companion to the Civil War and Reconstruction, Blackwell Publishing House, UK, 2004.</i> |

Further Readings:

Adam I. P. Smith,
Huge Tukkoeh,
Jedd Wallenfeld,

The American Civil War, Palgrave MacMillan, New York, 2007.
The American Civil War Era, The Routledge, New York, 2006.
The American Civil War and Reconstruction: People, politics and Power, Britannica Education Publishing, New York, 2006.

Unit-II: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

J.A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

Further Readings:

A. Breisach,

American Progressive History: An Experiment in Modernisation, The University of Chicago, 1993.

Unit-III: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

J.A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

G. B. Tindall & et al,

A Narrative History (fifth Edition) Vol. two, W.W. Norton & Coy., New York, 1999.

Further Readings:

Eric Rauchway,

The Great Depression & New Deal: A Very Short Introduction, Oxford University Press, New York, 2008.

Murry N. Rothbard,

America's Great Depression, (5th Ed.), Mises Institute, Alabama, 2000.

Foster R.D.,

The United states since 1885, Surjeet publication, Delhi 1989.

Unit-IV: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

Adan I. P. Smith,

The American Civil War, Palgrave Macmillan, New York, 2007.

J.A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

Further Readings:

Michail J. Hogan,

America in the World: Historiography of US Foreign Relations Since 1941, Cambridge University Press, International Economic Relation.

Gordon Martel,

American Foreign Relations Reconsidered, 1890-1993, Routledge, London, 1994.

Gary B. Nash,

American Odyssey, the 20th Century and Beyond, Mc Graw Hill, Ohio, 2004.

H. B. Parks,

The United States of America, Khosla Publishing House, New Delhi 1966.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of United States of America (1865-1945)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	1	0	0	0	0	3	3	1	3	3
CO2	3	2	1	0	0	0	0	3	3	1	3	3
CO3	3	2	1	0	0	0	0	3	3	1	3	3
CO4	3	2	1	0	0	0	0	3	3	1	3	3
Average	3	2	1	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
CDOE- HIS-101-CW-62030: HISTORY OF MODERN JAPAN (1853-1945)

Credit: 4; Practical: 8 Hrs per week; Contact Hours: 120; Full Marks: 100

Learning Objectives:

- This course is designed to facilitate learners to understand the historical development in Japan, especially during the 19th and 20th centuries.
- Another objective is to enable learners to understand the gradual process of transformation in Japan that paved the way for development and changes in less than a century.
- Learners are expected to understand the emergence of Japan as an industrialized country and a powerful country until the outbreak of the Second World War.
- Further, they are expected to have an understanding of the impact of World War II on the Japanese society and economy.

Course Outcomes:

- CO 1: Students will understand the historical development in Japan during the nineteenth and twentieth centuries.
- CO 1: They will learn about the transformation that occurred in Japan, paving the way for development and changes in less than a century.
- CO 1: They will understand the emergence of Japan into a modern society and world power up to World War II.
- CO 1: Further, they will also learn about the impact of World War II on the society and economy in the post-war period.

Course Content

Unit- I: Opening of Japan:

- (a) The period of Seclusion
- (b) The Treaty of Kanagawa with the United States (1854).
- (c) Unequal treaties and fall of Feudal System

Unit-II: Modernization of Japan:

- (a) The Meiji Restoration, 1868 - Process of Modernization.
- (b) Sino-Japanese war - The Treaty of Shimonoseki, 1894-95; and Anglo-Japanese Alliance, 1902.
- (c) The Russo-Japanese War- The Treaty of Portsmouth, 1904-05.

Unit-III: Japan During and After the World War I:

- (a) Japanese Imperialist Expansion during World War I.
- (b) The Treaty of Versailles, 1918; Washington Conference, 1922.
- (c) The Rise of Militarism.

Unit- IV: Japan and the Word War II

- (a) The Japanese entry into the War.
- (b) The fall of Japanese imperialism.
- (c) Impact on society and economy.

Unit- I: Mandatory Readings

E. Herbert Norman, Japan's Emergence as a Modern State.
Harold M. Vinacke, History of the Far East in Modern Times.
Kenneth B. Pyle, The Making of Modern Japan.
Paul H. Clyde & et al, Far East: A History of the Western Impacts and the Eastern Responses, 1830-1970.

Further Readings:

F.C. Jones, Japan's New Order in East Asia.
Jean-Pierre Lehmann, The Roots of Modern Japan.
Peter Duus, Modern Japan, Houghton Mifflin; 2 editions, 1997
-----, Feudalism in Japan, McGraw-Hill; 3rd Edition, 1993
P.N. Murty, Rise of Modern Nationalism in Japan.
Richard Story, A History of Modern Japan.
-----, The Double Patriots: A Study of Japanese Nationalism.

Unit-II: Mandatory Readings

Harold Minacci, History of the Far East in Modern Times.
Kenneth B. Pyle, The Making of Modern Japan.
Paul H. Clyde & et al, Far East: A History of the Western Impacts and the Eastern Responses, 1830-1970.
W.G. Beasley, Modern History of Japan.

Further Readings:

E. Herbert Norman, Japan's Emergence as a Modern State.
G.B. Ransom, A History of Japan, Vol.3.
-----, Western World and Japan.
J. Luington & et. al. (ed.), Imperial Japan 1800-1945.
Jean-Pierre Lehmann, The Roots of Modern Japan.
Notate Ike, The beginning of Political Democracy in Japan.
Peter Duos, Modern Japan, Houghton Mifflin; 2 editions, 1997
P.N. Marty, Rise of modern Nationalism in Japan.
Richard Story, A History of Modern Japan.

Unit-III: Mandatory Readings

Harold Minacci, History of the Far East in Modern Times.
Kenneth B. Pyle, The Making of Modern Japan.
Paul H. Clyde & et al, Far East: A History of the Western Impacts and the Eastern Responses, 1830-1970.

Further Readings:

F.C. Jones, Japan's New Order in East Asia.
J. Ludington & et. al. (ed.), Imperial Japan 1800-1945.
Jean-Pierre Lehmann, The Roots of Modern Japan.
Jon Livingston, The Japan Reader Vol. 2.
P.N. Marty, Rise of modern Nationalism in Japan.

Unit- IV: Mandatory Readings:

Harold Minacci, History of the Far East in Modern Times.
Paul H. Clyde & et al, Far East: A History of the Western Impacts and the Eastern Responses, 1830-1970.

W.G. Beasley, Modern History of Japan.

Further Readings:

E. Herbert Norman, Japan's Emergence as a Modern State.
G.B. Ransom, A History of Japan, Vol.3.
-----, Western World and Japan.
E. Holiday, A political History of Japanese Capitalist
F.C. Jones, Japan's New Order in East Asia.
Kenneth B. Pyle, The Making of Modern Japan.
Reischauer, Japan, Past and Present.
Peter Duus, Modern Japan, Houghton Mifflin; 2 editions, 1997
R. Steen, A History of Modern Japan.
Richard Story, A History of Modern Japan.
-----, The Double Patriots: A Study of Japanese Nationalism

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Modern Japan (1853-1945)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	1	0	0	0	0	3	3	1	3	3
CO2	3	2	1	0	0	0	0	3	3	1	3	3
CO3	3	2	1	0	0	0	0	3	3	1	3	3
CO4	3	2	1	0	0	0	0	3	3	1	3	3
Average	3	2	1	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]

SEMESTER IV
CDOE- HIS-101-CW-62040: HISTORY OF MODERN CHINA (1840-1949)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to enable learners to learn about the history of China from the Opium War to the Cultural Revolution.
- Another objective is to facilitate learners to learn about the relations shared by the Chinese with the Western world during the period of capitalism and colonialism.
- Learners will be able to understand the repeated attempts of the Chinese to industrialize and transform their society and how China gradually emerged as a powerful nation-state in Asia.
- Further, they are expected to have a detailed understanding of the communist revolution in China.

Course Outcomes:

- CO 1: Students will learn about Chinese history from the Opium War to the Cultural Revolution and the transformations it underwent.
- CO 2: They will learn about China's relations with the Western world during the period of capitalism and colonialism.
- CO 3: They will learn about China's repeated attempts to modernize along Western lines, which, despite its efforts, could not free it from the clutches of colonialism. China ultimately developed into a powerful nation in the world.
- CO 4: Further, they will understand the triumph of the communist revolution in China.

Course Contents:

Unit-I: China in the Nineteenth Century:

- (a) The Opium Wars.
- (b) Open Door Policy and Scramble for Concessions 1899.
- (c) Taiping Rebellion: Causes and Consequences.

Unit-II: Emergence of Chinese Nationalism and Revolutions:

- (a) The Boxer Rebellion 1900.
- (b) The Nationalist Revolution of 1911.
- (c) *Sun Yat Sen* and Chinese Nationalism.

Unit-III: Intellectual Revolution and National Unification:

- (a) Era of Warlordism; The May Fourth Movement, 1919: Significance.
- (b) Birth of the Communist Party 1921: CPC and Kuomintang.
- (c) The First United Front.

Unit-IV: Rise of China:

- (a) Rise of *Mao-Tse-Tung*; Collapse of the Kiangsi Soviet and the Long March.
- (b) The Second United Front: (1936-1945).
- (c) The Triumph of Communist Revolution in China.

Unit-I: Mandatory Readings:

Chesneaux, Jean, et al,

Chesneaux, Jean, et al,

Clyde, P.H,
Greenberg Michael,

Peasants Revolts in China, 1840-1949, Thames &Hudson, London, 1973.

China from Opium War to 1911 Revolution, Harvester Press, Sussex, 1976.

The Far East.

British Trade and the Opening.

Further Readings:

R.S. Gupta,
Owen Lattimore,
K.S. Latourette,
K.M. Panikkar,
Nathaniel Pellar,
C. Marg Wright,

History of Modern China.
Making of Modern China.
The Chinese, Their History and Culture.
Asia and Western Dominance.
Far East, A Modern History.
The Last Stand of Chinese Conservation, 1862-72

Unit-II: Mandatory Readings:

H. Daniel Bays,

China Enters the Twentieth Century Chang-Chih-Tung and the Issues of New Age, 1895- 1949.

J. Chesneaux & et al,

China from the 1911 Revolution to Liberation, Khosla Publishing, Delhi, 1986).

Jean Chesneaux,

China- The People's Republic, Harvester Press, Sussex, 1979.

Further Readings:

C.Y. Hsu, Immanuel,
Albert Reuerwerker,
C.Marg Wright,

The Rise of Modern China.
Approaches to Modern Chinese History.
The China in Revolution: The First Phase, 1900-1913.

Unit-III: Mandatory Readings:

Joseph W. Esherick,
Joseph W. Esherick & et al,
Ha- Seng,

Reform and Revolution in China.
China: How the Empire Fell.
Imperialism in Chinese Politics.

Further Readings:

Lai To Lee, Hock Guan Lee,
Liu Heung Shing,
Lucien. Bianco,

Sun Yat-Sen, Nanyang and the 1911 Revolution.
China in Revolution: The Road to 1911.
Origins of the Chinese Revolution, 1915-1949, OUP, London, 1971.

Marc Blecher,

China Against the Tides, Restructuring through Revolution, Radicalism and Reform.

Shanti Swarup,

A Study of the Chinese Communist Movement, 1927-34.

Unit-IV: Mandatory Readings:

Bastid .M, & Barges,
B. Barnoun & et al,
A. Chan,

Revolution.
Zhou Enlai: A Political Life. Hong Kong, 2006.
Children of Mao: Personality Development and Political Activism in the Red Guard Generation; University of Washington Press, 1985.

Further Readings:

Clubb, Edmund, O,
Chuntu-Hsuch,
Fitzgerald, C.P.
Guillermes.Jacques,
Ho. Kan Chin,
Howari, Roger,
Himton,
Adrian Hsia,
A. Chalmers Johnson,

Twentieth Century China.
Revolutionary Leaders of Modern China.
The Birth of Communist China, Pelican Books, 1971.
A History of the Chinese Communist Party, 1921-1949.
A History of Modern Chinese Revolution.
Mao-Tse-Tung and the Chinese people.
Communist China in World politics.
The Chinese Culture Revolution.
Peasant Nationalism and Communist power: the Emergence of Red China, 1937-45.

FranzSchumann,
Edgar Snow,
Teng & Fairbank,
Van Slyke, Lyman P,
-----,
Jean Chesneaux,

Ideology and Organisation in Communist China.
Red Star Over China.
China's response to the West, Vol.2.
The Chinese Communist Movement.
Mao Tse-Tung and the Chinese Revolution.
China- The People's Republic, Harvester Press, Sussex, 1979.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Modern China (1840-1949)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	1	0	0	0	0	3	3	1	3	3
CO2	3	2	1	0	0	0	0	3	3	1	3	3
CO3	3	2	1	0	0	0	0	3	3	1	3	3
CO4	3	2	1	0	0	0	0	3	3	1	3	3
Average	3	2	1	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation}

SEMESTER IV

CDOE- HIS-101-CW-62050: HISTORY OF CONTEMPORARY WORLD (1945- 1991)

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100
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Learning Objectives:

- This course is designed to allow learners to learn about contemporary world affairs from 1945 to 1991 and some of the major events in the contemporary world.
- Another objective is to enable learners to learn about ways in which the geopolitics of the world were shaped and reshaped from 1945 to 1991 which laid the foundation for present global geopolitics today.
- Learners are expected to learn international relations and develop independent opinions.
- Further, they are also expected to learn about some of the issues currently faced in third-world countries, especially conflict and poverty.

Course Outcomes:

- CO 1: Students will understand contemporary world affairs from 1945 to 1991, aiming to provide factual knowledge about major events in the contemporary world on a thematic basis.
- CO 2: They will understand how the world and its geopolitics were shaped and reshaped from 1945 to 1991, which also largely laid the foundation for today's world.
- CO 3: They will understand the broader scope of international relations, which is of current relevance, and will enable them to form independent opinions.
- CO 4: Further, they will learn about the conflict and poverty in the third world countries.

Course Content:

Unit-I: United Nations:

- (a) Origin and objectives.
- (b) Structure.
- (c) Role in international affairs.

Unit-II: The Cold War:

- (a) Concept & Roots of conflict.
- (b) Super Powers Rivalry.
- (c) Disarmament politics & end of cold war.

Unit-III: Non-Alignment Movement:

- (a) Concept.
- (b) Concerns.
- (c) Relevance

Unit- IV: The Third World:

- (a) Concept.
- (b) Conflicts & Cooperation.
- (c) Poverty.

Unit-I: Mandatory Reading:

Antony Best, Jussi M. Hanhimäki.

J.A. Maiolo & et al, International History of the Twentieth Century and Beyond, (Second Edition),
Routledge, London, 2008.

C.W. Kegley & et al, World Politics: Trend and Transformation, St. Martin' Press, New York,1981.

Further Readings:

Stanley Meisler, A History of United Nations, Grov Press, New York, 1995.

Ajit M. Banerjee & et al, Reinventing the United Nations, Prentice Hall of India, New Delhi, 2007.

John W. Young & et al, International Relations Since 1845, Oxford University Press, New York, 2004.
W.C. McWilliams & et al, The World Since 1945: A History of International Relations, Viva Books, New Delhi, 2012.

Unit-II: Mandatory Readings:

Marc Trachtenberg, The Cold War and After: History, Theory and the Logic of International Politics, Princeton University Press, Princeton, 2012.

Mike Sewell, The Cold War, Cambridge University Press, London 2012.

M.P. Leffler & et al (ed.), The Cambridge History of The Cold War, Vol-I-III, Cambridge University Press, 2010.

Further Readings:

Mike Sewell, Cambridge Perspectives History of Cold War, Cambridge University Press, 2012.

Antony Best et al, International History of the Twentieth Century and Beyond, Routledge, London, 2008.

Chartles W. Kegley & et al, World Politics: Trend and Transformation, St. Martin' Press, New York, 1981.

John W. Young & et al, International Relations Since 1845, Oxford University Press, New York, 2004.

W.C. McWilliams & et al, The World Since 1945: A History of International Relations, Viva Books, New Delhi, 2012.

Unit-III: Mandatory Readings:

Rikhi Jaipal, Non-Alignment, Allied Publishers, New Delhi, 1991.

Antony Best et al, International History of the Twentieth Century and Beyond, Routledge, 2008.

Further Readings:

Chartles W. Kegley & et al, World Politics: Trend and Transformation, St. Martin' Press, New York, 1981.

John W. Young & et al, International Relations Since 1845, Oxford University Press, New York, 2004.

W.C. McWilliams & et al, The World Since 1945: A History of International Relations, Viva Books, New Delhi, 2012.

Unit-IV: Mandatory Readings:

Altaf Guar, Et al.(ed.), The Third World Affairs 1985, Third World Foundation for Social and Economic Studies, London 1995.

Christopher Clapham, The Third World Politics an Introduction, Rutledge, London.

Further Readings:

David M. Haugen(ed.), The Third World Opposing Viewpoints Series, Green Haven Press, Farmington Hills, 2006.

John W. Young & et al, International Relations Since 1845, Oxford University Press, New York, 2004.

Niranjana Bhuinya, United Nations: Problems & prospects, Calcutta, K.P Bagchi & Co.1980.

Shirley Hune, Non-Alignment in an Age of Alignments, Lawrence Hill & Co 1986.

John Hughes & et al, Wilson; Disarmament: A Basic Guide 3rd Edition, United Nations 2012.

W.C. McWilliams & et al, The World Since 1945: A History of International Relations, Viva Books, New Delhi, 2012.

COs-POs/PSOs Matrices of the Course

The Mapping Level Contribution between COs-POs/PSOs is categorized as follows:

History of Contemporary World (1945- 1991)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	1	0	0	0	0	3	3	1	3	3
CO2	3	2	1	0	0	0	0	3	3	1	3	3
CO3	3	2	1	0	0	0	0	3	3	1	3	3
CO4	3	2	1	0	0	0	0	3	3	1	3	3
Average	3	2	1	0	0	0	0	3	3	1	3	3

[3: High, 2: Medium, 1: Low, 0: No correlation]
