

**Oriental College (Autonomous), Imphal**

**Learning Outcomes based Curriculum Framework  
(LOCF)  
&  
Detailed Course Structure, Credit, Marks & Syllabus**

For

**4-Year B.A. History (Honours)  
Undergraduate Programme  
2022**

(Approved by the Board of Studies, Department of History in its meeting held on 16<sup>th</sup> July, 2022)

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### Preamble

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge.

At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academic scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LOCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LOCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels.

Historical facts are not static since new discoveries are constantly thrown up by archaeology, genetics, and climate sciences, and so on. As with all fields of knowledge, existing hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly "a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation".

History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian,

but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any 'centric' form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian's choice of study is determined by personal values, concerns of those who support his work, the nature of the age in

which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavour in this direction, as it focuses on introducing Nation's history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions.

The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher.

In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, Oriental- Occidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order.

As per changing times, the other core papers have also been remodelled with introduction of a newspaper like 'Cultural heritage of India' and ' History of Communication and Media' with a view to develop skill at undergraduate level as per spirit and design of LOCF guidelines. A serious remodelling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to a customize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

## **Introduction**

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Under Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student's experiences as they engage themselves in the programme of their choice. The Under-Graduate Programme will prepare the students for academia and also prepare them to use this knowledge for employment.

The given programme elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The programme prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of B.A. History (Honours) Programme offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving. It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

### **Learning Outcome based Curriculum Framework**

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This programme is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialization in History is the key to access cognate skills from other disciplines. This has a balanced combination of Core, Discipline Specific Electives and Skill enhancement courses. This enables a student of History to be well verse with other complementary subjects.

### **Method of Teaching & Nature of the Programme**

The B.A. History Programme is of four years duration. Each year is divided into two semesters. The total numbers of semester are eight and it is presumed that each semester will be of fifteen/sixteen week's duration. The teaching and learning in the B.A. History Programme will involve theory classes (lectures) and tutorial classes. The curriculum will be taught through formal lectures with the aid of power-point presentations, audio and video tools and other teaching aids can be used as and when required. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums, home assignment, project work, internship and dissertation or report writing, which can be taken care along with regular teaching and tutorials.

### **Aims of Bachelor Degree Programme in History**

**The objective of this course is:**

1. To give requisite information about different aspects of the past to students.
2. To teach them how to use this information for a betterment of society.
3. This also gives an idea about how historians & researcher frame an argument and debate details that have significance to understand the past and the present.
4. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.
5. The idea is to equip the student so that their ability to think and analyze is enhanced also, they develop good research oriented perspective.

**Graduate Attributes**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.
2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.
3. Ability to carefully read a complex historical narrative, evaluates its deployment of evidences, and understands its argument as well as critically analyzes the same.
4. Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.
5. Sensitivity to different socio cultural issues and their acquaintance with the historical developments.
6. Respect for National ethos, human values and ideals constitutional values.
6. Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.
7. Develop respect for our Heritage and culture and understand the strength of diversity of our country.

## **Qualification Descriptors**

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

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

## **Programme learning outcomes**

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives:

- I.** To learn a basic narrative of historical events in a specific region of the world in a specific time frame.
- II.** To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).
- III.** The ability to use bibliographical tools for the advanced study of history.
- IV.** To understand & evaluate different historical ideas, various arguments and point of view.
- V.** To develop an appreciation of themselves & of other through the study of the past in local, regional, national and global context.
- VI.** It instils an appreciation of the uniqueness of visual evidence and cultivates the particular skill of using visual evidence to understand human activity of the recent and distant past.

## **Structure of 4-Year B.A. History Programme**

The 4-year Undergraduate Programme in History consists of altogether forty (40) courses of two hundred credits. Different courses carry different credits. The six credit course will comprise of theory classes (five credits) and tutorials (one credit). The four and two credit courses will comprise solely of theory classes. Each credit is equivalent to 15 hours of classroom instructions.

To acquire a degree in 4 year BA History Honours a student must study eighteen (18) Core Courses (CC) – two each, in semesters I and II; three each in semesters III and IV; two each in semesters V, VI, VII & VIII. These are all compulsory courses of six credits each.

The student also needs to take four (4), Discipline Specific Elective Courses (DSE). DSE courses are elective and out of the nine (9) courses offered, students have to select any one (1) out of given three (3) in each Semester i.e. from Semester V to VII. The last DSE course is meant for research training and students are required to write a Dissertation which is to be submitted in the Semester VIII. These are all of six credits each.

Students are also required to take six (6), interdisciplinary Generic Elective Courses (GE). GE papers are elective, and students can take any four courses offered in cognate disciplines by other than the concerned subject.. They have to opt for one course in each of the Semesters III to VIII. The Department of History lists six (6) GE courses in its curriculum with two more options in the last course in the Semester VIII. These are of six credits each and open to enrolment for students only from other disciplines. These are of six credits each.

Students are also expected to take only two discipline centred Skill Enhancement Courses (SEC). There are two (2) SEC courses offered by the Department of History in semesters I and II with three (3) options each. Students are required to opt for one SEC paper in each of these semesters. These are of four credits each.

Additionally, Student must take AICC-I and II. The AECC are of four credits each. Students must note that AECC courses are not in history. The two courses are: GEN-AE-1-English/ MAN-AE-1-Manipuri and EVS-AE- 2- Environmental Sciences.

Finally students need to take eight (8) Value Addition Courses (VAC) two in each Semester I to II while one in each Semester III to VI. These are of two (2) credits each.

### **Course learning objective**

The four-year undergraduate History Programme is designed to familiarize students with significant developments in the history of India, its neighbourhood, Asia and certain other parts of the world. This also aims at providing right perspective to study and understand History. The main focus is on Indian history but students would also study about European as well as other parts of the world including Manipur. The course aims to make students challenge the idea of history as seamless, or historical knowledge as finished product that the textbooks at the school level create. It seeks to expose the students to various problems and conflicts that are inherent part of the historical exercise of reconstructing the past.

The purpose is to sensitize students to the existence and desirability of multiple perspective through which knowledge about past is constructed. The idea behind this is to enable students to develop historically sensitive way of thinking with due regard to time, place, context, roles of human agencies involved and national pride. Thus, the students are encouraged to think critically, analyze different



perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. The students would obtain a fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on culture, gender, media and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

We have also tried to develop terminology befitting to our National context and our exploratory nature. This will help the students to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work- essays, project/research papers, presentations, discussions, debates, etc. our intention is to enable students to formulate cogent arguments, presenting the necessary evidence to establish these, based on a training in the History.

The larger goal of this programme is to develop a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at same time.

Graduates of this programme do branch out to different spheres of knowledge and domains of professional work, besides pursuing higher studies within in the discipline. This wider life skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live meaningful lives.

### **Course learning outcomes**

After completing this programme, student is expected to- A. Construct historical narratives; B- Formulate arguments based on a historiographical engagement; C-Engage with scholarly writings and presentations; D-Answer, questions, write essays and research papers; E-Work Collaboratively

#### **A. Construct historical narratives:**

1. Describe significant developments within historical contexts, covered in the syllabus
2. Identify and analyze the significance of historical changes that take place within a society or culture
3. Explain the patterns of such transition
4. Assess patterns of continuities within such historical contexts.

**B-Formulate arguments based on a historiographical engagement:**

1. Formulate, sustain and justify a historical argument
2. Support and establish such arguments with historical evidence drawn mainly from secondary sources.
3. Situate historical arguments within a larger scholarly narrative.
4. Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.
5. Exhibit a familiarity with 'the historian's craft'- methods and rigours of the discipline.

**C-Engage with scholarly writings and presentations:**

1. Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
2. Comprehend and explain the structure of arguments and claims made in such writings
3. Note the empirical evidence used to establish such claims.

**D- Answer, questions, write essays and research papers:**

1. Synthesize arguments and facts culled from scholarly writings.
2. Articulate a persuasive, well-structured historical arguments on the basis of such synthesis
3. Employ multiple forms of evidence in this historical argument
4. Formulate relevant and meaningful historical questions
5. Write clear, cogent and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism
6. Use proper citations and footnotes within formal written assignments.
7. Deliver presentations based on such well- researched material orally as well.
8. Participate in debates and other forms of verbal historical discussions.

**E-Work Collaboratively:**

1. Participate in discussion and ask thoughtful questions
2. Provide formal feedback to peers in the course of such discussions
3. Learn the formal protocol of academic engagements in a seminar and conference.

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**Course Structure-A**  
**4-Year UG Programme Structure for History (Honours)**

Year I (Level 5) total credits: 2 Sem. X 24 = 48						
Sem.	CC(18 courses x6 credit each)	#DSEC(4 courses x6 credit each)	GEC(6 courses x6 credit each)	SEC(2 courses x4 credit each)	AECC(2 courses x4 credit each)	VAC (8 courses x2credit each)
1	HIS-HC 501			HIS -SE 501/ HIS -SE 501/ HIS -SE 501/	GEN-AE 1 / MAN-AE 1	VAC-1
	HIS-HC 502					VAC-2
2	HIS-HC 503			HIS -SE 502/ HIS -SE 502/ HIS -SE 502	EVS-AE 2	VAC-3
	HIS-HC 504					VAC-4
Year II (Level 6) total credits: 2 Sem. x 26=52						
3	HIS-HC 601		HIS -HG 601			VAC-5
	HIS-HC 602					
	HIS-HC 603					
4	HIS-HC 604		HIS -HG 602			VAC-6
	HIS-HC 605					
	HIS-HC 606					
Year III (Level 7) total credits: 2 Sem. x 26=52						
5	HIS-HC 701	HIS -HE 701/	HIS -HG 701			VAC-7
	HIS-HC 702	HIS -HE 701/ HIS -HE 701				
6	HIS -HC 703	HIS -HE 702/	HIS -HG 702			VAC-8
	HIS -HC 704	HIS -HE 702/ HIS -HE 702				
Year IV (Level 8) total credits: 2 Sem. x 24=48						
7	HIS -HC 801	HIS -HE 801/	HIS -HG 801			
	HIS -HC 802	HIS -HE 801/ HIS -HE 801				
8	HIS -HC 803/ HIS-HC-803	HIS -HE 802	HIS -HG 802/ HIS -HG 802/ HIS -HG 802			
	HIS -HC 804	Dissertation				
TOTAL: CC: 18 courses for 108 credits; DSEC: 4 courses for 24 credits; GEC: 6 courses for 36 credits; SEC: 2 courses for 8 credits; AECC: 2 courses for 8 credits; VAC: 8 courses for 16 credits (altogether 40 courses/papers & 200 credits)						
<p># DSEC option courses should represent the major branches of the Discipline/Subject.                      HIS represents History subject Code, as adopted in the college                      Core course= Hons. Discipline Specific Core Course (18 papers of 6 credits each) – <b>Course Code: HC</b>                      AECC=Ability Enhancement Compulsory Course (2 papers of 4 credits each) - <b>Course Code: AE</b>                      SEC= Skill Enhancement Course (2 papers of 4 credits each) - <b>Course Code: SE</b>                      DSEC= Discipline Specific Elective Course (4 papers of 6 credits each) - <b>Course Code: HE</b>                      GEC= Generic Elective Course (6 papers of 6 credit each) - <b>Course Code: HG</b>                      VAC= Value Addition Courses (c. f. - Graduate Descriptors)</p> <ul style="list-style-type: none"> <li>• Award of Bachelor's <b>Degree with Honours</b> in a Discipline on completion of courses equal to <b>minimum</b> 182 credits in 4 years</li> <li>• Award of Bachelor's <b>Degree with pass certificate</b> in a Discipline on completion of courses equal to <b>minimum</b> 140 credits in 3 years</li> <li>• Award of Bachelor's <b>with Diploma</b> in a Discipline on completion of courses equal to <b>minimum</b> 96 credits in 2 years</li> <li>• Award of Bachelor's <b>with Certificate</b> in a Discipline on completion of courses equal to <b>minimum</b> 46 credits in 1 year</li> </ul>						

**Course Structure-B**  
**ORIENTAL COLLEGE (AUTONOMOUS), IMPHAL**  
**4-Year UG Programme Structure for History (Honours)**

Year I (Level 5) total credits: 2 Sem. X 24 = 48						
Types	Core	DSE	GE	SEC	AECC	VAC
Credits	18 x 6 = 108	4 x 6 = 24	6 x 6 = 36	2 x 4 = 08	2 x 4 = 08	8 x 2 = 16
Semester	Courses	Courses	Courses	Courses	Courses	Courses
1	HIS-HC 501: The Idea of Bharat/ History & Indian Historiography			HIS -SE 501: Introduction to Archaeology/Archives & Museums/ Myanmarese or Burmese Language	GEN-AE-1/ MAN-AE-1	VAC-1:
	HIS-HC 502: History of World Civilization					VAC-2:
2	HIS-HC 503: History of India- Earliest time to 550 C.E.			HIS -SE 502: Understanding Heritage/Understanding popular Culture of India/ Historical tourism in N-E India	EVS-AE-2	VAC-3:
	HIS-HC 504: History of Europe - 13 <sup>th</sup> Century to 1789					VAC-4:
Year II (Level 6) total credits: 2 Sem. x 26 = 52						
3	HIS-HC 601: History of India - 550 C.E. to 1200 C.E.		HIS -HG 601: History of Manipur- From 33 A.D. to 1891 A.D.			VAC-5:
	HIS-HC 602: History of Europe- 1789 to 1919 C.E.					
	HIS-HC 603: History of India - 1200 C.E. to 1707 C.E.					
4	HIS-HC 604: History of Modern world- 1919 to 1945 C.E.		HIS -HG 602: History of Ancient India			VAC-6:
	HIS-HC 605: History of India - 1707 C.E. to 1857 C.E.					
	HIS-HC 606: Indian national Movement- 1857-1947 C.E.					
Year III (Level 7) total credits: 2 Sem. x 26 = 52						
5	HIS-HC 701: History of modern India- 1947-2000 C.E.	HIS -HE 701: History of the United States of America-I (1776-1945 C.E.)/History of the USSR (1917-1964 C.E.)/History of Africa (1500-1960 C.E.)	HIS -HG 701: History of Medieval India			VAC-7:
	HIS-HC 702: Cultural Heritage of India					
6	HIS -HC 703: Asian Resurgence	HIS-HE-702: History of South East Asia (19 <sup>th</sup> & 20 <sup>th</sup> Centuries)/History of Latin America (1500-1960 C.E.)/Issues in Contemporary world	HIS -HG 702: History of Modern India			VAC-8:
	HIS -HC 704: History of Manipur – Earliest time to 1891 A.D.					
Year IV (Level 8) total credits: 2 Sem. x 24 = 48						
7	HIS -HC 801: History of Modern Manipur – 1891-1949 A.D.	HIS-HE-801: History of East Asia (1840 to 1949 C.E.)/Environmental Issues in India/History of the North East India- From 1826 to 1947	HIS –HG-801: History of Freedom Movement in India			
	HIS -HC 802: History of Communication in India					
8	HIS -HC 803: History of Contemporary Manipur (1950-2000)	HIS -HE 802: Dissertation	HIS –HG-802: History of Modern Europe (1789-1945 CE)/Women in Indian History/ Making Contemporary India			
	HIS -HC 804: Research Methodology in History					

TOTAL: CC: 18 courses for 108 credits; DSEC: 4 courses for 24 credits; GEC; 6 courses for 36 credits; SEC: 2 courses for 8 credits; AECC: 2 courses for 8 credits; VAC: 8 courses for 16 credits (altogether 40 courses/papers & 200 credits).

# DSEC option courses should represent the major branches of the Discipline/Subject;  
HIS represents History subject Code, as adopted in the college;  
Core course= Hons. Discipline Specific Core Course (18 papers of 6 credits each) – **Course Code: HC**  
AECC=Ability Enhancement Compulsory Course (2 papers of 4 credits each) - **Course Code: AE**  
SEC= Skill Enhancement Course (2 papers of 4 credits each) - **Course Code: SE**  
DSEC= Discipline Specific Elective Course (4 papers of 6 credits each) - **Course Code: HE**  
GEC= Generic Elective Course (6 papers of 6 credit each) - **Course Code: HG**  
VAC= Value Addition Courses (c. f. - Graduate Descriptors)

1. Award of Bachelor's **Degree with Honours** in a Discipline on completion of courses equal to **minimum** 182 credits in 4 years;
2. Award of Bachelor's **Degree with pass certificate** in a Discipline on completion of courses equal to **minimum** 140 credits in 3 years;
3. Award of Bachelor's **with Diploma** in a Discipline on completion of courses equal to **minimum** 96 credits in 2 years;
4. Award of Bachelor's **with Certificate** in a Discipline on completion of courses equal to **minimum** 46 credits in 1 year.

**Note: A student of History (Hounours) course may take Generic Elective Course (HG) papers from any other discipline available in the College other than History Generic Elective course.**

Semester	Course Code	Name of Courses	Credit Details	Mark details (CIA + Sem. End Exam.)
1	<b>Core Courses</b>			
	HIS-HC-501	The Idea of Bharat/ History & Indian Historiography	5+1=6	40+60=100
	HIS-HC-502	History of World Civilization	5+1=6	40+60=100
	<b>Skill Enhancement Course</b>			
	HIS -SE 501	Introduction to Archaeology/Archives & Museums/ Myanmarese or Burmese Language	3+1=4	40+60=100
	<b>Ability Enhancement Compulsory Course</b>			
	GEN-AE-1 / MAN-AE1	English/Manipuri	3+1=4	40+60=100
<b>Value Addition Course</b>				
	VAC-1		1+1=2	40+60=100
	VAC-2		1+1=2	40+60=100
2	<b>Core Papers</b>			
	HIS-HC-503	History of India-Earliest time to 550 C.E.	5+1=6	40+60=100
	HIS-HC-504	History of Europe - 13 <sup>th</sup> Century to 1789 C.E.	5+1=6	40+60=100
	<b>Skill Enhancement Course</b>			
	HIS -SE 502	Understanding Heritage/Understanding popular Culture of India/Historical tourism in N-E India	3+1=4	40+60=100
	<b>Ability Enhancement Compulsory Course</b>			
	EVS-AE-2	Environmental Science	3+1=4	40+60=100
<b>Value Addition Course</b>				
	VAC-3		1+1=2	40+60=100
	VAC-4		1+1=2	40+60=100
3	<b>Core Courses</b>			
	HIS-HC-601	History of India - 550 C.E. to 1200 C.E.	5+1=6	40+60=100
	HIS-HC-602	History of Europe - 1789 to 1919 C.E.	5+1=6	40+60=100
	HIS-HC-603	History of India - 1200 C.E. to 1707 C.E.	5+1=6	40+60=100
	<b>Generic Elective Course</b>			
	HIS -HG 601	History of Manipur- From 33 A.D. to 1891 A.D.	5+1=6	40+60=100
<b>Value Addition Course</b>				
	VAC-5		1+1=2	40+60=100
4	<b>Core Courses</b>			
	HIS-HC-604	History of Modern world- 1919 to 1945 C.E.	5+1=6	40+60=100
	HIS-HC-605	History of India - 1707 C.E. to 1857 C.E.	5+1=6	40+60=100
	HIS-HC-606	Indian national Movement- 1857-1947 C.E.	5+1=6	40+60=100
	<b>Generic Elective Course</b>			
	HIS -HG 602	History of Ancient India	5+1=6	40+60=100
<b>Value Addition Course</b>				
	VAC-6		1+1=2	40+60=100
5	<b>Core Courses</b>			
	HIS-HC-701	History of modern India- 1947-2000 C.E.	5+1=6	40+60=100
	HIS-HC-702	Cultural Heritage of India	5+1=6	40+60=100
	<b>Discipline Specific Elective Course</b>			
	HIS -HE 701	History of the United States of America-I (1776-1945 C.E.)/History of the USSR (1917-1964 C.E.)/History of Africa (1500-1960 C.E.)	5+1=6	40+60=100
	<b>Generic Elective Course</b>			
HIS -HG 701	History of Medieval India	5+1=6	40+60=100	
<b>Value Addition Course</b>				
	VAC-7		1+1=2	40+60=100

6		<b>Core Courses</b>		
	HIS -HC 703	Asian Resurgence	5+1=6	40+60=100
	HIS -HC 704	History of Manipur – Earliest time to 1891 A.D.	5+1=6	40+60=100
		<b>Discipline Specific Elective Course</b>		
	HIS -HE 702	HIS-HE-702: History of South East Asia (19 <sup>th</sup> & 20 <sup>th</sup> centuries)/History of Latin America (1500-1960 C.E.)/Issues in Contemporary world	5+1=6	40+60=100
		<b>Generic Elective Course</b>		
	HIS -HG 702:	History of Modern India	5+1=6	40+60=100
		<b>Value Addition Course</b>		
	VAC-8		1+1=2	40+60=100
7		<b>Core Courses</b>		
	HIS -HC 801	History of Modern Manipur – 1891-1949 A.D.	5+1=6	40+60=100
	HIS -HC 802	History of Communication in India	5+1=6	40+60=100
		<b>Discipline Specific Elective Course</b>		
	HIS -HE 801	History of East Asia (1840 to 1949 C.E.)/Environmental Issues in India/History of the North East India- From 1826 to 1947	5+1=6	40+60=100
		<b>Generic Elective Course</b>		
	HIS -HG- 801	History of Freedom Movement in India	5+1=6	40+60=100
8		<b>Core Courses</b>		
	HIS -HC 803	History of Contemporary Manipur (1950-2000)	5+1=6	40+60=100
	HIS -HC 804	Research Methodology in History	5+1=6	40+60=100
		<b>Discipline Specific Elective Course</b>		
	HIS -HE 802	Dissertation	5+1=6	40+60=100
		<b>Generic Elective Course</b>		
	HIS -HG- 802:	History of Modern Europe (1789-1945 CE)/Women in Indian History/Making Contemporary India	5+1=6	40+60=100

Total Credits = 200

Note: Semester-1 = 24; Semester-2 = 24; Semester-3 = 26; Semester-4 = 26; Semester-5 = 26; Semester-6 = 26; Semester-7 = 24; Semester-8 = 24;

Course List of B.A. History (Honours) Programme  
Oriental College (Autonomous), Imphal

Core Courses

18- Courses; Credit: 18x6=108 Credits;

1. HIS-HC-501: The Idea of Bharat/ History & Indian Historiography
2. HIS-HC-502: History of World Civilization
3. HIS-HC-503: History of India-Earliest time to 550 C.E.
4. HIS-HC-504: History of Europe - 13<sup>th</sup> Century to 1789 C.E.
5. HIS-HC-601: History of India - 550 C.E. to 1200 C.E.
6. HIS-HC-602: History of Europe - 1789 to 1919 C.E.
7. HIS-HC-603: History of India - 1200 C.E. to 1707 C.E.
8. HIS-HC-604: History of Modern world- 1919 to 1945 C.E.
9. HIS-HC-605: History of India - 1707 C.E. to 1857 C.E.
10. HIS-HC-606: Indian national Movement- 1857-1947 C.E.
11. HIS-HC-701: History of modern India- 1947-2000 C.E.
12. HIS-HC-702: Cultural Heritage of India
13. HIS-HC-703: Asian Resurgence
14. HIS-HC-704: History of Manipur – Earliest time to 1891 A.D.
15. HIS-HC-801: History of Modern Manipur – 1891-1949 A.D.
16. HIS-HC-802: History of Communication in India
17. HIS-HC-803: History of Contemporary Manipur (1950-2000)
18. HIS-HC-804: Introduction to Research Methodology in History

Discipline Specific Elective Courses

4- Courses; Credit: 4x6=24 Credits;

1. HIS-HE-701: History of the United States of America-I (1776-1945 C.E.)
2. HIS-HE-701: History of the USSR (1917-1964 C.E.)
3. HIS-HE-701: History of Africa (1500-1960 C.E.)
4. HIS-HE-702: History of South East Asia (19<sup>th</sup> & 20<sup>th</sup> centuries.)
5. HIS-HE-702: History of Latin America (1500-1960 C.E.)
6. HIS-HE-702: Issues in Contemporary world
7. HIS-HE-801: History of East Asia (1840 to 1949 C.E.)
8. HIS-HE-801: Environmental Issues in India
9. HIS-HE-801: History of the North East India- From 1826 to 1947
10. HIS-HE-802: Dissertation

Generic Elective Courses

6- Courses; Credit: 6x6=36 Credits;

1. HIS-HG-601: History of Manipur- From 33 A.D. to 1891 A.D.
2. HIS-HG -602: History of Ancient India
3. HIS-HG-701: History of Medieval India
4. HIS-HG -702: History of Modern India
5. HIS-HG -801: History of Freedom Movement in India
6. HIS-HG -802: History of Modern Europe (1789-1945 CE)/  
HIS-HG -802: Women in Indian History/  
HIS-HG -802: Making Contemporary India



Skill Enhancement Courses

2- Courses; Credit: 2x4=08 Credits;

1. HIS-SE-501: Introduction to Archaeology/  
HIS-SE-501: Archives & Museums/  
HIS-SE-501: Myanmarese or Burmese Language
2. HIS-SE-502: Understanding Heritage/  
HIS-SE-502: Understanding popular Culture of India/  
HIS-SE-502: Historical tourism in N-E India

Ability Enhancement Compulsory Courses

2- Courses; Credit: 2x4=08 Credits;

1. GEN-AE-1/ MAN-AE-1 : English/Manipuri
2. EVSS-AE-2: Environmental Science

Value Addition Courses

8- Courses; Credit: 8x2=16 Credits;

VAC-1:  
VAC-2:  
VAC-3:  
VAC-4:  
VAC-5:  
VAC-6:  
VAC-7:  
VAC-8:

**Core Courses**  
**Detailed Syllabus for History Honours**  
**(Semester I-VIII)**  
**(18 Compulsory Courses of 6 Credits each)**  
**(60 Lectures, 100 marks)**

**1. HIS-HC-501: The Idea of Bharat: (60 Lectures, 100 marks)**

Learning Outcome: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

**UNIT I Concept of Bharatvarsha**

*10 Lectures, 20 marks*

- Understanding of Bharatvarsha
- Eternity of synonyms Bharat
- Indian concept of time and space
- The glory of Indian Literature: Veda, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.
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**UNIT II Indian Knowledge Tradition, Art and Culture**

*10 Lectures, 20 marks*

- Evolution of language and Script: Brahmi, Kharoshti, Pali, Prakrit, Sanskrit, Tigaliri etc
- Salient features of Indian Art & Culture
- Indian educational system
- The ethics of Indian valor

**UNIT III Dharma, Philosophy and Vasudhaiva Kutumbakam**

*10 Lectures, 20 marks*

- Indian perception of Dharma and Darshan
- The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world Polity and governance
- The concept of Janpada & Gram Swarajya

**UNIT IV Science, Environment and Medical science**

*15 Lectures, 20 marks*

- Science and Technology in Ancient India
- Environmental conservation: Indian View
- Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy
- Indian numeral system and Mathematics

**UNIT V Indian economic traditions**

*15 Lectures, 20 marks*

- Indian economic thoughts
- Concept of land, forest and agriculture
- Industry, inland trade commerce
- Maritime Trade

**Suggested Readings:**

- A.L Basham: The Wonder that was India, Rupa, Delhi 1994
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
- Dharampal: The Beautiful Tree, Other India press, Delhi 1995

- Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
- G. Arrhenius: Evolution for space
- Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
- Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
- Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
- Zekuthial Ginshurg: New light on our Numerals.
- R.K Mookherjee: The Fundamental Unity of India

**OR**

**HIS-HC-501: History & Indian Historiography:**

*(60 Lectures, 100 marks)*

Learning Outcome: This course aimed to understand different aspects of History and general trend of History writing. The course will definitely be helpful in familiarizing the Indian notion of history and history writing in different phases of her historical development. This curriculum also provides an in depth study of the different schools of historiography in India.

**Unit-I. History**

*10 Lectures, 20 marks*

- Meaning, Definition, Nature, Scope, Objective & Value of History
- Relation of History with its Allied Disciplines- Archaeology, Geography, Anthropology, Sociology, Politics & Literature
- Traditions of Historical Writings- Greek and Roman Historiography, Western Medieval Historiography & Scientific History: Ranke, Collinwood and Marx

**Unit-II. Trends in Ancient Indian Historiography**

*10 Lectures, 20 marks*

- Historical Sense in Ancient India, Idea of Bharatvarsha in Indian Tradition
- Itihasa-Purana Tradition in Ancient India; Traditional History from the Vedas, Epics and Puranas
- Jain Historiography and Buddhist Historiography

**Unit-III Trends in Medieval Indian Historiography**

*10 Lectures, 20 marks*

- Historical Biography of Banabhatta and the Kashmir Chronicle of Kalhana
- Arrival of Islam and its influence on Historical Tradition of India; Historiography of the Sultanate period – Alberuni's –Kitab-ul-Hind and Amir Khusrau
- Historiography of the Mughal Period – Baburnama, Abul Fazl and Badauni

**Unit-IV. Orientalist, Imperial and colonial ideology and historian**

*15 Lectures, 20 marks*

- William Jones and Orientalist writings on India
- Colonial/ Imperialist Approach to Indian History and Historiography: James Mill, Elphinstone, and Vincent Smith
- Nationalist Approach and writings to Indian History: R.G.Bhandarkar, H.C Raychoudhuri, and J.N.Sarkar

**Unit-V. Marxist and Subaltern Approach to Indian History**

*15 Lectures, 20 marks*

- Marxist approach to Indian History: D.D.Kosambi, R.S.Sharma, Romilla Thaper and Irfan Habib
- Marxist writings on Modern India: Major assumptions
- Subaltern Approach to Indian History- Ranjit Guha

**Suggested Readings:**

- Carr, E. H., What is History? of Akbar, Penguin, 1964.
- Collingwood, R.G., The Idea of History, London, 1946.
- Gottschalk, L. Understanding History, New York; Alfred A. Knopf, 1951.
- Bloch, Marc., Historian's Craft, Trans., Peter Putnam, New York; Alfred A. Knopf, 1953.

- Barnes, H.E., A History of Historical Writing, University of Oklahoma, New York, Dover, reprinted 1962.
- Deba Prosad Choudhury: The Idea of History in a Changing World, Calcutta, K.P.Bagchi & Company, 2015
- Sreedharan E., A Textbook of Historiography, January, 2004, Orient Black Swan
- B. Sheikh Ali, History-Its Theory and Method, Laxmi Publications, 2019
- Harbans Mukhia, Historians and Historiography during the Reign of Akbar, Aakar Books, 2017
- Sabyaschi Bhattacharya, Approaches to History: Essays In Indian Historiography, 2013
- John C.B. Webster, Studying History, Delhi, Primus Books, 2019
- A Global History of Modern Historiography, George G. Iggers, Q. Edward Wang, Supriya Mukherjee, Pearson Education
- G. P. Singh, Perspectives on Indian History, Historiography and Philosophy of History 2009
- G. P. Singh, Ancient Indian Historiography: Sources and Interpretations, 2003
- George G. Iggers, Q. Edward Wang, Supriya Mukherjee, A Global History of Modern Historiography, Pearson Education
- Deba Prosad Choudhury: The Idea of History in a Changing World, Calcutta, K P Bagchi & Company, 2015
- Sreedharan E, .A Textbook of Historiography, January 2004, Orient BlackSwan
- L. B. Verma, Understanding History, Allahabad, 1995.

## **2. HIS-HC-502: History of World Civilization**

*60 Lectures, 100 marks*

Learning Outcome: Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

### **UNIT I History of Early World Civilization**

*10 Lectures, 20 marks*

- Egyptian Civilization, Political development, Art, Architecture and Religion
- Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Architecture, Administration and Education.
- Chinese Civilization: Polity, Society, Science and Technology.
- Persian Civilization: Political, Social and Economic condition.

### **UNIT II Classical Greece**

*10 Lectures, 20 marks*

- Homer Age: Evolution of classical Greece
- Athens, Sparta
- Greece: Persian war and the Peloponnesian war.
- The Periclean Age in Greece, growth of state and society, development of Science, Art and Philosophy.

### **UNIT III- Roman Empire**

*10 Lectures, 20 marks*

- Origin of Rome
- Rise and Evolution: Roman Republic and Roman law.
- Expansion of Rome.
- Imperial Age in Rome.

**UNIT IV - Rise of Christianity and Islam**

*15 Lectures, 20 marks*

- Rise, establishment and growth of Christianity
- The Barbarian invasion and the fall of western empire.
- Birth and expansion of Islam and its impact.
- The Arab civilization and its contribution.

**UNIT V - Early Medieval Europe**

*15 Lectures, 20 marks*

- Crusades and their impact on Europe.
- Rise and growth of European Feudalism and its decline.
- Commercialism and its impact.
- Religion and Society in Pre - Medieval Europe.

**Suggested Readings:**

- Arnold J Toynbe: A study of History, VolII to XII, 1934-1961, Reprint; OUP USA, 1988
- Childe, V.G.: What happened in History, Penguin Pub, 1967.
- Durrant Will: an age of Faith, 1950, reprint 1980.
- Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
- Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
- Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
- Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
- Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
- Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
- Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
- Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
- Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005

**3. HIS-HC-503: History of India-Earliest time to 550 C.E.**

Learning Outcome: As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India

**UNIT I Sources, Historiography and Prehistoric India**

*15 Lectures, 20 marks*

- Sources and Historiographical trends of ancient Indian History up to 550 C.E.
- A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures.
- The Indus - Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization.
- Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.

**UNIT II- Aryan Civilization**

*15 Lectures, 20 marks*

- Original home of Aryans, Myths of Aryan Invasion: Various theories,
- Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy
- Vedic Religion and Philosophy.
- Epic literature and Culture: Problem of Dating and Historicity of Epics.

**UNIT III India from Sixth Century BCE to Mauryan Age**

*10 Lectures, 20 marks*

- Sources
- India in sixth centuryBCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
- Religious systems in 6th century BCE, Buddhism and Jainism.
- The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica.

**UNIT IV Post Mauryan Age**

*10 Lectures, 20 marks*

- Sources
- Reorganization of Republic in Post Mauryan Age.
- Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.
- Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.

**UNIT V Imperial Guptas**

*10 Lectures, 20 marks*

- Sources
- Imperial Guptas and their Contemporaries.
- Gupta Administration
- Gupta Art, Architecture, Religion. Literature and development of Science and Technology.

**Suggested Readings:**

- Agarwal, D.P: The Archaeology of India, 1985
- Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial UNITY
- Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
- Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee
- Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
- Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
- Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
- Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, kitab Gharpublication, New Delhi, 2007
- Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
- Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002

**4. HIS-HC-504: History of Europe - 13<sup>th</sup> Century to 1789 C.E.**

Learning outcome: To develop the understanding Europe from a theocratic society to modern Nation state system. The Renaissance in Europe and its effects on the society, economy, polity and culture of European states leading to subsequent development of Nation States and emergence of new ideologies culminating in the form of French Revolution.

**UNIT I Prelude and Renaissance Years**

*10 Lectures, 25 marks*

- Political, Social and Religious Structure of Europe in 13th Century and fall of Constantinople.
- Renaissance: Role of City states spread of Humanism, Renaissance Art and Architecture.
- Theocracy: Reformation and counter Reformation, Religious Warfare: The Thirty Years War, Edict of Nantes
- Voyages, Exploration, Rise of Mercantilism and Colonialism.

**UNIT II Age of Absolutism**

*10 Lectures, 20 marks*

- Predominance of Spain and France.
- British Expansions & Shift of Economic Balance from Mediterranean to Atlantic
- Conflict in Germany and expansion of Russia.
- Emergence of Nation-State system.

**UNIT III Transition from Feudalism to Capitalism**

*20 Lectures, 25 marks*

- Structure of Feudalism in Europe
- Post Feudal State and Transition to Capitalism
- Transition from Feudalism to Capitalism- The Debate
- Nature of the New State

**UNIT IV Scientific Revolution and Enlightenment**

*20 Lectures, 30 marks*

- The Scientific Revolution
- Foundations of Enlightenment
- Glorious Revolution and Growth of Parliamentary System in England
- Road to Industrial Revolution.
- Ancient Regime of France
- Growth of New Philosophy
- French Society in 18th Century
- Road to Revolution

**Suggested Readings:**

- Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
- Anderson, M.S. : Europe in the 18th Century
- Andrews Stuart: Eighteenth century Europe
- Butterfield: H. The Origins of Modern Europe
- Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700
- Elton G.R: Reformation in Europe
- Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
- Hale J.R.: Renaissance Europe
- Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
- Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
- Hilton Rodney: Transition from Feudalism to Capitalism
- Kriedte Peter: Peasants, Landlords and merchant capitalist
- Miskimm Harry: The Economy of Later renaissance
- Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
- Rice F.: The Foundations of Early Modern Europe
- Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
- Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
- The Cambridge: Economic History of Europe Vol. I to IV

## 5. HIS-HC-601: History of India - 550 C.E. to 1200 C.E.

Learning outcome: Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.

### **UNIT I Emergence of New Powers and Age of Decentralization** *10 Lectures, 20 marks*

- Decline of Gupta Power
- Huna Invasion and its impact
- Pushyabhuti Dynasty and Kanyakubja; State, Society and Culture in period of Harsh.
- Origin of Rajput: Various theories.

### **UNIT II Decentralization and Emergence of Regional Power** *10 Lectures, 20 marks*

- North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; Shahi and Nepal and their political and cultural achievements.
- Central India: Maukharies, Pratiharas, Gahadwals, Chahamanas, Chandela, Kalchuri, Parmara and their Political and cultural achievements.
- South Western India: Chalukya and Solanki and their political and cultural achievements.
- North Eastern India: Pal, Sen of Bengal; Dynasties of Kaling and Other Region; Dynasty of Kamrup and their political and cultural achievements.

### **UNIT III Regional Powers of South and Deccan** *10 Lectures, 20 marks*

- Chalukyas of Vatapi; Origin History, Art and Architecture.
- Rashtrakutas of Manyakheta: History, Foreign Policy, Religion, Art and Architecture.
- Cholas of Kanchi : History, Administration, Art and Architecture.
- Other Regional Powers: Pallava, Pandya, Chera, Kalyaniya, Gangavahis, Kadamba and Sinhala (Sri Lanka)

### **UNIT IV Decline of Rajputs** *15 Lectures, 20 marks*

- Tripartite Struggle
- Fall of Rajput Power
- Establishment of Muslim Rule
- Muslim Rule in Delhi and Impact of Muslim Rule on India.

### **UNIT V Culture of Pre Medieval India** *15 Lectures, 20 marks*

- Disintegration of Political Power
- Society and Religion in Pre Medieval India
- Fine Arts in Pre Medieval India: Architecture, Sculpture, Paintings.
- Emergence and Spread of Bhakti movement in India.

### **Suggested Readings:**

- Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
- Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
- Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
- Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- Raychaudhary, H.C.: Political History of Ancient India.
- Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
- Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
- Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975



- Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
- Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
- Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
- Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

## **6. HIS-HC-602: History of Europe - 1789 to 1919 C.E.**

Learning outcome: The students will be able to analyze the historical developments in Europe in between 1789-1919 C.E. as it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

### **UNIT I Rise of New nationalism in Europe**

*10 Lectures, 20 marks*

- Revolutionary Transition in France: 1789-1804
- Counter Revolution in France: Age of Napoleon and spread of French
- Downfall of Napoleon and Age of Reactionism, Congress of Vienna
- Restoration of Old Order and Revolutions: 1815- 1848

### **UNIT II Rise of New nations**

*10 Lectures, 20 marks*

- Repression of Liberalism in Central Europe, Spain, Portugal & Russia.
- Unification of Germany under Prussia.
- Unification of Italy.
- Russia & Problems of Eastern Nationalities.

### **UNIT III Capitalist Industrialization & Socio Economic Transformation**

*10 Lectures, 20 marks*

- Process of Capitalist development in Industry & Agriculture: Case studies of Britain, France, Germany and Russia.
- New Social Classes: Bourgeoisie, Proletariat and Peasantry
- The New Capitalism & growth of Socialism.
- International Competition: Imperialism.

### **UNIT IV International Relations: New Era & the Concept of Balance of Power.**

*15 Lectures, 20 marks*

- Germany: Balance of Power- Congress of Berlin, Creation of Alliance
- The Crumbling Ottoman Empire : Rise of New Nationalist
- Third French Republic: its Problems and Foreign affairs, creation of Entente and Britain from Moderation to militancy.
- Communism in Russia: The Bolshevik Revolution

### **UNIT V Road to First World War and New World Order**

*15 Lectures, 20 marks*

- Imperialist disputes and clashes
- Circumstances leading to First World War
- Break-up of European monopoly (intervention of USA & Japan)
- Peace Conference of Paris & New world Order.

### **Suggested Readings:**

- Aldrich, Robert Greater France: A history of French Overseas Expansion
- Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
- Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview 216pp
- Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
- Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
- Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
- Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)

- Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide -ranging economic and business History.
- Crawley, C.WEd. The New Cambridge Modern History, Vol. 14: Altas (1972)
- Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
- Gildea, Robert Barricades and Borders: europe 1800-1914 (3rd Ed. 2003)
- Gooch, G.P History of modern Europe 1878-1919 (1923)
- Grab, Alexander Napoleon and the Transformation of Europe (2003)
- Grant & Temperley: Europe in the Ninteenth and twentieth century's.
- Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
- Herring, George C Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
- Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
- Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
- Ketelbey, C.D.M A history of Modern Times (English or Hindi)
- Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history
- Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
- Lipson Europe in the Nineteenth and Twentieth centuries
- Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
- Merriman, John and J.M Winter eds. Europe 1789-1914. Encyclopedia of the Age of Industry and Empire (5 vol. 2005)
- Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
- New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
- Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
- Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
- Saimi Hannu: 19th Century Europe A cultural History (2008)
- Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
- Steinberg, Jonathan: Bismarck A Life (2011)
- Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) 638 pp- advanced history and analysis of major diplomacy
- Wesseling, H.L The European colonial Empire 1815-1919 (2015)

## 7. HIS-HC-603: History of India - 1200 C.E. to 1707 C.E.

Learning outcome: Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

### UNIT I Medieval India

*15 Lectures, 20 marks*

- Important sources of Medieval Indian History
- Early Turks, Khaljis, and Tughlaqs, Invasion of Timur
- Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir
- Vijaynagar Empire

### UNIT II- Afghans and Mughals

*15 Lectures, 20 marks*

- Afghan Rule: Lodis and Surs
- India on the Eve of Babur's Invasion
- Establishment and Re-establishment of Mughal Rule, Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
- Expansion of the Mughal Empire, Administration

### UNIT III-Aurangzeb, Shivaji and Other Powers

*10 Lectures, 20 marks*

- Resistance of Mewar and Marwar
- Rise of Marathas under Shivaji
- Maratha Administration, Concept of Hindu Pad Padshahi
- Resistance of Sikhs, Jats and Bundelas

### UNIT IV- Society and Economy

*10 Lectures, 20 marks*

- Hindu Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions
- Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition.
- Condition of Agriculture and Industry.
- Development of Trade and Commerce.

### UNIT V- Religion and Culture

*10 Lectures, 20 marks*

- Bhakti movement
- Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir
- Development of Literature
- Development of Architecture and Painting.

### Suggested Readings

- A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- A.L. Srivastava : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- B.N.S Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- G.H. Ojha: Rajputane Ka Itihas,(Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Ishwari Prasad: Medieval India (English or Hindi version) 4th ed., Digitized 2006
- J.N.Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
- K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
- Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016

- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
- R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K. Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
- R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Ishwari Prasad: A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966

## **8. HIS-HC-604: History of Modern world- 1919 to 1945 C.E.**

Learning outcome: This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United Nations.

### **UNIT I 1919 A New World Order**

*10 Lectures, 20 marks*

- Formation of the League of Nations: Organizations, Achievements & Failures
- Formation of ICJ & ILO
- New Imperialism: Mandate System
- Democracies between the wars

### **UNIT II Rise of Totalitarianism**

*10 Lectures, 20 marks*

- Failure of Weimar Republic & Rise of Nazism in Germany
- Factors leading to Growth of Fascism in Italy and concept of corporate state
- Rise of Totalitarianism in Russia & Stalin
- Rise of Militarism in Japan

### **UNIT III Anti Imperialist Movements between the Great Wars**

*10 Lectures, 20 marks*

- Arab uprisings
- Nationalist Movement in China: Role of Dr. Sun Yat-Sen
- Anti Imperialist Movement in Indo-China
- Anti Imperialist Movement in Egypt

### **UNIT IV Crisis on Capitalism**

*15 Lectures, 20 marks*

- Rise and Role of trusts in USA
- The progressive Movement & Trust Busting in USA
- Crisis on Capitalism : 1929
- F.D Roosevelt & Policy of New Deal

### **UNIT V Quest for security and road to Second World War**

*15 Lectures, 20 marks*

- French search for security
- International Issues leading to Second World War
- Formation of U.N.O its Organization
- A New Bi-Polar world.

### **Suggested Readings**

- Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500- present New York, Harper Collins 2001
- Bennis F. Lee : Europe Since 1914
- Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
- Carsten. F.L (1982) : The Rise of Fascism University of California Press
- Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
- Contemporary History of the World by Edwin Augustus Grosvenor
- Crawley C. W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
- Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
- Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt 's Foreign Policies. 1933-1945 Rowman & Little field
- Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
- Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
- FP Walters: A History of the League of Nations (oxford 1965)
- Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 19411947 Columbia University Press
- Grosvenor, Edwin A Contemporary History of the World New York and Boston T. Y Crowell & Co. 1899
- Henry Kitchell Webster : Early European History
- Jules Michelet, Mary Charlotte, Mair Simpson : A summary of Modern history

### **9. HIS-HC-605: History of India - 1707 C.E. to 1857 C.E.**

Learning outcome: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

#### **UNIT I Downfall of Mughals and Maratha Power**

*15 Lectures, 20 marks*

- Disintegration of Mughal Power: Main Political Trends
- Expansion of Maratha Kingdom under Peshwas and Maratha confederacy
- Administration and Socio- Economic condition under Marathas
- Causes of the Downfall of Maratha power

#### **UNIT II Indian States**

*15 Lectures, 20 marks*

- Rise of Punjab under Ranjit Singh: Conquests and Administration
- Rise of Bengal and Awadh in the 18th Century
- Rise of Hyderabad and Mysore in the 18th Century
- Political conditions in South India: Cochin & Travancore

#### **UNIT III Expansion of East India Company's Rule**

*10 Lectures, 20 marks*

- Arrival of European companies: Rivalry for Control
- Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects
- Territorial Expansion of east India Company 170- 1813 (From ring fence to Subordinate isolation)
- Territorial Expansion of East India Company 1813-1856

**UNIT IV Administration of East India Company**

*10 Lectures, 20 marks*

- Economic Policies- Agriculture, Trade, Banking, Land revenue
- Administrative Apparatus under East India Company
- Theories of Cultural Ascendency: Utilitarianism, Evangelicals and White Men Burden Theory
- Response of Indian Society and beginning of Cultural Resistance

**UNIT V Resistance to Colonial Power**

*10 Lectures, 20 marks*

- Peasant Revolts in the 19th Century: Deccan, Indigo and Pabna
- Tribal Revolts: Bhil, Kol, Santhal, Gond and others
- First War of Independence: Causes, Nature
- Main Leaders and People's resistance in 1857 and Geographical Areas

**Suggested Readings:**

- A.C Banerjee : The New History of modern India (1707-1947)
- B.D. Basu : Rise and Fall of Christian Power in India, Vol. II
- B.R Grover : A new look on Modern Indian History
- C.A. Bayly : An illustrated History of Modern India 1600-1947
- Chabra, G.S. : Advance History of Modern India
- D. Kumar : The Cambridge Economic History of India
- Desai A.R: India's Path of Development
- Desai, A.R. : Social Background of Indian Nationalism
- Dodwell: A Sketch of the History of India
- Dutta, K. K: Social History of Modern India
- Freedenberg, R.E : Land Control and Social Structure in India
- Prasad & Subedar: History of Modern India (English or Hindi)
- J.N Farquhar : Modern Religious Movements in India
- J.N. Sarkar : Mughal Economy
- Kesvan Veluthat: Political Structure of Early Medieval South India
- M. Athar Ali: Mughal Nobility under Aurangzeb
- Mishra, B.B : Administrative History of modern India
- Nobora Karashima : South Indian History and Society
- P.J. Marshall: The Eighteenth century in Indian History
- R.C Majumdar : British Paramountacy and Indian Renaissance (Part I)
- R.P Dutt: India Today
- R.P. Tripathi: The Rise and Fall of Mughal Empire
- Ramsay Muir: The making of British India
- Sen Sunil K. : Agrarian Relations in India, 1793-1947
- Singh, G.N: Constitutional Development of India
- Stein Burton : The Making of Agrarian Policy in british India, 1770-1900
- Stewart Gordon : The Marathas 1600-1818
- Sumit Sarkar: Modern India 1885-1947
- Thomas Metealf: Ideologies of the Raj
- Thompson & Garret: Rise and Fulfillment of British Rule in India

## 10. HIS-HC-606: Indian national Movement- 1857-1947 C.E.

Learning outcome: The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

### UNIT I First War of Independence and Rise of Mass Nationalism *15 Lectures, 20 marks*

- Circumstances leading to First War of Independence, Geographical area of great upsurge, Debates on 1857 and Impact on British Policies.
- Theories pertaining to Nationalism & Nation state
- Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism.
- Two ideas of Early Nationalist : Issue of Classes vs. Masses

### UNIT II From Swadeshi to Home Rule *15 Lectures, 20 marks*

- Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement.
- Idea & formation of Muslim league: Demands and Early Programs
- First World War: Lucknow Pact, Home Rule Movement
- Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue.

### UNIT III Mass Movements of Congress & Alternative Ideologies *10 Lectures, 20 marks*

- Non Cooperation, Regional variations and Swarajists
- Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology
- Simon Commission, Nehru Report and Civil Disobedience Movement
- Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement.

### UNIT IV Rise of Peasant, Workers, Tribals's & Linguistic Organizations

*10 Lectures, 20 marks*

- Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.
- Rise of Industrial Worker Class, its issues and Formation of Trade Unions.
- Colonial Policies & Tribal Issues (1857- 1947)
- Rise and Challenges of Linguistic Identities.

### UNIT V- Road to Partition & Independence

*10 Lectures, 20 marks*

- Challenges of Communalism (1942- 1947)
- Role of INA, INA Trials & RIN Mutiny
- Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission -- Mountbatten plan, Circumstances leading to Partition & Independence

### Suggested Reading

- Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India's Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Vallabh Bhai Patel: Correspondence, Writings and Speeches
- D. Agrow: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit

- Tara Chand: History of Freedom Movement in India, Vol. 3
- S.R Mehrotra: The Emergence of Indian National congress
- Bipan Chandra and Others: Freedom Struggle
- Gerard Delanty & Krishna Kumar, Nations & Nationalism
- Sumit Sarkar: Modern India 1885-1947
- Hiren Gohain: The Contribution of the Revolutionists in India's Freedom Struggle, NBT, 2011
- Anita Inder Singh: The Partition of India, NBT, 2017
- Śekhhar Bandyopādhyāy: From Plassey to Partition and After: A History of Modern India, Orient BlackSwan, 2015)
- Ram Chandra Pradhan: Raj to Swaraj, Macmillian, 2008

## **11. HIS-HC-701: History of modern India- 1947-2000 C.E.**

Learning outcome: Students will learn about the post war Developments of social, political and economic scenarios of India.

### **UNIT I The Impact of Colonialism and National Movement: *10 Lectures, 20 marks***

- Impact of Colonialism on Political, Social, Economic System and Cultural Values.
- National Movements after Independence : Its significance, Value and Legacy
- Partition and Independence of India : Role of Congress & Communists
- Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir

### **UNIT II Indian Constitution and Consolidation as a Nation: *10 Lectures, 20 marks***

- Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.
- The Linguistic Reorganization of the States, Regionalism and Regional inequality
- India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.
- Evolution and development of Parliamentary Democracy

### **UNIT III Political developments in India since independence: *15 Lectures, 20 marks***

- Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis.
- Development of Science, Technology and Modern Education System &
- Policies.
- Industrial Policy; Emergence of Public Sector Enterprises
- Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues.

### **UNIT IV Socio-Economic development since independence: *15 Lectures, 20 marks***

- Indian Economic development - industrialization, liberalization and globalization.
- Land Reforms : Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence
- Significance of political & social movements, Women Empowerment and the question of Peasant rights
- Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies

### **UNIT V India and the World: *10 Lectures, 20 marks***

- India's Foreign Policy in the Nehru (1947-1964) & post Nehru (1964-2000) period, challenges and responses.
- Issue of Non-Alignment movement after the end of the Cold War.
- Emergence of Terrorism, Issues and Challenges
- India's Role in the Contemporary World.



### **Suggested Readings:**

- Balbushevik, A. & Dyakov, A.M. :A Contemporary History of India
- Basu, D.D.: Shorter Constitution of India
- Bettelheim: Charles, India Independent
- Bipan Chandra: Essay on Contemporary India,
- Bipan Chandra: India's Struggle for Independence
- Chahal, S.K.: Dalits Patronized
- D.R. Gadgil: Policy Making in India
- Davies, H.A.: Outline History of the World
- Fisher, H.A.L: A History of Europe
- Gaur, Madan, India: 40 Years after Independence
- Guha, Ranjit (ed.), Subaltern Studies, Vol. I-XI
- Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization
- Henderson, O.P., The Industrial Revolution on the Continent
- Hill, Christopher, From Reformation to Industrial Revolution
- Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems
- Jaisingh, Hari, India and Non-Aligned World: Search for A New Order
- Joll, James, Europe Since 1870: An International History
- Kothari, Rajni: Democratic Policy and Socialist Change in India
- Langer, W.L.: Diplomacy of Imperialism
- Langer, W.L. : European Alliances and Alignments
- Majumdar, Datta and Ray Chowdhary: Advanced History of India
- Moon, Penderal: Divide and Quit
- Nanda, B.R., Gandhi: A Biography
- Nanda, B.R., Jawaharlal Nehru: A Biography
- Omvedt, Gail, Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movement in Colonial India
- Palmer, R.A. and Cotton Joel, A History of Modern World
- Patel, Vallabhbbhai, Correspondence, Writings and Speeches
- Rao, U. Bhaskar, The Story of Rehabilitation
- Rolls, Eric, History of Economic Thought
- Rude, George, Revolutionary Europe
- Sarkar, Sumit, Modern India
- Satyamurti, T.V., India Since Independence
- Srinivas, M.N.:Social Change in Modern India
- Starvrianes, L.S. : The World Science 1500
- Tara Chand: History of the Freedom Movement in India, Vol. IV
- Taylor, A.J.P: The Origins of the Second World War
- Thompson, David: Europe Since Napoleon
- V.P. Menon: The Story of Integration of the Indian States

### **12. HIS-HC-702: Cultural Heritage of India**

Learning Outcome: This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

**UNIT I Indian Cultural Heritage: An Introduction**

*10 Lectures, 20 marks*

- Meaning, Definition and Historical background of Cultural Heritage
- Concepts, Characteristics types of Indian Cultural Heritage: Tangible, intangible Oral and Living traditions.
- Impact and significance of geography on Indian culture.
- Significance of Cultural Heritage in Human life.

**UNIT II Fairs Festivals, Rituals: Ethnic Indian Cultural Construct**

*15 Lectures, 20 marks*

- Significance, concepts, historical background of fairs, festivals, rituals and their importance in Human life and their general Introduction of social, cultural and religious culture of India.
- Festivals: Regional, Folk, Tribal, National; Some major festivals of India:
- Buddha Poonima Diwali, Dusshera, Holi, Onam, Pongal Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas
- Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, Hemis- Gompa.
- Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)

**UNIT III legends, Narratives and Cultural Ethos**

*10 Lectures, 20 marks*

- Meaning, significance, forms and tradition of legends and their historical background in India.
- Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian fables of ethical and moral values: Panchtantra, Jataka.
- Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some examples)
- Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.

**UNIT IV Traditional Performing Art**

*10 Lectures, 20 marks*

- Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha, Kalbelia etc. Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang etc.
- Bharat Natya Shastra: The Source of Performing Indian Classical Arts; Study of Kalidasa and Bhasa as other Sources.
- Indian Classical dances as Cultural Heritage.
- Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.

**UNIT V Architecture and Built Heritage**

*15 Lectures, 20 marks*

- Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden
- History and development of Built Heritage: An Introduction
- Significance and contribution of Architecture and Built heritage in Cultural Life of India.
- Some important Monuments of India Shore Temple (Mahabalipuram), Ajanta-Ellora, Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Chittorgarh Fort & Kirti Stambh, Gwalior Fort & Data bandi Chhod fort, Taj mahal, Golden Temple, Red fort, Amber fort, Hazratbal, Edakkal caves and Pattadkal.

**Suggested Readings:**

- K.T Achaya, Indian food: A Historical Companion, Oxford University Press, 1998.
- Banga, I. (ed).: The City in Indian History : Urban Demography, Society and Politics, Delhi, Manohar, 1991
- A.L Basham: The wonder that was India. Picador Publisher, Indian ed. 2014

- Sachin Shekhar Biswas: Protecting the Cultural Heritage (National Legislation and International Convention, Aryan Books International, 1999).
- N.K Bose : “Culture Zones of India” in culture and Society in India, Asia publishing House
- Ramdhari Singh Dinkar: Sanskriti ke chaar Adhyaya, Udyanchal Publishers
- Gokulsing, K. Moti: Popular Culture in a Globalized India, New Delhi, Routledge, 2009
- Kathryn Hansen: Grounds for play, The Nautanki Theatre of north India, University of California
- Bhanu Shankar Mehta: Ramlila Varied Respective , B.R Publishing Corporation, 2011
- S.Narayan: Indian Classical Dances, Shubhi Publications, 2005.s
- Prakash, H.S '.Shiva Traditional Theatres, Incredible India Series, New Delhi, 2007
- S. Radhakrishnan: “Culture of India” in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (may 1944).pp 18-21
- Rangacharya: The Natya shastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers Pvt Ltd.
- K. Thapiyal, S. Shukla : Sindhu Sabhyataien, Luckhnow,2003
- The Director General Survey of India (ed.) Guide Books: World Heritage Series, New Delhi
- Shashi Tiwari, Origin of Environmental Science from Vedas. A Research paper presented at the National Seminar on” Science and Technology” in Ancient Indian Text, Special Centre for Sanskrit Studies. JNU, 9-10th, January, 2010
- Raman Varadara: Glimpses of Indian Heritage, Popular Prakashan Private Ltd., Bombay, 1989
- Varapande, M.L : History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications,1992
- V. Vasudev : Fairs and Festivals, Incredible India series, 2007

### **13. HIS-HC-703: Asian Resurgence**

Learning outcome: Students will be able to analyze how global forces of economic, political and cultural change affect contemporary Asian Societies. It could also explain the basic historical linkages between Asia and the world, including economic and cultural linkages.

#### **UNIT I Rise of Nationalities & Cultures**

*10 Lectures, 20 marks*

- Geographical Outline of Asia & Concept of Resurgence.
- Historical Development of China & Japan.
- Rise of Nationalities in West & Central Asia.
- History & Culture of South East Asia.

#### **UNIT II Resistance & Resurgence of Japan**

*10 Lectures, 20 marks*

- Crisis & Challenges: Opium Wars and opening of Japan.
- National Identity and Japan's Meiji Restoration, 1868-1894.
- Rise of Imperial Japan in the beginning of 20th Century.
- Rise of Japan as World Power 1919-1939.

#### **UNIT III East Asia in the Age of Imperialism and Nationalism, 1868-1945**

*10 Lectures, 20 marks*

- China's reaction to imperialism; the nationalist movement 1911-1927.
- Chinese search for identity 1930-1947.
- Age of Chinese domination 1947-1990.
- Prosperity and growth of China.

#### **UNIT-IV Asia and its resistance to Cold War**

*15 Lectures, 20 marks*

- Communism and East Asia
- Cold War and Korea.
- Occupation, Reconstruction, and Prosperity in Japan 1945-1970
- The Resistance in Vietnam.

## UNIT V Emerging trends and emergence of ideologies in West Asia

*15 Lectures, 20 marks*

- Nationalism: Arab, Iranian and Turkish. Emergence of Mohammad Ali Pasha and his reforms.
- Disputes: Arab-Israel, Iran-Iraq, Ethnic-Sectarian Conflict.
- The Changing political and strategic environment: Regional and Global implications.

### **Suggested Readings:**

- Azad, Abul Kalam (1988). *India Wins Freedom: The Complete Version*. Madras and Hyderabad: Orient Longman.
- Bagchi, A.K. (1982). *The Political Economy of Underdevelopment*. Cambridge: Cambridge University Press.
- Bhagavan, Manu (2010). A new hope: India, the United Nations and the making of the universal declaration of human rights. *Modern Asian Studies*, vol. 44, No. 2, pp. 311-347.
- Chowdhury, Anis (2009). Microfinance as a poverty reduction tool-a critical assessment: Working Paper, No. 89 (ST/ESA/2009/DWP/89). New York: UNITED Nations Department of Economic and Social Affairs.
- Cumings, Bruce (1984). The legacy of Japanese imperialism in Korea. In *The Japanese Colonial Empire, 1895-1945*, Ramon H. Myers and Mark R. Peattie, eds. Princeton, New Jersey: Princeton University Press.
- Feeny, David (1982). *The Political Economy of Productivity: Thai Agricultural Development, 1880-1975*. Vancouver: University of British Columbia.
- Hasan, Pervez (2008). Pakistan. In *Handbook on the South Asian Economies*, Anis Chowdhury and Wahiduddin Mahmud, eds. London: Edward Elgar.
- Ingram, James C. (1971). *Economic Change in Thailand 1850-1970*. Stanford: Stanford University Press.
- Jolly, Richard, and others (2004). *UN Contributions to Development Thinking and Practice*. Bloomington, Indiana: Indiana University Press.
- Manarungsan, S. (1989). *Economic Development of Thailand 1850-1950, Response to the Challenge of the World Economy*. Bangkok: Institute of Asian Studies.
- Myers, Ramon H., and Mark R. Peattie, eds. (1984). *The Japanese Colonial Empire, 1895-1945*. Princeton, New Jersey: Princeton University Press.
- Robinson, E.A.G., and Keith Griffin, eds. (1974). *The Economic Development of Bangladesh within a Socialist Framework: Proceedings of a Conference by International Economic Association*. London: Macmillan.
- Sapir, Jacques (1996). Inflation and transition: from Soviet experience to Russian reality. In *Financial Fragility, Debt and Economic Reforms*, Sunanda Sen, ed. London: Macmillan.
- Simmons, Colin (1985). "De-industrialization", industrialization and the Indian economy, c. 1850-1947. *Modern Asian Studies*, vol. 19, No. 3, pp. 593-622.
- Wightman, David (1963). *Toward Economic Co-operation in Asia: The UNITED Nations Economic Commission for Asia and the Far East*. New Haven, Connecticut: Yale University Press for the Carnegie Endowment for International Peace.
- Yong, Tan Tai (2005). *The Garrison State: Military, Government and Society in Colonial Punjab, 1849-1947*. New Delhi: Sage.

## 14. HIS-HC-704: History of Manipur – Earliest time to 1891 A.D.

**Learning Outcome:** Students will gather knowledge towards the history, polity and culture of early Manipur. As well as they acquire the knowledge about emergence of Manipur as a nation state. The objective of this paper is to give a general outline of the history of Manipur from the earliest times to the occupation of Manipur by the British in the last quarter of the 19th century. It aims to acquaint the students with major stages of developments of the kingdom as a nation state and its loss of independence to the British in the eventful Anglo-Manipur war of 1091. As India is pursuing a vigorous policy known as Act East to reach out to the countries of Southeast Asia, the introduction of this course has become more relevant as Manipur served as the gateway between India and the countries of Southeast Asia in the historical past.

### Unit-1:

*15 Lectures, 20 marks*

- Manipur: Land and people
- Historiography of Manipur
- Sources of history - Archaeological, Epigraphic, Literary, Numismatic and Ethnographic Accounts
- Pre and Proto History of Manipur

### Unit-II

*15 Lectures, 20 marks*

- Emergence of Chiefdoms and Clan Principalities
- Towards State Formation: Establishment of Ningthouja hegemony under Nongda Lairen Pakhangba
- Towards a Feudal State: Loiyumba, Kyamba and Khagemba – 11th to 17th centuries AD.
- Aspects of Economy, Society and Religion

### Unit –III

*10 Lectures, 20 marks*

- 18th Century: Zenith and Decline of Manipur kingdom under Garibniwaz and Jai Singh (Bhagyachandra)
- Religion and Society: Primacy of Hinduism and Sanskritisation
- Anglo-Manipur relations – Treaty of 1762

### Unit: IV

*10 Lectures, 20 marks*

- Burmese Occupation of Manipur: Seven Year's Devastation (1819-1826)
- Gambhir Singh and War of Liberation - Treaty of Yandaboo, 1826
- Anglo-Manipur relations – British Political Agency
- Nar Singh and Chandrakirti Singh

### Unit: V

*10 Lectures, 20 marks*

- Anglo Manipur War 1891
- Political status of Manipur on the eve of the War
- Causes and Course of Events
- Result- Trial and Execution

### Suggested Readings:

- Gangmumei Kamei; History of Manipur in Pre-colonial Period, Akansha Publishing House, New Delhi, 2015
- R.K. Jhalajit Singh; A Short History of Manipur, Imphal, 1992
- J. Roy; History of Manipur, Firma KLM, Kolkata, 1998
- Lal Dena (Ed.); History of Modern Manipur, 1826-1949, Jain Book Store, Imphal, 2015
- Lal Dena; British Policy Towards Manipur 1762-1947, Imphal, 2008
- L.Kunjewori Devi; Archaeology of Manipur, Rajesh Publications, Delhi. 2003
- Gangmumei Kamei; A History of Modern Manipur (1826-2000), Akansha Publishing House, Delhi, 2015

- N. Joykumar Singh; Colonialism to Democracy, History of Manipur-1819-1972, Spectrum Publications, Guwahati, 2008
- Rena Laisram; Early Meitei History - Religion, Society & the Manipur Puyas, Akansha Publishing, Delhi, 2009

### **15. HIS-HC-801: History of Modern Manipur-(1891-1949 A.D.)**

**Learning Outcome:** Students will gather knowledge about the history of colonial Manipur, processes, impact and response of the people towards colonial rule, freedom and integration to India.

#### **Unit-1:**

*10 Lectures, 20 marks*

- Aftermath of the Anglo-Manipur War, 1891; issues and debates
- British Colonial rule in Manipur: Colonial System of Indirect Rule
- Regency Administration, 1891 - 1907
- Churachand Singh, 1891-1941

#### **Unit-II**

*10 Lectures, 20 marks*

- Consolidation of colonial rule in Manipur: Economic policy, 1891 – 1919
- Manipur State Durbar: power and functions, 1907 - 1947
- Policy towards the hill people, hill administration

#### **Unit –III**

*15 Lectures, 20 marks*

- Reaction to colonial rule:
- Nupi Lan of 1904
- Bazar boycott agitation of 1920-1922
- The Kuki rebellion, 1917-1920
- Kabui rebellion under Haipou Jadonang and Gaidiliu, 1927 – 1932
- Nupi Lan of 1939.

#### **Unit: IV**

*10 Lectures, 20 marks*

- Social and religious changes
- Coming of Christianity
- Socio-religious reform movement in Manipur – Nikhil Hindu Manipuri Mahasabha
- Revivalist movement in Manipur
- Rise of middle classes in Manipur

#### **Unit: V**

*15 Lectures, 20 marks*

- Growth of political consciousness
- Hijam Irabot Singh
- Manipur and World War II
- Movement for responsible government\
- Experiment in Constitutional monarchy, 1947 – 1949
- Merger and integration.

#### **Suggested Readings:**

- Gangmumei Kamei; History of Manipur in Pre-colonial Period, Akansha Publishing House, New Delhi, 2015
- R.K. Jhalajit Singh; A Short History of Manipur, Imphal, 1992
- J. Roy; History of Manipur, Firma KLM, Kolkata, 1998
- Lal Dena (Ed.); History of Modern Manipur, 1826-1949, Jain Book Store, Imphal, 2015
- Lal Dena; British Policy Towards Manipur 1762-1947, Imphal, 2008
- Gangmumei Kamei; A History of Modern Manipur (1826-2000), Akansha Publishing House, Delhi, 2015
- N. Lokendra Singh, Unquiet Valley, Mittal Publications, Delhi, 1998.

- N. Joykumar Singh; Colonialism to Democracy, History of Manipur-1819-1972, Spectrum Publications, Guwahati, 2008
- SMAW Chisti, Political Development in Manipur 1919-1949, Kalpaz Publications, Delhi, 2007

## **16. HIS-HC-802: History of Communication in India**

Learning Outcome: This course will be helpful to make students aware of past history of communication in India. This curriculum provides in depth study of various dimensions of communication in Indian Past

### **UNIT I Communication: Concept and History**

*15 Lectures, 20 marks*

- Communication: Definition, concept, elements & scope.
- Types of communication: Formal & Informal, Verbal and Non Verbal, Oral and Graphic (written/scripted) & Heritage.
- Different Process, Functions, theories and philosophy of communication.
- History of communication: A brief Survey, primitives, petroglyphs, pictogram, ideograms, writing, printing.

### **UNIT II: Means of Communication**

*15 Lectures, 20 marks*

- Art as means of communication : Painting, Sculpture, symbols, signals
- Folk and community communication- folk songs, folklore, folk craft, Legends.
- Performing Art as effective communication: Dance, Drama, Theater, Puppetry, and Storytelling.
- Changing dimensions of communication in modern times. Basic Knowledge of new means of communication: Telephone/ phonograph/ radio/ television/fax/ mobile /computer/internet/ digital.

### **UNIT III Writing and Language as Communication**

*10 Lectures, 20 marks*

- Writing: Evolution and growth of writing, alphabet, script (knowledge of Indus Script and other ancient Scripts of India), Inscription as a source of communication
- Evolution of Printing in India.
- History of Newspaper in India.
- An Introduction of the History of Advertisement, Postal communication and Design.

### **UNIT IV History of the Ideas of Communication in India**

*10 Lectures, 20 marks*

- History of the Communication in India: Narad, Krishana, Buddha, Shankar, Vivekananda and Gandhi.
- Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas.
- Live examples of Visual arts in India: Bhatti chitra, Rock Art and Potteries.
- Visual art Literature: Chitrasutra in Vishnudhamottra Purana, Rasik Priya, Bihari Satsai.

### **UNIT V: Museum & Archive Communication**

*10 Lectures, 20 marks*

- Museum and archives as a source of historical and cultural communication.
- Museum: Artifacts, Galleries, Exhibition and outreach programme.
- Monument as a living Museum.
- Case study of any Art Museum.

### **Suggested Readings:**

- Singhal & E. M. Rogers: Indian Communication Revolution: From Bullock Cart to Cybers Marts, Sage Publication New Delhi
- Ajit Mukherji: Folk Art of India 1986, Clarion Books

- B.N Ahuja: History of India Press, Subject publication, 1988, New Delhi
- David Diringer: The Book before printing, Ancient, medieval and Oriental, Couries Dover Pub. 1982
- Durga das Mukhopadhyay: Folk Arts and Social Communication, Publication Division, Ministry of information & Broadcasting, Govt. of India
- H. Zimmer: Myth and Symbolism in Indian Art and civilization, Princeton Press, New Zersey
- J Severin Werner and James W Tankard Jr: Communication Theories Origin Method, Uses. Longman Pub. 1988
- Kapila Vatsyayan: Traditional Indian Theatre, Multiple Streams, 2005, NBT, New Delhi
- Mason Bim: Street Theater and other outdoor Performance, knowledge, 1992
- Rajbali Pandey: Indian Rocks painting: Their Chronology, Technique and Preservation, 1968
- S.K. pandey : Indian Rock Art, Aryan Book ltd, New Delhi, 1993
- Somnath Chakravartey: Interpreting Rock Art in India, A holistic and Cognitive Approach: XXIII Valcamonica Symposium, 2009
- Sukumar Das: The Book Industry in India: Context, Challenges and Stratergy, The Federation of publishers and Book Dwellers Association in India, 2004
- V.S Wakankar: Painted Rock shelters of India, Revista de Science Prehistoric 17, (1-4) p. 237-253
- William Raymond: Communication, Culture and Media, Oxford university Press, New York, 1976

### **17. HIS-HC-803: History of Contemporary Manipur (1950-2000)**

Learning Outcome: The aim of this course is to study the contemporary History of Manipur after the Merger with the dominion of India. The course is also intended to introduce students the knowledge of changing socio-political life of the people of Manipur in a democratic India.

#### **Unit-1:**

*10 Lectures, 20 marks*

- Manipur in the Indian Federation: Manipur as Part 'C' State
- Advisory Council and Territorial Council in Operation
- Experiment in Democracy: Territorial Legislative Assembly, 1963 - 1969

#### **Unit-II**

*15 Lectures, 20 marks*

- Towards full-fledged democracy: Movement for Statehood
- Evolution of hill administration in post-colonial Manipur
- Foundation and growth of regional political parties
- Evolution of grass root democracy: Local-self government in Manipur

#### **Unit -III**

*15 Lectures, 20 marks*

- Education and social change
- Rise of Manipuri middle class
- History of Manipuri language movement
- Revivalist movement in post-colonial Manipur

#### **Unit: IV**

*10 Lectures, 20 marks*

- Social movements in post-colonial Manipur
- Zeliangrong movement
- Insurgencies

#### **Unit: V**

*10 Lectures, 20 marks*

- Women in post-colonial Manipuri society: politics, economy and culture
- Meira Paibi movement



### Suggested Readings:

- M. Horam, The Rising Manipur: Including Other North-Eastern States, Manas Publications, Delhi, 2001
- John Parratt, Wounded Land: Politics and Identify in Modern Manipur, Mittal Publications, Delhi, 2005
- J. Roy; History of Manipur, Firma KLM, Kolkata, 1998
- Gangmumei Kamei; A History of Modern Manipur (1826-2000), Akansha Publishing House, Delhi, 2015
- N. Joykumar Singh; Colonialism to Democracy, History of Manipur-1819-1972, Spectrum Publications, Guwahati, 2008
- MC Arunkumar & Dr. Aheibam Koireng Singh (Ed.), Contemporary Socio-Political Movements in Northeast India, Imphal, 2006
- Tamphasana Raj Kumari, Ethnic Process in North East India, Rajesh Publications, Delhi, 2012
- Hanjabam Shukhdeba Sharma & Aheibam Koireng Singh (Ed.), Colonial Legacy in North East India, Concept Publishing Company, Delhi, 2020.
- N. Joykumar Singh, Revolutionary Movements in Manipur, Akansha Publishing House, Delhi, 2005
- Sajal Nag, Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-east India, Manohar Publishers and Distributors, Delhi, 2002
- Devaki Jain, Women's Quest for Power, Vikas Publishing House, Delhi, 1980
- P. Tarapot, Insurgency Movement in North Eastern India, Har-Anand, Delhi, 1993
- P. Tarapot, Bleeding Manipur, Har-Anand, Delhi, 2003

### 18. HIS-HC-804: Research Methodology in History

**Learning outcome:** The aim of the course is to provide students with an introduction to research methods and report writing. Upon successful completion of the course you are expected to develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling. Have basic knowledge on qualitative research techniques.

#### UNIT I

*15 Lectures, 25 marks*

1. Research: Meaning, Qualitative, Quantitative Research
2. Choice of subject, Synopsis
3. Chapterization
4. Note Taking

#### UNIT II

*15 Lectures, 25 mark*

1. Footnotes, Reference
2. Indexing & Bibliography
3. Thesis writing & appendix
4. IV. Historical Imagination

#### UNIT III

*15 Lectures, 25 marks*

1. Sources in context: written, oral, visual and archaeological
2. Historical Facts & Interpretation
3. Authenticity of Sources
4. Evaluation of evidence
5. Plagiarism

UNIT IV

*15 Lectures, 25 marks*

1. Causation and generalization
2. Bias and objectivity in History
3. Interview
4. Book Review

**Suggested Readings:**

- E.H Carr: What is History, Penguin, 2008
- Marc Bloch, The Historian's Craft (Introduction and Chapter I: History, Men and Time), Manchester University Press, 1992
- E. Sreedharan, A Text book of Historiography 500 BC to AD 2000, Orient Longman, 2004
- Arthur Marwick, New Nature of History: Knowledge, Evidence and Language (Chapter V: The Historian at Work: Forget 'Facts', Foreground Sources), Lyceum Books Incorporated, 2001.
- Arthur Marwick, The Nature of History (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.
- Thomson, D. Renier, G.J : The Aims of History (London: James and Hudson, 1969); History: Its Purpose and Methods ( London: George Allen & Unwin, 1950
  
- Postan, M.M: Fact and Relevance: Essay on Historical Method: Cambridge university, Press, 1971
- Hockett, H.C: The Critical Method in Historical Reseach and Writing (New York: Macmillan, 1966)
- Ali B. Sheikh: History: Its Theory and Method, Macmillan India Limited, New Delhi, 1978.
- Bajaj Satish K: Reseach Methodolgy in History, new Delhi, 2000
- Vinay Mohan Sharma: Shodh Pravidhi, national Publishing House, Delhi, 1973.
- Kumar Ranjit: Research Methodology: A step by step guide for beginners, Sage Publication, 2004.
- Kothari, C.R. Research Methodology; Methods and Techniques, New Age International, 2004.

**Discipline Specific Elective Courses**  
**Detailed Syllabus for History Honours**  
**(Semester V-VIII)**  
**(4 Compulsory Courses of 6 Credits each)**

**1. HIS-HE-701: History of the United States of America (1776-1945 C.E.)**

**Learning outcome:** Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

Unit-I: The land and indigenous people: settlement and colonization by Europeans; American Revolution & Making of the Constitution, Civil War & emancipation of Slavery

Unit-II: Reconstruction-Political Changes and Agrarian Transformation & Industrial America, Resistance and Reform

Unit-III: U.S. Imperialism- Spanish-War, Expansion in the Far east & Latin America, First World War & Fourteen Points, Second World War

Unit-IV: Movements- Afro-American Movements-Black Movements; Women's Movement-Rise of the Lowell Factory System and Women's Right, Suffrage

Unit-V: Religious, Cultural and Intellectual trends: religious Movements, Mass Culture (1900-1945), Major Literary trends (1900-1945 C.E.)

Suggested Readings:

Beard, Charles: An economic Interpretation of the Construction of the United States (Free Press 1986)

Hofstadter, Richard, The Age of Reform, from Bryan to FDR (Randoom, 1960)

Krisol, Ireny, Godon wood: American Continuing Revolution (An Enterprises, 1975)

Hick, John, D.: The Federal Union: A History of USA since 1865

Henry Bamford Parkes: The United States of America

Bernard Bailyn, The Great Republic. Bernard Bailyn, The Ideological Origins of the American Revolution.

Peter Carroll and David Noble, Free and Unfree: A New History of the UNITED States.

Bernard Bailyn, The Ideological Origins of the American Revolution.

Charles Beard, An Economic Interpretation of the American Constitution.

Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.

Peter Carroll and David Noble, Free and Unfree: A New History of the UNITED States.

David B. Davis, The Problem of Slavery in the Age of Revolution. U. Faulkner, American Economic History.

Robert Fogel, Railroads and American Economic Growth.

Eric Foner, America's Black Past. John Hope Franklin, From Slavery to Freedom.

Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Prespectives, 2 Vols.

Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women's America: Refocusing the Past.

David M. Potter, The Impending Crisis. W. Pratt, A History of the UNITED states Foreign Policy.

James Randail, The Civil War and Reconstruction. J. G. Randall and David Donald, The Civil War and Recontruction. Kenneth Stampp, The Peculiar Institution, Slavery in the Ante-bellum South.

Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols. Donald

Shihan, The Making of American History: The Emergence of the Nation, Vols. I & II.

Dwijendra Tripathi and S.C. Tiwari, Themes and Prespectives in American History. James

Weinstein, The Corporate Ideal in the Liberal state.

OR

2. HIS-HE-701: History of the USSR (1917-1964 C.E.)

**Learning Outcome:** Students will aware about the Russian War of 1917 which affected to the contemporary society and politics of the European countries. They will learn about the foreign policy of Russia which affected to the entire World.

UNIT I: The Russia Revolutions, 1917: Dual Power, Provisional government; the establishment of soviet Power; Nationalities question.

UNIT II: Civil War and War Communism 1918-1921: The first eight months; Red and White Economic Policies.

UNIT III: The New Economic Policy: Political Debates; trade unions; gender relations; Foreign Policy; the Comintern; formation of the USSR.

UNIT IV: The Planned Industrialization-1928-41; Political, Social and Cultural Changes 1928-45- Demography, Working Class and gender relations

UNIT V: Collectivization of Soviet Agriculture. Industrial reconstruction; Moves towards Market Socialism; The Khrushchev Era: Desalinization; industrial and agricultural Policies

Suggested Readings:

E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).

Stephen F. Cohen: Bukharin and the Bolshevik Revolution: A Political Biography, 1888 - 1938 (1973).

Isaac Deutscher: Stalin (1949). Maurice Dobb: Soviet Economic Development Since 1917 (1972).

Marc Ferro: The Russian Revolution of February 1917 (1972).

Sheila Fitzpatrick: Cultural Revolution in Soviet Russia (1978).

Arch Getty: The Origins of the Great Purges (1985).

Graeme Gill: Peasants and Government in the Russian Revolution (1979).

John Keep: the Last of the Empires: a History of the Soviet Union, 1945 û 1991 (1995).

John Keep: The Russian Revolution: A Study in Mass Mobilization (1976).

A. Kollontai: Selected Writings.

Moshe Levin: The Making of the Soviet System (1985).

Roy & Zhores Medvedev: Khrushchev: The Years in Power (1977).

Alec Nove: An Economic History of the USSR (1993).

Richard Pipes: Russia of the Old Regime.

L.Szamuely: First Models of Socialist Economic Systems.

Trotsky: The History of the Russian Revolution (translated by Max Eastman) (1959).

A.B. Ulam: Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 û 67 (1968).

K. Vaidyanathan: The Formation of the Soviet Control Asian Nationalities.

E.H. Carr: A History of Soviet Russia, 4 Volumes (1952).

- Stephen F. Cohen: Bukharin and the Bolshevik Revolution: A Political Biography, 1888 û 1938 (1973).
- Isaac Deutscher: Stalin (1949). Maurice Dobb: Soviet Economic Development Since 1917 (1972).
- Marc Ferro: The Russian Revolution of February 1917 (1972).
- Sheila Fitzpatrick: Cultural Revolution in Soviet Russia (1978).
- Arch Getty: The Origins of the Great Purges (1985). Graeme Gill: Peasants and Government in the Russian Revolution (1979).
- John Keep: The Last of the Empires: A History of the Soviet Union, 1945 - 1991 (1995). John Keep: The Russian Revolution: A Study in Mass Mobilization (1976).
- Kollontai: Selected Writings. Moshe Levin: The Making of the Soviet System (1985).
- Roy & Zhores Medvedev: Khrushchev: The Years in Power (1977).
- Alec Nove: An Economic History of the USSR (1993).
- Richard Pipes: Russia of the Old Regime.
- L.Szamuely: First Models of Socialist Economic Systems.
- Trotsky: The History of the Russian Revolution (translated by Max Eastman) (1959).
- A.B. Ulam: Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 - 67 (1968). K. Vaidyanathan: The Formation of the Soviet Control Asian Nationalities.

### 3. HIS-HE-701: History of Africa (1500-1960s C.E.)

Learning outcome: Students will gain a broad understanding of the political, social, economic and cultural history of Africa, an appreciation of the nature and impact of the key forces shaping the continent's history, and an awareness of how the deeper past has shaped present-day Africa.

#### UNIT I Main Issues in the Historiography of Africa.

*10 Lectures, 15 marks*

#### UNIT II Commerce and Migration, c. 1500-1900:

*10 Lectures, 15 marks*

- Changing patterns of trade.
- The trans- Atlantic slave trade and its repercussions.
- Migration of capital and labour, with special reference to southern Africa.

#### UNIT III Patterns of Colonization:

*10 Lectures, 10 marks*

- Informal empire in the 19th century.
- European imperialism and the partition of Africa.

#### UNIT IV Structures of Colonial Control:

*10 Lectures, 20 marks*

- The French in the Maghreb and West Africa.
- The British in East, West and Southern Africa.
- The Belgians in Congo.

UNIT V. Economic Transformations:

*5 Lectures, 10 marks*

- Agriculture and forests.
- Mining.

UNIT VI. Emergence of New Identities:

*10 Lectures, 15 marks*

- Islam, Christianity and indigenous religious.
- Race and class in colonial South Africa.
- Language, education and cultural forms.

UNIT VII Popular Protests, Rebellions and National Liberation Movemen

*5 Lectures, 15 marks*

- I. Peasants
- II. Labour
- III. Nationalist Movements in Algeria, Kenya, Congo, Angola and South Africa

Suggested Readings

- Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI (1989), relevant sections only.
- Ralph Austen, African Economic History.
- Leslie Bethell (ed.), Cambridge History of Latin America, 10 Vols. (1984-95), relevant Chapters.
- A.A. Boahen (ed.), UNESCO General History of Africa, Vol. VII (1985), relevant sections only.
- Michael Crowder (ed.), Cambridge History of Africa, Vol. VIII (1984) Basil Davidson, Africa in Modern History (1978) 36 E. Flint (ed.), Cambridge History of Africa, Vol. V (1976), relevant sections only.
- Charles Gibson Frank, Capitalism and Underdevelopment in Latin America (1969).
- Andre Gunder Frank, Capitalism and Underdevelopment in Latin America (1969).
- A.G. Hopkins, An Economic History of West Africa.
- A. Mazrui (ed.), UNESCO General History of Africa Vol. VIII (1993), relevant sections only.
- Rodolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America (1970). Bob Sutcliffe and Roger Owen (eds.), Studies in the Theory of Imperialism (1972).
- Rene Tana and Nicolas Spadacini (ed.), Amerindian Images and the Legacy of Columbus (1992).
- A.J. Temu and B.Swai (eds.), Historians and Africanist History: A Critique (1981).
- Jan Vansina, Paths in the Rainforest - Toward a History of Political Tradition in Equatorial Africa (1990).
- Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes (1977).
- John Womack, Zapata and the Mexican Revolution (1972).
- Martinez Alier, Haciendas, Plantations and Collective Farms (1977).

- Hugo Blanco, *Land or Death: The Peasant Struggles in Peru* (1972).
- Donald Crummy (ed.), *Banditry, Rebellion and Social Protest in Africa* (1986).
- Johannes Fabian, *Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 - 1938* (1989). Nancy Fariss, *Maya Society under Colonial Rule* (1984).
- Bill Freund, *The Making of Contemporary Africa* (1984).
- Bill Freund, *The African Worker* (1989). Celso Furtado, *The Economic Development of Latin America* (1973).
- Andre Gunder Frank, *Lumpen Bourgeoisie, Lumpen Development* (1972).
  
- Karen Spalding Huarachiri, *An Andean Society under Inca and Spanish Rule* (1984).
- Gerrit Huizer, *Peasant Rebellion in Latin America* (1973).
- Hill (ed.), *Rethinking History and Myth: Indigenous South American Perspectives on the Past* (1998).
- Bernard Magubane, *Political Economy of Race and Class in South Africa* (1979).
- A.D. Robert (ed.), *Cambridge History of Africa, Vol. VII* (1986).
- Teodor Shanin, *Peasants and Peasant Societies*, (2nd ed., 1987), relevant sections only.
- Endre Sik, *The History of Black Africa, 2 Vols.* (1966), relevant sections only.
- Oliver and G.N. Sanderson (ed.), *Cambridge History of Africa, Vol. VI* (1985), relevant sections only.
- Paul Sweezy and Harry Magdoff, *Revolutions and Counter-revolution in Chile* (1974). E.F. Penrose (ed.), *European Imperialism and the Partition of Africa* (1975).
- Michael T. Taussig, *The Devil and Commodity Fetishism in South America* (1980).
- Robert Vicar Turrel, *Capital and Labour on the Kimberley Diamond Fields, 1871 - 90* (1989).
- Megan Vaughan, *The Story of an African Famine: Gender and Famine in Twentieth Century Malawi* (1989).
- Eric van Young, *Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 - 1820* (1981).

#### 4. HIS-HE-702: History of South East Asia (19<sup>th</sup> & 20<sup>th</sup> Centuries)

Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Indonesia, Malaysia, Thailand, Burma, Vietnam, Cambodia and the Philippines. Chronologically the 'past' covered in the subject is from 'earliest times' to 20th Century.

**UNIT I: Pre-Colonial Structures of Power and authority c. 1800.**

**5 Lectures, 10 marks**

**UNIT II: Economy and Society in early 19th c.:**

**15 Lectures, 20 marks**

- Patterns of Production in agriculture and the crafts.
- Organization of trade and banking.
- Cultural expressions: Folk and Classical.
- Islam and popular culture.

**UNIT III: Colonization and Colonial Transformations:** *15 Lectures, 25 marks*

- Processes of colonial control and the Informal Empire in Thailand.
- Peasant society and agrarian transformations, plantations, forests, mining.
- Urbanization: Colonial cities in Plural Societies.
- Culture:
  - (i) Colonial Discourses and the Creation of National Culture.
  - (ii) Oral traditions, literacy and the case of Malay Hikayats.
  - (iii) Creation of Perfect Natives
  - (iv) Education

**UNIT IV Migration: Indian and Chinese Labour and Capital** *5 Lectures, 10 marks*

**UNIT V Movements of Resistance and the making of new identities** *10 Lectures, 15 marks*

- Peasant resistance.
- Radicalism and the Origins of the Vietnamese Revolution, 1920- 1946.
- Indonesian Revolution, 1945-1949.

**UNIT VI: Emergence of Modern Nations and States** *10 Lectures, 20 marks*

- The Union of Burma (Myanmar), 1948-1962.
- Indonesia, the Sukarno Era, 1949-1965.
- Cambodia under Norodom Sihanouk, 1955-1970.

**Suggested readings:**

- B. Anderson: Imagined Communities.
- H. Benda, The Crescent and the Rising Sun. Furnivall, Colonialism and the Plural Society.
- Furnivall: Colonialism and the Plural Society.
- G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia.
- J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.
- Milton Osborne, South East Asia: An Introductory History.
- Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol. II
- B. Anderson: Mythology and the Tolerance of the Javanese.
- C. Van Dijk, Trousers, Sarongs and Jubbahs.
- C. Dobbin, Islamic Revivalism in a Changes Peasant Economy (1784-1847).
- Charles F. Keys, The Golden Peninsula.
- Daniel S. Lev and Ruth T. McVey, eds., Making Indonesia u Essays on Modern Indonesia.
- Victor Purcell, The Chinese in Southeast Asia.
- Tongchai Winichakul; Siam Mapped. 42
- G. Hart, ed., Agrarian Transformations: Local Processes and the State in Southeast Asia.

**OR**

5. HIS-HE-702: History of Latin America (1500-1960s C.E.)

**Learning outcomes:** The student will understand and interpret foundational knowledge relating to historical, socio-cultural, geographic and economic conditions in Latin America, as well as how Latin America interacted with world powers.

**UNIT I: Conquest of America and its Repercussions, with special reference to Mexico and Peru.**

*10 Lectures, 20 marks*

**UNIT II: Economic Transformations- Mining, Trade, Agriculture and forests.**

*5 Lectures, 10 marks*



UNIT III: Social Transformation- Decimation of indigenous peoples, Demographic changes, Emergence of new social classes. *5 Lectures, 10 marks*

UNIT IV: Transformations- Christianity and indigenous religions, Mestizo cultures, Language and education. *10 Lectures, 20 marks*

UNIT V: Bolivar's Vision and the Emergence of New States in the first half of the 19th Century. *15 Lectures, 20 marks*

UNIT VI: Protests and Rebellions- Peasants, Labour & Indigenous communities. *5 Lectures, 10 marks*

UNIT VII: Assertion of the U.S. Hegemony in the Twentieth Century. *5 Lectures, 10 marks*

Suggested readings:

- F. Ade Ajayi (ed.), UNESCO General History of Africa, Vol. VI, 1989, relevant sections only.  
Ralph Austen, African Economic History.  
Leslie Bethell, ed., Cambridge History of Latin America, 10 Vols. 1984-95, relevant chapters.  
A.A. Boahen, ed., Cambridge History of Latin America, 10 Vol. VII, 1985, relevant sections only.  
Michael Crowder, ed., Cambridge History of Africa, Vol. VIII, 1984  
Basil Davidson, Africa in Modern History (1978)  
E. Flint (ed.), Cambridge History of Africa, Vol. V, 1976, relevant sections only.  
Charles Gibson, The Aztecs under Spanish Rule, 1964.  
Andre Gunder Frank, Capitalism and Underdevelopment in Latin America, 1969.  
A.G. Hopkins, An Economic History of West Africa. A. Mazrui (ed.), UNESCO General History of Africa, Vol. VIII, 1993, relevant sections only.  
Rudolfo Stavenhagen, Agrarian Problems and Peasant Movements in Latin America, 1970.  
Bob Sutcliffe and Roger Owen, eds., Studies in the Theory of Imperialism, 1972.  
Rene Tana and Nicolas Spadacini, ed., Amerindian Images and the Legacy of Columbus (1992).  
A.J. Temu and B. Swai, eds., Historians and Africanist History: A Critique, 1981.  
Jan Vansina, Paths in the Rainforest û Toward a History of Political Tradition in Equatorial Africa, 1990.  
Nathan Wachtel, The Vision of the Vanquished: The Spanish Conquest of Peru through Indian Eyes, 1977. John Womack, Zapata and the Mexican Revolution, 1972.  
Martinez Alier, Haciendas, Plantations and Collective Farms (1977).  
Hugo Blanco, Land or Death: The Peasant Struggles in Peru (1972).  
Donald Crummy (ed.), Banditry, Rebellion and Social Protest in Africa (1986).  
Johannes Fabian, Language and Colonial Power: The Appropriation of Swahili in the Former Belgian Congo, 1880 û 1938 (1989).

- Nancy Fariss, *Maya Society under Colonial Rule* (1984).  
Bill Freund, *The Making of Contemporary Africa* (1984).  
Bill Freund, *The African Worker* (1989). Celso Furtado, *The Economic Development of Latin America* (1973).  
Andre Gunder Frank, *Lumpen Bourgeoisie, Lumpen Development* (1972).  
Karen Spalding Huarachiri, *An Andean Society under Inca and Spanish Rule* (1984).  
Gerrit Huizer, *Peasant Rebellion in Latin America* (1973).  
Hill (ed.), *Rethinking History and Myth: Indigenous South American Perspectives on the Past* (1998)  
Bernard Magubane, *Political Economy of Race and Class in South Africa* (1979).  
A.D. Robert (ed.), *Cambridge History of Africa, Vol. VII* (1986).  
Teodor Shanin, *Peasants and Peasant Societies*, (2nd ed., 1987), relevant sections only.  
Endre Sik, *The History of Black Africa, 2 Vols.* (1966), relevant sections only.  
Oliver and G.N. Sanderson (ed.), *Cambridge History of Africa, Vol. VI* (1985), relevant sections only. Paul Sweezy and Harry Magdoff, *Revolutions and Counter Revolution in Chile* (1974).  
40 E.F. Penrose (ed.), *European Imperialism and the Partition of Africa* (1975).  
Michael T. Taussig, *The Devil and Commodity Fetishism in South America* (1980).  
Robert Vicar Turrel, *Capital and Labour on the Kimberley Diamond Fields, 1871 û 90* (1989).  
Megan Vaughan, *The Story of an African Famine: Gender and Famine in Twentieth Century Malawi* (1989). Eric van Young, *Hacienda and Markets in 18th Century Mexico: The Rural Economy of the Guadalajara Region, 1675 - 1820* (1981).

OR

## 6. HIS-HE-702: Issues in Contemporary world

Learning outcome: This course enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization.

**UNIT I Colonialism and Nationalism:** a Synoptic view; Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States

*15 Lectures, 25 marks*

**UNIT II Perspectives on Development and Underdevelopment:** Globalization-- a long view

*15 Lectures, 25 marks*

**UNIT III Social Movements in the North and the South:** Ecological, Feminist, Human Rights issues

*15 Lectures, 25 marks*

**UNIT IV Modernity and Cultural Transformation:** Emerging trends in Culture, Media and Consumption

*15 Lectures, 25 marks*

### **Suggested Readings:**

- E.J. Hobsbawm, *The Age of Extremes, 1914 - 1991*, New York: Vintage, 1996
- I. Carter, Findley and John Rothay, *Twentieth-Century World*.  
Boston: Houghton-Mifflin, 5th ed. 2003
- Norman Lowe, *Mastering Modern World History*, and London: Palgrave Macmillan, 1997.
- Mark Mazower, *The Balkans: A Short History* [especially chap. 4], New York: ModernLibrary, 2000: paperback, 2002 Basil Davidson,
- *Modern Africa: A Social and Political History*, 3d edn. London / New Jersey: Addison - Wesley, 1995

- I Rigoberta Menchu, *An India Woman in Guatemala* [Memoir of 1992 Nobel Peace Prize Winner, London: Verso, 1987 {Hindi translation available}]
- Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 - 1980*, Penguin, 1982

## **7. HIS-HE-801: History of East Asia (1840 to 1949 C.E.)**

Learning outcome: Students will learn about the nature and structure of the traditional Chinese, Japanese and Korean societies and how to transform their societies from traditional to modern cultures. Students also learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects.

### **UNIT I: Imperialism and China during the 19th century**

***15 Lectures, 25 marks***

- Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system.
- The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the open door policies.
- Agrarian and Popular Movements: Taiping and Yi Ho Tuan.
- Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860- 95; 1898; and 190108.
- The Emergence of Nationalism in China
- The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism.
- May Fourth Movement of 1919: Nature and significance

### **UNIT II: History of China (C. 1919-1949)**

***15 Lectures, 25 marks***

- Nationalism & Communism in China (1921-1937)
- Formation of CCP; and the Guomintang (National Party of KMT)
- The First United Front
- The Communist Movement (1938-1949): The Jiangxi Period and the rise of Mao Tse Tung

### **UNIT III: Japan (c.1868-1945)**

***15 Lectures, 25 marks***

- Transition from feudalism to capitalism: Crisis of Tokugawa Bakuhan system, Meiji Restoration: Its nature and Significance; Political Reorganization; Military Reforms; Social, cultural and educational reforms (bunmeikaika); financial reforms and educational development in the 'Meiji' era: Meiji Constitution
- Japanese Imperialism: a) China, (b) Manchuria, (c) Korea
- Democracy and Militarism/Fascism: Popular/People's Rights Movement, Nature of political parties, Rise of Militarism-Nature and significance, Second World War; American occupation, Post-War Changes

### **UNIT IV Emergence of Modern Korea**

***15 Lectures, 25 marks***

- The old order and Institutional Decay: Joseon Korea
- Korea's interactions with the western powers and Korea's unequal treaties with Japan
- Attempts at social, political and economic reforms in Korea
- Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945
- Post-War Changes

### Suggested Readings

- George Allen, A Short Economic History of Japan. Jean Chesneaux, et al, China from Opium War to 1911 Revolution.
- Jean Chesneaux, et al, China from the 1911 Revolution to Liberation.
- Tan Chung, Triton and Dragon: Studies on the Nineteenth Century China and Imperialisms.
- John K. Fairbank, et al., and East Asia: Modern Transformation
- Y. Immanuel Hsu, The Rise of Modern China. Chalmers A Johnson, Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 - 1945.
- Nathaniel Peffer, The Far East: A Modern History.
- Victor Purcell, The Boxer Uprising: A Background Study. Kenneth B. Pyle, The Making of Modern Japan. Franz Schuramann and Orville Schell (eds.), China Readings, 2 Volumes (Imperial China, and Republican China).
- Benjamin I. Schwartz, Mao and the Rise of Chinese Communism.
- Hu Sheng, Imperialism and Chinese Politics.
- Chow Tse tung, The May Fourth Movement: Intellectual Revolution in Modern, China.
- Mao Tse tung's Selected Writings, National Book Agency, Calcutta.
- Mary C. Wright, China in Revolution: The First Phase, 1900 -1913. SUGGESTED READINGS George M. Beckmann, Modernization of China and Japan.
- George M. Beckmann, The Making of the Meiji Constitution. Lucien Bianco, Origins of the Chinese Revolution, 1915 -1949. Jean Chesneaux, Peasant Revolts in China, 1840 u 1949.
- Tan Chung, China and the Brave New World: A Study of the Origins of the Opium War, 1840 u 42.
- Wolfgang Franke, A Century of Chinese Revolution. John W. Hall, Japan From Prehistory to Modern Times. History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898). M.B. Jansen, Japan and China: From War to Peace, 1894 u 1972.
- Franz Michael, The Taiping Rebellion. Harold Z. Schifrin, Sun Yat-Sen and the Origin of the Chinese Revolution. Ssu Yu-teng and John K. Fairbank, China's Response to the West.
- The Yi Ho Tuan Movement, The Revolution of 1911 (all published by Foreign Language Press, Beijing).
- George Allen, A Short Economic History of Japan.
- G. Beasley, The Modern History of Japan.
- John K. Fairbank, et al., East Asia: Modern Transformation
- Mikiso Hane, Modern Japan: A Historical Survey.
- Y. Immanuel Hsu, The Rise of Modern China.
- Jon Livingstone, et. al., The Japan Reader (Imperial Japan : 1800 u 1945), Vol. I
- E.H. Norman, Japan's Emergence as a Modern State.
- Nathaniel Peffer, The Far East: A Modern History.
- Kenneth B. Pyle, The Making of Modern Japan.
- Chow Tse Tung, The May Fourth Movement: Intellectual Revolution in Modern, China. 1913.
- Michael J. Seth, A concise history of Modern Korea, Rowman and Littlefield, 2009
- Nathaniel Peffer, The Far East: A Modern History. Ann Arbor: University of Michigan Press, 1958.
- Bruce Cummings, Korea's place in the Sun: Modern History, W.W. Norton and Co., 1992
- Ramon H. Mayers and Mark R. Peattie (ed), The Japanese Colonial Empire, 1895-1945, Princeton: Princeton University Press, 1984

OR

8. HIS-HE-801: Environmental Issues in India

**Learning Outcome:** It prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. They will learn to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. Also understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

UNIT I Environment Issues: Introduction and Importance

**15 Lectures, 20 marks**

- I. Factors and multidisciplinary Nature of the studies of environmental issues
- II. Scope and importance of the study of Environmental Issues: Environmental Education in present day context.
- III. Understanding of Environment and Environmental issues.
- IV. Environment and Man: Importance of Environment.

UNIT II Earth, Ecology, Culture and Environment

**15 Lectures, 20 marks**

- I. The three realms of Earth: Lithosphere, Hydrosphere, Atmosphere
- II. Eco-pathway in Ecosystem
- III. Geography of India
- IV. Manmade and Natural Resources

UNIT III Indian Environmental Tradition and Colonial Intervention

**10 Lectures, 20 marks**

- I. Environmental communication and public awareness in Indian Culture: historical perspective.
- II. British Colonialism: Technological Development, Industrial Development and it's impact on land use, agriculture, forest.
- III. Colonial policies, Acts and resistance of peasants.
- IV. Colonial Inheritance and development and deprivation in free India: Dams, Mines, Hydro Project, Electric Project.

UNIT IV Environmental Ethics and Movements

**10 Lectures, 20 marks**

- I. Social issues and environment: Concept of sustainability
- II. Concept of Environmental Ethics and Ethical Theories
- III. Environmental regulation and policies in India
- V. Current Environmental issues and emergence of environmental movement in India: Chipko movement, Narmada Bachao movement, Silent Valley in Kerela, Mining, River Protection and water disposal Group.
- V. Women and Environment.



OR

9. HIS-HE-801: History of the North East India- From 1826 to 1947

**Learning outcome:** To make students aware of the historical development of North East India as a region and its role in the making of India.

**Unit: I**

- Discovery of North East India: Geographical Setting: River System, Mountain System, Flora, Fauna and Climate, Pattern of Settlement

**Unit: II**

- Early British interest in Assam; First Anglo-Burmese War and the Treaty of Yandaboo.
- British Annexation of Assam; Cachar; Jaintia and Anglo-Khasi war.

**Unit: III**

- Consolidation of British Rule in the Hills-Garo, Lushia hills; British relations with NEFA, Manipur and Tripura States.

**Unit: IV**

- Economic and social changes under British Rule: Land Revenue, plantation industry, trade and communication, western education.

**Unit: V**

- Growth of political consciousness: Assam, Manipur, Naga Hills & Tripura
- Freedom, partition and integration

**Suggested Readings:**

- Priyam Goswami, The History of Assam from Yandaboo to Partition, 1826-1947
- H.K.Bapujari, Assam in the Days of the Company.
- J.B. Bhattacharjee, The Garos and the English.
- Guha, Planter Raj to Swaraj, 1826-1947.
- H.K.Barpujari, The Comprehensive History of Assam, Vols, IV and V.
- H.K.Barpujari & A.Bhuyan, S.P.Dey, Political History of Assam, Vols. I-III
- R.M.Lahiri, Annexation of Assam.
- S.K.Bhuyan, Anglo-Assamese Relations.
- S.K.Chaube, Hill Politics in North East India.
- D.R.Syiemlieh, British Administration in Meghalaya, Policy and Pattern.
- E.Gait, History of Assam.
- Arun Bhuyan, Nationalist Upsurge in Assam.
- H.K.Barpujari, Problem of the Hill Tribes: North East India, Vol. I-III.
- J.B.Bhattacharjee, Trade and Colony.
- A.K Agarwal, North Eastern Economy Problems and Prospects
- Sanjib Baruah, In the Name of the Nation, Navayana Publishing, Delhi, 2020
- P. Tarapot, Insurgency Movement in North Eastern India, Har-Anand, Delhi, 1993
- P. Tarapot, Bleeding Manipur, Har-Anand, Delhi, 2003

**OR**

10. HIS-HE-802: Dissertation

Learning outcome: The aim of the course is to expose and train students how to conduct research and prepare report on given topic. Upon successful completion of the course students are expected to develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling. The paper carries 100 marks and is distributed as under.

**Instruction:**

1. Preparation of a dissertation or a report on selected themes of history having a minimum of 10,000 words carrying a weight-age of 80 marks. Students will choose a topic and work with a teacher assigned to them from among the members of the faculty in the department. The dissertation that will be submitted at the end of the course will be evaluated for 100 marks.
2. Viva voce of 20 marks

**Suggested Readings:**

- Sreedharan E, Manual of Historical Research Methodology, Kudapannakunnu, Centre for South Indian Studies, 2007
- B. Sheikh Ali, History-Its Theory and Method, Laxmi Publications, 2019
- The Ultimate Guide to Writing a Dissertation - Oxbridge Essays [oxbridgeessays.com/blog/series/dissertation-ultimate-guide/](http://oxbridgeessays.com/blog/series/dissertation-ultimate-guide/)



**Generic Elective Courses**  
**Detailed Syllabus for History Honours**  
**(Semester III-VIII)**  
**(6 Compulsory Courses of 6 Credits each)**

**1. HIS-HG-601: History of Manipur- From 33 A.D. to 1891 A.D.**

**Learning Outcome:** This course aims to provide students an understanding of the emergence of Manipur as an independent kingdom till its defeat in the hands of British. Emphasis will be given to understand this course within the perspective of regional, national and global perspective.

Unit-I Historiography of Manipur History	<i>15 Lectures, 25 marks</i>
• Pre and Proto History Manipur	
• Evolution and expansion of Kingdom; Nongda Lairen Pakhangba; Loiyumba; Kyamba and Khagemba	
Unit-II 18 <sup>th</sup> Century Manipur	<i>15 Lectures, 25 marks</i>
• Garibniwaz; Bhagyachandra and Sanskritisation	
Unit-III Establishment of relationship with British	<i>15 Lectures, 25 marks</i>
• Treaty of 1762; 7 Years' Devastation and Resurgent Manipur under Gambhir Singh; Establishment of Political Agency	
Unit- IV Anglo Manipur War 1891	<i>15 Lectures, 25 marks</i>
• Causes; Course of Events and Results	

**Suggested Readings:**

- Gangmumei Kamei; History of Manipur in Pre-colonial Period, Akansha, Delhi, 2015
- Lal Dena Edt.; History of Modern Manipur, 1826-1949, Imphal, 2017
- N. Joykumar Singh; Colonialism to Democracy, History of Manipur-1819-1972, Imphal, 1919
- R.K. Jhalajit Singh; A Short History of Manipur. Imphal, 1992
- J. Roy; History of Manipur, Calcutta, 1998
- Lal Dena; British Policy Towards Manipur 1762-1947, Imphal, 2008
- R.K. Sanahal Singh, Manipur Itihas, Imphal, 1947

**2. HIS-HG -602: History of Ancient India**

**Learning Outcome:** Through this paper attempt will be made to familiarise the students with the various stages of ancient Indian history from pre-historic age. Emphasis will be on the political, economic and social history of the given period.

**Unit-I:** Sources of Ancient Indian History- Archaeological and Literary, Epigraphy, Numismatics.  
*10 Lectures, 15 marks*

**Unit II:** Stone Age Cultures; Indus-Saraswati Civilisation- Origin, antiquity, extent, general features, decline.  
*10 Lectures, 15 marks*

**Unit III:** Vedic Age- a. Original homeland of the Aryans; Vedic literature; transition from pastoralist to agrarian society. Expansion of Aryans: Aryan Polity, Society and Economy, Religion. b. Epics- Ramayana and Mahabharata; society with special reference to *varna system* and position of women. c. Iron Age Cultures.  
*15 Lectures, 25 marks*

**Unit IV:** :State in Early India - Mahajanapadas; Rise of Magadha; Religious Protest Movements; Mauryan Polity, Society, Administration; Asokan 'Dhamma'; Mauryan Decline.

*5 Lectures, 10 marks*

**Unit-V:** Northern India after the Mauryas:Sungas; Rise of Regional Powers; Satavahanas; Saka Satrapas; Pahalavas; Kusanas-Polity, Economy, Religion, Indo-Roman Trade. Tamilakam; Sangam Age- Polity, Economy, Society, Religion and Culture; Land grants and Agricultural Expansion; Urban Growth; Craft Production; Trade and trade Routes; Coinage and Currency.

*15 Lectures, 25 marks*

**Unit -VI:** Age of the the Imperial Guptas: Chandragupta I to Skandagupta, Administration; Economy; Society; Religion; Art & Architecture.

*5 Lectures, 10 marks*

**Suggested Readings:**

- V. K. Jain: Prehistory and Protohistory of India: An Appraisal - D.K. Print World Ltd, 2006  
Ranabir Chakravarti: Exploring Early India, Primus Books, 2016  
L P Sharma: History of Ancient India, Konark Publishers Pvt Ltd, 2008  
Sailendra Nath Sen: Ancient Indian History and Civilization, New Central Book Agency, 2017R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007  
R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995  
D. P. Agrawal, The Archaeology of India, 1985  
Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.  
A. L. Basham, The Wonder that Was India, 1971.  
D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.  
H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996  
Upinder Singh, A History of Ancient and Early Medieval India, 2008.  
Romila Thapar, Early India from the Beginnings to 1300, London, 2002.  
Irfan Habib, A People's History-Vol. -1, Pre-history,2001,  
Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.  
Rajan Gurukkal, Social Formations of Early South India, 2010.  
B.D. Chattopadhyaya, The Making of Early Medieval India.

### 3. HIS-HG-701: History of Medieval India

- **Learning Outcome:** Attempt will be made to familiarise the students with the various aspects of medieval Indian history and culture. Emphasis will be on the political, economic and social history of the given period.

*15 Lectures, 25 marks*

**Unit I:** Delhi Sultanate: Historiography and Sources; Establishment and Consolidation of the Sultanate-Qutb-ud-din Aibek; Iltutmish, Razia; Balban, Khaljis and Tughluqs. Disintegration of the Sultanate; Sayyids; Lodis.

*15 Lectures, 25 marks*

- **Unit II:** Ruling Elites of Delhi Sultanate; Central Structure and Military Organisations; Iqta; Territorial Changes; Mongol Threat and Timur's Invasion; The Lodis and the Battle of Panipat; 'Theories of Kingship';

*10 Lectures, 15 marks*

- **Module-III:** Vijayanagar and Bahamani Kingdoms
- **Unit IV:** The coming of the Mughals: Babur, Humayun. The Afghan threat and Sher Shah. The Great Mughals, Akbar to Aurangzeb; Aspects of Mughal administration.

*10 Lectures, 20 marks*

- **Unit V:** The rise of the Marathas, conflict with the Sikhs, the Deccan crisis and the crisis of Mughal Imperialism; Sufism, Bhakti Movement.

*10 Lectures, 15 marks*

### **Suggested Readings:**

- J. L. Mehta: *Advanced Study In The History Of Medieval India: Vol. I, II & III* Sterling Publishers, 2019.
- Salma Ahmed Farooqui; *A Comprehensive History of Medieval India from Twelfth to the Mid Eighteenth Century*, Pearson, 2011
- Satish Chandra: *Medieval India- Volume I & II*, Har Anand, 2019
- R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India, Vol. IV (A & B)*.
- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanate*
- Hermann Kulke, ed., *The State in India (AD 1000 - AD 1700)*.
- Irfan Habib, *Medieval India: The Study of a Civilization*.
- Burton Stein, *Peasant State and Society in Medieval South India*. OUP
- Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I*.
- Mohibul Hasan, *Historians of Medieval India*.
- Burton Stein, *New Cambridge History of India: Vijayanagara*. Cambridge.
- Athar Ali, M.A: *The Apparatus of Empire: Awards of ranks offices and Titles to the Mughal Nobility 1574-1658*, Agra, 1985.
- J.F. Richards, *The Mughal Empire*. CUP, 1993.
- Satish Chandra, *Essays on Medieval Indian History*.

## **4 HIS-HG -702: History of Modern India**

**Learning Outcome:** Through this paper attempt will be made to familiarise the students with the main features of the History of Modern India (1707 A.D. to 1857 A.D.). Emphasis will be on the political, economic and social history of the given period.

**Unit I** Genesis of eighteenth century and the decline of the Mughal Empire; salient features of the Eighteenth Century Debate in Indian History **10 Lectures, 20 marks**

**Unit II** Emergence of Regional Powers - Bengal, Marathas, Sikhs, Mysore, Deccan, Rohilkhand and Awadh. **10 Lectures, 20 marks**

**Unit III** Coming of the Europeans: - Chartered Companies; Expansion of European Trade; English East India Company's Territorial Expansion in India; the Colonial State and Its Administration:- Legislations from the Regulating Act to the Queen's Proclamation; Law; Police; Army; Indian Civil Service. **15 Lectures, 25 marks**

**Unit IV:** Social Reform and Educational Policies: Social Legislations, Brahma Samaj, Theosophical Society, Wahabi Movement. Bengal Renaissance—Rammohun Roy, Derozio and the Young Bengal; Anglicist-Orientalist Debate and the educational policies. **15 Lectures, 20 marks**

**Unit V:** Peasant/Tribal Response to Colonial Rule; Chuar, Kol, Pindaris, Santhals, Farazi Movement, Khasi and Singpho Revolts the Revolt of 1857. **10 Lectures, 15 marks**

### **Suggested Readings**

Sailendra Nath Sen: *An Advanced History Of Modern India*, Primus Books, 2017.

C. A. Bayly, *Indian Society and the Making of the British Empire*, New Cambridge History of India.

L P Sharma: *History Of Modern India* Konark Publishers Pvt Ltd, 2008

Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.

J.S. Grewal, *The Sikhs of the Punjab*, New Cambridge History of India

R.C. Majumdar, ed., *History and Culture of Indian People*, Vols. IX and X. British Paramountcy and Indian Renaissance.

A.R. Desai, *Peasant Struggles in India*. OUP.

P.C. Joshi, *Rebellion 1857: A Symposium*. NBT.

Bipan Chandra: *Modern India*, 1979.

Śekhār Bandyopādhyāy: *From Plassey to Partition and After: A History of Modern India*, Orient BlackSwan, 2015)

Sailendra Nath Sen: *An Advanced History Of Modern India*, Primus Books, 2017

B. L. Grover & Alka Mahender Mehta: *A New Look At Modern Indian History*, S. Chand, 2018

Ishita Banerjee-Dube: *A History of Modern India*, Cambridge, 2014.

## 5 HIS-HG -801: History of Freedom Movement in India

Learning Outcome: Through this course students will be exposed to the various stages of India's rich history of the various strands of anti-colonial national movement for freedom against the British rule.

**Unit I:** Civil Rebellions and Tribal Uprisings; Peasant Movements and uprisings after 1857  
*15 Lectures, 25 marks*

**Unit II** Socio-Religious movement; Birth of Indian National Congress and National Movement; Swadeshi movement; Moderate and Extremist programme of congress *15 Lectures, 25 marks*

**Unit III** Revolutionary Nationalist Movement; Rise and Growth of Communalism; Home Rule Movement *15 Lectures, 25 marks*

**Unit IV** Non co-operation Movement and Swaraj Party; Peasant Movements and Nationalism in the 1920's; Civil Disobedience Movement; Quit India & INA Movement; Dawn of Independence – Freedom and Partition *15 Lectures, 25 marks*

### Suggested Reading

- Nemai Sadhan Bose: Indian National Movement: An Outline, Firma KLM, 1982.
- Ram Chandra Pradhan: Raj to Swaraj, Macmillian, 2008
- Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- D. Agrow: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit
- Tara Chand: History of Freedom Movement in India, Vol. 3
- S.R Mehrotra: The Emergence of Indian National congress
- Bipan Chandra and Others: Freedom Struggle
- Gerard Delanty & Krishna Kumar, Nations & Nationalism
- Hiren Gohain: The Contribution of the Revolutionists in India's Freedom Struggle, NBT, 2011
- Anita Inder Singh: The Partition of India, NBT, 2017
- Śekhhar Bandyopādhyāya: From Plassey to Partition and After: A History of Modern India, Orient BlackSwan, 2015.

## 6. HIS-HG -802: History of Modern Europe (1789-1945 CE)

Learning Outcome: Through this course students will be exposed to the historical developments in modern Europe since the time of French Revolution to the outbreak of the Second World War. The course will enable students to situate & analyse the historical developments of the First and Second World War.

Unit I: French Revolution: Emergence of Republic; Reign of Terror, The Directory (1795-1799);  
*10 Lectures, 20 marks*

Unit II: Emergence of Napoleon: Expansion, Consolidation & Downfall, And Congress of Vienna-1815,  
*10 Lectures, 20 marks*

Unit III: Social & Political developments (1815-1848): Metternich-Forces of Conservatism, Parties of the Old Hierarchies, and Revolutionary Movements of 1830 & 1848; **15 Lectures, 20 marks**

Unit IV: Unification of Italy & Germany: Making of National States; Liberalism & Democracy in Britain; **15 Lectures, 20 marks**

Unit V: Europe- First World War-I; Europe between I & II world Wars: Power Blocks & Alliance;; Fascism & Nazism; Origins of World War-II. **10 Lectures, 20 marks**

### **Suggested Readings:**

- Hobsbawn, E.F.: Nation and Nationalism
- Lefeover, George: Coming of the French Revolutions, **Princeton University Press, 1989**
- **Locus, Colin: The French Revolutions and making of modern political culture VO1.2** (Pergamon, 1988)
- **Evan J.: The Foundation of a modern state in Europe**
- Carlton J.H. Hayes: Modern Europe to 1870
- David Thompson; Europe Since Napoleon
- J.R. Marriot: A History of Europe
- E. Lipson : Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries (1815-1939), ELBS, 1960
- Grant and Temperly: Europe in the Nineteenth and twentieth Centuries.

### **OR**

## **HIS-HG -802: Women in Indian History**

**Objective:** The objective of this course is to describe the Feminist Movement, the key concepts in Women's studies as well as sources for reconstructions of Women's History. It will also describe the status of Women in Indian Society during the Vedic and Medieval period. Further the Reform Movement as well as the role of women in India's Freedom Struggle will be dealt with.

### **Unit: I**

**15 Lectures, 25 marks**

- Development of Women's History
- Sources for Reconstruction of Women's History – Oral Narratives, Memoirs, Diaries, Autobiographies
- Women In Ancient Indian Society: Vedic Period
- Status of Women in Buddhism
- Changing Status of Women in the Subsequent Periods
- Women in Medieval India

### **Unit: II**

**15 Lectures, 25 marks**

- Social customs and Reform Movement in 19<sup>th</sup> century India : Sati, Widow Remarriage, Female Infanticide : Role of Brahma Samaj, Arya Samaj , Parthana Samaj and Aligarh Movement
- Jyotiba Phule, Pandita Ramabai and Begum Rukia, Sakhawat Hussain
- Development of Women's' Education in 19<sup>th</sup> and 20<sup>th</sup> Century : Role of Social Reformers and Missionaries
- Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

### **Unit: III**

**15 Lectures, 25 marks**

- Development of Women's Organization : Women's Conference, 1910 and National Council of Women in India
- Demand for Women's Franchise
- Women in Freedom Struggle : Pre-Gandhian Phase
- Women in Freedom Struggle : Gandhian Phase
- Women in Revolutionary Movements

**Unit: IV**

*15 Lectures, 25 marks*

- Women, Society and Patriarchy in Manipur
- Women and Social Reforms in 20th Century Manipur
- Development of Women's Organizations in Manipur
- Women in Freedom Struggle in North East India

**Suggested Readings:**

- Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1978
- Desai Neera & Thakaar, Usha, (ed), Women in Indian Society.
- Forbes Geraldine, Women in Modern India, 1998
- Geetha, V, Gender, Kolkata, 2009
- Geetha, V, Patriarchy, Calcutta –2007
- Kumar, Radha, The History of Doing. 1993
- Krishnamurthy, J (ed), Women in Colonial India, Delhi, 1989.
- Lerner, Gerda, The Creation of Patriarchy 1996.
- Majumdar, V, Studies on the Political Status of Women in India. Delhi 1979.
- Mukherjee, P., Hindu Women Normative Models, Calcutta -1999
- Nair, Janaki, Women and Law in Colonial India, 2000.
- Ray Bharati (ed.), Women of India: Colonial and Post Colonial Period, Delhi- 2005
- Roy, KumKum. (ed), Women in Early Indian Societies, 1996
- Sangari Kumkum & Vaid Sudesh, (ed), Recasting Women Essays in Colonial History, 1992
- Sharma, A (ed), Women in Indian Religions, 2004.
- Swarup Hemlata, Bisaria Sarojini, Women, Politics and Religion.
- Thorner, Alice & Krishnaraj M., Ideal, Images and Real lives, essays on women, history and literature, Orient Longman, 1999.
- Walters, Margaret, Feminism, A Very Short Introduction, Oxford, 2005.
- Manjusri Chaki Sircar, Feminism in a Traditional Society: Women of the Manipur Valley, Shakti Books, Delhi, 1984.
- Tingneichong Gangte, Women's Role in the 20<sup>th</sup> Century Manipur: A Historical Study, Gyan Books, Delhi, 2010

**OR**

6. HIS-HG -802: Making Contemporary India

**Learning outcome:** Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s

UNIT I Emergence of Republic

*20 Lectures, 25 marks*

- I. Government of India Act, 1935.
- II. Indian Constitution of 1950 and significant amendments up to 2000 A.D.
- III. Reorganization of States in 1956/Linguistic and regional strains.
- IV. Legacy of Partition with special reference to the problem of rehabilitation of refugees.

UNIT II Indian Democracy in Work:

*10 Lectures, 20 marks*

- I. Democratic experiment in India/role of political parties.
- II. Growth of civic society.
- III. Caste and Regional Electoral Politics and changing Party System.
- IV. Threats to Indian democracy.

UNIT III Indian Democracy in Progress

*5 Lectures, 10 marks*

- I. An assessment of India's foreign policy - Non-alignment, Panchsheel, SAARC.
- II. New trends and achievements in the field of literature and arts: Painting, theatre, dance, music, films, Media, Cultural Trends.
- III. Movements and Legislation.
- IV. Globalization and its impact on India.

UNIT IV Economy, Society in New India

*10 Lectures, 20 marks*

- I. Study of agrarian reforms, Bhudan movement and green revolution.
- II. Beginnings of planned economy - an appraisal of five year plans.
- III. Industrialization - policies, progress and problems.
- IV. Liberalization of Indian economy post 1990.

UNIT V New India

*15 Lectures, 25 marks*

- I. Progress in Science and Technology. Revolution in Information Technology.
- II. Educational Policies.
- III. The Women Question
- IV New Institutions.

Suggested Readings:

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
- Mukerjee: CommUNITY Development of India, Bombay, 1961.
- K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
- Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
- Morris Jones, W.H.: Government and Politics of India, London, 1964.
- H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
- C.H. Philips (ed.): Transfer of power
- Paul Brass: The Politics of India since Independence, The Cambridge,History of India, Vol. IV-1, U.K. 1976.
- R.P. Dutt: India Today, 1949
- Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
- B.K.Sharma: Samsamyik Bharat (In Hindi), Jaipur, 2007.
- Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.
- Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
- Francine Frankel: India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
- Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.

Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007

Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999

Appadurai: Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.

Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.

Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.

Sunil Khilnani : The Idea of India, Penguin Books, New Delhi, 2004.



**Skill Enhancement Courses**  
**Detailed Syllabus for History Honours**  
**(Semester I-II)**  
**(2 Compulsory Courses of 4 Credits each)**

The aim of the courses in this category is to expose and train students directly in the field. Upon successful completion of the course students are expected to visit a related site to undergo an internship and need to submit a certificate of conducting/completion of the same.

**1. HIS-SE-501: Introduction to Archaeology**

**Objective:** The objective of this paper is to give a general view about the principles, methods and theoretical framework of archaeology. Archaeology is the study of human past through their material evidences discovered from the archaeological sites.

Unit I *15 Lectures, 25 marks*  
Definition, Aims and Methods of Archaeology

Archaeology & History, Archaeology & other Science

Unit II *15 Lectures, 25 marks*  
Phases in the Evolution of Archaeology

Terms and Concepts in Archaeology

Unit III *15 Lectures, 25 marks*  
Field Archaeology, Methods of Field Archaeology, Formation of Site, Archaeological Exploration

Module IV *15 Lectures, 25 marks*  
Excavation, Classification and Dating Techniques, Methods of Excavation, Vertical and Horizontal Excavation.

**Suggested Reading:**

- Agrawal D. P., South Asian Prehistory, Aryan Books, Delhi, 2002.
- Allchin Briget and Raymond, The Rise of Civilization in India and Pakistan, Canbridge University Press, First South Asian Edition, 1996.
- Allchin F. R., Archaeology of Early Historic South Asia, The Emergence of Cities and States, Cambridge University Press, 1995.
- Chakrabarty D. K., A History of Indian Archaeology: From Begging to 1947, Munshiram Manoharlal, Delhi, 1988.
- Daniel G., A Short History of Archaeology, Thames and Hudson, London, 1981.
- Dhawalikar M. K., Indian Protohistory, Books and Books, New Delhi, 1997.
- Dhawalikar M. K., Historical Archaeology of India, Books and Books, New Delhi, 1999.
- Fagan Brian, In the Beginning, An Introduction to Archaeology, The Lindbriar, Corporation, USA.
- Ghosh A., Encyclopedia of Indian Archaeology (Vols. I and II), Munshiram Manoharlal, 1990.
- Rajan K., Archaeology: Principles and Methods, Pathippakam Publication, Thanjavur, 2002.
- Raman K. V., Principles and Methods in Archaeology, Parthajan Publication, 1991.
- Renfrew Colin, P. Bhan, Archaeology: Theories, Methods and Practice, Thames and Hudson, London, 1993.

- Sali S. A., Stone Age India, Aurangabad, 1993.
- Sankalia H. D., Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 2<sup>nd</sup> edition, 1974.
- Wheeler R E M, Archaeology from the Earth, Penguin Books, London, 1961.
- O. Kumar Singh, Stone Age Archaeology of Manipur, Imphal, 1997.
- V. K. Jain, Prehistory and Protohistory of India: An Appraisal, D.K. Print World Ltd, 2006.

## OR

### **HIS-SE-501: Archives & Museums**

**Learning outcome:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

#### UNIT I:

*15 Lectures, 25 marks*

- Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery.
- Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

#### UNIT II:

*10 Lectures, 20 marks*

- Types of Archives.
- History of Archives.
- History of Setting up Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

#### UNIT III:

*10 Lectures, 15 marks*

- Definition of Museum.
- Aim, Function, History of Museum.
- History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

#### UNIT IV:

*10 Lectures, 15 marks*

- Types of Museum and Emergence of New Museums and allied institutions.
- Understanding of Collection, Conservation, Preservation and their policies, ethics and procedure.

#### UNIT V:

*15 Lectures, 25 marks*

- Museum, Archives and Society: Exhibitions, Public Relation.
- Education and Communication through Outreach activities.
- Make a Project with visit and access to Museum and Archives in nearby place.

**Suggested readings:**

- Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.
- Sengupta, S. : Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004.
- Guha, Thakurta, Tapati: Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004.
- Kathpalia, Y.P. : Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Choudhary, R.D. : Museums of India and their maladies, Calcutta: Agam Kala, 1988.
- Nair, S.M. : Bio-Deterioration of Museum Materials, 2011.
- Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.
- Guha-Thakurta, Tapti: The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.
- Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.
- Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.
- Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol. II, No. 29.
- Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.
- Jain Sunjaya: Museum and Museology : Ek Parichaya (Hindi), Kanika Prakashan, 1999.
- Grace Morely: Museum Today, University of Baroda, 1981.
- Abhilekh Patal Web Portal.
- Archivavia, Research Journal.
- The Indian Archives, Journal.

**OR**

**HIS-SE-501: Myanmarse or Burmese Language**

**Learning outcome:** Students will learn the basics of Myanmarse/Burmese language along with an introduction to the land and people of the country.

<b>Unit I: Introduction to Myanmar (An Outline)</b>	<i>15 Lectures, 20 marks</i>
Land and People of Myanmar	
<b>Unit II: Beginning Burmese</b>	<i>20 Lectures, 20 marks</i>
Burmese Scripts, Numbers, and Tone	
Words and Phrases (name of the seasons, days, months, colors, physical and character description, foods, etc.)	
<b>Unit III: Burmese Grammar &amp; Composition</b>	<i>15 Lectures, 20 marks</i>
Sentence (Parts of Sentence, Classification of Sentence)	
Reading and Writing	
<b>Unit IV: Spoken Burmese</b>	<i>10 Lectures, 10 marks</i>
Vocabulary	
Words and Phrases in common use.	
<b>Unit V: Practical (Fieldwork)</b>	<i>30 marks</i>
Interaction with the Informants	

**Suggested Readings:**

- Burmese Phrasebook*, Lonely Planet Publications Ty Ltd., Australia, 2001  
Gene Mesher, *Burmese for Beginners*, Paiboon Poomsan Publishing, Thailand, 2006  
*Myanmar Textbook – Kinder garden – Grade 1*, Government of the Republic of the Union of Myanmar, Ministry of Education, Pyi Taw Printing House: Printed in Zeyar Thiri, 2015  
*Myanmar Textbook – First Grade – Grade 2*, Government of the Republic of the Union of Myanmar, Ministry of Education, Pyi Taw Printing House: Printed in Zeyar Thiri, 2014  
S.W. Cocks, *A Short History of Burma*, Macmillan and Co., Limited, London, 1919  
U Tint Winn Naing, *Spoken Myanmar*, Thar Literature, Jade Printing House, Yangoon, 2001
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**1. HIS-SE-502: Understanding Heritage**

**Learning outcome:** Students will get to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

UNIT I

*15 Lectures, 25 marks*

- Defining Heritage
- Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

UNIT II

*15 Lectures, 25 marks*

- Evolution of Heritage Legislation and the Institutional framework: Conventions and Acts - national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives

UNIT III

*15 Lectures, 25 marks*

- Challenges facing Tangible and Intangible Heritage: Development, antiquity smuggling, conflict (to be examined through specific case studies)

UNIT IV

*15 Lectures, 25 marks*

- Heritage and Travel: Viewing Heritage Sites, The relationship between cultural heritages, and 55 landscape and travel recent trends.

**Suggested Readings:**

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010
- Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
- Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
- S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))
- Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006
- Chainani, S. 2007. *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

**OR**

**HIS-SE-502: Understanding popular Culture of India**

**Understanding Popular Culture of India**

**Learning outcome:** This paper provides students opportunity to explore various aspects of Indian cultural heritage and cultural diversity in a historical perspective that speak of numerous cultural practices that have evolved over centuries.

UNIT I Introduction *10 Lectures, 20 marks*

- Meaning, Usage and Definitions
- Perspectives and Approaches to the study of Popular Culture
- Western Classical Views on Popular Culture

UNIT II Performed expressions *15 Lectures, 20 marks*

- The audio-visual: Cinema and Television, Theatre, Documentary Films
- Nautanki
- Music: Folk, Classical and Contemporary IV Dance: Folk, Classical and Contemporary

UNIT III Visual expressions *15 Lectures, 25 marks*

- Folk Art and Crafts
- Contemporary Art and Calendar Art
- Digital Art and Photography
- Architecture
- Textile and Ornaments

UNIT IV Fairs, Festivals and Tirthas *10 Lectures, 20 marks*

- Fairs and Festivals: Cultural, Seasonal, Religious and Regional
- Popular Ritualistic Practices
- Pilgrimage and Tirthas
- Regional Variations: Folk Elements and their Contemporary Adaptations

UNIT V Popular Culture in a Globalized World *10 Lectures, 15 marks*

- Impact of the Internet and Mass media
- Language and Literature
- Cuisine
- Textile and Ornaments

**Suggested Reading:**

- Vinay Lal, Ashis Nandy: Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema, Oxford University Press, 2006.
- K. Moti Gokulsing and WimalDissanayake (Editor): Popular Culture in a Globalised India 1st Edition, Routledge, 2008.
- Romila Thapar: Indian Cultures as Heritage: Contemporary Pasts, Aleph, 2018.
- J. Chakkittammal: Television and Popular Culture in India-A study of the Mahabharat

Shalu Sharma: Introduction to India: Culture and Traditions of India, India Guide Book Kindle Edition

- S.P.Sharma, Seema Gupta: Fairs & Festivals of India (REP),Pustak Mahal, New Delhi, 2006.

## OR

### **HIS-SE-502: Historical Tourism in N-E India**

#### **Learning outcome:**

This paper intends to give the students an idea about Tourism in North East India with special reference to the historical monuments, cultural elements and places of the northeastern region of India as heritage sites. It aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth and expansion.

#### Unit I

*15 Lectures, 25 marks*

- Theoretical aspects of tourism, Elementary geography and bio-diversity of North East India
- Tourism – Concept, meaning and significance and types of Tourism
- Physiographical divisions, water bodies and climatic conditions
- Important wildlife habitats: Keibul Lamjao, Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Rain forests of Assam.

#### Unit II

*15 Lectures, 25 marks*

- Ancient remains and Important tourist places of the North – East
- Ancient remains: Wilong megaliths, Sekta, Khangkhui and Tharon Caves, Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang – Dhansiri Valley
- Tourist places: Shillong, Moirang, Ukhrul, Cherapunjee, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

#### Unit III

*15 Lectures, 25 marks*

- Architectural pattern
- Kachari Arcitecture : Dimapur, Kasomari, Maibong and Khaspur
- Ahom Architecture : Charaideo, Garhgaon, Sivasagar and Rangpur
- Temple Architecture : Vishnu and Mahabali at Manipur, Kamakhya, Hoyagriva Madhava

#### Unit IV

*15 Lectures, 25 marks*

- Fairs and festivals of the North – East
- Festivals – Cheiraoba, Ningol Chakkouba, Lura Phanit, Gan-Ngai, Kut, Bihu, Mopin festival, Tai – Buddhist festivals in Assam, Ras Lila
- Tourist festivals based on ethnic culture – Sangai festival, Horn Bill festival, Dihing Patkai festival

#### **Suggested Readings:**

- Taher & Ahmed, Geography of North East India, Mani Manik Prakash, Guwahati, 2010.
- A K Bhatia, Tourism Development: Principles & Practices Sterling Publishers Pvt. Ltd, Delhi, 2020
- NCERT, North East India - People, History and Culture, Delhi, 2016
- Rajmani Singh and G.P. Singh, Tourism Industry in North East India, Akansha Publishing, Delhi, 2015
- Bezboruah, M, Tourism in North East India
- Mukutar R. Saikia & Rajdeep Borgohain, Historical Tourism in North East India, EBH Publishers, Guwahati, 2021
- Madhumita Deb & Sanjay Sen, Historical Tourism in North East India, Mahaveer Publications, 2020

**Ability Enhancement Compulsory Courses**  
**Detailed Syllabus for History Honours**  
**(Semester I-II)**  
**(2 Compulsory Courses of 4 Credits each)**

- a. GEN-AE-1/ MAN-AE-1 : English/Manipuri: To be prepared by the Department of English and Manipuri respectively.
- b. EVSS-AE-2: Environmental Science: To be prepared by the Department of Botany

**Value Addition Courses**  
**Detailed Syllabus for History Honours**  
**(Semester I-VI)**  
**(8 Courses of 2 Credits each)**

1. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
2. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
3. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
4. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
5. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
6. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
7. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).
8. VAC: To be prepared by Co-ordinator, IQAC in consultation with concerned Teacher(s).

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