



**Darrang College  
(Autonomous),  
Tezpur-784001**

# **Syllabus for FYUGP**

**Subject: HISTORY**

**Course Type: MAJOR**

**Approved by:**

**Board of Studies meeting held on 20-12-2025**

**&**

**Academic Council vide Resolution no. 2 , dated- 29-12-2025**

**DARRANG COLLEGE (AUTONOMOUS)**  
**B.A., FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)**  
**SYLLABUS IN HISTORY**

**1. THE AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN HISTORY:**

1. Cultivate in the learners the ability to analyze and interpret the changes in human societies and civilizations over time.
2. Equip the learners with the knowledge resources to identify and comprehend the diversity of human experience.
3. Provide them critical perspectives on the process of historical development and change and generate multi disciplinary approach.
4. To promote in the learners the aptitude for appreciation of the differences in human societies, cultures and traditions.
5. To foster in them a range of historical skills, essential for inquiry and research.
6. To develop the capability to think critically, enhance the ability to identify and analyze problems and find out solutions.
7. To familiarize students with educational technology and train them in the use of ICT in Historical studies and research.

**PROGRAMME LEARNING OUTCOMES FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN HISTORY:**

**After the completion of the Programme (Major/Minor) a graduate will be able to-**

1. Have clear understanding of History as a discipline of humanities and acquire the knowledge of facts, concepts, principles, theories, and processes that constitute the perspective of historical inquiry.
2. Acquire elaborate understanding of the World, Indian and regional histories and also the political, social and economic forces that shape the historical changes and developments in human societies over time.
3. Inculcate the aptitude of critical thinking by acquiring the ability to distinguish between fact and fiction.
4. Develop broad multidisciplinary learning skills especially in the field of humanities and Learn about the correlation of history with other disciplines and will be able to adopt a multi-disciplinary approach.
5. Obtain the theoretical and philosophical conceptions of the discipline of history and adequate perception of the Historical methodologies.
6. Analyze and evaluate of policies and practices, as well as evidence, arguments, claims, beliefs and the ability to judge the reliability and relevance of different form of interpretations and evidences.

7. Willacquire knowledge of the values and beliefs of multiple cultures and acquire a pluralistic perspective to honour diversity and peaceful co-existence.
8. Understand the concept of cause-and-effect relationship and to identify chains of events and developments,enhance the ability to identify and analyze problems and find out solutions.
- 9.Develop a range of historical skills essential for inquiry and research such as analyze and synthesize data/information related to issues and arguments of history from avariety of sources and draw valid conclusions and support them with evidence and logic.
- 10.Comprehend the formation of social realities and become sensitive to gender and social inequities.

**\*Course learning outcome has been stated along with each course**

### **TEACHING LEARNING PROCESS:**

The teaching learning process will contain- (1) Classroom lecture method, group discussion, student presentations in class and/or in tutorials, assignments. (2) Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. (3) Visit to historical sites, monuments etc to enhance the understanding of historical developments. Overall, the Teaching Learning Process shall emphasize the interconnectedness of themes to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicized.

### **TEACHING LEARNING TOOLS:**

- Historical Maps
- Projector
- LCD Monitor
- White/Green/Black Board

### **ASSESSMENT METHODS:**

Students will be regularly assessed for their grasp through debates and discussions covered in class. One/Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

<b>Assessment Type</b>	<b>Mode of Assessment</b>	<b>Marks</b>
<b>Internal</b>	<b>Sessional Examination</b>	<b>20</b>
	<b>Assignment</b>	<b>10</b>
	<b>Class teast/presentation</b>	<b>06</b>
	<b>Attendance</b>	<b>04</b>
<b>External</b>	<b>End Term Examination</b>	<b>60</b>
<b>Total</b>		<b>100</b>



<b>FYUGP in History</b>	<b>HONOURS COURSES</b>	No	7	Research Methodology in History	HIS-MJ-07014	4	4	0	0	Yes Completed Major in History Under FYUGP	40	60
			7	History of Japan (1853-1941)	HIS-MJ-07024	4	4	0	0	-do-	40	60
			7	History of Science and Technology	HIS-MJ-07034	4	4	0	0	-do-	40	60
			7	History of Gender	HIS-MJ-07044	4	4	0	0	-do-	40	60
		No	8	Assam after Independence	HIS-MJ-08014	4	4	0	0	-do-	40	60
			8	Environmental History	HIS-MJ-08024:	4	4	0	0	-do-	40	60
			8	Twentieth Century World (1945-1990)	HIS-MJ-08034	4	4	0	0	-do-	40	60
			8	Project Work	HIS-MJ-08044	4	4	0	0	-do-	40	60
	<b>HONOURS WITH RESEARCH</b>	yes		Dissertation	HIS-MJ-08054	12	0	0	0	7.5 CGPA in Major		

# HISTORY MAJOR COURSES

## SEMESTER ONE

**COURSE NAME: HIS-MJ-01014: HISTORY OF INDIA: EARLIEST TIMES TO 300 BCE**

**Course Category: Major**

**CREDIT: 4**

**Course level :100**

### **Course Objectives:**

The objective of the course is to familiarize the students with a broad understanding of Indian history in chronological detail from prehistoric times to the 3rd century CE. By the end of the course, the students will acquire historical understanding about pre-historic sites, tools, and features of Harappan and Vedic cultures and the early state formation processes in India and rise of imperial power under the Mauryas.

**Course Outcomes:** After completion of the course, the learner will-

- 1:** Develop an understanding about the materials of reconstructing ancient Indian History.
- 2 :**Develop a chronological interpretation of Indian prehistory and protohistory.
- 3:**Be able to explain the tools, technologies & subsistence patterns in the early periods of Indian History.
- 4:** Be able to analyze the characteristics and significance of the Harappan, Vedic & Later Vedic civilization.
- 5:** Be able to evaluate the processes of early territorial state formations in the Indian subcontinent from around the 6th century BCE to the rise of imperial political structures.
- 6:** Be able to explain the growth of different philosophical and religious traditions during the period

<b>UNIT-I</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit I: Foundations and Pre-History (Earliest Times - c. 1750 BCE)**

- **1.1 Understanding Indian History:**
  - 1.1.1 Sources and Historiography (Archaeological, Literary, Foreign Accounts).
  - 1.1.2 Geographical Zones and their impact on history (North, South, Peninsular India).
- **1.2 The Stone Ages (Palaeolithic, Mesolithic, Neolithic):**
  - 1.2.1 Climatic Changes and Tool Technology.
  - 1.2.2 Transition to Food Production and Settled Life.
- **1.3 The Harappan Civilization (Indus Valley Civilization):**
  - 1.3.1 Origin, Extent, and **Urban Planning** (Mohenjo-daro, Harappa).
  - 1.3.2 Social Structure, Economy, and Trade (with Mesopotamia).
  - 1.3.3 Religion, Script, and Theories of Decline.

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit II: The Vedic Age and the Rise of Janapadas (c. 1750 BCE - c. 600 BCE)**

- **2.1 The Early Vedic Period (c. 1500 - 1000 BCE):**
  - 2.1.1 Sources: The **Rigveda**.

- 2.1.2 Political Organization (Tribe, Chiefdom) and Early Social Structure.
- 2.1.3 Economy (Pastoralism) and Religion (Early Gods and Rituals).
- **2.2 The Later Vedic Period (c. 1000 - 600 BCE):**
  - 2.2.1 Expansion into the Ganges Valley (Use of **Iron** and impact on agriculture).
  - 2.2.2 Rise of **Territorial Kingdoms (Janapadas)** and the Consolidation of the **Varna** System.
  - 2.2.3 Philosophy and Literature (Brahmanas, Aranyakas, and Upanishads).

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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**Unit III: The Age of Second Urbanization and New Ideas (c. 600 BCE - c. 400 BCE)**

- **3.1 The Rise of Mahajanapadas:**
  - 3.1.1 The **Sixteen Great States** (Mahajanapadas).
  - 3.1.2 Growth of Towns and Cities (**Second Urbanization**).
  - 3.1.3 Political and Economic factors leading to the rise of **Magadha**.
- **3.2 New Religious and Philosophical Movements:**
  - 3.2.1 Causes for the emergence of Heterodox Sects.
  - 3.2.2 **Jainism:** Life of Mahavira, Key Teachings (Ahimsa, Anekantavada).
  - 3.2.3 **Buddhism:** Life of Buddha, **Four Noble Truths**, Eightfold Path, and Spread.
- **3.3 Socio-Economic Life:**
  - 3.3.1 Craft Specialization and Guilds (**Shrenis**).
  - 3.3.2 Development of Coinage (Punch-marked coins) and Trade.

<b>UNIT-IV</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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**Unit IV: Consolidation of Power and Imperial Beginnings (c. 400 BCE - c. 300 BCE)**

- **4.1 Consolidation of Magadha:**
  - 4.1.1 The **Shishunaga** and **Nanda** Dynasties (Centralization efforts).
- **4.2 Persian and Greek Incursions:**
  - 4.2.1 **Persian Invasion** (Darius I) and its impact.
  - 4.2.2 **Alexander's Invasion** (Impact on politics and trade).
- **4.3 The Mauryan Foundation:**
  - 4.3.1 **Chandragupta Maurya** and the Overthrow of the Nanda Dynasty.
  - 4.3.2 Asoka's Administration (Central, Provincial, and Local).
  - 4.3.3 Ashoka and **Dhamma** (Nature and Propagation).

- 4.3.4 Mauryan Art and Architecture (Stupas, Pillars, Rock-cut Caves).

**Suggested Reading List:**

- V.K. Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
- R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
- R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers, 1995
- 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 Archaeology of Ancient Indian Cities, 1997, Paperback
- D.K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H.C. Raychaudhuri, ed. Political History of Ancient India, Rev.
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008
- Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -1, Prehistory
- R. Chakrabarti, Exploring Early India, Macmillan, 2013
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997
- Rajan Gurukul, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India 300 BC-AD 1300, 1996

## SEMESTER II

**COURSE NAME: HIS-MJ-02014: HISTORY OF INDIA: 300 BCE TO 1200 CE**

**Course Category: Major**

**CREDIT: 4**

**Course level:100**

### Course Objectives:

This course aims to familiarize the students with a comprehensive understanding of Indian history from the post-Mauryan period to the 1200 CE in chronological order. By the end of the course, the students will be able to learn about the features of the Gupta Empire and the subsequent period marked by astounding intellectual and artistic achievements. The students also be able to understand the growth of political structures in deep south and the political developments in India during the post gupta period marked by the rise of regional powers.

**Course Outcomes:** After completion of the course, the learner will-

1. Understand the political fragmentation following the collapse of the Mauryas, the rise of indigenous and foreign dynasties, and the vibrant economic and cultural exchanges.
2. Comprehend the causes of the rise and the decline of the Gupta empire, the intellectual and artistic achievements, often called the Classical Age.
3. Understand the rise of distinct regional powers across India, characterized by intense military rivalry and the consolidation of regional administrative and cultural patterns.
4. Understand the maturity of early medieval polities, the peak of Chola influence, and the political and cultural developments leading to the end of the designated period.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### Unit I: The Post-Mauryan and Early Kushana Age (c. 185 BCE – c. 250 CE)

- **1.1 Political Landscape after the Mauryas:**
  - 1.1.1 Indigenous Dynasties: The **Sungas** and **Kanvas** in North India.
  - 1.1.2 The **Satavahanas** in the Deccan (Administration, Trade, and their role in the South).
  - 1.1.3 **Sangam Age:** Polity, Society and Culture
- **1.2 Foreign Dynasties and Cultural Synthesis:**
  - 1.2.1 The **Indo-Greeks** (Menander) and their cultural impact.
  - 1.2.2 The **Sakas** and the **Kshatrapas** (Western India).
  - 1.2.3 The **Kushana Empire** (Kanishka) and its vast extent.
- **1.3 Economy, Society, and Art:**
  - 1.3.1 **Flourishing Trade Networks:** The Silk Route and Indo-Roman Maritime Trade.
  - 1.3.2 Developments in Art: The **Gandhara**, **Mathura**, and Amaravati Schools.
  - 1.3.3 Religious Changes: Emergence of **Mahayana Buddhism** and early forms of Puranic Hinduism.

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### Unit II: The Gupta and Post-Gupta Age (c. 320 CE – c. 750 CE)

- **2.1 The Gupta Empire (c. 320 – 550 CE):**
  - 2.1.1 Political History: **Chandragupta I, Samudragupta, and Chandragupta II** (Vikramaditya).
  - 2.1.2 Decline of the Guptas and the **Huna** Invasions
  - 2.1.3 Administration, Land Grants
  - 2.1.4. The debate on '**Feudalism**'
- **2.2 Golden Age of Art, Science, and Literature:**
  - 2.2.1 Temple Architecture: Evolution of **Structural Temples** (e.g., Dashavatara Temple, Deogarh).
  - 2.2.2 Literature: **Kalidasa** and the flourishing of classical Sanskrit drama and prose.
  - 2.2.3 Science: Contributions of **Aryabhata** and **Varahamihira** in Mathematics and Astronomy.
- **2.3 Post-Gupta Succession States:**
  - 2.3.1 The Rise of the **Vardhana** Dynasty and the reign of **Harshavardhana** (c. 606–647 CE).
  - 2.3.2 Accounts of Chinese Pilgrims (**Fa Hien** and **Hiuen Tsang**).

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit III: The Age of Regional Kingdoms and Tripartite Struggle (c. 750 CE – c. 1000 CE)**

- **3.1 The Tripartite Struggle for North India:**
  - 3.1.1 The **Palas** of Eastern India (patronage of Buddhism and Nalanda University).
  - 3.1.2 The **Pratiharas** of Western India (their political and administrative structure).
  - 3.1.3 The **Rashtrakutas** of the Deccan (their cultural achievements at Ellora and Elephanta).
- **3.2 Emergence of South Indian Powers:**
  - 3.2.1 The **Chalukyas** of Badami and the **Pallavas** of Kanchi (Temple construction and Art).
  - 3.2.2 The Rise of the Imperial **Cholas** (from Vijayalaya onwards).
- **3.3 Socio-Economic and Religious Trends:**
  - 3.3.1 Continued emphasis on **Land Grants** and the growth of the landowning class.
  - 3.3.2 The rise of the **Bhakti Movement** in South India (Alvars and Nayannars).
  - 3.3.3 The consolidation of **Shakta, Shaiva, and Vaishnava** sects.

<b>UNIT-IV</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit IV: Zenith of Regional Polities and Transition (c. 1000 CE – c. 1200 CE)**

- **4.1 The Imperial Cholas at their Zenith:**

- 4.1.1 Conquests of **Rajaraja I** and **Rajendra I** (Naval expeditions and Southeast Asian connections).
- 4.1.2 Chola Administration and **Village Autonomy** (local assemblies like the *Ur* and *Nadu*).
- 4.1.3 Art and Architecture: **Dravida Style Temples** (Brihadishwara Temple) and Bronze Casting.
- **4.2 Political Dynamics in North India (Rajput Age):**
  - 4.2.1 The **Rajput** concept and the formation of key dynasties (Chauhans, Gahadavalas, Paramaras).
  - 4.2.2 The political structure of North Indian kingdoms.
- **4.3 Socio-Cultural Consolidation and Regional Identity:**
  - 4.3.1 Development of **Regional Languages** and Vernacular Literature.
  - 4.3.2 Temple as a focal point of socio-economic life and regional integration.
  - 4.3.3 **External Trade** with Southeast Asia and China.

### **Suggested Readings :**

- Chakravarti. Ranabir. 2013. Exploring Early India up to c. AD 1300. Second Edition. Delhi: Macmillan
- Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India, 300 CE to 1300 AD. Delhi: Oxford University Press.
- Chattopadhyaya, B.D. 1994. The Making of Early Medieval India. New Delhi: Oxford University Press.
- Jha, D.N., 2012. , Ancient India in Historical Outline. Delhi: Manohar Publishers. Reprint.
- Kulke, Hermann(ed). 1994. The State in India, AD 1000-1700. New Delhi: Oxford University Press
- Roy, Kumkum. 1994. Emergence of Monarchy in North India. New Delhi: Oxford University Press
- Sharma, R.S. 1983. Aspects of Political Ideas and Institutions in Ancient India, New Delhi: Macmillan
- Sharma. R.S., 2006., India's Ancient Past. New Delhi: Oxford University Press.
- Sharma, R.S., 1983., Material Culture and Social Formations in Ancient India. New Delhi: Macmillan.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. Delhi: Pearson India.
- Thapar, Romila. 2003. The Penguin History of Early India: From the Origins to AD 1300 Penguin Random House India

## SEMESTER III

### **COURSE NAME: HIS-MJ-03014: HISTORY OF INDIA (1200-1526)**

**Course Category: Major**

**CREDIT: 4**

**Course level: 200**

**Course Objectives:** The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate. By the end of the course, the students will be able to learn about the political history and various socio-cultural developments in medieval societies with an understanding of the developments in the sphere of religion, art, and architecture.

**Course Outcomes:** Upon completion of this course, students will be able to:

1. Explain the various sources for reconstructing the history of medieval India.
2. Explain how the political transition impacted the geo-political structure between 1206-1526.
3. Learn about the administrative developments under the Sultanate alongside the emergence of key military and revenue institutions.
4. Identify the formation of different regional states apart from the Sultanate during this period along with their administrative system, political ideologies, legitimization, and the institution of kingship.
5. Explain the developments in the major religious trends and development in the art-architecture in medieval India.

<b>UNIT-I</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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#### **UNIT I: Survey of Sources and Early Foundations**

- **I.1 Literary Sources:**

- 1.1.1 **Court Chronicles** (*Tarikh* and *Siyar*) and Indo-Persian literature (e.g., Minhaj-i-Siraj, Zia-ud-din Barani).
- 1.1.2 **Travelogues** (e.g., Ibn Battuta) and Regional Literary traditions.
- 1.1.3 **Sufi Malfuzat** and Bhakti Literature.

- **I.2 Archaeological Sources:**

- 1.2.1 **Epigraphic** Evidence (Inscriptions on tombs, mosques, and public buildings).
- 1.2.2 **Numismatic** Evidence (The currency of the Sultans: Tanka and Jital).
- 1.2.3 **Material Remains** and **Indo-Islamic Architecture**.

- **I.3 Foundation and Consolidation of the Sultanate:**

- 1.3.1 **Causes of the success of the Turks** (Political, military, and socio-economic factors).

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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## UNIT II: Imperial Zenith, Institutions, and Crisis

- **II.1 Central and Military Organization:**
  - 2.1.1 **Central Administration** (Sultan and the Ministers: *Wazir, Diwan-i-Arz*).
  - 2.1.2 **Military Organization** and the role of the Cavalry.
- **II.2 Imperial Administration and Expansion:**
  - 2.2.1 **The Iqta System** (Nature, functioning, and evolution from Iltutmish to the Tughluqs).
  - 2.2.2 **Expansion under the Khaljis:** Conquest, Administration, and Economic reforms (**Ala-ud-din Khalji's** market control).
  - 2.2.3 **Tughluqs:** Ambitious projects of **Muhammad-bin Tughluq** and the public works and religious policies of **Firoze Shah Tughluq**.
- **II.3 Agriculture, Trade and Commerce:**
  - 3.3.1 **Agriculture** and the Land Revenue Systems (*Kharaj, GhallaBakhshi*).
  - 3.3.2 **Trade and Commerce** (Internal and External trade, role of *Sarrafs* and *Multanis*).

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT III: Fragmentation and Emergence of New Power Centres

- **III.1 Fragmentation of the Sultanate:**
  - 3.1.1 Causes for the decline of the Tughluqs and the invasion of **Taimur** (Timur).
  - 3.1.2 The instability of the Sayyid and Lodhi Dynasties.
- **III.2 Major Regional Kingdoms (The South):**
  - 3.2.1 **Bahmani Kingdom** (Origin, conflicts, and internal rivalry).
  - 3.2.2 **Vijaynagar Kingdoms** (Origin, political structure, and the **Nayak** system).
- **III.3 Regional Kingdoms (West and East):**
  - 3.3.1 **Kingdoms of Gujrat and Bengal** (Political consolidation, art, and architecture).
- **III.4 Rise of Afghans:**
  - 3.4.1 The Second Afghan Empire: **Sher Shah Sur** (Administration, revenue, and military reforms).

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT IV: State, Society, and Cultural Synthesis

- **IV.1 Bhakti and Sufi Movements:**
  - 4.1.1 **Bhakti Movement:** Origin, characteristics, and the contributions of major figures (e.g., Kabir, Guru Nanak).

- 4.1.2 **Sufi Movements:** Introduction and proliferation of the **Silsilas** (Chishtis, Suhrawardis) and the role of the *Khanqah*.
- 4.1.3 **Synthesis and Interaction:** The cultural interaction between Bhakti and Sufi traditions.
- **IV.2 State and Social Structure:**
  - 4.2.1 **The Ruling Class:** The nobility (*Umara*) and the composition of the military aristocracy
  - 4.2.2 **Urban and Rural Society:** The position of peasants and the non-agricultural class.
  - 4.2.3 **Slavery** during the Sultanate period, position of women

**Suggested Readings :**

- Farooqui, Salma (2011), *A Comprehensive History of Medieval India, From Twelfth to the Mid-Eighteenth Century*, Pearson
- Kumar, Sunil. (2007). *The Emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black.
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Rizvi, S.A.A. (1987). *The Wonder That Was India*. Vol.II. India. Picador
- Mohammad Habib and K.A. Nizami, (eds.) *Comprehensive History of India*, Vol. V, The Delhi Sultanate.
- Satish Chandra, *Medieval India I*.
- Peter Jackson, *The Delhi Sultanate*.
- K.A. Nizami, *Religion and Politics in the Thirteenth Century*.
- S.A.A. Rizvi, *A History of Sufism in India*, Vol. I.
- Mohibul Hasan, *Historians of Medieval India*.

# **Course Name: HIS-MJ-03024: HISTORY OF THE ANCIENT WORLD**

Course Category: Major

CREDIT: 4

Course level: 200

**Course Objectives:** The course aims to familiarize the students with a comprehensive understanding of world history in chronological detail from prehistoric times to the medieval period. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of various ancient civilizations with an understanding of the early social formation processes in the world.

**Course Outcomes:** After completion of this course a student will be able to:

1. To explain the historical development of human civilization around the world along with the political, social, cultural, and religious developments of ancient Egypt from the Old Kingdom through the New Kingdom.
2. Analyse the complexities of historical forces in West Asia and the key features of the civilisations that developed in the Fertile Crescent, focusing on Sumer and the Babylonian period.
3. Explain political events relating to the ancient Greece city states and the formation of the Greek polis, the unique experiment of Athenian democracy, and the enduring legacy of Greek culture.
4. Understand the transformation of Rome from a city-state to a Republic and then an Empire, detailing its political and economic structures.
5. To explain the challenges and crises faced by these early civilizations and their responses to these crises.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## **Unit I: Ancient Mesopotamia**

- **i) Bronze age : Essential aspects**
- **ii) Early Sumer:**
  - The geographical setting and the challenge of the **Tigris and Euphrates** rivers.
  - The **Uruk Period** and the origins of urban life.
- **iii) Sumerian Writing:**
  - Development of **Cuneiform**: From pictograms to phonetic signs.
  - The Epic of **Gilgamesh** as a literary and cultural source.
- **iv) System of Irrigation:**
  - Technology and social organization required for large-scale **irrigation networks**.
  - The role of agriculture in the Mesopotamian economy.
- **v) City-States of Sumer:**
  - Political structure, rivalry, and periods of unification (e.g., **Akkadian Empire**).
  - Social hierarchy: **Lugal**, priesthood, and commoners.
- **vi) Temples and Religion:**
  - The **Ziggurat** as a religious and civic center.

- The Mesopotamian pantheon and concepts of the afterlife.
- **vii) Hammurabi's Code of Laws:**
  - Context and significance of the Babylonian ruler **Hammurabi**.
  - Analysis of the Code: Principles of justice ("eye for an eye") and its social implications.

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### Unit II: Ancient Greece

- **i) Rise of City-States (Poleis):**
  - Geographical factors and the formation of independent city-states.
  - Comparison of major poleis: **Sparta** (Oligarchy and Military) vs. **Athens** (Democracy).
  - The **Persian Wars** and the consolidation of Greek identity.
- **ii) Athenian Democracy:**
  - Development from early reforms (**Solon, Cleisthenes**) to the age of **Pericles**.
  - Institutions of democracy: **Ecclesia** (Assembly), **Boule** (Council), and **Ostracism**.
  - The limits and critics of Athenian democracy (e.g., **Slavery** and the exclusion of women).
- **iii) Art; Literature, Philosophy & Science:**

**Art:** Classical sculpture (**Phidias**), the **Parthenon**, and the development of architectural orders (Doric, Ionic, Corinthian).

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### Unit III: Ancient Rome

- **i) Geographical Setting and Early Settlement**
  - Location and physical features of Italy
  - Foundation myth and early History
- **ii) Rise of the City-State:**
  - The **Roman Republic:** Institutions (Senate, Consuls, Assemblies)
  - The conflict between **Patricians and Plebeians**, XII Tables(Roman Law)
  - Conquest of Italy and the **Punic Wars** and expansion across the Mediterranean.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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- **ii) Roman Empire:**
  - The crisis of the Republic and the rise of military leaders (**Marius, Sulla, Julius Caesar**).
  - The establishment of the **Principate** under **Augustus** (27 BCE).

- The *PaxRomana* (Roman Peace): Administration, infrastructure, and the expansion of Roman law.
- **iii) Society , Economy and Culture**
  - The role of **slavery** in the Roman economy
  - Agriculture, Trade and Commerce:**roads** and maritime trade, currency
  - Art and Architecture

### **Suggested Readings:**

- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso
- Finley, M.I. (1963/1991). *The Ancient Greeks*, London: Penguin (1991 reprint)
- Fagan, Brian M., *People of the Earth, An Introduction to World Prehistory*, Pearson,2004
- Green, P. (1973). *A Concise History of Ancient Greece to the close of Classical era*, London: Thames and Hudson ltd.
- Hopkins, K. (1978). *Conquerors and Slaves*. Cambridge: Cambridge University Press
- Joshel, S. R. (2010). *Slavery in the Roman World*, Cambridge: Cambridge University Press
- Brunt, P.A. (1971). *Social Conflicts in the Roman Republic*. London: Chatty and Windus
- Finley, M.I. (1983). *Politics in the Ancient World*. Cambridge: Cambridge University Press
- Kumar, R. (2018). *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, New Delhi: Sage
- Burnsand Ralph, *World Civilizations*
- Gordon Childe, *What Happened in History*
- UNESCO series, *History of Mankind*
- Amar Farooqui , *Early Social Formations*

## SEMESTER IV

**Course Name:** HIS-MJ-04014: HISTORY OF INDIA (1526-1757)

**Course Category:** Major

**CREDIT:** 4

**Course level:** 200

### **Course Objectives:**

The objective of the course is to familiarize the students with the historical circumstances leading to the overthrow of the Turko-Afghans from the seat of power in Delhi and the establishment of the Mughal rule. They will also be introduced to the diverse cultural trends and the varied spectrums of socio-religious thoughts of the period.

**Course Outcomes:** After completion of the course, the learner will-

- 1:** Develop understanding about the political history of the early Mughals, their territorial expansion, and the sophisticated administrative and military institutions developed by them.
- 2 :**They will also comprehend the relationship between the state and religion, and the underlying social and economic structures that characterized the Mughal period.
- 3:** Understand the circumstances that gave rise to the internal challenge to the Mughal Empire: the rise of the Marathas under Shivaji, their administrative structure, and subsequent expansion.
- 4:** Develop understanding about the causes of the internal political collapse of the centralized Mughal state and the rise of autonomous regional polities.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### **Unit I: Empire Building: Foundations, Consolidation, and Structure**

- **I.1 Advent of the Mughals and Struggle for Existence (1526 – 1556 CE):**
  - 1.1.1 Babur's Victories: The First Battle of Panipat (1526) and the Battle of Khanwa (1527).
  - 1.1.2 Humayun's Struggle: Initial challenges, defeat by Sher Shah Suri, and exile.
  - 1.1.3 The Sur Interregnum: Sher Shah Suri's administrative and revenue reforms.
- **I.2 Consolidation and Territorial Expansion:**
  - 1.2.1 Akbar (1556–1605): The Second Battle of Panipat (1556), Conquest of Rajputana and Gujarat.
  - 1.2.2 Jahangir (1605–1627): Political events and annexation of Kangra and parts of Deccan.
  - 1.2.3 Shah Jahan (1628–1658): Deccan and Central Asian expeditions; height of architectural patronage.
  - 1.2.4 Aurangzeb (1658–1707): Conquests of Bijapur and Golconda; expansion to the territorial zenith.
- **I.3 Mughal Administration and Institutions:**
  - 1.3.1 Administrative Structure: Central (Emperor, *Wazir*, *Diwan*) and Provincial (*Subadar*, *Diwan*, *Qazi*).

- 1.3.2 Mansabdari System: Structure, ranks (*Zat* and *Sawar*), and functioning of the system.
- 1.3.3 Land-Revenue System: The Zabt and Dahsala systems (TodarMal's contribution).
- 1.3.4 Zamindari and Jagirdari Systems: Nature of the *Zamindars*, and the working and challenges of the *Jagirdari* system.

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit II: State, Society, and Economy**

- **II.1 State and Religion:**

- 2.1.1 Religious Policy of Akbar: Evolution from orthodox Islam to *Sulh-i-Kul* (Universal Peace), abolition of *Jiziya* and the IbadatKhana debates.
- 2.1.2 Religious Policy of Aurangzeb: Controversies, reimposition of *Jiziya*, and its impact on the state and public reaction.

- **II.2 Society and Economy:**

- 2.2.1 The Mughal Ruling Class: Composition of the Nobility (racial, ethnic, and religious groups).
- 2.2.2 Peasantry and Rural Society: The condition of the peasantry, land rights, and agrarian stratification.
- 2.2.3 Urban Centres and Artisans: Growth of cities and the organization of craft production.

- **II.3 Trade and Commerce under the Mughals:**

- 2.3.1 Internal and External Trade: Major routes, items of trade, and the role of the port cities.
- 2.3.2 Banking and Credit System: Role of the Sarrafs (money-changers) and commercial practices.
- 2.3.3 Currency System: The Mughal coinage and its standardization.

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit III: The Rise of the Maratha Power**

- **III.1 Rise of the Maratha Power under Shivaji:**

- 3.1.1 Early Life and Military Campaigns: Struggle with Bijapur and the Mughals.
- 3.1.2 Coronation and Political Significance: Assertion of Maratha sovereignty.
- 3.1.3 Shivaji's Conflict with Aurangzeb: The Treaty of Purandar and subsequent conflict.

- **III.2 Administrative Structure of the Marathas:**

- 3.2.1 Central Administration: The Ashtapradhan (Council of Eight Ministers) and their functions.
- 3.2.2 Provincial and Local Administration: Organization of the state into *Swarajya* and *Mughlai*.

- 3.2.3 Military Organisation: Fort administration and the cavalry and infantry divisions.
- **III.3 Revenue System and Expansion:**
  - 3.3.1 Revenue System: Land revenue assessment methods and agricultural policies.
  - 3.3.2 Fiscal Demands: Chauth and Sardeshmukhi (their nature and political significance).
  - 3.3.3 Maratha Expansion post-Shivaji: The consolidation of power under the Peshwas up to 1757 CE.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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#### **Unit IV: Decline of the Mughal Empire and Political Fragmentation**

- **IV.1 Factors and Theories of Mughal Decline (Post-1707 CE):**
  - 4.1.1 Internal Administrative Crises: The Jagirdari and Khalisa Crises (Theoretical explanations for decline)
  - 4.1.2 War of Succession (1707) and Later Mughals: Political instability, weak emperors, and the rise of court factions.
  - 4.1.3 External Shocks: The devastating invasion of Nadir Shah (1739) and the subsequent invasions of Ahmad Shah Abdali.
- **IV.2 Rise of Successor States:**
  - 4.2.1 Mughal Successor States: The emergence of autonomous polities in Bengal, Awadh, and Hyderabad.
  - 4.2.2 Independent Kingdoms: The consolidation of the Rajput states and the Sikh Misls.
  - 4.2.3 Maratha Ascendancy: The role of the Marathas as the paramount power in the 18th century and the Third Battle of Panipat (1761).
- **IV.3 Socio-Economic and Cultural Conditions (c. 18th Century):**
  - 4.3.1 Crisis of the Nobility and the decline of central authority.
  - 4.3.2 Continuity of Regional Trade and the economic situation on the eve of 1757 CE.
  - 4.3.3 Cultural developments in the successor states (Urdu and regional languages).

#### **Suggested Readings :**

- Farooqui, Salma (2011), *A Comprehensive History of Medieval India, From Twelfth to the Mid-Eighteenth Century*, Pearson
- Kulke, Hermann. (1995). *The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India* in Kulke, H (ed), "The State in India, 1000-1700", ed., New Delhi: Oxford University Press. 1997.
- Mukhia, Harbans (1976). *Historians and Historiography during the Reign of Akbar*. Vikas: Publishing House
- Mukhia, Harbans (2004). *The Mughals of India*, Oxford, United Kingdom: Wiley India, Blackwell Publishing
- Tripathi, R P. (1959). *Some Aspects of Muslim Administration*. Allahabad: The Indian Press

- Alam, M and S Subrahmanyam (eds.) (1998). *The Mughal State, 1526-1750*, Delhi: OUP
- Chandra, Satish. (Ed.) (2005). *Religion, State and Society in Medieval India: Collected Works of Nurul Hasan*, Delhi: Oxford University Press
- Bhargava, Meena (ed.) *Exploring Medieval India. Sixteenth to Eighteenth Century*, Vol. II, New Delhi: Orient BlackSwan
- Bhargava, Meena (Ed.) (2014). *The decline of the Mughal Empire*, Delhi: OUP
- Rizvi, S.A.A. (1987). *The Wonder That Was India. Vol.II. India*. Picador
- Richard M. Eaton, *India in the Persianate Age 1000-1765*
- HarbansMukhia, *The Mughals of India*.
- MuzaffarAlam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.
- J.F. Richards, *The Mughal Empire*.
- Irfan Habib, *Agrarian System of Mughal India, 1526 û 1707*.
- Satish Chandra, *Essays on Medieval Indian History*.
- Catherine Asher, *Architecture of Mughal India*
- Milo Beach, *Mughal, and Rajput Paintings*.
- Shireen Moosvi, *The Economy of the Mughal India: A Statistical Study*
- M. Athar Ali, *The Mughal Nobility under Aurangzeb*.
- Ebba Koch, *Mughal Art and Imperial Ideology*.
- S. Arsaratnam, *Maritime India in the Seventeenth Century*.
- Satish Chandra, *Parties and Politics at the Mughal Court*.
- S. NurulHasan, *Religion, State, and Society in Medieval India*.
- MuzaffarAlam, *The Crisis of Empire in Mughal North India*.
- Stewart Gordon, *The Marathas 1600 - 1818*.

**Course Name: HIS-MJ-04024: HISTORY OF ASSAM: EARLIEST TIMES TO 1228 CE**

**Course Category: Major**

**CREDIT: 4**

**Course level: 200**

**Course Objectives:**

The objective of the course is to give the students with a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th Century. The students will also be acquainted with the knowledge about the various archaeological and historical sources for the reconstruction of early history of Assam.

**Course Outcomes:** After completion of the course, the learner will-

**1:** Comprehend the various forms of evidence—textual, material, and archaeological—that historians use to reconstruct the history of ancient Assam.

**2 :**Develop a chronological interpretation of Assam history and evaluate the processes of early territorial state formations in Assam.

**3:** Be able to analyze the characteristics and significance of the political history and the structure of the Kamarupa state under its three principal dynasties and the collapse of the central authority that resulted the political fragmentation up to the critical juncture of 1228 CE.

**4:** Be able to explain the structural aspects of society, economy, and religion during the period of the major dynasties.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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**UNIT I: Brief Survey of Sources**

• **I.1 Literary Sources:**

- 1.1.1 Indigenous: References in the *Kalika Purana*, *Yogini Tantra*, *Mahabharata*, and regional chronicles.
- 1.1.2 Foreign: Accounts of Chinese travelers (Hiuen Tsang/Xuanzang), and brief mentions in the chronicles of the Sultans of Bengal.

• **I.2 Archaeological Sources:**

- 1.2.1 Epigraphic: Rock and copper plate inscriptions (e.g., Nidhanpur, Tezpur, Subhankara Pāṭaka grants) and their importance in establishing chronology and territory.
- 1.2.2 Numismatic: Absence or rarity of ancient coinage and the use of other mediums of exchange.
- 1.2.3 Material Remains: Fortifications, remnants of palaces, and early temple ruins.

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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**UNIT II: Ancient Assam: A Brief Outline**

• **II.1 Society:**

- 2.1.1 Social Structure: The Varna system and the integration of indigenous tribal communities.
- 2.1.2 Status of Women and Slavery: Evidence from inscriptions and literary accounts.

- 2.1.3 Caste Formation and Mobility: The role of the state in supporting the Brahmanical order through land grants.
- **II.2 Economy:**
  - 2.2.1 Agrarian System: Importance of wet-rice cultivation and the primary mode of production.
  - 2.2.2 Trade and Commerce: Internal riverine trade and limited external trade networks.
  - 2.2.3 Urban Centers: Growth and decline of capital cities (e.g., Harappesvara, Durjaya).
- **II.3 Religion:**
  - 2.3.1 Dominant Faiths: Patronage of Shaivism and Shaktism (especially the cult of Kamakhya).
  - 2.3.2 Buddhism and Vaishnavism: Evidence of their presence and coexistence.
  - 2.3.3 Religious Syncretism: The influence of Tantrism in the region.

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### UNIT III: Ruling Dynasties and Political Institutions

- **III.1 Ruling Dynasties:**
  - **3.1.1 Varmanas (c. 350 – 650 CE):** Political history, the reign of Bhaskaravarman, and alliance with Harsha.
  - **3.1.2 Salastambhas (Mlechchhas) (c. 650 – 900 CE):** Origin, key rulers, and political conflicts.
  - **3.1.3 Palas (c. 900 – 1100 CE):** Rise to power, political consolidation, and patronage of art/learning.
- **III.2 Administrative System:**
  - 3.2.1 Form of Government: Monarchy and the nature of the *Kamarupa* polity.
  - 3.2.2 Central Administration: Titles and functions of key officials (e.g., *Mahāmātya*, *Senāpati*).
  - 3.2.3 Provincial and Local Administration: Division into *Bhuktis*, *Mandals*, and *Viṣayas*.
  - 3.2.4 Judiciary and Law: Administration of justice.
  - 3.2.5 Sources of Revenue: Land revenue (*Bhāga*), taxes (*Kara*), and fines.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### UNIT IV: Post Pala Political Condition

- **IV.1 Invasions from the West:**
  - 4.1.1 Conflict with the Palas of Bengal: Repeated political pressure and military incursions from Bengal rulers.
  - 4.1.2 Early Contacts with the Sultans of Bengal: The campaign of BakhtiyarKhalji (c. 1206 CE) and its immediate impact on the political map of Western Assam.
- **IV.2 Emergence of Petty Chieftains:**

- 4.2.1 Western Assam: The rise of the Bara-Bhuiyans (12th-13th centuries) and the political instability and decentralized authority in the Kamata region.
- 4.2.2 Eastern Assam: The consolidation of hill and plain tribes into early kingdoms, including the nascent power of the Chutia and Khen polities.
- 4.2.3 Political Vacuum: The condition of the Brahmaputra Valley immediately prior to 1228 CE (the political fragmentation that allowed for the subsequent rise of new powers).

**Suggested Reading List:**

Barpujari, H. K. :*Comprehensive History of Assam, Vol. I, II, III*

Baruah, S. L.: *A Comprehensive History of Assam*

Barua B.K. (1951) *Cultural History of Assam*, K KBarooah, Nowgong, Assam

Baruah, S.L.: *A Comprehensive History of Assam*

Choudhury, P.C., *The History and Civilization of the People of Assam*

Gait E. A. :*A History of Assam*

## **Course Name: HIS-MJ-04034: EUROPE IN THE MIDDLE AGES**

**Course Category:** Major

**CREDIT:** 4

**Course level:** 200

### **Course Objectives:**

The objective of the course is to familiarize the students with the historical trends in Europe in the medieval period with broad ideas about the socio-economic and cultural patterns of the medieval world. They will be familiar with medieval of socio-economic and political structures and the forces of change emerged within them.

**Course Outcomes:** After completion of the course, the learner will-

**1:** Develop an understanding about the political, economic, and social collapse of the Romans and the subsequent formation of new kingdoms, and the growth of feudal institutions as the dominant social structure.

**2 :**Develop an understanding about the growth of medieval civilization, characterized by economic expansion, the consolidation of powerful institutions, and religious fervor.

**3:** Be able to explain the challenges and crises—demographic, political, and spiritual—that marked the end of the high medieval period and heralded fundamental change.

**4:** Be able to explain the intellectual and cultural rebirth in Italy and the maritime explorations that globally transformed Europe's position.

<b>UNIT-I</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **UNIT I: The Foundations of the Medieval World and the Rise of Feudalism (c. 5th – 10th Centuries CE)**

- **1.1 The Post-Roman Collapse and New Political Order:**
  - 1.1.1 The Barbarian Invasions and the formation of Germanic successor kingdoms (Franks, Visigoths).
  - 1.1.2 The rise of the Frankish Kingdom and the Carolingian Empire (Charlemagne's role).
- **1.2 Religious and Cultural Unity:**
  - 1.2.1 The growing power of the Papacy and the spread of Monasticism (St. Benedict and the Monastic Rule).
  - 1.2.2 The impact of the Second Wave of Invasions (Vikings, Magyars, Saracens) on political stability.
- **1.3 The Growth of Feudal Institutions:**
  - 1.3.1 Causes of Feudal Emergence: Weak central authority and the need for local defense.
  - 1.3.2 The relationship of Vassalage (Homage, Oath of Fealty) and the grant of the Fief (Land as the basis of power).
  - 1.3.3 The Manorial System (Economic basis of feudal society, serfdom, and the three-field system).

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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## UNIT II: The High Middle Ages: Institutions and Growth (c. 11th – 13th Centuries CE)

- **2.1 Church and State:**
  - 2.1.1 The Papal Monarchy and the struggle for supremacy (Investiture Controversy).
  - 2.1.2 The establishment of the Holy Roman Empire.
- **2.2 Expansion and Commerce:**
  - 2.2.1 Agricultural Revolution and population growth.
  - 2.2.2 Revival of Trade and the growth of Towns (The rise of a new mercantile class).
  - 2.2.3 The Crusades (Causes, impact on East-West trade, and feudal society).
- **2.3 Intellectual Life and Law:**
  - 2.3.1 The rise of Universities (Bologna, Paris) and the development of scholasticism.
  - 2.3.2 The foundations of Common Law in England.
  - 2.3.3 Gothic Architecture as a cultural expression.

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT III: Crisis, Transition, and Decline (c. 14th – Early 15th Centuries CE)

- **3.1 Demographic and Economic Catastrophe:**
  - 3.1.1 The Great Famine and its impact.
  - 3.1.2 The Black Death (1347–1351): Spread, mortality, and profound socio-economic consequences (Labor shortage, end of serfdom).
- **3.2 Political and Military Upheaval:**
  - 3.2.1 Peasant Revolts (Jacquerie in France, Peasants' Revolt in England) and their causes.
  - 3.2.2 The Hundred Years' War (1337–1453) and its role in the development of National Identity and professional armies.
- **3.3 Spiritual and Ecclesiastical Crisis:**
  - 3.3.1 The Avignon Papacy and the Great Schism (1378–1417).
  - 3.3.2 Early calls for religious reform (John Wycliffe and Jan Hus).

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT IV: Renaissance and the Age of Discovery (c. 15th Century CE)

- **4.1 The Italian Renaissance:**
  - 4.1.1 Origins and Characteristics: Individualism, Secularism, and Humanism.
  - 4.1.2 Patronage of the Arts and the High Renaissance (Leonardo, Michelangelo, Raphael).
  - 4.1.3 The development of Political Thought (Machiavelli's *The Prince*).
- **4.2 The Spread of the Renaissance and Printing:**

- 4.2.1 The Northern Renaissance (Focus on religious and social reform).
- 4.2.2 The impact of the Printing Press (Gutenberg) on literacy and the dissemination of ideas.
- **4.3 The Age of Discovery:**
  - 4.3.1 Causes of Exploration (Technology, economics, and religion).
  - 4.3.2 Early Explorations (Portugal and Spain: Henry the Navigator, Columbus, Vasco da Gama).
  - 4.3.3 Consequences: The beginnings of global trade, colonialism, and the Columbian Exchange.

**Suggested Reading List:**

Perry Anderson, *Passages from Antiquity to Feudalism*.

Marc Bloch, *Feudal Society*, 2 Vols.

Georges Duby, *The Early Growth of the European Economy*.

P. Garnsey and Saller, *The Roman Empire*.

J. Barraclough, *The Medieval Papacy*.

H. Butterfield, *The Origins of Modern Science*.

Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy*. 1000 -1700. J.

R. Hale, *Renaissance Europe*.

J. H. Parry, *The Age of Reconnaissance*.

MeenaxiPhukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.

V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.

B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD.500 - 1850*.

*The Cambridge Economic History of Europe. Vol. I - VI*.

M. P. Gilmore, *The World of Humanism. 1453 -1517*.

Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.

Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 -1600*.

Charles A. Nauert, *Humanism and the Culture of the Renaissance*(1996).

The New Cambridge Modern History of Europe, Vols. I -VII.

F. Rice, *The Foundations of Early Modern Europe*

# **Course Name: HIS-MJ-04044: CONCEPTS AND METHODS OF HISTORY**

Course Category: Major

CREDIT: 4

Course level: 200

## **Course Objectives:**

The objective of the course is to introduce the students with concepts and scope of History as a discipline of humanities and understand the contrast of History with other disciplines of social science and humanities. They will also get familiar with the interdisciplinary nature of history and with the history of writing history in different parts of the world in different phases in the early modern and the modern period and the different schools of historiography.

**Course Outcomes:** After completion of the course, the learner will-

- 1:** Develop an understanding about the meaning, scope and definition of history
- 2:** Be able to understand the basic differences of History with other disciplines of social sciences and humanities and the interdisciplinary nature of history.
- 3:** Understand the nature of sources and the development of different kinds of history writing.
- 4:** Be able to explain different traditions of historical writing in the premodern period.
- 5:** Be able to explain the development of modern historiography in Europe and India and critically assess the different schools of historiography

<b>UNIT-I</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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## **Unit I: History: Nature and Scope**

- **I.1 What is History? Definition and Scope:**
  - 1.1.1 Defining History: The relationship between the Past, Memory, and the Discipline.
  - 1.1.2 Scope of History: Time, Space, and Human Agency.
  - 1.1.3 The Debate on History as Science or Art
  - 1.1.4 **The Problem of Objectivity:** Can the historian be truly objective? The role of values and perspectives. **Historical Interpretation:** The role of theory and paradigm in explaining the past. **Bias in History:** Types of Bias: Political, religious, class, and gender bias. The Historian's Role in identifying and mitigating bias.
- **I.2 The Subject Matter of History: A Brief Survey of Changing Perspectives:**
  - 1.2.1 **Traditional Focus:** Kings, Dynasties, and Political Events.
  - 1.2.2 **Shift to Society and Culture:** Influence of the Annales School.
  - 1.2.3 **History from Below:** Subaltern and People's History.

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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## **Unit II: Categorization of History: Themes and Fields**

### **II.1 Thematic Categories of History:**

- 2.1.1 **Economic History:** Analysis of production, trade, labor, and markets.
- 2.1.2 **Social History:** Focus on class, gender, family, population, and social structures.
- 2.1.3 **Political History:** Study of power, state formation, diplomacy, and governance.

- 2.1.4 **Literary History:** History of texts, styles, and the social context of writing.
- 2.1.5 **Intellectual History:** History of ideas, philosophy, and schools of thought.
- **II.2 Specialized and Global Categories:**
  - 2.2.1 **Diplomatic History:** History of international relations, treaties, and foreign policy.
  - 2.2.2 **Universal History:** Attempts to write a history of mankind or the cosmos (e.g., world history approaches).
  - 2.2.3 **Legal History:** History of laws, legal institutions, and jurisprudence.
  - 2.2.4 **Gender and Environmental History** (Added for modern context): Brief survey of these contemporary fields.

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit III: History and other Disciplines**

#### **III.1 History and the Social Sciences:**

- 3.1.1 **Archaeology:** The reliance on material culture and the interpretation of non-textual evidence.
- 3.1.2 **Geography:** The concept of **historical geography** and the role of space and environment.
- 3.1.3 **Sociology and Anthropology:** Use of concepts like structure, function, and culture in historical analysis.
- 3.1.4 **Economics:** The use of models, statistics, and theory in explaining historical economic change.
- 3.1.5 **Political Science:** The study of state structures, political ideologies, and power dynamics.
- **III.2 History and the Humanities:**
  - 3.2.1 **Philosophy:** The relationship with **Philosophy of History** (metaphysical and critical approaches).
  - 3.2.2 **Literature:** Narrative structure, discourse analysis, and literature as a source for history.

<b>UNIT-IV</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit IV: Traditions of Historical Writing**

#### **IV.1 Classical and Early Traditions:**

- 4.1.1 **Greco-Roman Traditions:** Herodotus, Thucydides, Livy and Tacitus—emphasis on cause/effect and political narrative.
- 4.1.2 **Chinese Tradition:** The development of official dynastic histories and the role of the historian.
- 4.2.2: Medieval European Historiography and Christian Chronicles
- 4.3.3: Renaissance Historiography, Enlightenment Historiography, Ranke, Niebuhr, Whig interpretation of history and Development of modern History Writing
- 4.4.4.; Marxism and its Impact in History Writing, The Annales School-Marc Bloch, Lucien Febvre and Braudel
- **IV.2 Indian Traditions:**

- 4.2.1 **Traditions in Early India:** Lack of a strong chronological tradition; *Puranas*, *Ithasa-Purana*, and *Rajatarangini* (Kalhana).
- 4.2.2 **Traditions in Medieval India: Persian Court Chronicles** (*Tarikh* and *Siyar*)—Zia-ud-din Barani and AbulFazl, Regional chronicles—*Buranji*, *Bakhar* and *Khayat*
- **IV.3 Modern Traditions:**
  - 4.3.1 **History Writing in Modern India:** The **Colonial School** (James Mill), the **Nationalist Critique**, and the **Marxist School**.
  - 4.3.2 Introduction to **Subaltern and Post-Colonial** Historiographies.

### **Suggested Reading:**

Ali, B. Sheikh, (2022) (Reprint) *History: Its Theory and Methods*, Laxmi Publication

Barnes, H.E. : A History of History Writing, Oklahoma, 1937 Black

Cannon John (ed) : The Historian at Work, London, 1980

Chandra Satish : Recent Trends in Historiography, New Delhi, 1988

Collingwood, R.G : The Idea of History, OUP, latest edition Evans J.

David Cannadine : Making History Now and Then- Discoveries, Controversies and Explorations

David Cannadine, (2004). *What is History Now?* Palgrave Macmillan

E.H. Carr : What is History

Guha, Ranajit : Small Voice of History

J.W & Bernard H : A History of History Writing, 2 vols.

Jeremy and Donald M. : Studying History, Macmillan, 1997

Lila Gogoi The Buranjis- Historical Literature of Assam

Marwick, A, (1989) *The Nature of History*, Palgrave Macmillan

Marwick, Arthur : Introduction to History, London, 1977

Merquior J.G : Foucault, London, Second edition, 1991

Perry Matt : Marxism and History

Richard : In Defense of History, London, 1997

Rublack, Ulinka : A Concise Companion to History

Sreedharan, E : A Textbook of Historiography 500 BC to 2000

Stern Fritz : Varieties of History, New York, Thompson,

Thapar, R, (2014) *The Past as Present*, Aleph Book Company

Thapar, R., Mukhia. Chandra, Bipan. (1969) *Communalism and the Writing of Indian History*

Thapar, Romila : Our History, Their History, Whose History  
: Interpreting Early India  
: The Pasts Before Us --Historical Traditions of early North India

Tosh, John : Why History Matters

William Kelleher Storey : Writing History A Guide for Students

## SEMESTER V

**Course Name:** HIS-MJ-05014: HISTORY OF INDIA (1757-1857)

**Course Category:** Major

**CREDIT:** 4

**Course level:**300

**Course Objectives:**The objective of the course is to apprise the students about the chaotic political environment in India emerged with the gradual decline of the Mughal Empire, the growth of several regional powers and their mutual rivalries that consequently facilitated the establishment of colonial empire by the English East India Company in India. The students also be acquainted with the impact of the colonial policies introduced by the East India Company (EIC) to expand and consolidate their hold over India, various forms of internal resistance offered by the Indian masses--from isolated uprisings to the massive revolt of 1857.

**Course Outcomes:** After completion of the course, the learner will-

**1:** Develop an understanding about the political environment in India in the first half of 18th century and the historical process through which the British East India Company established its paramountcy in India.

**2:** Develop clear understanding about the different expansionist policies taken by the East India Company to expand and consolidate their hold over India and the establishment of centralized and exploitative land revenue systems designed to maximize the profit of the colonial power.

**3:** Be able to explain the profound and destructive changes brought to the traditional rural economy by policies of the East India Company, focusing on agriculture and rural economy.

**4:** Be able to analyze various forms of internal resistance—from isolated uprisings to the massive revolt of 1857—that challenged the East India Company's authority.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### UNIT I: The Foundations of Colonial Power

- **1.1 Background: Political, Social, and Economic Changes in Mid-Eighteenth Century:**
  - 1.1.1 Decline of the Mughal Empire and the emergence of autonomous successor states, **The 18th Century Debate -Theoretical explanations for decline**
  - 1.1.2 The rise of regional powers (e.g., Marathas, Mysore, Bengal) and the new political balance.
  - 1.1.3 Economic stagnation and the growth of European trading influence.
- **1.2 Tools of British Expansion: War and Diplomacy:**
  - 1.2.1 **Key Conflicts:** Bengal (Plassey and Buxar), Mysore, Marathas, North-East (Assam/Myanmar wars), Rohillas, Oudh, Central India, Sindh, and Punjab.
  - 1.2.2 **Diplomatic Instruments:** The **Subsidiary Alliance** (Wellesley) and its political consequences.
  - 1.2.3 **Annexation Policy:** The **Doctrine of Lapse** (Dalhousie) and its role in territorial expansion.

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT II: Consolidation of British Rule and Administrative Structure

- **2.1 Administrative System:**
  - 2.1.1 **Central and Provincial Administration:** Establishment of the Governor-General in Council and the evolution of the administrative bureaucracy.
  - 2.1.2 **District and Judicial Administrative System:** The establishment of civil and criminal courts (Diwani and Faujdari) and the introduction of codified laws.
- **2.2 Land Revenue Settlements:**
  - 2.2.1 **Permanent Settlement (Zamindari):** Features, aims, and its impact on Bengal's society and economy.
  - 2.2.2 **Ryotwari Settlement:** Features, implementation in Madras and Bombay, and its direct relationship with the peasantry.
  - 2.2.3 **Mahalwari Settlement:** Features and implementation in North-Western Provinces and Punjab.

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT III: Impact of Colonial Rule on Rural Economy

- **3.1 Commercialization of Agriculture and its Effects:**
  - 3.1.1 Focus on cash crops (indigo, cotton, opium) over food grains.
  - 3.1.2 Effect on food security and the increased dependence of peasants on markets.
- **3.2 Decline of Cottage Industries:**
  - 3.2.1 The impact of cheap British machine-made goods and discriminatory tariff policies.
  - 3.2.2 **De-industrialization** and the resultant overcrowding of agriculture.
- **3.3 Rural Indebtedness:**
  - 3.3.1 Role of new land laws, rigid revenue collection, and commercialization in increasing debt.
  - 3.3.2 The rise of the **money-lender** and the deterioration of the peasant's economic condition.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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## UNIT IV: Popular Resistance to Company's Rule

- **4.1 Peasant and Tribal Movements:**

- 4.1.1 **Causes** of resistance (Land grievances, forest laws, exploitation by *Zamindars* and money-lenders).
- 4.1.2 **Key Movements:** Brief survey of early peasant uprisings (e.g., Sanyasi/Fakir) and major tribal revolts (e.g., SanthalHool, Kol Uprising).
- **4.2 Revolt of 1857:**
  - 4.2.1 **Causes:** Social, religious, economic, military, and political factors leading to the outbreak.
  - 4.2.2 **Nature:** Historiographical debates on the character of the revolt (Sepoy Mutiny, First War of Independence, Feudal Reaction).
  - 4.2.3 **Results:** End of EIC rule, assumption of control by the British Crown, and changes in the army and administrative policy.

### **Suggested Reading List:**

Bandyopadhyaya, Sekhar :*From Plassey to Partition A History of Modern India*

Chandra, B: *History of Modern India*

Desai, A. R :*Social Background of Indian Nationalism*

Fisher, Micheal :*The Politics of the British Annexation of India, 1757 – 1857,*

Grewal, J. S :*The Sikhs of the Punjab*

Gordon, Stuart :*The Marathas*

Grover B.L & Grover, S :*A New Look at Modern Indian History*

Jones, K.W :*Socio-Religious Reform Movements in British India,*

Lakshmi Subramanian, *History of India, 1707-1857, Orient Black Swam.*

Banerjee-Dube, Ishita (2014) *History of Modern India, Cambridge University Press, New Delhi.*

**Course Name: HIS-MJ-05024: ASSAM HISTORY (1228-1826)****Course Category: Major****CREDIT: 4****Course level:300**

**Course Objectives:**The objective of the course is to familiarize the students with the political changes occurred in the Brahmaputra valley with arrival of Tai-Ahoms in the early part of the 13th century CE. By the end of the course, the students will acquire historical understanding about the socio-economic and cultural developments initiated by the Ahom monarchy and the flourishing of Neo-Vaishnavite movement.

**Course Outcomes:** After completion of the course, the learner will-

- 1:** Develop an understanding about the establishment of the Ahom political system by Sukapha, alongside the political landscape of the Brahmaputra Valley at that period.
- 2:** Develop a chronological interpretation of expansion of the Ahom state, its conflicts with neighboring powers, and the key battles that secured its political dominion in the Brahmaputra valley.
- 3:** Be able to explain the administrative, socio-political and economic machinery of the Ahom state at its height, and the key religious and cultural developments of the period.
- 4:** Be able to analyze the nature of the internal crises that led to the decline of the Ahom Kingdom and its eventual transition to British rule.

<b>UNIT-I</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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**Unit I: Sources and Foundation of the Ahom Kingdom (c. 1228 – 1497 CE)**

- **1.1 Sources for Medieval Assamese History**
  - Indigenous Sources: The Buranjis (Ahom/Assamese chronicles) – their nature, importance, and limitations; Vamsavalis.
  - Literary Sources: Assamese Vaishnava literature (Sankaradeva and his disciples), folk literature, and ballads.
  - Other Sources: Archaeological, epigraphic (Ahom coins and inscriptions), and accounts of foreign travelers (e.g., Mir Jumla's invasion).
- **1.2 Political Condition on the Eve of Ahom Arrival**
  - Geography and the rise of regional powers in the Brahmaputra Valley.
  - Rise and fall of the Kamata Kingdom.
  - The early indigenous states: Chutiya (Sadiya region) and Dimasa-Kachari (Dima Hasao and Cachar region).
- **1.3 Foundation of the Ahom Kingdom**
  - Chaolung Sukapha (1228–1268 CE): Migration, early settlements (Charaideo), and the initial process of state formation and ethnic and cultural assimilation.
  - Establishment of the Council of Ministers: The Dangarias (Burhagohain and Borgohain).

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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**Unit II: Consolidation, Expansion, and Conflicts (c. 1497 – 1682 CE)**

- **2.1 Consolidation and Expansion**
  - The reign of Suhungmung, Dihingia Raja (1497–1539 CE): Conquest of the Chutiya and Kachari kingdoms. Early conflicts with the Bengal Sultanate.
  - The Koch Kingdom: Rise of BiswaSingha and Nara Narayana; its relations and conflicts with the Ahom Kingdom.
  - Reforms under PratapSingha (1603–1641 CE): Introduction of the *Borbarua* and *Borphukan* offices; codification of the Paik System.
- **2.2 Ahom-Mughal Conflicts (The 17th Century)**
  - Causes and nature of Ahom-Mughal wars.
  - Mir Jumla's Invasion (1662-63): Causes, consequences, and the Treaty of Ghilajharighat.
  - The Battle of Saraighat (1671): Role of LachitBorphukan, strategic significance, and its importance in marking the final defeat of the Mughals in Assam.
- **2.3 The Tungkhungia Dynasty**
  - The period of instability (1672–1681 CE) and the ascendancy of the Tungkhungia dynasty under GadadharSingha (1681–1696 CE).

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit III: Administration, Society, and Culture (Ahom Zenith)**

- **3.1 Ahom Administrative System**
  - Central Administration: Role of the Swargadeo (King) and the Council of Ministers (*Patra Mantris*).
  - Provincial and Local Administration: The offices of the *Borbarua* and *Borphukan*; the system of *Khels* and *Mel*; and justice administration.
  - The Paik System: Nature, organisation (*Gots*), evolution, and its role as the backbone of the Ahom military and economy.
- **3.2 Society and Economy**
  - Social Structure: Ahomisation and Sanskritisation; caste and class structure; position of women.
  - Economic Life: Land revenue (the Paik System as a labour-based system), agriculture, trade, and crafts (e.g., silk and metallurgy).
  - Relations with Hill Tribes: Ahom policy towards the Nagas, Miris, Mishmis, and others (a mix of military campaigns and economic engagement).
- **3.3 Cultural and Religious Life**
  - The Neo-Vaishnavite Movement (Ekasarana Dharma): Role of SrimantaSankardeva and Madhabdeva; the Satra institution and its influence on Assamese society, art, and literature.
  - Ahom Religious Practices: The transition from traditional Tai-Ahom beliefs to Hinduism; construction of temples and tanks (e.g., under RudraSingha).
  - Art and Architecture: Moidams (burial mounds) and temple architecture.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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#### Unit IV: Decline and the End of Ahom Rule (c. 1769 – 1826 CE)

- **4.1 Internal Causes of Decline**
  - The crisis of the Paik System.
  - Growing conflict between the Ahom state and the Satra institutions.
  - The Moamariya Rebellion (1769 CE onwards): Causes, nature, and consequences; role of the *Mahanta* and the *Matak* people.
- **4.2 External Intervention and Final Collapse**
  - The mission of Captain Welsh (1792-94) and the British East India Company's initial involvement in Assam.
  - Burmese Invasions (1817–1825): Causes and consequences of the repeated invasions (*Manor Din* or 'The Days of the Burmese').
  - The First Anglo-Burmese War (1824–1826).
- **4.3 Intervention of East India Company and The Treaty of Yandaboo (1826)**
  - Second Burmese Invasion
  - Outbreak of conflict between East India Company and Burma
  - Terms and immediate consequences.

#### Suggested Reading List:

- Barpujari, H. K.: *Comprehensive History of Assam, Vol. I, II, III*
- Baruah, S.L.: *A Comprehensive History of Assam*
- Baruah, S.L.: *Last Days of Ahom Monarchy(1769-1826)*
- Baruah, S.L. 1985: *A Comprehensive History of Assam*, Munshiram Monoharlal, New Delhi,
- Bhuyan, S., K.,: *Lachit Barphukan and His Times*
- Bhuyan, S.K. : *Anglo-Assamese Relations(1771-1826)*
- Devi, L. : *Ahom-Tribal Relations*
- Devi, Lakshmi 1968 : *Assam Buranji*(Assamese), LBS Publishers, Guwahati
- Gait E.A.: *A History of Assam*
- Gogoi, L.: *A History of the System of Ahom Administration*
- Gogoi, Padmeswar 2016 (Reprint) : *The Tai and the Tai Kingdoms*, Gauhati University Press.
- Guha, A. 1991: *Medieval and Early Colonial Assam*, Bhabani Books,.
- Nath, D. 1987: *Asom Buranji*(Assamese) Bidya Bhawan.
- Nath, D: *History of the Koch Kingdom*
- Nath, J., G.,: *Agrarian System of Medieval Assam*
- Neog, M., 1965: *Sankardeva and his Times*, Gauhati University Press, First Print

## **Course Name: HIS-MJ-05034: HISTORY OF EUROPE (1500-1815)**

Course Category: Major

CREDIT: 4

Course level:300

**Course Objectives:**The course aims to acquaint the student with the changes in the socio-political and economic landscape in Europe from the sixteenth century that witnessed gradual decline of feudal socio-economic order and the rise of Capitalism. They will also be introduced with the socio-political and economic upheavals and their long-lasting ramification in Europe and world history. They are also to be introduced with the new intellectual currents that initiated revolutionary changes in the political, economic and social spheres.

**Course Outcomes:** After completion of the course, the learner will-

- 1:** Explain the Transition of Europe from medieval to modern era marked by gradual decline of feudal socio-economic order and the rise of Capitalism and the tussle between the forces of change and continuity.
- 2:** Analyse the socio-economic changes that led to the consolidation of centralized monarchical power, the theory of absolutism, and the shift in the balance of power across Europe and the rise of new social classes.
- 3:** Illustrate the linkages between the growth of new social and political forces that stimulated the birth of nation-states in Europe and the political economy of rival national interests.
- 4:** Critically assess European enlightenment and intellectual and economic movements of the 17th and 18th centuries that completely altered European thought and laid the foundations for industrial and political change.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### **Unit I: The Socio-economic transition and the Religious Upheaval**

#### **1.1 Transition of Europe from Medieval to Early Modern Era**

- Decline of Feudalism and Transition to Capitalism
- Factors responsible for Decline of Feudalism
- Transition Debate
- **1.2 Causes and Beginnings of the Reformation**
  - Socio-economic and political background; intellectual critique (Humanism).
  - **Martin Luther** and the Ninety-Five Theses (1517); key theological doctrines: *Sola Fide* and *Sola Scriptura*.
  - The spread of **Lutheranism** in Germany and Scandinavia; the Diet of Worms (1521).
- **1.3 Major Reform Movements**
  - **John Calvin** and the Geneva Theocracy; the doctrine of **Predestination**; spread of Calvinism (Presbyterianism, Huguenots).
  - **The English Reformation:** Henry VIII, the Acts of Supremacy, and the political nature of the schism; role of Elizabeth I.
  - The **Radical Reformation** (Anabaptists).
- **1.4 Catholic Response and Wars of Religion**

- **The Counter-Reformation (or Catholic Reformation):** The **Council of Trent** (1545-1563) – doctrinal and disciplinary reforms.
- The Society of Jesus (**Jesuits**): organization and role in education and missionary work.
- **European Wars of Religion:** The French Wars of Religion (St. Bartholomew's Day Massacre, **Edict of Nantes**) and the Revolt of the Netherlands.
- The **Thirty Years' War (1618–1648):** Causes, phases, and the significance of the **Peace of Westphalia** (1648).

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit II: Rise of the Nation-State and Absolutism (c. 16th – 18th Centuries)**

- **2.1 The Theory and Practice of Absolutism**
  - The doctrine of **Divine Right of Kings** (e.g., Bossuet).
  - **France under Louis XIV ("The Sun King"):** Centralization of power, role of finance ministers (Colbert), and the Palace of Versailles ; militarism and expansionist foreign policy.
- **2.2 Emerging Great Powers**
  - The decline of **Spain** (post-Philip II).
  - **The Rise of Russia:** Reforms under **Peter the Great** (Westernisation) and the policies of **Catherine the Great**.
  - **The Rise of Prussia:** Role of the Hohenzollern dynasty and **Frederick the Great;** military and bureaucratic reforms.
- **2.3 Constitutionalism and Limited Monarchy**
  - **The English Civil War (1642–1651):** Causes, role of Parliament and Cromwell, and the execution of Charles I.
  - **The Glorious Revolution (1688):** Causes, Bloodless Revolution, and the significance of the **Bill of Rights (1689)** in establishing Parliamentary supremacy.

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit III: Intellectual and Economic Transformations**

- **3.1 The Scientific Revolution**
  - Changing cosmological views: **Copernicus** (Heliocentric Theory), **Galileo**.
  - Development of the **Scientific Method:** Role of **Francis Bacon** (Inductive Reasoning) and **René Descartes** (Deductive Reasoning).
  - **Isaac Newton** and the synthesis of science (Laws of Motion and Gravity).
  - Impact of the Scientific Revolution on philosophy and religion.
- **3.2 The Enlightenment (Age of Reason)**
  - Key ideas: Reason, Individualism, Secularism, and progress.

- **Key Thinkers (Philosophes):**Locke (Natural Rights), **Montesquieu** (Separation of Powers), **Voltaire** (Freedom of Speech and Religion), and **Rousseau** (Social Contract, General Will).
- **Enlightened Despotism:** Attempts at reform by Frederick the Great (Prussia), Catherine the Great (Russia), and Joseph II (Austria).
- **3.3 Economic Changes and Overseas Expansion**
  - The Commercial Revolution and the rise of **Mercantilism**. Colonial expansion, Plantation, labour, mines, Slavery and the slave trade,
  - The **Agricultural Revolution** of the 18th century (enclosure movement, new techniques).
  - **Colonial Rivalries:**The conquest of the Americas and the beginning of colonization, The struggle for dominance between Britain and France; the **Seven Years' War (1756-1763)** and its global impact.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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#### Unit IV: The French Revolution, Rise and fall of Napoleon Bonaparte

- **4.1 The Crisis of the *Ancien Régime***
  - **Socio-Political Structure:** The three **Estates** and the basis of privilege; the burden on the **Third Estate**.
  - **Economic and Financial Crisis:** State debt, excessive expenditure (Versailles), and the failure of tax reforms.
  - The influence of **Enlightenment Ideals** and the **American War of Independence**.
- **4.2 The Course of the Revolution (1789–1792)**
  - The summoning of the **Estates-General** (1789); the **National Assembly** and the **Tennis Court Oath**.
  - The **Storming of the Bastille** (July 14, 1789); the **Great Fear**.
  - The **Declaration of the Rights of Man and of the Citizen** (1789).
  - The Civil Constitution of the Clergy and the establishment of the **Constitutional Monarchy**.
- **4.3 Significance and Immediate Aftermath**
  - The role of **Political Clubs** (Jacobins and Girondins); the flight of the King (Varennes).
  - The **End of the Monarchy** and the Proclamation of the First French Republic (1792).
  - Significance of the French Revolution for the end of Feudalism and the rise of **Nationalism** and **Liberalism** in Europe.
  - **Women and the French Revolution**
- **4.4 Rise and Fall of Napoleonic Empire**
  - Rise of Napoleon Bonaparte
  - Napoleonic Empire and Reforms
  - Downfall of Napoleonic Empire-Continental System, Peninsular war, Russian Campaign

## **Suggested Reading List:**

Carlo M. Cipolla, Fontana *Economic History of Europe, Vols II and III*  
Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000-1700*, 1993  
Christopher Hill, *A Century of Revolutions*  
D.C. Coleman(ed) *Revisions in Mercantilism*  
F. Rice, *The Foundation of Early Modern Europe*  
G. Parker and L.M. Smith *General Crisis of the Seventeenth Century*  
G. Parker, *Europe in Crisis 1598-1648*  
H. Butterfield, *The Origin of Modern Science*  
H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*  
J. H. Parry, *The Age of Reconnaissance*  
J.R. Hale, *Renaissance Europe*  
Jan de Vries *Economy of Europe in an Age of Crisis, 1600-1750.*  
Maurice Dobb, *Studies in the Development of Capitalism*  
MeenaxiPhukan, *Rise of the Modern West:*  
Peter Kriedte, *Peasants, Landlords and Merchant Capitalism*  
Philip J Stern *Mercantilism Reimagined: Political Economy in Early Modern Britain and Its Empire*  
R. Hall *From Galileo to Newton*  
Ralph Davis, *The Rise of Atlantic Economies*  
Rodney Hilton, *Transition from Feudalism to Capitalism Social and Economic History of Early Modern Europe*  
Stephen J. Lee, *Aspects of European History, 1494- 1789*  
T.S. Aston and C.H.E. Phillips(eds) *The Brenner Debate*  
*The Cambridge Economic History of Europe Vol I to VI*  
Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*  
V. Poliensky, *War and Society in Europe, 1618-48*  
V. Scammell, *The First Imperial Age: European Overseas Expansion 1400-1715*  
William Bouwsma, Michael Kimmel *Absolutism and Its Discontent: State and Society in 17th Century France and England*  
Lynn Hunt: *Politics, Culture and Class in French Revolution*  
*The Revolutionary self: Social Change and the Emergence of the Modern Individual(1770-1800)*  
*The Family Romance of the French Revolution*

## SEMESTER VI

**Course Name:** HIS-MJ-06014: HISTORY OF INDIA (1857-1947)

**Course Category:** Major

**CREDIT:** 4

**Course level:**300

**Course Objectives:**The course aims to acquaint the students with the major historical developments in India between c.1857 to 1947 and familiarize the students with the character of British colonial exploitation and the forms of Indian resistance to the British policies during that period. At the same time the course aims to illustrate the role of national and regional political organizations and leaders in the development of political consciousness, their ideologies, and methods in uniting all the different sections of the society in fighting against the British colonial power resulted in the independence of our country from the colonial bondage.

**Course Outcomes:** Upon completion of this course, students will be able to:

**1:** Understand the process of transfer of Indian colonial empire from the East India Company to the British the Crown and consequent change in the nature of colonial establishment.

**2:** Analyse the role various social reform movements in the first half of the nineteenth century and spread of new ideas, its contribution in the emergence of the Indian intelligentsia and political consciousness against British policies.

**3:** Compare and contrast the different political ideologies and their approaches in the freedom movement in the first decades of the twentieth century.

**4:** Critically assess the Stages of the freedom struggle and role of Mahatma Gandhi and his Satyagraha in the freedom struggle.

**5:** Explain the constitutional measures introduced by the British Parliament and its repercussion on Indian national politics.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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### **Unit I: Imperial Reorganization after the Revolt of 1857**

- **1.1 Constitutional and Central Administration Changes**
  - **The Act for the Better Government of India (1858):** Transfer of power from the **East India Company** to the **British Crown**; abolition of the Court of Directors and Board of Control; creation of the **Secretary of State for India** and the **India Council**.
  - **Queen's Proclamation (1858):** Its key promises and implications regarding relations with Indian Princes, religious tolerance, and administrative service.
- **1.2 Provincial and Local Governance**
  - **Provincial Administration:** Gradual process of **decentralization** of finance; increased role of Provincial Legislative Councils.
  - **Local Bodies (Local Self-Government):** The policies of **Lord Mayo** and **Lord Ripon** (especially the **Local Self-Government Resolution of 1882**); its objectives and limitations.
- **1.3 Military and Civil Service Reforms**
  - **Changes in the Army:** Implementation of the **Peel Commission** recommendations; the policy of "**divide and rule**" in military recruitment; the concept of "**martial races**."
  - Reforms in the Indian Civil Service (**ICS**) and attempts at **Indianization**.

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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## Unit II: Cultural Awakening and Social Reform (19th Century)

- **2.1 The Rise of the Intelligentsia and Public Sphere**
  - **Spread of Western Education:** Role of missionaries and the British Government (e.g., Macaulay's Minute); emergence of a new **Indian Intelligentsia** and their dual role as critics and reformers.
  - **Growth of Press (Print Media):** Role of vernacular and English newspapers in promoting political consciousness and social reform.
- **2.2 Major Socio-Religious Reform Movements**
  - **Raja Ram Mohan Roy** and the **Brahma Samaj:** Advocating monotheism and rationalism; critique of Sati.
  - **Ishwar Chandra Vidyasagar** and the **PrarthanaSamaj:** Promoting women's education and widow remarriage.
  - **Dayananda Saraswati** and the **Arya Samaj:** The call of "Go back to the Vedas"; *Suddhi* movement.
  - **Theosophical Society:** Contribution of **Annie Besant**; revival of Hindu and Buddhist traditions.
  - **Syed Ahmed Khan** and the **Aligarh Movement:** Promoting modern education among Muslims.
  - **Ramakrishna Mission:** Spiritual and social service work by **Swami Vivekananda** and his emphasis on practical Vedanta

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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## Unit III: The Birth and Evolution of Indian Nationalism

- **3.1 Early Nationalism (1885-1905)**
  - **Emergence of the Indian National Congress (1885):** Causes of its formation; the **Safety Valve Theory** and the official view.
  - **Moderates and Extremists:** Ideologies, methods, and contributions of **DadabhaiNaoroji**, **G.K. Gokhale** (Moderates) and **LalaLajpat Rai**, **B.G. Tilak** (Extremists); the Surat Split (1907).
- **3.2 The First Mass Movements**
  - **Partition of Bengal (1905):** Curzon's rationale and true objectives.
  - **The Swadeshi Movement:** Boycott, Passive Resistance, and its impact on culture and industry.
- **3.3 The Gandhian Era and Revolutionary Activities**
  - **National Movement under Gandhi:** Philosophy of **Satyagraha**; Non-Co-operation Movement (1920-22) and its political and social impact.
  - **Growth of Revolutionary Activities:** Ideologies and key figures (e.g., Bhagat Singh, Chandrasekhar Azad).

- **Communal Consciousness:** The rise of the **Muslim League** and early expressions of separatist ideology.
- **Civil Disobedience Movement (1930-34):** The **Dandi March**, expansion of the movement, and the Gandhi-Irwin Pact.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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#### Unit IV: The Final Decades: Towards Independence and Partition

- **4.1 The Final Push and Negotiations**
  - **Quit India Movement (1942):** Causes, nature (leaderless movement), the slogan "**Do or Die**," and its suppression.
  - Post-War developments: The **Cabinet Mission Plan (1946)** and the failure of negotiated unity.
- **4.2 The Tragedy of Partition**
  - **Partition of India: Causes** leading to the demand for a separate state; the role of the **Muslim League** and the **Indian National Congress**; the process of division (**Mountbatten Plan**) and its immediate socio-political consequences (violence and refugee crisis).
- **4.3 People's Participation in the Struggle**
  - **Women's Participation in the Freedom Struggle:** Role of women in major movements (Non-Co-operation, Civil Disobedience, Quit India); contributions of figures like Sarojini Naidu, Aruna Asaf Ali, and Matangini Hazra, **Indian Suffragist and role of AIWA, NCWI**
  - Contribution of Peasants and Workers to the nationalist movement.

#### Suggested Readings:

- Judith Brown, *Gandhi's rise to Power, 1915-22*.
- Paul Brass, *The Politics of India Since Independence, OUP, 1990*.
- Bipan Chandra, *Nationalism and Colonialism in Modern India, 1979*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Peter Hardy, *Muslims of British India*.
- Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.
- D.A. Low, ed., *Congress and the Raj*.
- John R. McLane, *Indian Nationalism and the Early Congress*.
- Jawaharlal Nehru, *An Autobiography*.
- Gyanendra Pandey, *The Construction of Communalism in colonial north India*.
- Sumit Sarkar, *Modern India, 1885-1947*.
- Anil Seal, *Emergence of Indian Nationalism*.
- Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
- Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.
- Judith Brown, Gandhi: (et al) *A Prisoner of Hope*.
- Bipan Chandra, *Communalism in Modern India, 2nd ed., 1987*.

- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.
- A.R. Desai, *Social Background of Indian Nationalism*.
- A.R. Desai, *Peasant Struggles in India*.
- Francine Frankel, *India's Political Economy, 1947-77*.
- Ranajit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
- Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.
- F. Hutchins, *Illusion of Permanence*.
- F. Hutchins, *Spontaneous Revolution*.
- V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.
- J. Krishnamurti, *Women in Colonial India*.

**Course Name: HIS-MJ-06024 : History of Assam (1826-1947)****Course Category: Major****CREDIT: 4****Course level:300**

**Course Objectives:** The objective of the course is to acquaint the students with the historical developments leading to the colonial annexation of Assam by the East India Company and the nature of colonial administrative and socio-economic transformation of Assam after its annexation by the imperialist forces. They would also be apprised with the main currents of the political and socio-economic developments in Assam during the colonial period.

**Course Outcomes:** Upon completion of this course, students will be able to:

1. Describe the annexation of Assam by the imperialist British forces and assess British annexation policy and the emergence of a new territorial identity.
2. Explain the expansion and consolidation of the British colonial rule in Northeast India and the subsequent development of modern industries, transport system, education
3. Explain the emergence of middle class, development of literature and press, and growth of public associations.
4. Analyse the early forms of resistance to colonial rule and the development nationalist movement in Assam and its role in India's struggle for freedom.

Unit: I	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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[a] Historiography of the history

[b] Assam on the eve of the British rule: Burmese invasion, Internal strife of Ahom Monarchy

[c] Establishment and Consolidation of the British rule : David Scott –Annexation of Lower Assam, Administrative Reorganisation and Revenue Measures of Scott

[d] Robertson – Administrative and Revenue measures; Jenkins' Administrative Measures

[e] Colonial Economic ventures: Tea, coal and oil , Growth of communication transport system

Unit: II	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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[a] Ahom Monarchy in Upper Assam: The reign of Purandar Singha (1833-38)

[b] Annexation of Cachar

[c] Early phase of Revolts and Resistance to the British rule- Gomdhar Konwar, Piyali Phukan, U. Tirut Singh, Khamti and the Singphore rebellion

[d] The 1857 Revolt in Assam and its aftermath.

[e] The Land Revenue Measures and Peasant Uprisings in 19th century Assam

Unit: III	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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[a] Establishment of Chief Commissionership in Assam.

[b] Growth of Modern Education, Role of Missionaries, Emergence of Middle class

[c] Language controversy, Development of Press, Literary and cultural Associations

[d] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas

[e] Government of India Act, 1919 – Dyarchy on Trial in Assam.

Unit: IV	Contact Classes : 9	Non-contact classes : 3	Marks : 25
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[a] Non-Co-operation Movement and Swarajist Politics and Civil Disobedience Movement in Assam

- [b] Trade Union, Emergence of Tribal League and Allied Movements in Assam
- [c] Quit India Movement in Assam, Cabinet Mission Plan and the Grouping Controversy
- [d] The Sylhet Referendum.
- [e] Migration, Line System and its Impact on Politics in Assam

**Readings:**

- Barpujari, H. K. : (ed) (1992) *The Comprehensive History of Assam, Vols. IV & V*. Publication Board Assam
- Baruah, Swarnalata (1985) *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt.Ltd., New Delhi.
- Goswami, Priyam (2012) *From Yandabo to Partition*, Orient Black Swan,.
- Barpujari, H. K., Bhuyan, S.K., et. al.(eds.) (1999) *Political History of Assam, Vol. I.*, Publication Board Assam
- Barpujari, H. K. (1980): *Assam in the Days of the Company*, Spectrum, Guwahati.
- Bhuyan, A.CandDe, S.(eds) (1999) (Second Edition). *Political History of Assam, Vols. II & III*. Publication Board of Assam.
- Bhuyan, A.C : (ed) (2000) *Nationalist Upsurge in Assam*, Publication Board, Assam.
- Dutta, Anuradha (1991): *Assam in the Freedom Movement*, Darbari Prakashan, Calcutta.
- Bora, S. (1996) : *Student Revolution in Assam*, Mittal Publications, Delhi
- Chakravarti, B. C. (1964): *British Relations with the Hill Tribes of Assam*, Firma KLM, Calcutta
- Guha, Amalendu: *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam*.
- Lahiri, R.M. (1954): *Annexation of Assam (1824-1854)*, General Printers and Publishers, Calcutta.

## Course Name: HIS-MJ-06034: HISTORY OF EUROPE (1815-1939)

Course Category: Major  
Course level:300

CREDIT: 4

**Course Objectives:** The course aims to acquaint the student with the emergence of changes in the political, economic and social landscape of Europe from the downfall of the Napoleonic Empire to the development of industrial capitalism and the historical origins of the two World Wars. The course also would apprise the students about the advancement of democratic, liberal and socialist ideologies in modern Europe and the students will perceive the historical upsurge of the movements for the rights of working class, women and disadvantaged social groups. They will get familiar with economic and humanitarian cost of the two wars and the cultural and ideological shifts of Europe in that period.

**Course Outcome:** After completion of the course, the student will be able to-

1. Understand various experiments to restore the pre-Revolutionary order in Europe, the rise of the competing political ideologies, and the challenges to the conservative settlement.
2. Understand the historical process of successful realization of nationalist ambitions in Italy and Germany, driven by pragmatism and military force (*Realpolitik*), fundamentally altering the European map.
3. Comprehend the profound economic, technological, and social changes brought about by the Second Industrial Revolution and new cultural movements.
4. Explain the intensive rivalry between Great Powers in the late 19th and early 20th centuries, leading to the outbreak of the First World War and critically assess the idea of exclusive nationalism that led to the rise of militarism and fascism in Europe.
5. Think critically about the historical events that changed the political geography of Europe in particular and the world in general.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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- **Unit I: The Concert of Europe and the Age of Conservatism (1815–1848)**
- **1.1 The Vienna Settlement (1815)**
  - **Objectives and Principles:** Legitimacy, Compensation, and Balance of Power.
  - Key Statesmen: **Metternich**, Castlereagh, Tsar Alexander I.
  - The **Concert of Europe:** Its nature, functioning, and the system of congresses (e.g., Troppau, Laibach, Verona).
  - The **Holy Alliance** and the Quadruple Alliance.
- **1.2 Competing Ideologies**
  - **Conservatism:** Definition and defense of traditional institutions (monarchy, established church); the role of Metternich.
  - **Liberalism:** Core tenets (individual rights, constitutional government, *laissez-faire* economics); key thinkers (e.g., John Stuart Mill).
  - **Nationalism:** Evolution, different forms (cultural vs. political), and its disruptive potential.

- **Socialism:** Early utopian socialists (Saint-Simon, Fourier) and the emergence of **Marxism**, German Social Democracy, Politics and Culture.
- **1.3 The Revolutions of 1830 and 1848**
  - **The Revolutions of 1830:** Causes and consequences in France, Belgium, and Poland.
  - **The Revolutions of 1848 (The Springtime of Peoples):** Causes, spread, and the role of liberals and nationalists across France, German States, Austrian Empire, and Italy.
  - The **Failure of 1848:** Reasons for the ultimate defeat of the revolutionary movements.
- **1.4 The Struggle for parliamentary democracy and civil liberties**
  - Chartist movement
  - Forms of protest in early capitalism,
  - Food riots in Britain and France

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### Unit II: The Age of Unification and Realpolitik (1848–1871)

- **2.1 Italian Unification (The *Risorgimento*)**
  - Early Nationalist figures: Mazzini and the *Young Italy* movement.
  - Role of **Cavour** (Piedmont-Sardinia): Diplomacy and military strategy.
  - The contribution of **Garibaldi** and the annexation of the South.
  - Completion of Unification (1870) and its challenges.
- **2.2 German Unification**
  - The background: The **Zollverein** (customs union) and the legacy of 1848.
  - **Bismarck** and the policy of "**Blood and Iron.**"
  - The Wars of Unification: **Danish War (1864)**, **Austro-Prussian War (1866)** (The *Seven Weeks' War*), and the **Franco-Prussian War (1870-71)**.
  - Proclamation of the **German Empire (1871)** and its significance.
- **2.3 Developments in Eastern Europe**
  - The **Crimean War (1854-1856):** Causes, consequences, and the collapse of the Concert of Europe.
  - Reforms in **Russia** (Emancipation of Serfs, 1861) and challenges to Tsarist Autocracy.
  - The **Dual Monarchy (Austro-Hungarian Compromise of 1867)**.

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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### Unit III: Social, Economic, and Cultural Transformations (1871–1914)

- **3.1 The Second Industrial Revolution**
  - New Technologies: Steel, electricity, chemicals, and the internal combustion engine.
  - Rise of **Corporate Capitalism** and banking systems.

- Impact on the European economy; development of global markets.
- **3.2 The Rise of Mass Society**
  - **Demographic Changes:** Urbanization, population growth, and mass migration.
  - **The Working Class:** Growth of **Trade Unions** and **Mass Political Parties** (Social Democratic and Labour Parties), **Paris commune**
  - **Feminist Movements:** Struggle for suffrage and economic rights.
  - The development of the **Welfare State** (e.g., Bismarck's social insurance).
- **3.3 New Intellectual and Cultural Movements**
  - **Science and Thought:** Darwin's theory of Evolution; **Positivism** (Comte).
  - **Irrationalism and Psychology:** The works of **Nietzsche** and **Freud** (Psychoanalysis) and their challenge to Enlightenment rationality.
  - Cultural Movements: Realism, **Impressionism**, and the emergence of Modern Art.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-25
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#### Unit IV: Imperialism and the World Wars (1871–1939)

- **4.1 The New Imperialism**
  - **Causes:** Economic (search for markets/raw materials), political (prestige), and ideological (Social Darwinism, "White Man's Burden").
  - **The Scramble for Africa:** The **Berlin Conference (1884-85)** and the division of the continent.
  - Imperial rivalries in Asia.
- **4.2 The Alliance System**
  - **Bismarck's System:** The goal of isolating France; the **Three Emperors' League** and the **Triple Alliance (1882)**.
  - **The Weltpolitik Era (Post-1890):** Wilhelm II's aggressive foreign policy and the end of the Reinsurance Treaty.
  - The formation of the **Triple Entente (1907):** Franco-Russian Alliance, Anglo-French Entente, and Anglo-Russian Agreement.
- **4.3 International Crises and the Slide to War**
  - **Naval Race** between Britain and Germany.
  - The **Moroccan Crises** (1905, 1911).
  - The **Balkan Wars (1912, 1913);** the "Powder Keg" of Europe.
  - The **Sarajevo Assassination (June 1914)** and the escalation of the crisis; the failure of diplomacy and the outbreak of **World War I, peace settlement.**
- **4.4 The post 1919 World Order**
  - Economic crises, the **Great Depression** and Recovery.
  - **Bolshevik Revolution** and the Creation of USSR
  - Rise of Dictatorships: **Nazism and Fascism** and the Spanish Civil War

- Origins of the **Second World War**

### **Suggested Readings:**

- Albert Soboul: *History of the French Revolution* (in two volumes).
- Alec Nove: *An Economic History of the USSR*.
- Andrew Porter: *European Imperialism, 1876-1914*
- Anthony Wood: *History of Europe, 1815-1960*
- C.M. Cipolla: *Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution*.
- Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 - 1920*.
- David Landes: *Prometheus Unbound*.
- David Landes: *Prometheus Unbound*.
- David Lowenthal, *The Past is a Foreign Country*.
- Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.
- E.J. Hobsbawm, *Nations and Nationalism*
- E.J. Hobsbawm: *The Age of Revolution*.
- E.P. Thompson: *Making of the English Working Class*
- Fernand Braudel, *History and the Social Science* in M. Aymard and G. Barrowclough, *An Introduction to Contemporary History*.
- George Lefebvre: *Coming of the French Revolution*.
- George Lichtheim : *A Short History of Socialism*.
- Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*
- H. Mukhia Ed. *French Studies in History*, Vol. I (1989).
- H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914..*
- J. Evans: *The Foundations of a Modern State in 19th Century Europe*.
- J.J. Roth (ed.), *World War I : A Turning Point in Modern History*.
- J.M. Robert, *Europe 1880- 1985*.
- James Joll, *Europe Since 1870*.
- James Joll, *Origins of the First World war (1989)*.
- Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*.
- Lawrence Stone, *History and the Social Sciences in the Twentieth Century The Past and the Present (1981)*.
- Lynn Hunt: *Politics, Culture and Class in the French Revolution*.
- M. Perrot and G. Duby [eds.]: *A History of Women in the West*, Volumes 4 and 5.
- Maurice Dobb: *Soviet Economic Development Since 1917*.
- Michel Vovelle, *Fall of the French Monarchy*.
- N.V. Riasanovsky: *A History of Russia*.
- Nicholas Mansergh: *The Irish Question, 1840 -1921*. K.O. Morgan: *Oxford Illustrated History of Britain*, Volume 3 [1789 -1983].
- Norman Davies, *Europe*.
- Peter Mathias, *First Industrial Revolution*. .
- R.P. Morgan: *German Social Democracy and the First International*.
- Stuart Woolf: *History of Italy, 1700 - 1860*.
- T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871]*.

## **Course Name:****HIS-MJ-06044: HISTORY OF CHINA (1839-1949)**

**Course Category:** Major

**CREDIT:** 4

**Course level:**300

**Course Objectives:**The objective of the course is to familiarize the students with the historical episodes in China from the middle of the 19th century witnessed the decline of Chinese imperial authority and increasing intervention of Western and European powers. The students will be acquainted with the historical developments resulted in the establishment of republican government, rise of regional warlords, nationalism and the events that ultimately paved the way for the emergence of communism in China.

**Course Outcome:**After completion of the course, a student will be able to-

1. Understand the causes of the decline of Chinese imperial authority and the process of opening up of China to the European and Western powers
2. Explain the increasing influence of European powers in the economy, polity and administration of China.
3. Analyse the various form of response of the Chinese people to the Western imperialism and emergence of diverse political ideologies and movements in China.
4. Analyse the historical developments from the foundation of Nationalist republic in China to the establishment of the Communist Republic in modern China.

<b>UNIT-I</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit-I: China in the 19th Century:**

- i) Condition of China before the advent of the imperialist powers,
- ii) Canton commercial system: Restriction on foreigners, Kowloon incident
- iii) Opening of China: Opium Wars, treaties with the imperialist powers; Lorcha Arrow incident
- iv) Struggle for concession in China , Increasing Western economic interest

<b>UNIT-II</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit-II: Popular and Reform Movements:**

- i) Taiping rebellion: Causes, Nature and Impact of the rebellion
- ii) Self- strengthening and reforms in the Chinese states: Reform of ‘One Hundred Days’
- iii) Boxer Rebellion and its consequence: Boxer Protocol, Nature and Results of the movement
- iv) Tung-meng-hui: Foundation in 1905, Dr. SanYat-Sen

<b>UNIT-III</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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### **Unit-III: Emergence of Nationalism in China:**

- i) Revolution of 1911: Causes of the Revolution, Character and Significance of the Revolution
- ii) Sun Yet Sen and the Emergence of the Republic, Formation of Kuomintang party

- iii) Yuan Shi Kai: Suppression of Kuomintang revolt, Rise of Militarism,
- iv) Rise of warlords and their influence upon the Canton Government, Ist World war and China

<b>UNIT-IV</b>	<b>CONTACT CLASS-9</b>	<b>NON-CONTACT CLASS-3</b>	<b>MARKS-25</b>
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**Unit-IV: Growth of Communism in China:**

- i) Student uprising of 1919, Political crisis in the 1920s, Dr. San Yat-sen and San-Min-Chu
- ii) Foundation of Chinese Communist Party and Communist-Kuomintang union ,1921-1927
- iii) Chiang Kai-shek’s suppression of the Communists, Han Kow purge, Rise of Mao Te Tung
- iv) Japanese Invasion, Anti Imperialist struggle and the triumph of Communist Party in 1949

**Suggested Readings:**

Clyde P. H., and B. F. Beers. 1972. The Far East. New Delhi: Prentice Hall of India.

Chow Tse-tung. 1962. The May Fourth Movement: Intellectual Revolution in Modern China. Cambridge: Harvard University Press.

Chesneaux. Jean et al. 1976. China, From Opium Wars to the 1911 Revolution, New York: Pantheon Books

Chesneaux. Jean et al., 1977, China, From 1911 Revolution to Liberation, New York: Pantheon Books

Fairbank, John K. et al., 1989, East Asia: Tradition and Transformation, Revised Edition. Cambridge, Massachusetts: Harvard University Press.

Hsu, Immanuel. 1970. The Rise of Modern China. New York: Oxford University Press.

Purcell, Victor. 1963. The Boxer Uprising: A Background Study, Cambridge University Press.

Schurmann F. and Schell O. (eds). 1967. Readings in China: The Eighteenth and Nineteenth Centuries. New York: Penguin.

Vinacke, H.M. 1978. A History of the Far East in Modern Times, Delhi: Kalyani Publication.

Wright, Mary C. 1969. China in Revolution: The First Phase, 1900 -1913. New Haven Connecticut: Yale University Press.