

Department of History
RAJIV GANDHI UNIVERSITY
Rono Hills, Doimukh-791112
Arunachal Pradesh, India

**COURSES(PROGRAMME) OF POSTGRADUATE, MASTER OF PHILOSOPHY
AND DOCTOR OF PHILOSOPHY**

These courses are designed and developed as per the Guidelines of the University Grants Commission (UGC) and Regulations Relating to Choice Based Credit System (CBCS). Upon successful completion of these courses, students shall understand best practices and professional standard of critical thinking in historical research and writing, including concepts of historiographical growth and development of different periods. Each course shall link to a specific credit point rubric that shall address teaching-learning, tutorial contact, outreach work and field study hours per week for each semester.

FIRST SEMESTER

HISC 401	:	Ancient Societies.
HISC 402	:	Evolution of Indian Culture.
HISC 403	:	Political History of Medieval India (1200 to 1707).
HISC 404	:	Expansion and Consolidation of Colonial Rule in India (1757-1858).
HISC 405	:	History of North East India (Early Period to 1947).

SECOND SEMESTER

HISC 411	:	Colonialism and Nationalism in South East Asia.
HISC 412	:	History of United States of America (1865-1945).
HISC 413	:	Social and Economic History of Medieval India (1200-1707).
HISC 414	:	Colonial Economy (1765-1939).
HISC 415	:	Indian National Movement (1857-1919).

THIRD SEMESTER

HISC 501	:	Historical Methods.
HISC 502	:	History of Contemporary World (1945-1991).
HISE 503	:	Indian National Movement (1919-1947).
HISE 504	:	History of Modern Japan (1853-1945).
HISO 505	:	Open Elective Course offered by the cognate Department.

FOURTH SEMESTER

HISC 511	:	Oral Traditions.
HISC 512	:	History of Arunachal Pradesh (up to 1987).
HISE 513	:	Modern World (1453-1955).
HISE 514	:	History of Ideas in the 19 th Century India.
HISE 515	:	History of Modern China (1840-1949).

CORE COURSE

1. HISC 401 : Ancient Societies.
2. HISC 402 : Evolution of Indian Culture.
3. HISC 403 : Political History of Medieval India (1200-1707).
4. HISC 404 : Expansion and Consolidation of Colonial Rule in India (1757-1858).

5. HISC 405 : History of North East India (Early Period to 1947).
6. HISC 411 : Colonialism and Nationalism in South East Asia.
7. HISC 412 : History of United States of America (1865-1945).
8. HISC 413 : Social and Economic History of Medieval India (1200-1707).
9. HISC 414 : Colonial Economy (1765-1939).
10. HISC 415 : Indian National Movement (1857-1919).
11. HISC 501 : Historical Methods.
12. HISC 502 : History of Contemporary World (1945-1991).
13. HISC 511 : Oral Traditions.
14. HISC 512 : History of Arunachal Pradesh (Up to 1987).

DEPARTMENTAL ELECTIVE COURSE

1. HISE 503 : Indian National Movement (1919-1947).
2. HISE 504 : History of Modern Japan (1853-1945).
3. HISE 513 : Modern World (1453-1955).
4. HISE 514 : History of Ideas in the 19th Century.
5. HISE 515 : History of Modern China (1840-1949).
6. HISE 516 : History of Environment Movement in India.
7. HISE 517 : History of Modern Europe (1870-1945).
8. HISE 518 : History of Modern Russia (1856-1917).
9. HISE 519 : Imperialism and Rise of Nationalism in West Asia.
10. HISE 520 : Women in Indian History.
11. HISE 521 : History of Canada.
12. HISE 522 : Society, Polity and Economy in the Hills of North East India.
13. HISE 523 : Constitutional Development in India (1757-1950).
14. HISE 524 : Peasant Movements in Modern India.
15. HISE 525 : British Policy in North East India (1792-1947).
16. HISE 526 : State in India.
17. HISE 527 : Labour Movement in Modern India. (1870-1950).
18. HISE 528 : Economic History of Modern North East India.
19. HISE 529 : Mahatma Gandhi and Modern India.

OPEN ELECTIVE COURSE

20. HISO 601 : India's Freedom Struggle (1857-1947).
21. HISO 602 : Studies in Oral Traditions.
22. HISO 603 : Glimpses of History of North East India.

COURSE WORK OF MASTER OF PHILOSOPHY AND DOCTOR OF PHILOSOPHY

STYLESHEET(GUIDELINES) FOR WRITING DISSERTATION AND THESIS

The set of guidelines designed to help the postgraduate students and research scholars with the process of writing a dissertation and thesis in History. It is outlined in broad characteristics of academic writing along with the features which required for the formal well-written dissertation and thesis.

HISC 401

ANCIENT SOCIETIES

Course Instructor: Tana Showren

Objective: Course is to introduce the students in the different kinds of societies of the ancient world and the ways in which these are studied by specialists. Paper deals about the concepts of tribe, chiefdom, state, urbanism and empire and discusses interaction between humankind in transforming an economic and non-economic matrix. The emphasis is on issues of political, economic structure and the question of social change.

Course Content:

Unit-I: Hunter-Gathering Societies:

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

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

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

Unit-III: Tribal and Lineage Societies:

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

Unit-IV: Use of Bronze and Iron:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

V.Gordon Childe, *Social Evolution, Penguin Books, New York, 1951.*
David Kaplan, *Culture Theory, Prentice Hall.*
Gordon Childe, *What Happened in History, Penguin Books, Reprinted, 1982.*

Further Readings:

Ernest Gellner, *Anthropology and Politics, Blackwell, 1995.*
Maurice Godlier, *Perspective in Marxist Anthropology, Cambridge University Press, (Reprinted) 1978.*

Unit-II: Mandatory Readings:

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

Further Reading:

R. Thurnwald, *Economics in Primitive Communities, Oxford University Press, 1969.*
Romila Thapar, *Cultural Past Essays in Early Indian History, OUP, 2000.*
-----, *From Lineage to State, OUP, 3rd impression, 1993.*

-----, *Ancient Indian Social History Some Interpretations*, Orient Longman, 1984.

Unit-III: Mandatory Readings:

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

Further Readings:

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

Unit-IV: Mandatory Readings:

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

Further Readings:

R.S. Sharma, *Material and Cultural Formation in Ancient India*, Macmillan.
-----, *Perspective in Social and Economic History of Early India*, Munshiram Manoharlal Publishers Pvt. Ltd. New Delhi, 1995.
Romila Thapar, *Early India From the Origin to AD 1300*, Penguin, 2002.
H.J.M. Claessen & et al, *The Early State*, Vol. I & II, Mouton Publishers, New York, 1978 & 1981.
R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsi das Publishers Pvt. Ltd., Delhi, (3rd Revised Edition), 1991.
Romila Thapar, *Asoka and the Decline of the Mauryas*. OUP, 1961.
George Dalton (ed.), *Tribal and Peasant Economics*, The Natural History Press, New York, 1967.
L.Krader, *The Asiatic Mode of Production*, Assen, 1975.



HISC 402

EVOLUTION OF INDIAN CULTURE

Course Instructor: Tajen Dabi

Objective: The course attempts to engage students with the broader perspectives of Indian cultures which evolved over a long period of time. Taking culture in its broadest sense of the term by considering social, economic, and religious movements the course also incorporates trends in art, crafts and literature leading to emergence of distinctive patterns of culture in different regions of the sub-continent. The paper unfolds the underlying unity of spirit amidst profuse diversity of forms of the Indian cultural traditions.

Course Content:

Unit-I: Background of Indian Culture:

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

Unit-II: States in Early India:

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

Unit-III: Religious Movements:

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

Unit-IV: Language, Literature and Art:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Romila Thapar, -----, -----, D. N. Jha, R.S. Sharma, D.D. Kosambi,	<i>Ancient Indian Social History: Some Interpretations, Orient Blackswan, 2010.</i> <i>History and Beyond, OUP, 1999.</i> <i>Early India: From Origins to AD 1300, Penguin, 2003.</i> <i>Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.</i> <i>India's Ancient Past, Oxford University Press, 2006.</i> <i>The Culture and Civilisation of India in Historical Outline, Vikas Publishing, 1997 (free pdf copy of the text is available at vidyaonline.org/dl/cultddk.pdf).</i>
---	--

Further Readings:

A.L. Bhasham, D.D. Kosambi, Upinder Singh, Upinder Singh, Meera Kosambi (ed.),	<i>The Wonder that was India – Rupa, 2004.</i> <i>An Introduction to the Study of Indian History, Sage, 2016.</i> <i>The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.</i> <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.</i> <i>D. D. Kosambi: Unsettling the Past, Permanent Black, 2014.</i>
--	---

R.S. Sharma, *Rethinking India's Past, Oxford India Paperback, 2010.*
-----, *Looking for the Aryans, Sage, 1995.*
Himanshu P. Ray, *Colonial Archaeology in South Asia: The Legacy of Mortimer Wheeler, Oxford University Press, 2007.*

Unit-II: Mandatory Reading:

Romila Thapar, *Early India: From Origins to AD 1300, Penguin, 2003.*
-----, *History and Beyond, Oxford University Press, 1999.*
D. N. Jha, *Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.*
D.D. Kosambi, *An Introduction to the Study of Indian History, Sage, 2016.*
R.S. Sharma, *India's Ancient Past, Oxford University Press, 2006.*

Further Readings:

R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsi Dass, 2015.*
Upinder Singh, *The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.*
K.P. Jayaswal, *Hindu Polity: A Constitutional History of India in Hindu Times, Chaukhamba Sanskrit Pratishthan, 2013.*

Unit-III: Mandatory Reading:

Romila Thapar, *Early India: From Origins to AD 1300, Penguin, 2003.*
D. N. Jha, *Ancient India in Historical Outline, Third Enlarged Edition, Manohar, 2015.*
A.L. Basham, *The Wonder that was India, Rupa, 2004.*
A.L. Basham (ed.), *A Cultural History of India, Oxford India Paperbacks, 1997.*

Further Readings:

Upinder Singh, *The Idea of Ancient India: Essays on Religion, Politics and Archaeology, Sage, 2015.*
J.N. Farquhar, *Outline of the Religious Literature of India, Oxford, 1984.*
R.G. Bhandarkar, *Vaishnavism, Shaivism and Minor Religious systems, Routledge.*
S. Abid Hussain, *The National Culture of India, New Delhi; N.B.T, 1956.*

Unit-IV: Mandatory Reading:

A. L. Basham, *The Illustrated Cultural History of India, Oxford, 2007.*
-----, *The Wonder that was India, Rupa, 2004.*

Further Readings:

P. Pandya Dhar (ed.), *Indian Art History: Changing Perspectives, National Museum Institute, New Delhi, 2011.*
Indian Art (Oxford History of Arts), 2001.
Partha Mitter, *A History of Indian Literature: Introduction, Veda, National Epics, Puranas and Tantras, Vol. I, Munshiram Manoharlal, 1991.*
Maurice Winternitz, *A History of Indian Literature: Buddhist Literature and Jaina Literature, Vol. II, Munshiram Manoharlal, 1991.*
Maurice Winternitz, *Indian Architecture: Buddhist and Hindu, CBS Publications, 2014.*
Percy Brown, *The History of Indian Literature, Scholar Select, 2015.*
Albrecht F. Weber, *A Short History of Indian Literature, Forgotten Books, 2015.*
E. Horowitz, *A History of South India: From Prehistoric Times to the Fall of Vijaynagar, Oxford University Press, 1997.*
K.A.N. Shastri,



HISC 403

POLITICAL HISTORY OF MEDIEVAL INDIA (1200-1707)

Course Instructor: Sarah Hilaly & Tade Sangdo

Objective: The paper is designed to understand the phases of economic, political and religious development that took place during the two-important ruling dynasty of India. These two-ruling dynasties were the Sultanate and the Mughal who contributed a high degree of socio-economic, cultural and political progress during their respective ruling period.

Course Contents:

Unit-I: Delhi Sultanate:

- (a) Aibak; Iltutmish; Razia Sultan; Balban.
- (b) Alauddin Khilji: Reforms and Consolidation of State Power.
- (c) The Tughlaqs: Administrative Reforms and welfare Measures.

Unit-II: Mughal Empire: Foundation:

- (a) Decline of the Sultanate.
- (b) Founders: Babur and Humayun.
- (c) Sher Shah Suri: Administrative and Agrarian Reforms.

Unit-III: Mughal Empire and Consolidation:

- (a) Akbar: Expansion and Consolidation.
- (b) Akbar: Rajput and Religious Policy.
- (c) Aurangzeb: Deccan and Religious Policy.

Unit-IV: Political Ideas and Institutions:

- (a) Sultanate Period: Ideas of Kingship and Administration.
- (b) Mughal Period: Ideas of Kingship and Administration.
- (c) Iqtadari, Mansabdari and Jagirdari System.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Mandatory Readings:

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

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

-----, *Mughal Imperial Decline in North India*, New Delhi, 1986.
-----, *The Languages of Political Islam in India, c. 1200-1800*. New Delhi: Permanent Black, 2004.

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

Seema Alavi, *Islam and Healing*, Delhi, 2009.
Halim Abdul, *History of the Lodi Sultans of Delhi and Agra, reprint*. Delhi, 1974.
Idarah-i Adabiyat-i Delli.

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

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

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

Further Readings:

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

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

Habib & Nizami,
Irfan Habib & et al, *The Delhi Sultanate, Comprehensive History of India, Vol. V.*

Irfan Habib, *The Cambridge Economic History of India, Vol 1, Cambridge University Press.*

Peter Jackson, *Essays in Indian History: Towards a Marxist Perspective, (New Delhi: Tulika, 1995.*

Sunil Kumar, *The Delhi Sultanate: a Political and Military History, Cambridge: University Press, 1999.*

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



HISC 404

EXPANSION AND CONSOLIDATION OF COLONIAL RULE IN INDIA (1757-1858)

Course Instructor: Tade Sangdo

Objective: This paper is designed to understand the expansion and consolidation of the colonial rule in India because of the disintegration of central authority in the country. It would further discuss the factors and forces responsible for the rise and growth and consolidation of the colonial power in India up to 1858.

Course Contents:

Unit-I: Rise of Colonial Domination:

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

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

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

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

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

Unit-IV: Revolt of 1857:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Mandatory Readings:

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

Further Readings:

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



HISC405

HISTORY OF NORTH EAST INDIA (Early Historical Period To 1947)

Course Instructor: Sarah Hilaly

Objective: The course seeks to provide a comprehensive history of the North East India. It largely seeks to understand the history by unravelling the regional, social and polity formations from early times to the end of the colonial period. Colonial intervention and its socio-economic ramifications constitute an important section. It seeks to provide grounding in the macro-history of the region as a precursor to micro-level specific area based studies.

Course Contents:

Unit-I: Introduction:

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

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

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

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

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

Unit-IV: Colonial Rule in North East India:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three(3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

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

Further Readings:

Nirode Baruah,	<i>Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.</i>
P.C. Choudhury,	<i>History of the Civilization of the People of Assam.</i>
S.L. Baruah,	<i>A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.</i>

Unit-II: Mandatory Readings:

J.B. Bhattacharjee, *Social and Polity Formation in Pre-colonial North East India,*
Nirode Baruah, *Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.*

**P.C. Choudhury,
Further Readings:**

S.L, Baruah, *A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.*
Surajit Sinha (ed.), *Tribal Polities & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.*
S. Endle, *The Kacharies,*

Unit-III: Mandatory Readings:

H. Bareh, *History and Culture of the Khasi people.*
J.B. Bhattacharjee, *The Garos and the English.*
J.N. Choudhury, *The Khasi Canvas: A Cultural and Political History, Chapala Book Stall, Shillong, 1978.*
-----, *Arunachal Pradesh from Frontier Tracts to Union Territory, Cosmo J.N. Publications, New Delhi.*
-----, *The Tribal Culture and History of Arunachal Pradesh, Daya Publishing, 1990.*
-----, *Arunachal Panorama: A Study in Profile, Chapala Book Stall, 1973.*

Further Readings:

Kenilo Kath, *Traditional Religious Systems of the Rengma Nagas, Anshah Publishing New Delhi, 2005.*
L.N. Chakravarty, *Early History of Arunachal Pradesh.*
M.L. Bose, *British Policy in the North East Frontier Agency.*
N. Venuh, *Naga Society: Continuity and Change, Shipra, New Delhi, 2005.*
P.N. Dutta, *Impact of the West on the Khasis and Jaintias.*
P.R.T Gurdon, *The Khasis, Macmillan, Michigan, 1914.*
P.C. Kar, *The Garos in Transition.*
Paulinus R Marak, *The Garo Tribal Religion: Beliefs and Practices, Anshah Publishing, New Delhi, 2005.*
Sobhan Lamare, *The Jaintias: A Study in Society and Change, Regency Publications, New Delhi.*
Verrier Elwin, *A Philosophy for NEFA.*

Unit-IV: Mandatory Readings:

A. Mackenzie, *North East Frontier of Assam.*
Amalendu Guha, *Planter Raj to Swaraj.*
B.B. Ghosh, *History of Nagaland, New Delhi, 1982.*
H.K. Barpujari, *Assam in the Days of Company.*
-----, *Problems of the Hill Tribes of the North Eastern Frontier, Vol. I, II, III.*
-----, *The Comprehensive History of Assam Vol. I, II, III, IV & V.*

Further Readings:

M.S. Sangma, *History & Culture of the Garos, New, Delhi, 1981.*
N.K. Barooah, *David Scott in North East India.*
R.M. Lahiri, *Annexation of Assam.*
S.K. Bhuyan, *Anglo-Assamese Relations.*
M.S. Sangma *History & Culture of the Garos, New, Delhi, 1981.*



HISC 411

COLONIALISM AND NATIONALISM IN SOUTH- EAST ASIA

Course Instructor:Sudhir Kumar Singh

Objective: The course is designed to reflect the interplay of political, Economic and Military factors in the relations among South – East Asian Nations and to promote among the students an awareness and understanding of the problems of the region. The course will proceed chronologically.

Course Contents:

Unit-I: South- East Asia: An Introduction:

- (a) Meaning- Territorial Extent.
- (b) Geo- Political importance.
- (c) Pre-Colonial society and Polity.

Unit-II: The Advent of the West:

- (a) The early Europeans- The Portuguese and the Spanish.
- (b) The later Europeans- the Dutch, English and the French.
- (c) Coming of the Americans.

Unit-III: The Nationalist Challenge to Colonial Rule:

- (a) Myanmar (Burma).
- (b) Indo- China.
- (c) Indonesia.

Unit-IV: The End of Colonial Rule and Rise of Military Regimes:

- (a) Indonesian Crisis - Emergence of East Timor (1949-2000).
- (b) Emergence of Vietnam (1954-1979).
- (c) The Burmese (Myanmar) Crisis of Socialism and Democracy.

Mode of evaluation: The course shall be of four (4) credits with one (1) credit for lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for end Semester examination.

Unit: I: Mandatory Readings:

Brain Harrison,	<i>A short History of South -East Asia (London: Macmillan), 1954.</i>
D.G.E. Hall,	<i>A History of South East Asia (London: the Macmillan), 1981.</i>
D.R. Sardesai,	<i>South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.</i>
John F. Cady,	<i>South East Asia: Its Historical Developments (New Delhi: Surjeet), 2014.</i>

Further Readings:

B.R. Chatterjee,	<i>South East Asia in Transition, New Delhi, Young India, 1971.</i>
G. Coedes,	<i>The making of South East Asia (London: Routledge & Kegan Paul), 1966.</i>
-----,	<i>Indianised State of South East Asia, Honolulu, Hawaii: East West Centre Press, 1967.</i>
Ganga NathJha,	<i>Ethnic politics in South East Asia, (New Delhi, N.B.O., 1997).</i>

N. Tarling(ed.), *Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol.I, Part I.*

Unit-II: Mandatory Readings:

D.G.E. Hall, *A History of South East Asia (London: the Macmillan), 1981.*

D.R. Sardesai, *South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.*

John F. Cady, *South East Asia: Its Historical Developments (New Delhi: Surjeet), 2014.*

Further Readings:

B.R. Chatterjee, *South -East Asia in Transition, New Delhi, Young India, 1971.*

Lt. Col. H.R. Chakravarty, *Vietnam, Kampuchea, and Laos, Bond in Comradeship: Panoramic Study of Indochina from Ancient to Modern Times, New Delhi: Patriot, 1988, 2 Vols.*

Jan M. Pluvier, *South East Asia from Colonialism to Independence (Oxford University Press,) 1975.*

N. Tarling, (ed.), *Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol.II, Part II.*

Unit-III: Mandatory Readings:

D.G.E. Hall, *A History of South East Asia (London: the Macmillan), 1981.*

D.R. Sardesai, *South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.*

Jan M. Pluvier, *South East Asia from Colonialism to Independence (Oxford University Press,) 1975.*

Further Readings:

Carlton, J.H. Hayes, *Essay on Nationalism (New York: Macmillan), 1958.*

Frank N. Trager (ed.), *Marxism in South East Asia, California: Stanford University*

Lt. Col. H.R. Chakravarty, *Vietnam, Kampuchea, Laos, Bond in Comradeship: Panoramic Study of Indochina from Ancient to Modern Times, New Delhi: Patriot, 1988, 2 Vols.*

Noam Chomsky, *The Backroom Boys (London: Fontana Collins, 1973).*

N. Tarling, (ed.), *Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol.II, Part I&II.*

R.P. Kaushik& et al, *Back to the Front: The unfinished story in Vietnam, New Delhi: Orient Longman, 1977.*

S. K. Singh, *NLF and the Communist Movement in Vietnam (New Delhi: NBO), 1999.*

Unit-IV: Mandatory Readings:

D.G.E. Hall, *A History of South East Asia (London: the Macmillan), 1981.*

D.R. Sardesai, *South East Asia; Past and Present, (New Delhi: Harpar Collins), 1997.*

N. Tarling(ed.), *Cambridge History of South East Asia (London: Cambridge University Press), 1999, Vol.II, PartII*

S. K. Singh, *NLF and the Communist Movement in Vietnam (New Delhi, NBO), 1999.*

Further Readings:

Amitabh Ghosh, *Dancing in Cambodia, At large in Burma, New Delhi: Ravi Dayal, 1998.*

Frank N. Trager (ed.), *Marxism in South East Asia, California: Stanford University*

Ganga NathJha, *Ethnic politics in South East Asia, (New Delhi, N.B.O., 1997).*

Noam Chomsky, *The Backroom Boys (London: Fontana Collins, 1973).*

P.K Das (ed.), *The Troubled Region – Issues of Peace & Development in South East Asia, New Delhi: Sage, 1987.*

Primal Kumar Das, *India and the Vietnam War, New Delhi; Young Asia Publications, 1972.*

R.P. Kaushik &et al, *Back to the Front: The unfinished story in Vietnam, New Delhi: Orient Longman, 1977.*

S. Sahay, *Ramayana in Laos, A study in the G. VayDvorabhi, (New Delhi: B.R. Publication, 1976.*

Russell H. Fifield, *The diplomacy of South East Asia, 1945-1958 (New York: Harper, 1999.*



HISC 412

HISTORY OF THE UNITED STATES OF AMERICA (1865-1945)

Course Instructor: Ashan Riddi

Objective: The course intends to study the history of USA up to the entry into the Second World War in continuation of the course set for BA students at the honours level which covers the period from 1776 to 1865. The course further aims at to acquaint the students at the master level with the thematic aspects of the USA history and its emergence as one of the Super Power country.

Course Contents:

Unit-I: Civil War and Aftermath:

- (a) Cause.
- (b) Reconstructions.
- (c) Rise of Industrialism.

Unit-II: Roots of Modern Nation, (1877 -1914):

- (a) Imperialism in Latin America and the Far-East.
- (b) Progressive Reforms under Theodore Roosevelt.
- (c) America and World War-I.

Unit-III: Economic Crisis:

- (a) The era of boom and burst.
- (b) Great Depression.
- (c) The New Deal.

Unit-IV: The United States Transformed (1933-1945):

- (a) American Foreign Policy.
- (b) Role in the War.
- (c) Life on Home Front.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

James A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

Lacy K. Ford (ed.),

A Companion to the Civil War and Reconstruction, Blackwell Publishing House, UK, 2004.

Further Readings:

Adam I. P. Smith,

The American Civil War, Palgrave MacMillan, New York, 2007.

Huge Tukkoch,

The American Civil War Era, The Routledge, New York, 2006.

Jedd Wallenfeld,

The American Civil War and Reconstruction: People, politics and Power, Britannica Education Publishing, New York, 2006.

Unit-II: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

J.A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

Further Readings:

A. Breisach,

American Progressive History: An Experiment in Modernisation, The University of Chicago, 1993.

Unit-III: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

J.A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

G. B. Tindall & et al,

A Narrative History (fifth Edition) Vol. two, W.W. Norton & Coy., New York, 1999.

Further Readings:

Eric Rauchway,

The Great Depression & New Deal: A Very Short Introduction, Oxford University Press, New York, 2008.

Murry N. Rothbard,

America's Great Depression, (5th Ed.), MISES Institute, Alabama, 2000.

Foster R.D.,

The United states since 1885, Surjeet publication, Delhi 1989.

Unit-IV: Mandatory Readings:

Robert Kelly,

The Shaping of the America's Past, Jersey Prentices Hall, New Jersey, 1986.

Adan I. P. Smith,

The American Civil War, Palgrave Macmillan, New York, 2007.

J.A. Henretta & et al,

America's History Since 1865, Vol. 2, (6th Ed.), Bedford/St. Martin's Lynn Dumenil, Boston, 2008.

Further Readings:

Michail J. Hogan,

America in the World: Historiography of US Foreign Relations Since 1941, Cambridge University Press, International Economic Relation.

Gordon Martel,

American Foreign Relations Reconsidered, 1890-1993, Routledge, London, 1994.

Gary B. Nash,

American Odyssey, the 20th Century and Beyond, Mc Graw Hill, Ohio, 2004.

H. B. Parks,

The United States of America, Khosla Publishing House, New Delhi 1966.



HISC413

SOCIAL AND ECONOMY HISTORY OF MEDEIVAL INDIA (1200- 1707)

Course Instructor:Tade Sangdo

Objective: The course designed to understand the social and economic history of medieval India with specific study of different social and economic development of the period (1200 - 1707).

Course Contents:

Unit-I: Religious Movements:

- (a) Bhakti Movement.
- (b) Sufism.
- (c) New religious consciousness.

Unit-II: Economics Conditions:

- (a) Sultanate period- agriculture, new crafts, trade and commerce.
- (b) Mughal Empire- land revenue, trade and commerce.
- (c) Growth of urbanization.

Unit-III: Social Conditions:

- (a) Sultanate period- social divisions, slave system and position of women.
- (b) Mughal period- social stratification, position of women.
- (c) Islam and Indian culture.

Unit-IV: Literature, Art and Architecture:

- (a) Art and architecture of Sultanate period.
- (b) Art and architecture of Mughal period.
- (c) Literature of Sultanate and Mughal period.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Mandatory Readings:

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

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

-----, *Mughal Imperial Decline in North India, New Delhi, 1986.*

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

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

M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture.*

-----, *Mughal Nobility under Aurangzeb, New Delhi 1997.*

Satish Chandra, *Parties and Politics at the Mughal Court, 1707-1740, Aligarh, 1959.*

-----, *Medieval India, From Sultanate to the Mughals: Delhi Sultanate Delhi, Har Anand Publications, 2007.*

-----,
-----,
Irfan Habib,
-----,
----- (ed.),
-----,
----- (ed.),

Medieval India, From Sultanate to the Mughuls: Mughal Empire, Delhi, Har Anand Publications, 2009.
Historiography Religion and State in Medieval India, Har Anand Publications, 2009.
Agrarian System of Mughal India, Bombay, 1963.
Medieval India: Researches in the History of India 1200-1750, OUP, New Delhi, 2006.
Medieval India: A Study of Civilization, National Book Trust, New Delhi, 2007.
“*The Masab System, 1595-1637*”, in *Proceedings of the Indian History Congress, 29th session, Patiala, 1967*, pp. 221-42.
Akbar and His India. Oxford University Press, Delhi, 2000.

Further Readings:

I.A. Khan (ed.),
R.C. Majumdar (ed.),
----- (ed.),
Shireen Moosvi,
K.A. Nizami,
S.A.A. Rizvi,
Chetan Singh,
S.R. Sharma,
Burton Stein,

Akbar and his Age, New Delhi, 1999.
The History and Culture of Indian People (Vol. 7). The Mughul Empire. Bombay: Bharathiya Vidya Bhavan, 1974.
Advanced History of India. Delhi, 1971.
“*Evolution of the Mansab System under Akbar until 1596-97*”, in *Journal of the Royal Asiatic Society of Great Britain and Ireland, 1981, No. 2*, pp. 178-85.
On History and Historians in Medieval India. Munshiram Manoharlal, Delhi, 1983.
Religious and Intellectual History of the Muslims in Akbar's Reign, with special reference to Abdul Fazl, 1556-1605, Delhi, 1975.
Region and Empire. Punjab in the 17th century, Delhi, 1994.
Religious Policy of the Mughul Emperors, S.L. Agarwal, Agra, 1972.
History of India, Oxford University Press, 1998.



HISC 414

COLONIAL ECONOMY (1765-1939)

Course Instructor: **Tajen Dabi**

Objective: The course is intended to provide an overview of the state of Indian economy, both agricultural and industrial prior to and at the time of British rule. The nature of the changes in the economy underwent under British rule and its impact on Indian society is assessed.

Course Contents:

Unit-I: Colonialism:

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

Unit-II: Economic Drain and De-Industrialization:

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

Unit-III: Land and Agriculture:

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

Unit-IV: Industry and Infrastructure:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Seema Alavi (ed.), *The Eighteen Century in India: Debates in Indian History and Society*, Oxford University Press, 2007.

Bipan Chandra, *Freedom Struggle (Chapter 1)*, National Book Trust.

-----, *The Rise and Growth of Economic Nationalism in India*, Revised Edition, Har-Anand Publications, 2016.

Aditya Mukherjee, *The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi*, Orient Blackswan, 2012.

Samir Amin, *From Capitalism to Civilization: Reconstructing the Socialist Perspective*, Tulika, 2010.

Jock McCulloch, *Amilcar Cabral: A Theory of Imperialism* 'The Journal of Modern African Studies', Vol. 19, No. 3 (September, 1981), pp. 503-511 Stable URL: <http://www.jstor.org/stable/160757>.

Further Readings:

Patrick Chabal, 'The Social and Political Thought of Amilcar Cabral: A Reassessment', *The Journal of Modern African Studies*, Vol. 19, No. 1.

G. Rubinstein et.al, 'On Some Statements by Samir Amin', *Review of African Political Economy*, No. 5 (Jan. - April., 1976).

Aditya Mukherjee, *Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India*, Presidential Address, Indian History Congress, 68th Session, New Delhi, 2007.

Unit-II: Mandatory Readings:

Irfan Habib, *Indian Economy 1858-1914 (Peoples History of India Series)*, Aligarh Historians Society, 2006.

Dharma Kumar (ed.), *Cambridge Economic History of India: Vol. 2 c.1757- c. 1970*, CUP, 2008; <http://hkadb.kar.nic.in/documents/Downloads/Good%20Reads/The%20Cambridge%20Economic%20History%20of%20India,%20Volume%202.pdf>.

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, Peoples Publishing House, New Delhi, 1982.

Tirtankar Roy, *Economic History of India 1857-1947*, Oxford University Press, 2011.

B.M. Bhatia, *Famines in India: A Study in Some Aspects of the Economic History of India with Special Reference to Food Problem*, Konark Publishers, 1985.

Further Readings:

C.A. Bayly, *The New Cambridge History of India – Indian Society in the making of British Empire*, CUP, 1988.

Tirthankar Roy, *The East India Company: The World's Most Powerful Corporation*, Random House India, 2016.

-----, *India in the World Economy: From Antiquity to the Present*, Cambridge University Press, 2012.

DadabhaiNaoroji, *Poverty and Un-British Rule in India*, Forgotten Books, 2016.

David Arnold, 'Social Crisis and Epidemic Disease in the Famines of Nineteenth-Century India,' *Social History of Medicine* (December 1993) Vol. 6, No. 3, pp 385–404 <https://doi.org/10.1093/shm/6.3.385>.

S. Ambirajan, 'Malthusian Population Theory and Indian Famine Policy in the Nineteenth Century', *Population Studies*, Vol. 30, No. 1 (Mar., 1976), pp. 5-14 Stable URL: <https://www.jstor.org/stable/pdf/2173660.pdf>.

Unit-III: Mandatory Readings:

Irfan Habib, *Indian Economy 1858-1914 (Peoples History of India Series)*, Aligarh Historians Society, 2006.

Dharma Kumar (ed.), *Cambridge Economic History of India: Vol. 2 c.1757- c. 1970*, CUP, 2008;
<http://hkadb.kar.nic.in/documents/Downloads/Good%20Reads/The%20Cambridge%20Economic%20History%20of%20India,%20Volume%202.pdf>).

Tirtankar Roy, *Economic History of India 1857-1947*, Oxford University Press, 2011.

Rachel Krantak& et al, 'Contracts, Hold-Up, and Exports: Textiles and Opium in Colonial India' The American Economic Review, Vol. 98, No. 3 (Jun., 2008).

John F. Richards, 'Opium and the British Indian Empire: The Royal Commission of 1895', Modern Asian Studies, Vol. 36, No. 2 (May, 2002), pp. 375-420
Stable URL: <https://www.jstor.org/stable/pdf/3876660.pdf>.

Further Readings:

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India, Revised Edition*, Har-Anand Publications, 2016.

Aditya Mukherjee, *The Writings of Bipan Chandra: The Making of Modern India from Marx to Gandhi*, Orient Blackswan, 2012.

Tirtankar Roy& et al, *A New Economic History of Colonial India*, Routledge, 2015.

Unit-IV: Mandatory Readings:

S.S.M. Desai, *Economic History of India*, Himalaya Publishing House, Bombay, 1980.

Aditya Mukherjee, *Imperialism, Nationalism and the Making of the Indian Capitalist Class*, Sage, 2002.

Irfan Habib, *Indian Economy 1858-1914 (Peoples History of India Series)*, Aligarh Historians Society, 2006.

Further Readings:

Tirtankar Roy, *Economic History of India 1857-1947*, Oxford University Press, 2011.

C.A. Bayly, *The New Cambridge History of India – Indian Society in the Making of British Empire*, CUP, 1988.

D.R. Gadgil *Industrial Evolution of India in Recent Times*, Oxford University Press, 1971.

A.K. Bagchi, *Private Investment in India, 1900-39*, Orient Longman, 1975.



HISC 415

INDIAN NATIONAL MOVEMENT (1857-1919)

Course Instructor: Shyam Narayan Singh

Objective: This course discusses the trajectories of the growth of the Indian National Movement from the aftermath of the 1857 uprising to 1919 and familiarizes the students with the initial processes of the nation building in India.

Course Content:

Unit-I: Emergence of Nationalism:

- (a) Emergence Nationalism – Approaches, Theories and Interpretations.
- (b) Civil Rebellions; Revolt of 1857: Nature and Significance.
- (c) Peasant Revolts in the late 19th Century: Indigo, Pabna & Deccan Riots.

Unit-II: Formative Years:

- (a) Social Basis of Indian Nationalism; Predecessors of the Indian National Congress, and Foundation of Indian National Congress: Myth, Reality Objectives.
- (b) Policies and Programmes of the Early Nationalists; Economic Critique of Colonialism.
- (c) Fight for Press Freedom, Propaganda in the Legislatures; Colonial Government's Responses.

Unit-III: Forms and Contests:

- (a) Emergence and Roots of Militant Nationalism; Swadeshi movement.
- (b) The Split in the Congress and the Rise of Revolutionary Activities.
- (c) Communalism: Elements, Factors, Forms and Stages.

Unit-IV: Gathering Momentum and Mahatma Gandhi:

- (a) Foundations of the Muslim League and its trajectory of politics leading towards Muslim separatism; Colonial Government's response.
- (b) War and Indian Politics: Home Rule Agitation; Unity at Lucknow.
- (c) Early political career of Mahatma Gandhi.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Bipan Chandra, *The Epic struggle*, Orient Longman, New Delhi, 1992.

-----, *Rise and Growth of Economic Nationalism in India*, N Delhi, (Reprinted) 1984.

-----, *Nationalism and Colonialism in Modern India*, Orient Longman, New Delhi, 1979.

Further Readings:

Bipan Chandra, *Communalism in Modern India*, N. Delhi, 1987.

Bipan Chandra & et al, *India's Struggle for Independence, 1857-1947*, Viking, New Delhi, 1987.

Unit-II: Mandatory Readings:

Tara Chand, *History of the freedom movement in India, Vol., Delhi, 1961.*
Percival Spear, *Oxford History of India, N. Delhi, 1974.*

Further Readings:

Sumit Sarkar, *Modern India, 1885-1947, Delhi, 1989.*
A.R. Desai, *Social Background of Indian Nationalism, PopularPrakashan, Bombay, 1959.*
R.P. Dutt, *India Today.*

Unit-III: Mandatory Readings:

Ranajit Guha (ed.) *Subaltern Studies, Vols. Oxford University Press, Delhi, 1982.*
B.N. Panda (ed.) *A Centenary History of the Indian National Congress, 3 Vols. N. Delhi, 1985.*

Further Readings:

V. Chirol, *Indian Unrest, London, 1910.*
Anil Seal, *The Emergence of Indian Nationalism Competition and Collaboration in the later 19th Century, Cambridge, 1968.*
P.C. Bamford, *History of Khilafat and Non-Cooperation Movements, Delhi, 1925.*

Unit-IV: Mandatory Readings:

Eric Hobsbawm, *Nations and Nationalism since 1780, Cambridge, Cambridge University Press, 1992.*
Ernest Gellner, *Nations and Nationalism, Ithaca, Cornell University Press, 1983.*
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism, 2nd. ed., London, 1991.*

Further Readings:

S. Gopal, *British Policy in India, Delhi.*
Prabha Dixit, *Communalism: A Struggle for power, New Delhi, 1974.*
P. Sitaramayya, *The History of the Indian National Congress, two volumes.*
Aditya Mukherjee (ed.) *The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.*
Dadabhai Naoroji, *Poverty and Un-British Rule in India.*
R.C. Dutt, *The economic History of India, 2 Vols. Publications Division, Govt. of India, 1970.*



HISC 501

HISTORICAL METHODS

Course Instructor: Shared

Objective: The course on Historical Methods attempt to impart comprehensive knowledge and understanding of the tool and technique of writing history to the students both in the theoretical and conceptual development in historiography.

Course Contents:

Unit-I: Background:

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

Unit-II: Marxist History:

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

Unit-III: Annales History:

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

Unit-IV: Trends in Modern Indian Historiography:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25 marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

E.H. Carr,	<i>What is History?</i> Penguin Books, 1990.
Leopold V. Ranke,	<i>The Theory and Practice of History</i> , Routledge Taylor & Francis Group, London, 2011.
Keith Jenkins,	<i>Re-Thinking History</i> , Routledge, London, 1997.

Further Readings:

Patrick Gardiner,	<i>Theories of History</i> , Free Press/Macmillan, 1959.
R.G. Collingwood,	<i>The Idea of History</i> , Oxford University Press, 1988.

Unit-II: Mandatory Readings:

A. Cohen,	<i>Karl Marx's Theory of History: A Defence</i> , Oxford University Press, 2000.
Georg Novack,	<i>Understanding History Marxist Essays</i> , Pathfinder Press, Inc., 1972.

Further Readings:

M.M. Bober,
Melvin Rader,
Karl Marx's Interpretation of History, Harvard University Press, 1974.
Marx's Interpretation of History, Oxford University Press, 1979.

Unit-III: Mandatory Readings:

Marc Bloch,
Louis O. Mink,
The Historian's Craft, Manchester University Press, 1953.
Historical Understanding, Carnell University Press, 1987.

Further Readings:

S. Mathews,
Stuart Clark (ed.)
Georg G. Iggers,
On History, University of Chicago Press, 1982.
The Annales School: Critical Assessments, Routledge, 1999.
Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge, Wesleyan University Press, Connecticut, 1997.
Traian Stoianovitch,
French Historical Method: The Annales Paradigm, Ithaca, 1976.

Unit-IV: Mandatory Readings:

Romila Thapar,
Irfan Habib,
Tana Showren,
Interpreting Early India, Oxford University Press, 1997.
Interpreting Indian History, North Eastern Hill University Publications, 1985.
The Nyishi of Arunachal Pradesh: An Ethnohistorical Study, Regency Publications, Delhi, 2009.

Further Readings:

Jean Dilanglez (ed.)
Keith Jenkins,
Ernst Breisach,
Michael Got lob (ed.)
Arthur Marwick,
Jan Vansina,
-----,
Elizabeth Tonkin,
Ruth Finnegan,
John Miles Foley(ed.)
-----,
A Guide to Historical Method, Fordham University Press, 1946.
On What is History? From Carr and Elton to Rorty and White, Routledge, 1990.
Historiography Ancient, Medieval & Modern, University of Chicago Press, 2006.
Historical Thinking in South Asia, Oxford University Press, 2003.
The Nature of History, Macmillan Press Ltd. 1989.
Oral Tradition: A Study in Historical Methodology, Routledge & Kegan Paul, 1985.
“Oral Traditions: Method to Adaptation of Construction of the History of Non-Literate Tribes”, in *International Journal of Social Science and Humanity*, Vol.4, No.6, pp.478-481, November 2014.
Narrating Our Past: The Social Construction of Oral History, Cambridge University Press, 1995.
Oral Traditions and The Verbal Arts, Routledge, 1996.
Teaching Oral Traditions, Modern Language Association, 1998.
Oral Tradition and the Internet: Pathways of the Mind, University of Illinois Press, 2012.



HISC-502
HISTORY OF CONTEMPORARY WORLD AFFARS (1945-1991)
Course Instructor: Ashan Riddi

Objective: The course on Contemporary World Affairs from 1945 to 1991 aims at providing factual knowledge about major events in the contemporary world on a thematic basis. The topics falling within the broader ambit of international relations are of current relevance and shall enable the students to form independent opinion.

Course Contents:

Unit-I: United Nations:

- (a) Origin and objectives.
- (b) Structure.
- (c) Role in international affairs.

Unit-II: The Cold War:

- (a) Concept & Roots of conflict.
- (b) Super Powers Rivalry.
- (c) Disarmament politics & end of cold war.

Unit-III: Non-Alignment Movement:

- (a) Concept.
- (b) Concerns.
- (c) Relevant.

Unit- IV: The Third World:

- (a) Concept.
- (b) Conflicts & Cooperation.
- (c) Poverty.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25 marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Reading:

Antony Best,

Jussi M. Hanhimäki.

J.A. Maiolo & et al,

International History of the Twentieth Century and Beyond, (Second Edition), Routledge, London, 2008.

C.W. Kegley & et al,

World Politics: Trend and Transformation, St. Martin' Press, New York, 1981.

Further Readings:

Stanley Meisler,

A History of United Nations, Grov Press, New York, 1995.

Ajit M. Banerjee & et al,

Reinventing the United Nations, Prentice Hall of India, New Delhi, 2007.

John W. Young & et al, *International Relations Since 1845*, Oxford University Press, New York, 2004.

W.C. McWilliams & et al, *The World Since 1945: A History of International Relations*, (Seventh Edition) Viva Books, New Delhi, 2012.

Unit-II: Mandatory Readings:

Marc Trachtenberg, *The Cold War and After: History, Theory and the Logic of International Politics*, Princeton University Pres, Princeton, 2012.

Mike Sewell, *The Cold War*, Cambridge University Press, London 2012.

M.P. Leffler & et al (ed.), *The Cambridge History of The Cold War, Vol-I-III*, Cambridge University Press, 2010.

Further Readings:

Mike Sewell, *Cambridge Perspectives History of Cold War*, (12th Print) Cambridge University Pres, Cambridge, 2012.

Antony Best, *Jussie M. Hanhimäki*.

J.A. Maiolo & et al, International History of the Twentieth Century and Beyond, (Second Edition), Routledge, London, 2008.

Charles W. Kegley & et al, *World Politics: Trend and Transformation*, St. Martin' Press, New York, 1981.

John W. Young & et al, *International Relations Since 1845*, Oxford University Press, New York, 2004.

W.C. McWilliams & et al, *The World Since 1945: A History of International Relations*, (Seventh Edition) Viva Books, New Delhi, 2012.

Unit-III: Mandatory Readings:

Rikhi Jaipal, *Non-Alignment*, Allied Publishers, New Delhi, 1991.

Antony Best, *Jussi M. Hanhimäki*.

J.A. Maiolo & et al, *International History of the Twentieth Century and Beyond*, (Second Edition), Routledge, London, 2008.

Further Readings:

Charles W. Kegley & et al, *World Politics: Trend and Transformation*, St. Martin' Press, New York, 1981.

John W. Young & et al, *International Relations Since 1845*, Oxford University Press, New York, 2004.

W.C. McWilliams & et al, *The World Since 1945: A History of International Relations*, (Seventh Edition) Viva Books, New Delhi, 2012.

Unit-IV: Mandatory Readings:

Altaf Guar, Et al.(ed.),

The Third World Affairs 1985, Third World Foundation for Social and Economic Studies, London 1995.

Christopher Clapham,

The Third World Politics an Introduction, Rutledge, London.

Further Readings:

David M. Haugen(ed.),

The Third World Opposing Viewpoints Series, Green Haven Press, Farmington Hills, 2006.

John W. Young & et al,

International Relations Since 1845, Oxford University Press, New York, 2004.

Niranjana Bhuinya,

United Nations: Problems & prospects, Calcutta, K.P Bagchi & Co.1980.

Shirley Hune,

Non-Alignment in an Age of Alignments, Lawrence Hill & Co 1986.

John Hughes & et al,

Wilson; Disarmament: A Basic Guide 3rd Edition, United Nations 2012.

W.C. McWilliams & et al,

The World Since 1945: A History of International Relations, (Seventh Edition) Viva Books, New Delhi, 2012.



HISE 503

INDIAN NATIONAL MOVEMENT (1919-1947)

Course Instructor: Shyam Narayan Singh

Objective: This course aims at providing an understanding about the Indian national movement from 1919 to 1947. Emphasis is also laid on the different trends of Freedom struggle within the freedom movement.

Course Contents:

Unit-I: Mass Movement:

- (a) Emergence of Mahatma Gandhi in Indian Politics and his strategy of mass mobilization.
- (b) *Khilafat* and the Congress; Non-cooperation Movement, nature and regional variations.
- (c) No Changers and Swarajists.

Unit- II: Towards Radical Alternatives:

- (a) Rise of the Left Wing-Nehru, Bose, the Congress Socialist Party and the Communists; Revolutionary Movements with reference to north east.
- (b) Civil Disobedience.
- (c) Liberal Communalism: Growth and forms; Development of Communal Organizations; the response of the Congress.

Unit-III: Political Movements and War:

- (a) The Strategic Debate, 1934-1937; Formation and Working of Provincial Ministries.
- (b) Jinnah and Extreme phase of Communalism; British policies and Communalism.
- (c) World War II and the response of the Congress; Quit India Movement.

Unit IV: Freedom and Partition:

- (a) Post war National upsurge.
- (b) Muslim League's Demand for partition and the response of the Congress; Partition and Mahatma Gandhi.
- (c) The Long -Term Strategy of the National Movement; Assessment of the Indian National Movement: Achievements and failures.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25 marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Bipan Chandra, -----, -----, -----,	<i>The Epic struggle, Orient Longman, New Delhi, 1992.</i> <i>Modern India, NCERT, New Delhi, 1971.</i> <i>Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979.</i> <i>Communalism in Modern India, New Delhi, 1987.</i>
--	--

Further Readings:

Bipan Chandra & et al, *India's Struggle for Independence, 1857-1947*, Viking, New Delhi, 1987.

Tara Chand, *History of the freedom movement in India*, Vol.4, Delhi, 1961.

Percival Spear, *Oxford History of India*, New Delhi, 1974.

Sumit Sarkar, *Modern India, 1885-1947*, Delhi, 1989.

A.R. Desai, *Social Background of Indian Nationalism* Popular Prakashan, Bombay, 1959.

Unit-II: Mandatory Readings:

R.P. Dutt, *Indian Today*.

Ranjit Guha (ed.) *Subaltern Studies*, Vols. Oxford University Press, Delhi, 1982.

D.N. Dhanagre, *Peasant Movements in India, 1920-50*, Oxford University Press, Delhi, 1983.

Further Readings:

A.R. Desai (ed.) *Peasant Struggles in India*, Delhi, 1979.

B.N. Panda(ed.) *A Centenary History of the Indian National Congress*, 3 Vols. New Delhi, 1985.

Unit-III: Mandatory Readings:

P.C. Bamford, *History of Khilafat and Non-cooperation Movements*, Delhi, 1925.

Judith Brown, *Gandhi's Rise to Power*.

Further Readings:

Gopal, *Jawaharlal Behru – A Biography*.

B.R. Nanda, *Mahatma Gandhi – A Biography*, London, 1958.

Subhas Bose, *The Indian Struggle*.

C.H. Phillips M.D., *The partition of India*, London, 1970. Wain Wright.

Prabha Dixit, *Communalism – A Struggle for power*, New Delhi, 1974.

Unit-IV: Mandatory Readings:

Subrata Banerjee, *The RIN Strike*, New Delhi, 1981.

Sumit Sarkar, “Popular Movements and national leadership, 1945-47”, in *Economic & Political Weekly*, Vol. VII, Nos. 14-16, April 1982.

K.K. Ghose, *The Indian National Army*, Meerut, 1969.

Further Readings:

P. Sitaramayya, *The History of the Indian National Congress*, two volumes.

Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*. Sage Publications, New Delhi, 2000.

Louis Fischer, *Mahatma Gandhi: His Life and Times*, Bhartiya Vidya Bhavan, Mumbai, 2006.

Mahatma Gandhi, *My Experiments with Truth: An Autobiography*, Crosland Books, New Delhi, 2009.



HISC 504

HISTORY OF MODERN JAPAN (1853-1945)

Course instructor: Sudhir Kumar Singh

Objective: The Course of study seeks to impart knowledge about historical development in Japan during the Nineteenth and Twentieth century. It will also study the emergence of Japan into a Modern Society and world power till the World War II.

Course Content

Unit- I: Opening of Japan:

- (a) The period of Seclusion
- (b) The Treaty of Kanagawa with the United States (1854).
- (c) Unequal treaties and fall of Feudal System

Unit-II: Modernization of Japan:

- (a) The Meiji Restoration, 1868 - Process of modernization.
- (b) The Expansionist policy of Japan: Sino - Japanese war - The treaty of Shimonoseki, 1894-95; Anglo - Japanese Alliance, 1902.
- (c) The Russo- Japanese War- The Treaty of Portsmouth, 1904-05.

Unit-III: Japan during and after the World War I:

- (a) Japanese Imperialist expansion during World War I.
- (b) The Treaty of Versailles, 1918; Washington Conference, 1922.
- (c) The Rise of Militarism.

Unit- IV: Japan and the Word War II

- (a) The Japanese entry into the War.
- (b) The fall of Japanese imperialism.
- (c) Impact on society and economy.

Mode of evaluation: The course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Unit- I: Mandatory Readings

E. Herbert Norman,
Harold M. Vinacke,
Kenneth B. Pyle,
Paul H. Clyde & et al,

Japan's Emergence as a Modern State.
History of the Far East in Modern Times.
The Making of Modern Japan.
Far East: A History of the Western Impacts and the Eastern Responses, 1830-1970.

Further Readings:

F.C. Jones,
Jean-Pierre Lehmann,
Peter Duus,
-----,
P.N. Murty,
Richard Story,
-----,

Japan's New Order in East Asia.
The Roots of Modern Japan.
Modern Japan, Houghton Mifflin; 2 editions, 1997
Feudalism in Japan, McGraw-Hill; 3rd Edition, 1993
Rise of Modern Nationalism in Japan.
A History of Modern Japan.
The Double Patriots: A Study of Japanese Nationalism.

Unit-II: Mandatory Readings

Harold Minacci,

History of the Far East in Modern Times.

Kenneth B. Pyle,
Paul H. Clyde & et al,
W.G. Beasley,

The Making of Modern Japan.
Far East: A History of the Western Impacts and the Eastern Responses, 1830-1970.
Modern History of Japan.

Further Readings:

E. Herbert Norman,
G.B. Ransom,
-----,
J. Luitington & et. al. (ed.)
Jean-Pierre Lehmann,
Notate Ike,
Peter Duos,
P.N. Marty,
Richard Story,

Japan's Emergence as a Modern State.
A History of Japan, Vol.3.
Western World and Japan.
Imperial Japan 1800-1945.
The Roots of Modern Japan.
The beginning of Political Democracy in Japan.
Modern Japan, Houghton Mifflin; 2 editions, 1997
Rise of modern Nationalism in Japan.
A History of Modern Japan.

Unit-III: Mandatory Readings

Harold Minacci,
Kenneth B. Pyle,
Paul H. Clyde & et al,

History of the Far East in Modern Times.
The Making of Modern Japan.
Far East: A History of the Western Impacts and the Eastern Responses ,1830-1970.

Further Readings:

F.C. Jones,
J. Ludington & et. al. (ed.)
Jean-Pierre Lehmann,
Jon Livingston,
P.N. Marty,

Japan's New Order in East Asia.
Imperial Japan 1800-1945.
The Roots of Modern Japan.
The Japan Reader Vol. 2.
Rise of modern Nationalism in Japan.

Unit- IV: Mandatory Readings:

Harold Minacci,
Paul H. Clyde & et al,
W.G. Beasley,

History of the Far East in Modern Times.
Far East: A History of the Western Impacts and the Eastern Responses ,1830-1970.
Modern History of Japan.

Further Readings:

E. Herbert Norman,
G.B. Ransom,
-----,
E. Holiday,
F.C. Jones,
Kenneth B. Pyle,
Reischauer,
Peter Duus,
R. Steen,
Richard Story,
-----,
Totsuji Takeychi,

Japan's Emergence as a Modern State.
A History of Japan, Vol.3.
Western World and Japan.
A political History of Japanese Capitalist
Japan's New Order in East Asia.
The Making of Modern Japan.
Japan, Past and Present.
Modern Japan, Houghton Mifflin; 2 editions, 1997
A History of Modern Japan.
A History of Modern Japan.
The Double Patriots: A Study of Japanese Nationalism
War and Diplomacy in the Japanese Empire.



HISC 511

ORAL TRADITIONS

Course Instructor:Tana Showren

Objective: The course shall introduce the students about tools, techniques and ideas that encourage wholly difficult ways of thinking, knowing and communicating how to use oral traditions in writing history. In this objective, a practical field study shall be conducted to get first-hand knowledge of legends, fairy tales, folklores, folksongs, rhapsodies and folk-music in the form of oral traditions.

Course Contents:

Unit-I: The Oral Traditions:

- (a) Meaning and characteristics of oral traditions.
- (b) The written traditions and traditional knowledge.
- (c) Oral traditions and oral history research.
- (d) The evaluation of testimonies.

Unit-II: Planning the Field Study:

- (a) Goals for doing field work.
- (b) Existing literature on oral traditions
- (c) Developing a Research Plan.
- (d) Ethic of Research and Using Equipment for field work

Unit-III:Presentation of topic handout and the field work.

Unit-IV: Writing of Semester Dissertation and Oral Examination.

Mode of evaluation: The course shall have two parts with theoretical teaching and practical field work in which students shall undergo a field study to acquire practical knowledge of the course as many number of days prescribed by the Course Instructor. Each student shall have to prepare a Semester Dissertation for three (3) credit [75 marks] while one (1) credit [25 marks] for attending lecture (tutorial), seminar presentation, oral examination and field study report.

Unit-I: Mandatory Readings:

Jan Vansina,	<i>Oral Tradition: A Study in Historical Methodology, Transaction Publishers, 2006.</i>
-----,	<i>Oral Tradition as History, University of Wisconsin Press, 1985.</i>
Tana Showren,	<i>The Nyishi of Arunachal Pradesh: An Ethnohistorical Study, Regency Publications, Delhi, 2009.</i>
_____ ,	“Investigating Myth of the <i>Aabhu Thanyi</i> : A Preliminary Note”, in <i>Proceedings of North East India History Association, thirty fourth sessions, 2013.</i>
John Miles Foley (ed.)	<i>Teaching Oral Traditions, Modern Language Association, 1998.</i>
Clifford Geertz,	<i>The Interpretation of Cultures, Basic Books, Inc., Publishers, New York, 1973.</i>

Further Readings:

David C. Rubin, *Memory in Oral Traditions: The Cognitive Psychology of Epic, Ballads, and Counting-Out Rhymes*, Oxford University Press, 1995.

Albert B. Lord, *The Singer of Tales*, Harvard University Press, 1981.

John Miles Foley, *Immanent Art: From Structure to Meaning in Traditional Oral Epic*, Indiana University Press, 1991.

Unit-II:Mandatory Readings:

John Miles Foley, *Oral Tradition and the Internet: Pathways of the Mind*, University of Illinois Press, 2012.

Tana Showren, “Oral Traditions: Method to Adaptation of Construction of the History of Non-Literate Tribes”, in *International Journal of Social Science and Humanity*, Vol.4, No.6, pp.478-481, November 2014.

Mohd Taib Osman, *Manual for Collecting Oral Tradition with Special Reference to South East Asia*, Dewan Bahasa dan Pustaka, Ministry of Education, Malaysia, 1982.

Further Readings:

John Miles Foley, *How to Read an Oral Poem*, University of Illinois Press, 2002.

Richard Bauman, *Verbal Art as Performance*, Waveland Press Inc. 1984.

Liz Warren, *The Oral Tradition Today: An Introduction to the Art of Storytelling*, Pearson Learning Solution.



HISC 512

HISTORY OF ARUNACHAL PRADESH (From Early Times to 1987)

Course Instructor: Sarah Hilaly

Objective: The course seeks to acquaint the students about the historical processes at play in the formation of the present state of Arunachal Pradesh. It also seeks to help understand the dynamics of the society, economy and body politic of the area in pre-colonial times as well as the colonial period. Issues of contemporary nature in the form of administrative development after Independence are dealt within the course content. To explore hitherto unexplored areas of the history and culture of Arunachal Pradesh.

Course Contents:

Unit-I: Introduction:

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

Unit-II: Pre-Colonial Traditional Institutions:

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

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

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

Unit-IV: Post-Independence Developments:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

A. Hamilton,	<i>In the Abor Jungles.</i>
A. Mackenzie,	<i>The North East Frontier of Assam.</i>
A. Maleish,	<i>The Frontier People of India.</i>
G.W. Beresford,	<i>Notes on the North East Frontier of Assam.</i>
J.N. Chaudhury,	<i>Arunachal Pradesh from Frontier Tracts to Union Territory.</i>

Further Readings:

J.N. Chaudhury,	<i>The Tribal Culture and History of Arunachal Pradesh.</i>
H.K. Barpujari,	<i>Problems of the hill Tribes; North-East Frontier, Vol.I, II & III.</i>
H. Baruah,	<i>The Red river and the Blue Hill.</i>
Tomo Riba,	<i>The Tribal and their Changing Environment.</i>

V.Rastogi, *The Enchanted Frontier.*

Unit-II: Mandatory Readings:

Ashan Riddi, *The Tagins of Arunachal Pradesh: A Study of Continuity and Change, 2006.*
C.V.F Haimendorf, *The Apatanis and Their Neighbours.*
-----, *Ethnographic Notes on the Tribes of the Subansiri Region.*
L.R.N. Srivastava, *The Gallongs.*

Further Readings:

N.T. Rikam, *Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe.*
Sachin Roy, *Aspects of Padam Minyong Culture.*
Dutta, *Studies in the History, Economy and Culture of Arunachal Pradesh.*
Tai Nyori, *History and Culture of the Adis.*
Tamo Mibang, *Social Change in Arunachal Pradesh.*
T. Mibang&et el, *Understanding Tribal Religion.*
Verrier Elwin, *Myths of the North-East Frontier of India.*
-----, *The Art of the North East Frontier of India.*

Unit-III: Mandatory Readings:

Tana Showren, *The Nyishi of Arunachal Pradesh: An Ethnohistorical Studies, 2009.*
R.B. Pemberton, *The Eastern Frontier of British India.*
J.N. Chaudhury, *Arunachal Pradesh from Frontier Tracts to Union Territory.*

Further Readings:

M.L. Bose, *History of Arunachal Pradesh Up to 1992.*
P.N. Luthra, *Constitutional and Administrative Growth of the North East Frontier.*
Robert Reid, *History of the Frontier Areas Bordering Assam.*

Unit-IV: Mandatory Readings:

A.C. Talukdar, *Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.*
Alistair Lamb, *The China India Border, Volume I & II.*
-----, *The Mac Mohan Line: A Study in the Relations between India China and Tibet.*
J.B. Dalvi, *Himalayan Blunder.*
J.R. Saigal, *The Unfought War of 1962.*
J.L. Mehra, *The Mac Mohan Line and After.*
Krishna Rao, *The Sino-Indian Boundary Question and International Law.*

Further Readings:

N.K. Das, *Ethnic Identity, Ethnicity and Social Stratification in Northeast India, 1989.*
P.N. Kaul, *Frontier Callings.*

P.M. Kaul, *Untold Story.*

Parshottam Mehra, *Essays in Frontier History: India, China, and the Disputed Border.*
Parshottam Mehra, *The North-Eastern frontier: a documentary study of the internecine rivalry between India, Tibet and China. OUP, Delhi, (1979).*
Parshottam Mehra, *Young husband's Expedition to Lhasa: An Interpretation, Gyan Publishing House, Delhi, 2005.*
Sanjay Dubey, *Dynamics of Tribal Local Polity and Panchayati Raj in Arunachal Pradesh.*
Verrier Elwin, *A Philosophy for NEFA.*
-----, *Democracy in NEFA.*
V. V. Rao, *A Century of Tribal Politics in North Eastern in India.*



HISE 513

MODERN WORLD

Course Instructor: Tajen Dabi

Objective: The course is designed to acquaint the students with the major social, cultural, economic and political development which were responsible for the rise of modern world.

Course Contents:

Unit-I: Transition from Feudalism to Capitalism:

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

Unit-II: Emergence of New Ideas:

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

Unit-III: Growth of Modern Institutions:

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

Unit-IV: Imperialism and Nationalism:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

E. Mac N. Burns & et al, *World Civilisation, relevant volumes, Goyal Saab, 1991.*
 New Cambridge : Modern History, Vols. I to VI
 (*relevant chapters*).

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

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

Further Readings:

Max Webber,
Niall Ferguson, *Protestant Ethics and the Spirit of capitalism.*
 Civilization: The Six Killer Apps of Western Power, Penguin, 2012.

Unit-II: Mandatory Readings:

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

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

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

Further Readings:

Samuel P. Huntington, *The Clash of Civilizations and The Remaking of World Order, Penguin Books, 1996.*

Max Webber, *Protestant Ethics and the Spirit of Capitalism.*

Unit-III: Mandatory Readings:

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

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

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

Further Readings:

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

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

-----, *The Sources of Social Power: Volume 2, The Rise of Classes and Nation-States, 1760-1914, Cambridge University Press, 2012.*

Eric Hobsbawm, *The Age of Revolution: 1789-1848, Little, Brown, 1998.*
-----, *The Age of Capital: 1848-1875, Little, Brown, 1988.*

Unit-IV: Mandatory Reading:

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

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

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

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

Rosa Luxemburg, *Accumulation of Capital, Taylor & Francis, 2003.*
Jean-Pierre Lehmann, *The Image of Japan: From Feudal Isolation to World Power 1850-1905, Routledge, 2010.*

Amilcar Cabral

'Outstanding Leader of African Liberation Movement - A Tribute', African Communist, No. 53, second quarter 1973', Stable URL: <http://www.sacp.org.za/docs/history/dadoo-19.html>.

Nira Wickramasinghe,

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

G. Houser & et al,

'In Memory of Amilcar Cabral: Two Statements', Africa Today, Vol. 20, No. 1, United States Policy toward Africa (Winter, 1973), pp. 3-6 (Stable URL: <https://www.jstor.org/stable/pdf/4185277.pdf>).

Further Reading:

Frantz Fanon, (trans),

Constance Farrington with an Introduction by Jean-Paul Sartre, The Wretched of the Earth, Penguin, 2001.

Edward W Said,

Culture and Imperialism, Random House, 1994.

Edward Said,

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

Lopes Carlos Lopes,

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

Laksiri Jayasuriya,

'The Evolution of Social Policy in Sri Lanka 1833-1970: The British Colonial Legacy', Journal of the Royal Asiatic Society of Sri Lanka, New Series, Vol. 46 (2001), pp. 1- 68 (Stable URL: <https://www.jstor.org/stable/pdf/23731388.pdf>).

Nelson Mandela,

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



HISE 514

HISTORY OF IDEAS IN THE 19TH CENTURY INDIA

Course Instructor: Tajen Dabi

Objective: The course is designed to develop familiarities and understand of the students with the various intellectual and innovative social reforms thinkers and their ideas in the 19th century of India.

Course Contents:

Unit-I: Historiographical and Conceptual Questions:

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

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

Growth of new religious ideas: elements of rationalism, humanism; religious ideas relating to monotheism, religious universalism, religious particularism, idolatry, rituals, priesthood, scientific idea; education and social ideas on *sati*, debate on *sati*, child marriage, widow remarriage, polygamy and the status of woman. The above ideas would be studied under the following rubric:

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

Unit-III: Intellectual and Religion-II:

Growth of new religious ideas: elements of rationalism, humanism; religious ideas relating to monotheism, religious universalism, religious particularism, idolatry, rituals, priesthood, scientific idea; education and social ideas on Sati, debate on Sati, child marriage, widow remarriage, polygamy and the status of woman. The above ideas would be studied under the following rubric:

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

Unit-IV: Intellectual Intervention and Social Empowerment:

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

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Reading:

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

Further Readings:

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

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

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

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

Unit-II: Mandatory Reading:

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

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

A.R. Desai, *Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, SVI, SVII.*

Further Readings:

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

D. Kopf, *British Orientalism and Bengal Renaissance, Calcutta 1969.*
Susoban Sarkar, *Bengal Renaissance and Other Essays.*

Unit-III: Mandatory Readings:

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

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

A.R. Desai, *Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, SVI, SVII.*

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

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

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

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

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

M. Majeeb, *The Indian Muslim.*

A. Ahmed, *Islamic Modernism in India and Pakistan.*

Unit-IV: Mandatory Reading:

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

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

A.R. Desai, *Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, SVI, SVII.*

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

Further Readings:

Benoy Ghosh, *Iswar Chandra Vidyasagar.*

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

V.Rama Krishna, *Social Reform in Andhra.*



HISE 515
HISTORY OF MODERN CHINA (1840-1949)
Course Instructor:Shared

Objective: The course is designed to acquaint the students with Chinese history from the Opium war till the Cultural Revolution. The course also seeks to explore China's relation with the Western world during the period of capitalism and colonialism. It is an attempt to outline China's repeated attempts to modernise on western lines could not free it from the clutches of Colonialism.

Course Contents:

Unit-I: China in the Nineteenth Century:

- (a) The Opium Wars.
- (b) Open Door Policy and Scramble for Concessions 1899.
- (c) Taiping Rebellion: Causes and Consequences.

Unit-II: Emergence of Chinese Nationalism and Revolutions:

- (a) The Boxer Rebellion 1900.
- (b) The Nationalist Revolution of 1911.
- (c) *Sun Yat Sen* and Chinese Nationalism.

Unit-III: Intellectual Revolution and National Unification:

- (a) Era of Warlordism.
- (b) The May Fourth Movement, 1919: Nature and Significance.
- (c) Birth of the Communist party 1921: CPC and Kuomintang.
- (d) The First United Front.

Unit-IV: Rise of China:

- (a) Rise of *Mao-Tse-Tung*.
- (b) Collapse of the Kiangsi Soviet and the Long March.
- (c) The Second United Front: (1936-1945).
- (d) The Triumph of Communist Revolution in China.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Chesneaux, Jean, et al,	<i>Peasants Revolts in China, 1840-1949, Thames & Hudson, London, 1973.</i>
Chesneaux, Jean, et al,	<i>China from Opium War to 1911 Revolution, Harvester Press, Sussex, 1976.</i>
Clyde, P.H, Greenberg Michael,	<i>The Far East.</i> <i>British Trade and the Opening.</i>

Further Readings:

R.S. Gupta, Owen Lattimore, K.S. Latourette, K.M. Panikkar, Nathaniel Pellar, C. Marg Wright,	<i>History of Modern China.</i> <i>Making of Modern China.</i> <i>The Chinese, Their History and Culture.</i> <i>Asia and Western Dominance.</i> <i>Far East, A Modern History.</i> <i>The Last Stand of Chinese Conservatism, 1862-72</i>
--	---

Unit-II: Mandatory Readings:

H. Daniel Bays,

China Enters the Twentieth Century Chang-Chih-Tung and the Issues of New Age, 1895- 1949.

J. Chesneaux& et al,

China from the 1911 Revolution to Liberation, Khosla Publishing, Delhi, 1986).

Jean Chesneaux,

China- The People's Republic, Harvester Press, Sussex, 1979.

Further Readings:

C.Y. Hsu, Immanuel, Albert Reuerwerker, C.Marg Wright,

The Rise of Modern China.

Approaches to Modern Chinese History.

The China in Revolution: The First Phase, 1900-1913.

Unit-III: Mandatory Readings:

Joseph W. Esherick,

Reform and Revolution in China.

Joseph W. Esherick & et al,

China: How the Empire Fell.

Ha- Seng,

Imperialism in Chinese Politics.

Further Readings:

Lai To Lee, Hock Guan Lee, Liu Heung Shing,

Sun Yat-Sen, Nanyang and the 1911 Revolution.

Lucien. Bianco,

China in Revolution: The Road to 1911.

Marc Blecher,

Origins of the Chinese Revolution, 1915-1949, OUP, London, 1971.

Shanti Swarup,

China Against the Tides, Restructuring through Revolution, Radicalism and Reform.

A Study of the Chinese Communist Movement, 1927-34.

Unit-IV: Mandatory Readings:

Bastid .M, & Barges,

Revolution.

B. Barnouin & et al,

Zhou Enlai: A Political Life. Hong Kong, 2006.

A. Chan,

Children of Mao: Personality Development and Political Activism in the Red Guard Generation; University of Washington Press, 1985.

Further Readings:

Clubb, Edmund, O,

Twentieth Century China.

Chuntu-Hsueh,

Revolutionary Leaders of Modern China.

Fitzgerald, C.P.

The Birth of Communist China, Pelican Books, 1971.

Guillermez.Jacques,

A History of the Chinese Communist Party, 1921-1949.

Ho. Kan Chin,

A History of Modern Chinese Revolution.

Howari, Roger,

Mao-Tse-Tung and the Chinese people.

Himton,

Communist China in World politics.

Adrian Hsia,

The Chinese Culture Revolution.

A. Chalners Johnson,

Peasant Nationalism and Communist power the Emergence of Red China, 1937-45.

FranzSchumann,

Ideology and Organisation in Communist China.

Edgar Snow,

Red Star Over China.

Teng & Fairbank,

China's response to the West, Vol.2.

Van Slyke, Lyman P,

The Chinese Communist Movement.

-----,

Mao Tse-Tung and the Chinese Revolution.

Jean Chesneaux,

China- The People's Republic, Harvester Press, Sussex, 1979.



HISE 503

INDIAN NATIONAL MOVEMENT (1919-1947)

Course Instructor: Shyam Narayan Singh

Objective: This course aims at providing an understanding of the Indian National Movement from 1919 to 1947. Emphasis is also laid on the different trends of struggle within the freedom movement.

Course Content:

Unit- I: Mass-Movement:

- (a) Emergence of Mahatma Gandhi in Indian Politics and his strategy of mass mobilization.
- (b) Khilafat and the Congress.
- (c) Non-cooperation Movement, nature and regional variations.

Unit- II: Towards Radical Alternatives:

- (a) No Changers and Swarajists.
- (b) Civil Disobedience- Rise of the Left Wing-Nehru& Bose.
- (c) The Congress Socialist Party, the Communists, Revolutionary Movements with reference to North East India.

Unit- III: Communalism:

- (a) Liberal Communalism-Growth and forms.
- (b) Development of Communal Organizations; the response of the Congress.
- (c) Jinnah, Golwarkar and Extreme phase of communalism; British policies and communalism.

Unit- IV: Political Movements and War:

- (a) The Strategic Debate, 1934-1937.
- (b) Formation and working of Provincial Ministries.
- (c) World War II and the response of the Congress-Quit India Movement.

Unit-V: Freedom and Partition:

- (a) Post war national upsurge.
- (b) Muslim League's Demand for partition and the response of the Congress; Partition and Mahatma Gandhi.
- (c) The Long-Term Strategy of the National Movement; assessment of the Indian National Movement-Achievements and failures.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Bipan Chandra, _____, _____, _____,	<i>The Epic struggle, Orient Longman, New Delhi, 1992.</i> <i>Modern India, NCERT, New Delhi, 1971.</i> <i>Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979.</i> <i>Communalism in Modern India, New Delhi, 1987.</i>
Bipan Chandra & et al,	<i>India's Struggle for Independence, 1857-1947, Viking, New Delhi, 1987.</i>
Tara Chand, Percival Spear, Sumit Sarkar, A.R.Desai,	<i>History of the freedom movement in India, Vol.4, Delhi, 1961.</i> <i>Oxford History of India, New Delhi, 1974.</i> <i>Modern India, 1885-1947, Delhi, 1989.</i> <i>Social Background of Indian Nationalism Popular Prakashan, Bombay, 1959.</i>
R.P.Dutt, Ranjit Guha (ed.) D.N.Dhanagre,	<i>Indian Today.</i> <i>Subaltern Studies, Vols. Oxford University Press, Delhi, 1982.</i> <i>Peasant Movements in India, 1920-50, Oxford University Press, Delhi, 1983.</i>
A.R.Desai (ed.) B.N.Panda (ed.)	<i>Peasant Struggles in India, Delhi, 1979.</i> <i>A Centenary History of the Indian National Congress, 3 Vols. New Delhi, 1985.</i>

Further Readings:

P.C.Bamford,	<i>History of Khilafat and Non-cooperation Movements, Delhi, 1925.</i>
Judith Brown,	<i>Gandhi's Rise to Power.</i>
S.Gopal,	<i>Jawaharlal Behru – A Biography.</i>
B.R.Nanda,	<i>Mahatma Gandhi – A Biography, London, 1958.</i>
Subhas Bose,	<i>The Indian Struggle.</i>
C.H.Phillips M.D.,	<i>The partition of India, London, 1970. Wain Wright.</i>
Prabha Dixit,	<i>Communalism – A Struggle for power, New Delhi, 1974.</i>
Subrata Banerjee,	<i>The RIN Strike, New Delhi, 1981.</i>
Sumit Sarkar,	<i>"Popular Movements and national leadership, 1945-47", in Economic & Political Weekly, Vol. VII, Nos. 14-16, April, 1982.</i>
K.K.Ghose,	<i>The Indian National Army, Meerut, 1969.</i>
P.Sitaramayya,	<i>The History of the Indian National Congress, two volumes.</i>
Sucheta Mahajan,	<i>Independence and Partition: The Erosion of Colonial Power in India. Sage Publications, New Delhi, 2000.</i>
Louis Fischer,	<i>Mahatma Gandhi: His Life and Times, Bhartiya Vidya Bhavan, Mumbai, 2006.</i>
Mahatma Gandhi,	<i>My Experiments With Truth: An Autobiography, Crosland Books, New Delhi, 2009.</i>

HISE 504

HISTORY OF MODERN JAPAN (1853-1945)

Course Instructor: Sudhir Kumar Singh

Objective: This course of study seeks to impart knowledge about Japan during the Nineteenth and twentieth century.

Course Content:

Unit-I: Opening of Japan, Land and its People:

- (a) The advent of the West.
- (b) The period of seclusion and its collapse
- (c) The treaty of Kanagawa with United States – 1854,
- (d) Other ‘Unequal treaties’ and fall of the feudal system.

Unit-II: Modernization of Japan:

- (a) The Meiji Restoration, 1868-1912—Transformation from feudal to modern state system.
- (b) The expansionist policy of Japan – Sino-Japanese War. The treaty of Shimonoseki (1894-95) Anglo Japanese Alliance, 1902.
- (c) The Russo-Japanese War-Treaty of Portsmouth 1904-05.

Unit-III: Japan during and after the First World War:

- (a) Japanese expansion during World War I.
- (b) The Treaty of Versailles; Washington Conference, 1922.

Unit-I V: The Rise of Militarism in Japan:

- (a) Beginning of militarism.
- (b) Policy of ‘Greater East Asia.

Unit-V: Japan and the Second World War:

- (a) The Japanese entry into the Second World War.
- (b) The failure of Japan in the War.
- (c) Impact on Japanese Society.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Richard Story,	<i>A History of Modern Japan.</i>
Double Patriots,	<i>Double Patriots.</i>
W.G. Beasley,	<i>Modern History of Japan.</i>

E.H.Norman,	<i>Japan's emergence as a modern state.</i>
J.Luington & et. al (ed.)	<i>Imperial Japan 1800-1945.</i>
_____,	<i>The Japan Reader Vol. 2.</i>
George Sanson,	<i>A History of Japan, Vol.3.</i>
_____,	<i>Western World and Japan.</i>
_____,	<i>Japan, A Short Cultural History.</i>
O.Reischaver,	<i>Japan, Past and Present.</i>
Nobytake Ike,	<i>The beginning of Political Democracy in Japan.</i>
Totsuji Takeyichi,	<i>War and Diplomacy in the Japanese Empire.</i>
Holiday, E.,	<i>A political History of Japanese Capitalist.</i>

Further Readings:

Jonrs F.C.,	<i>Japan's New Order in East Asia.</i>
Huge Barton,	<i>Japan's Modern History.</i>
Delmer Brown,	<i>Nationalism in Japan.</i>
Murty P.N.,	<i>Rise of modern Nationalism in Japan.</i>
R.Steen,	<i>A History of Modern Japan.</i>
Jean, Pienne Lehman,	<i>Emergence of Modern Japan.</i>
Kenneth Bo Pyle,	<i>The Making of Modern Japan.</i>
Harold MoVenacke,	<i>History of the Far East in Modern Times.</i>

HISE 513

MODERN WORLD

Course Instructor: Tajen Dabi

Objective: The course is attempts to acquaint the students with the major social, cultural, economic and political development which were responsible for the rise of modern world.

Course Content:

Unit-I: Transition from Feudalism to Capitalism:

- (a) Decline of feudalism in Western Europe.
- (b) Agrarian Revolution.
- (c) Rise of merchant capital and industrial capitalism.

Unit-II: Emergence of New Ideas:

- (a) Renaissance- origins and significance.
- (b) Scientific Revolution-major trends.
- (c) Enlightenment Ideas-major trends & reformations.

Unit-III: Growth of Modern Institutions:

- (a) Emergence of European state system.
- (b) Growth of parliamentary government.
- (c) Cabinet system in England.

Unit-IV: Imperialism and Nationalism:

- (a) Theories of imperialism-Hobson, Lenin and Rosa Luxemburg.
- (b) Growth of nationalism- Latin America.
- (c) Growth of nationalism- Egypt, Cuba & Sri Lanka.

Unit-V: War and Peace:

- (a) World War I: Causes and Consequences.
- (b) Treaty of Versailles: Significance.
- (c) Third World concepts.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Perry Anderson,	<i>Lineages of the Absolutist State.</i>
V.G.Fierman,	<i>State and Society in Europe, 1550-1650</i>
Deays Hay,	<i>Europe in the Fourteenth and Fifteenth Centuries.</i>
H.G.Koenigsberger &et al,	<i>Europe in the Sixteenth Century.</i>
D.H. Pennington,	<i>Seventeenth Century Europe.</i>
Stuart Andrews,	<i>Eighteenth Century Europe.</i>
J.R. Hale,	<i>Renaissance Europe, 1480-1520.</i>
G.R. Elton,	<i>Reformation Europe, 1517-1559.</i>
J.H. Elliott,	<i>Europe Divided, 1559-1598.</i>
Geoffray Parheh,	<i>Europe Unfolding, 1648-1688.</i>
John Stoye,	<i>Europe Unfolding, 1648-1688.</i>
Olwen Hufton,	<i>Europe, Privilege and Protest, 1730-1789.</i>

Further Readings:

George Rude,
C. Cipolla,
C. Cipolla (ed.),
E.J. Hobsbawm,
R. Hitton (ed.),
H.F. Keatmay (ed.),
Max Webber,
M. Boas,
H.F. Kearney (ed.),
A.R. Hall,
D. Rothmund,
P.C. Coleman (ed.),

Aristocracy and the Bourgeois Challenge.
Before the Industrial Revolution.
Fontana Economic History of Europe, Vols. 2 & 3.
Industry and Empire, chapter 1 & 2.
Transition from Feudalism to Capitalism.
Capitalism and Reformation.
Protestant Ethics and the Spirit of Capitalism.
The Scientific Renaissance, 1450-1630.
Origins of Scientific Revolution.
The Scientific Revolution.
Asian Trade and European Expansion age of Mercantilism.
Revisions in Mercantilism, Cambridge Economic history of Europe, Vol. IV chapter – 8.

HISE 514

HISTORY OF IDEAS IN THE 19TH CENTURY

Course Instructor: Tajen Dabi

Objective: The objective of this course is to acquaint the students with the emergence of new ideas in the 19th and 20th century India that shaped the intellectual identity of modern India.

Course Content:

Unit-I: Historiographical and Conceptual Questions:

- (a) Renaissance- eighteen century as Dark Age & its critique.
- (b) Colonial state-ideologies culture & orientalist utilitarians.
- (c) Raja Ram Mohan Roy, Dayanand Saraswati & critique.

Unit-II: Intellectuals and Religion I:

- (a) Rammohan Roy.
- (b) Bramho Samaj, Debendranath Tagore & Keshabchandra Sen,
- (c) Derozio & the Young Bengal.

Unit-III: Intellectual and Religion II:

- (a) Growth of new religious ideas.
- (b) Vivekananda & Ramakrishna movement.
- (c) Dayanand Swaraswati and Arya Samaj.
- (d) Sir Sayyid Ahmed Khan and the Aligarh School.

Unit-IV: Intellectuals and Women's Question:

- (a) Social ideas on: Sati, debate on Sati.
- (b) Child marriage, widow remarriage, polygamy.
- (c) The status of woman.

Unit-V: Intellectuals and Education:

- (a) Rammohan Roy & Dayanand Saraswati.
- (b) Arya Samaj & Jotiba Phule.
- (c) Veeresalingam, Sir Sajjid Ahmed Khan & Aligarh School.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

V.P.S. Raghuvanshi, Eric Stobes, London, 1979.	<i>Indian Society in the 18th Century</i> , Delhi, 1969. <i>The English Utilitarians in India</i> (Oxford University Press,
B.B. Mazumdar, Charles H. Heimsath, V.C. Joshi (ed.)	<i>History of Indian Social and Political Ideas</i> . <i>Indian Nationalism and Hindu Social Reform</i> <i>Ram Mohan Roy and the process of Modernisation in India</i> , Vikas, New Delhi, 1975.

Natarajan,
 A.F.C. Ahmed,
 Sushoban Sarkar,
 D. Kopf,
 W.C. Smith,
 M. Majeeb,
 Benoy Ghosh,
 Kenneth Jones,
 _____,
 _____,

A century of social reform in India.
Social Ideas and Social change in Bengal, Calcutta, 1976
Bengal Renaissance and other Essays, Delhi, 1970.
British Orientalism and Bengal Renaissance, Calcutta, 1969.
Modern Islam in India.
The Indian Muslim.
Iswar Chandra Vidyasagar.
Arya Dharam: Hindu consciousness in late nineteenth century, Punjab.
New Cambridge History of India: Socio Religious Reforms movements in British India.

Further Readings:

J.T.F.Jordons,
 J.N.F. Farquhar,
 A. Ahmed,
 C.W.Troll,
 V.Rama Krishna,
 A.R. Desai,
 Rosalind Hanlon,
 Christina Dobbin,
 Richard Tucker,
 Anita Dichl & et al,
 K.N. Panikkar,
 _____,
 _____,
 _____,

Life and Times of Dayanand Saraswati.
Modern Religious Movements in India.
Islamic Modernism in India and Pakistan.
Sajjid Ahmed Khan : Reinterpretation of Theology.
Social Reform in Andhra.
Social Background of Indian Nationalism, chapter – XI, XIII, XIX, XV, SVI, SVII.
Caste, conflict and Mahatma Jyotiba Phule and Low-caste Social protest in nineteenth century western India.
Urban Leadership in Western India : Politics and Communities in Bombay city, 1840-1885,
 Oxford University press, 1972.
Ranade and the Roots of Indian Nationalism, Bombay, 1977.
Ramaswami, Bombay: B.I. Publications, 1977.
Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India, N. Delhi, 1998.
 “Rationalism in the Religious thought of Ram Mohan Roy”,
 in *Indian History Congress*, 1973
 Presidential Address, Indian History Congress, Modern Section, 1975.
 “Cultural Trends in pre-colonial India, An overall view”,
 In *Studies in History*, Vol.ii, No.2, 1980.

HISE 515
HISTORY OF MODERN CHINA (1840-1949)

Course Instructor: Shared

Objective: The course is designed to acquaint the students with Chinese history from the Opium War till the Cultural Revolution. The course also seeks to explore China's relations with the Western World during the period of capitalism and colonialism. It is an attempt to outline China's repeated effort to modernise on the western lines could not free it from the clutches of colonialism.

Course Content:

Unit-I: China in the Nineteenth Century:

- (a) Triangular Trade and Opium Wars.
- (b) Open Door Policy and scramble for Concessions 1899.
- (c) Taiping Rebellion - Causes and Consequences.
- (d) Self Strengthening Movement.

Unit-II: Emergence of Chinese Nationalism:

- (a) The Boxer Rebellion 1900.
- (b) The Republican Revolution.
- (a) The Chinese Nationalism.
- (c) Sun Yat Sen and Chinese Nationalism.

Unit-III: Intellectual Revolution and National Unification:

- (a) The Era of War Lordism in China.
- (b) The First United Front between CCP & KMT
- (c) The May Fourth Movement, 1919 - Nature and Significance.
- (d) Birth of the Communist Party 1921.

Unit-IV: Rise of Mao-Tse Tung and Cultural Revolution in China:

- (a) Rise of Mao-Tse-Tung- the KMT-CPC split in 1927 & resurgence of Chinese Communism.
- (b) Development of rural bases- Collapse of the Kiangsi Soviet & Long March.
- (c) The Second United Front.
- (d) The Nationalist and Communist struggle and the triumph in China.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

M.Bastid & Berges, *Revolution*.

Barbara Barnouin & *et al*, *Zhou Enlai: A Political Life*. Hong Kong: Chinese University of Hong Kong, 2006.

Daniel H.Bays, *China Enters the Twentieth Century Chang-Chih-Tung and the Issues of New Age, 1895- 1949*.

A. Chan, *Children of Mao: Personality Development and Political Activism in the Red Guard Generation*; University of Washington Press, 1985.

Jean Chesneaux & et al, *China from Opium War to 1911 Revolution*, Harvester Press, Sussex, 1976.

_____, *China from the 1911 Revolution to Liberation*, Khosla Publishing, Delhi, 1986).

_____, *Peasants Revolts in China, 1840-1949*, Thames & Hudson, London, 1973.

Jean Chesneaux, Edmund O.Clubb, P.H.Clyde, Hsueh -Chuntu, C.P.Fitzgerald, R.S.Gupta, Jacques Guillermez, Seng-Ha, Kan Chin Ho, Roger Howari, Himton, Adrian Hsia, *China- The People's Republic*, Harvester Press, Sussex, 1979.

Twentieth Century China.

The Far East.

Revolutionary Leaders of Modern China.

The Birth of Communist China, Pelican Books, 1971.

History of Modern China.

A History of the Chinese Communist Party, 1921-1949.

Imperialism in Chinese Politics.

A History of Modern Chinese Revolution.

Mao-Tse-Tung and the Chinese people.

Communist China in World politics.

The Chinese Culture Revolution.

Further Readings:

C.Y. Hsu Immanuel, *The Rise of Modern China*.

_____, *Readings in modern Chinese History*.

Chalmers A. Johnson, *Peasant Nationalism and Communist power the Emergence of Red China, 1937-45*.

Owen Lattimore, *Making of Modern China*.

K.S. Latourette, *The Chinese, Their History and Culture*.

Bianco Lucien, *Origins of the Chinese Revolution, 1915-1949*, OUP, London, 1971.

K.M. Panikkar, *Asia and Western Dominance*.

Nathaniel Pellar, *Far East, A Modern History*.

Albert Reuerwerker, *Approaches to Modern Chinese History*.

Franz Schuemann, *Ideology and Organisation in Communist China*.

Edgar Snow, *Red Star Over China*.

Teng & Fairbank, *China's response to the West, Vol.2*.

Lyman P & Van Slyke, *The Chinese Communist Movement*.

C.Marg Wright, *The Last Stand of Chinese Conservatism, 1862-72*.

_____, *The China in Revolution : the First Phase, 1900-1913*.

_____, *Mao Tse-Tung and the Chinese Revolution*.

Harold M Vinacke, *History of the Far East in Modern Times (New Delhi): Kalyani Publisher, 2006*.

HISE 516

HISTORY OF ENVIRONMENTAL MOVEMENTS IN INDIA

Objective: The course makes an attempt to appraise the students with British policies in India before the country became independent and its manifold impact on environment. The roots of many environmental movements lie in the bosom of colonial history and this is becoming manifest by recent resemes.

Course Content:

Unit-I: Man and Environment in Pre-Colonial India:

- (a) Cultural roots of environmental consciousness.
- (b) Links between social practices and environment.
- (c) Community economy and environment.

Unit-II: British Approach to Environment:

- (a) Colonial policies and issues of development.
- (b) Environmental basis of colonial economy.
- (c) Forest policies of the British in India.
- (d) Cases of developmental measures and environmental degradation – Mining, Rail road.

Unit-III: Indian Responses to British Policies:

- (a) Linkages between tribal uprisings and British environmental policies.
- (b) Linkages between British environmental policies and commercialization of agriculture.
- (c) Environmental bases of peasant movements.

Unit-IV: Environment and Freedom movement:

- (a) Environmental concerns at the dawn of freedom movement.
- (b) Gandhi and the environment.
- (c) Environmental issues and the left movement.

Unit-V: Environmental issues after independence:

- (a) Environmental policies of government of India after independence.
- (b) The continuing debate between environmental protection and economic development.
- (c) Environmental movements in India Chipko Movement, Save Narmada Movement, The Silent Valley Movement.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Stern Klaus & *et al*, *Genetics of Forest Ecosystems*, Heidelberg, 1974.

Gadgil, Madha *This Fissured Land : An Ecological History of India*, Delhi, 1992..

John M'Cosh, *Topography of Assam, 1837 (Reprint)* Delhi, 1995.

B. Ribeentrop, *Forestry in British India*, Calcutta, 1900.

P.Tucker & *et al*, *The Depletion of India's forests under British Imperialism: Planters, Foresters and Peasants in Assam and Kerela, in Wordster (ed) Ends of the Earth*, Cambridge, 1988. *Indian Forest Act, 1878*, National, Archives of India, New Delhi.

K.P.Kannau, *Forest for Industry's profit in Economic and Political Weekly*, June 5, 1982.

HISE 517 **HISTORY OF MODERN EUROPE (1870-1945)**

Objective: To introduce the students with the major historical developments of Europe from 1870 to 1945, a period jam-packed with events. These events had tremendous impact in the subsequent historical developments in Europe and the World as a whole.

Course Contents:

Unit-I: Political Developments:

- (a) Internal and external developments in Germany (1871-1914).
- (b) Post-Unification domestic policy of Bismarck.
- (c) Fall of Bismarck, Internal developments in Germany 1890-1914.
- (d) European diplomacy and system on the eve of the First World War.

Unit-II: France Upto 1914:

- (a) Internal developments in France (1871-1914).
- (b) Establishment of 3rd Republic nature & Paris Commune.
- (c) Social and economic policy.
- (d) Difficulties of 3rd Republic-domestic developments up to 1914.

Unit-III : The Eastern Question and the Balkans:

- (a) Eastern Question and the Balkans- European interest in the Balkans.
- (b) Rise of nationalism in Balkan States.
- (c) Eastern question and European-Politics and diplomacy between 1870-1914.

Unit -IV: Rise of Communism:

- (a) Russian Empire up to 1917, Emancipation of Serfs.
- (b) Peasant and Working Class Movements- Revolution of 1917.
- (c) Communism in Russia 1917-1939-New Economic Policy, Foreign Policy 1917-1945.

Unit-V : World Between Two World Wars:

- (a) The First World War-Peace of Versailles, League of Nations.
- (b) Fascism in Italy -Origin of Italian Fascism, Mussolini and Italian Fascism.
- (c) Nazism in Germany-Role of economic crisis in the rise of Nazism.
- (d) Rise of Hitler-social, economic policy of Nazi.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

C.D.Hazen	Europe since 1815
James Joll	Europe since 1870
E.Lipson	Europe in the 19th & 20th Centuries.
David Thomson	Europe since Napoleon.
Karl Marx	The Paris Commune.
A.G.Mazour	Russia: Tsarist and Communist

O.Pflange
A. Bullock

Bismark and the Development of Germany.
Hitler : a study in Tyranny.

F.L.Carston
R.A.C.Parkar
A.J.P.Taylor

The Rise of Fascism.
Europe, 1919-1945.
The origin of the Second World War.

HISE 518

HISTORY OF MODERN RUSSIA (1856-1917)

Objective: The paper aims at familiarizing the students with the socio-economic political formations and developments of Russia during 19th Century and first part of 20th Century i.e., up to the Great Russian Revolution.

Course Content:

Unit-I: Great Reforms:

- (a) Russia on the eve of Great Reforms.
- (b) Political & social structure- the Tsar, nobility and serfs.
- (c) Great Reforms-emancipation of the serfs, emancipation Act of 1861.

Unit-II: First Industrial Spurt (1885-1900):

- (a) Strategies adopted for industrialization.
- (b) Role of the state and foreign capital.
- (c) Heavy taxation on the peasantry as the basis of industrialization.

Unit-III: Growth of Radical Intelligentsia & Revolutionary Movements:

- (a) Ascendancy of the revolutionary intelligentsia.
- (b) Social economic structure, absolutist Tsarist state.
- (c) Weakness of liberal tradition and dependence of Russian burges on state.
- (b) Origin and growths of the Russian Social Democratic Party; Bolsheviks and the Mensheviks: Rise of Lenin; Marxism as the dominant intellectual movements in Tsarist Russia; Peasants and workers movements in the 1905 Revolution; causes of the movements; impact of industrial development on the peasantry and the working class.

Unit-IV: The Revolution of 1905:

- (a) Russo-Japanese War.
- (b) Growth of political opposition.
- (c) Rise of the Soviets.
- (d) Lenin and the 1905 revolution;

Unit-V: The Revolution of 1917:

- (a) Beginning of Constitutional Development; the Dumas; limitations and failures of Russian Constitutions.
- (b) Stolypin Reforms (1906-11) - causes of the reforms, Search for a new social base for Tsardom; main features of stolypin reforms; consequences & analysis of the stolypin reforms.
- (c) Main features of second industrial boom; difference from the first industrialization drive; exodus of the peasants to urban areas; growth of urban working force; the worker as a peasant.
- (d) War and its impact on the Russian Economy & Society
- (a) The Revolution-February-October 1917.

Mode of evaluation: This course shall be of 4(four) credits with one(1) credit for attending lecture (tutorial) and presentation of seminar while remaining three(3) credits for writing examination.

Mandatory Readings:

G.T.Robindon	<i>Rural Russia under the old Regime.</i>
Allan K. Wildman	<i>The making of 'Workers' Revolution: Russian Social democracy, 1891-1903.</i>
L.H.Haimsm	<i>The Russian Marxism and the origin of Bolshevism.</i>
Franco Venturi	<i>Roots of Revolution.</i>
Lionel Koch	<i>Russian in Revolution 1890-1918.</i>
J.L.Keep	<i>The Rise of Social democracy in Russia.</i>
L.Trotshy	<i>The History of Russian Revolution.</i>
E.H.Carr	<i>The Bolshevik Revolution Vol.3.</i>
_____	<i>The Romantic Exiles.</i>
John Reed	<i>The days that shook the World.</i>
A.G.Maznur	<i>Russia, Tsarist and Communist.</i>
Issac Deutschar	<i>The Prophet Ahmed: Trotshy, 1879-1921.</i>
M.E.Falkus	<i>The industrialization of Russia 1700-1914.</i>
Olga Crism	<i>Studies in the Russian Economy before 1914.</i>
V.I.Lenin	<i>The Development of Capitalism in Russia.</i>
Harold Vernadsky	<i>A History of Russia.</i>
Hugh Saton Vatson	<i>The Russian Empire.</i>
Melvin C. Wren	<i>A History of Russia.</i>

HISE 519

IMPERIALISM AND RISE OF NATIONALISM IN WEST ASIA

Objectives: The Middle-East during the period covered by the syllabus witnessed a surging nationalism, a quest for freedom and its assertion. Besides, it was an era of internal conflict and dissents of a magnitude that involved, attracted global importance.

Course Content:

Unit-I: Background:

Search for informal and formal empires, capitulation regimes, Anglo-Russian Conventions, Berlin-Baghdad Railway, impact of imperialism and economic and political life : The first World War and Middle East; Anglo-French intrigues and disintegration of Turkey, Sykes – Picot Agreement, 1916 Rise of Arab Nationalism, impact of the Russian Revolution, conservatism and radical sections, mandates and the League of Nations.

Unit-II: Iraq, Syria, Palestine and Transjordanic Movement:

Nature of mandatory rule; nationalist movements. Egypt; the emerging Arab nationalism in Egypt, political, social and economic development; national movement

Unit-III: Iran:

Nature of nationalism in Persia, the Anglo-Russian rivalry; the Persian Revolution, rise of modern Persian Nationalism, the revolution of 1905, the nationalist movements in Iran in opposition to Anglo-Russian domination, the overthrow of the Qajar dynasty and the establishment of the Pahlavi dynasty.

Unit-IV: Turkey:

The last days of the Empire and the Young Turk Movement, the Kemalist Revolution; Fundamentals of Kemalism and the emergence of modern Turkey. Imperialistic crisis in the Middle-East; inter-imperialist rivalry between the protégés of imperialism; struggle between anti-imperialistic forces in Turkey, Iran and Arab World; attempts to whip up Anglo-Iranian rivalry; Sadabad Pact.

Unit-V: Palestine and the Jewish State:

The Balfour Declaration; Jewish terrorism and Arab reaction; emergence of Pan-Palestine Movement in the Arab World.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

<i>P.K.Hitti</i>	<i>The Near East in History</i>
<i>S.N.Fisher</i>	<i>The Middle East – A History</i>
<i>S.L.Roy</i>	<i>History of the Middele East in Modern Times</i>
<i>Krogen</i>	<i>Kemalist Turkey and the Middle East</i>
<i>Pasher</i>	<i>The making of modern Iraq</i>
<i>G.E.Kirk</i>	<i>A short History of Middle East</i>
<i>George Lenezousk</i>	<i>The Middle East in World Affairs</i>
<i>J.M.Ahmed</i>	<i>The Intellectual Origins of Egyptian Nationalist</i>
<i>B.Lewis</i>	<i>The Emergence of Modern Turkey</i>
<i>E.E.Ranesaur</i>	<i>The Gaung Turks</i>
<i>W.Miller</i>	<i>The Ottoman Empire and the Successors (1801- 1927)</i>
<i>M.P.Price</i>	<i>A History of Turkey from 'Empire' to Republic</i>
<i>J.N.Ziene</i>	<i>Arab-Turkish Relations and Emergence of Arab Nationalist</i>
<i>H.Z.Nuseibeh</i>	<i>The ideas of Arab Nationalism</i>
<i>Don Peretz</i>	<i>The middle East Today</i>
<i>Niskoy C. Chatterjee</i>	<i>History of Modern Middle East.</i>

HISE 520 **Woman and History in India**

Objective: The Course seeks introduce the students with the sub-field emerging as an adjunct to the politics of ‘feminism’. The paper shall also seek to outline the attempts to recover ‘history’ with a focus on recovering it in the domain of politics, which later extended to the realm of recovering the experiences within family and sexuality. It shall the incorporation of gender as a category to raise the status of woman’s history from merely remaining supplemental to history. The experiences of the woman in South Asia is also brought to focus

Course Content:

UNIT-I: From ‘Woman’s’ History to ‘Gender’ History:

- (a) Feminism and Woman’s History.
- (b) Social History and Woman.
- (c) Gender History.

UNIT-II Configurations of: Patriarchy in India:

- (a) Patriarchy and Caste in India.
- (b) State and Patriarchy in India: Debate on Sati in India.
- (c) Patriarchy and Domestic Space.

UNIT-III Woman and Education:

- (a) Woman and Education in the Nineteenth Century: Rasasundari, Pandita Ramabai, Anandibai Joshi and Savithribai.
- (b) Woman and Education in the Twentieth Century: Begum Rokheya Sakhawat Hussain, Sister Subbalakshmi.
- (c) Woman and forms of Popular culture in Nineteenth Century: Alternate Spaces.

UNIT-IV: Woman and Politics:

- (a) Emergence of Woman’s Organization in Colonial India.
- (b) Movement for Woman’s Rights in Colonial India.
- (c) Woman in the National Movement.

UNIT-V: Woman and Work:

- (a) Origin of Gender Roles: The debate.
- (b) Woman and Work in Colonial India.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Boserup, E.

Women's Role in Economic Development, (London: Earthscan, 1970 (reprinted 1997)

Chris Beasley *Gender & Sexuality: Critical Theories, Critical Thinkers, (Sage, New Delhi, 2005)*

Elise Boulding *The Underside of History: A View of Woman Through Time, Vol-I & II, (Sage, California, 1992.)*

Gerda Lerner *The Creation of Patriarchy (Oxford University Press, 1986)*

Judith Butler *Gender Trouble: Feminism and the Subversion of Identity, (New York, Routledge, 1989)*

Louis. A. *Tilly and Joanna Scott, Woman, Work and Family, (New York, 1978, 1987)*

Simone de Beauvoir *The Second Sex (New York: Vintage Books, 1973)*

Sheila Rowbotham *Hidden from History: 300 Years of Women's Oppression and the Fight Against It, (Pluto Press, 1975)*

Virginia Wolfe *A Room of One's Own, (New York, Harcourt Brace & Co, 1989)*
India:

Amin, Sonia Nishat *The World of Muslim Women in Colonial Bengal: 1876-1939, (Leiden, New York: E.J. Brill, 1996).*

Antoinette Burton *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915, (University of North Carolina Press, Chapel Hill, 1994)*

Antoinette Burton *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India, (Oxford University Press, New York, 2003)*

Engels, Dagmar *beyond Purdah? Women in Bengal, 1890-1939. (Delhi: Oxford University Press, 1996).*

Geraldine Forbes *The Cambridge History of India: IV 2 Woman in Modern India History, (CUP, 1999.)*

Jasodhara Bagchi *Indian Woman: Myth and Reality, (Sangam Books, Hyderabad, 1995*

K.Saradamon *Filling the Rice Bowl: Woman in Paddy Cultivation, (Sangam Books, Hyderabad, 1989)*

Kumkum Sangari & Sudesh Vaid (eds.), *Recasting Woman: Essays in Colonial History, (Kali for Woman, New Delhi 1999).*

Kumkum Sangari & Uma Chakravarti (eds.) *From Myths to Market: Essays on Gender, (IIAS, Shimla, 2001).*

Laurie L. Patton *Jewels of Authority: Women and Textual Tradition in Hindu India, (OUP, New York, 2002)*

O'Hanlon, Rosalind *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low- Caste Protest in Western India, (Cambridge: Cambridge University Press, 1985).*

Samita Sen *Women and Labour in Late Colonial India: The Bengal Jute Industry, (Cambridge University Press, England 1999)*

Uma Chakravarti *Rewriting History: The Life and Times of Pandita Ramabai, (Kali for Woman, New Delhi, 2000).*

HISE 521 **HISTORY OF CANADA**

Objective: Keeping in view the emerging importance of Canada in World Affairs and in the Light of importance attached to Indo-Canadian relationship, this paper has been introduced to give an idea and knowledge of the evolutionary growth and importance of Canadian history.

Course Content:

Unit-I: Demography:

- (a) Pattern of settlement in mid-eighteenth century, its ethnic composition.
- (b) Political development.

Unit-II: The emergence of Continental New France (1663-1715):

- (a) Origin of British North America.
- (b) Effect of the American – Revolution
- (c) Rebellion and Responsible Govt.: Politics in the Canada (1800-1850s).
- (d) Expanding Political Horizons (1896-1919)

Unit-III: Economic Development:

- (a) Developments (1791-1850).
- (b) The Industrial Economy (1891-1919).
- (c) The Economy in the Modern Age.

Unit-IV: Society and Culture:

- (a) Its transformation to modern one.

Unit-V: International Relation:

- (a) Canada's relation.
- (b) Role in World politics.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Alvin Fikel & <i>et al</i> ,	<i>History of the Canadians, Vol.I to 1867 and Vol. II to the with Veronica, Storoug Boag, Present time.</i>
Keith J.Crowe	<i>A History of the original people of Northern Canada; McGill Queen's University Press, 1991.</i>
R.Cole Hurras &	<i>Canada before Confederation, Toronto; Oxford University 4. John WarkentinPress, 1974.</i>
W.L.Norton	<i>The critical years; The Union of British North America.(1857-1873), Toronto: Memillan and Stewart, 1964.</i>
P.B.Waite	<i>Canada, 1874-1896 : Androus Destiny, Toronto; Macmillan and Stweart, 1993.</i>

HISE 522

Society, Polity and Economy in the Hills of North East India

Objectives: The course intends to provide an in-depth insight into aspects of society of the tribal groups inhabiting the North Eastern Region. The polity and its variations have been discussed. Aspects of its economy have also been dealt with.

Course Content:

UNIT-I: Social Structure:

- a) Social Organization and Social relations.
- b) Clan and Family.
- c) Kinship Bonds.

UNIT-II: Social Institutions:

- a) Laws governing Marriage and Divorce.
- b) Laws on Inheritance and Adoption.
- c) Position of Women in Patriarchal Society.
- d) Position of Husband in Matriarchal Society.
- e) Bachelors Dormitory and Women's Dormitory.

UNIT-III: Polity Formations:

- a) Headmanship
- b) Village Councils. Tsorgen, Buling, Kebang, Gindung, Mokchup, Abala,
- c) Chieftainship and its Forms.
- d) Tribal State Formations.

UNIT-IV: Organisation of Justice:

- a) Customary Laws & Practices
- b) Rituals Associated with dispensation of Justice.
- c) Justice Delivery system.

UNIT-V: Aspects of Economy:

- a) Land Rights.
- b) Land Tenurial Systems.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

G.R.Madan	<i>Theoretical Sociology.</i>
C.H.Page & R. M.Mac Iver,	<i>Society-An Introductory Analysis.</i>
Paul Bohannan	<i>Social Anthropology.</i>
P.R.T.Gurdon	<i>The Khasis</i>
K.Cantlie	<i>Notes on Khasi Laws.</i>
K.Endle	<i>The Kacharis.</i>
D.N.Mazumdar	<i>Social Institutions of the Garos of Meghalaya.</i>
M.S.Sangma	<i>History and Culture of the Garos.</i>
T.Mibang	<i>Social Change in Arunachal Pradesh.</i>
T.Nyori	<i>History and Culture of the Adis.</i>
N.Horam	<i>Naga Polity.</i>
Verrier Elwin	<i>India's North East Frontier in the Nineteenth Century.</i>
C.S.Panchani	<i>Arunachal Pradesh: Religion, Culture and Society.</i>
G.C.Ghosh	<i>Tribes of North East India.</i>
J.M.Hutton	<i>The Ao Nagas.</i>
J.Shakespeare	<i>The Lushai-Kuki Clan.</i>
N.E.Perry	<i>The Lakhers,</i>
A.C.Talukdar	<i>Political Transition in the Grassroots' in Tribal India.</i>

Further Readings:

A Playfair,	<i>The Garos.</i>
L.S.Gassah,	<i>Garo Hills: Land and the People.</i>
J.M.Mills,	<i>The Lotha Nagas.</i>
J.M.Hutton,	<i>The Sema Nagas.</i>
J.M.Hutton,	<i>The Rengma Nagas.</i>
Bijan Mahanta,	<i>Administrative Development of Arunachal Pradesh.</i>
Gurudas Das,	<i>Tribes of Arunachal Pradesh in Transition.</i>
B.B.Pandey,	<i>Arunachal Pradesh: Village State to Statehood.</i>
S.Dutta,	<i>Studies in the History, Economy and Culture of Arunachal Pradesh.</i>

HISE 523

Constitutional Development in India (1757-1950)

Objective: The British occupation of India between 1757 and 1947 resulted on Political awakening and gradual political unification of the country on ideological level. The system of governance created during this time still bear heavy influence on the country's post-independence governmental and legal systems. This course, therefore, attempts to lay down the major landmarks in the history of constitutional development in India from the time of the English East India Company upto India's achievement of independence.

Course Content:

Unit-I: East India Company:

- (a) Charter of 1600 A.D. and growth of the English East India Company's Power.

Unit-II: Parliamentary control over the company:

- (a) The Regulatory Act of 1773 – provisions and critical estimate.
- (b) The Pitt's India Act of 1781

Unit-III: India under the British Crown: I

- (a) The Government of India Act, 1858.
- (b) The Indian Councils Act and the Indian High Courts Act of 1861.
- (c) The Government of India, Act, 1870.
- (d) The Indian Councils Act of 1892 and 1909.
- (e) Phases of Acts.
- (f) The Simon Commission and developments up to 1935.

Unit-IV: Development (1927-1947):

- (a) The Government of India Act, 1935.
- (b) Constitutional Developments from 1937 to 1947.
- (c) The Indian Independence Act, 1947.

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

- (a) The Constituent Assembly – Its Constitution and Functioning.
- (b) The Constitution of India – Salient Features.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

A.B.Keith *A Constitutional History of India.*

A.C.Banerjee *The Constitutional History of India, 3 Vols.*

G.N.Singh *Landmarks in India's Constitutional and National development.*

R.Coupland *Report on the Constitutional Problem in India, 1833-1835, 3 parts.*

B.B.Mishra *The Central Administration of East India Company, 1773-1834*
_____,
The Central Administrative History of India, 1834-1946.

J.W.Kayo *The Administration of the East India Company.*

B.B.Mazumdar *Indian Political Associations and Reform of Indian Legislature, 1857-1917.*

B.B.Mishra *The Judicial Administration of the East India Company in Bengal.*

H.Tinker *The Foundation of local self-Govt. in India, Pakistan and Burma.*

A.Majed Khan *The Transition in Bengal, 1756-77.*

Nandalal Chatterjee *Bengal under Dewani Administration.*

Thomson and Garrat *Rise and fulfilment of British Rule in India.*

HISE 524

PEASANT MOVEMENTS IN MODERN INDIA

Objectives: This course deals with the important peasant movements in modern India and thereby tries to acquaint students with the agrarian issues and the peasant's role in the nation-building

Course Content:

Unit-I: Historical background:

- (a) Approaches to the study of peasant movements: A historical survey.
- (b) Differentiation Within the peasantry.

Unit-II: Pre-Mutiny revolts

- (a) The Indigo uprising, Bareilly uprising, Kutch Movements.
- (b) The Kol uprising. Santhal revolt. Barcsat uprising.

Unit-III: Major Peasant Movements (Post 1857):

- (a) The Champaran Movement
- (b) The Mappilla Revolt
- (c) The Bordoli Movement

Unit-IV: British agrarian policy and peasant unrest and a critique.

Unit-V: Peasants and the National Movement; Kishan Sabhas.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings

T.Sharin (ed)	<i>Peasants and peasant study, Penguin, 1971.</i>
A.R. Desai	<i>Peasant struggle in India, Oxford University press Bombay, 1979.</i>
D.N. Lharagre	<i>Peasant Movements in India, 1920-1950, OUP Delhi, 1983.</i>
David Hardiman	<i>Peasant Nationalist of Gujrat, OUP, 1982.</i>
Eric Stokes	<i>The Peasant and the Raj, Cambridge University Press, 1980.</i>
Natarajan	<i>Peasant Revolts in India, 1850-1950</i>
Dawar Brawn	<i>Gandhi's Rise in power, OUP, London, 1977.</i>
Gyanendra Pandey	<i>The Ascendancy of Congress</i>
K.N. Panikar (ed),	<i>National and Left Movements in India.</i>

Ranjit Guha (ed) *Writings on South Asian History and Society.*

Majid Siddiqi *Agrarian unrest in North India, Vikas, New Delhi, 1978.*

D.Rothermund *Government, Land lords and peasants in India : Agrarian Relations under the British Raj 1865-1935.*

K.N.Dutta *Landmarks in the freedom movement in Assam.*

Amalenda Guha *Planter's Raj to Swaraj.*

ARTICLES:

D.N.Lhanagre 'Agrarian structure social change and peasant revolts in India; *Journal of development studies*, Vol. I, Oct. 1980.

Paul R. 'The Politicization of the Pea SANTRY IN North Indian State *Journal of peasant studies* Vol. 8, No. I, Oct. 1980.

Prannoy Roy 'Transition in Agriculture; empirical indicators and results (evidence from Punjab, India)' *Journal of peasant studies* Vo.8 No.2, Jan'1981.

Shahid Amin 'Peasants and capitalists in Northern India; Kishans in the same commodity circuit in Grahpur in the 1930's, *journal of peasant studies* Vol.8 No.3, April, 1981.

B.B.Choudhury 'Agrarian unrest in Bengal and Bihar, 1900-1940' in *Socialism in India.*

B.R.Nanda (ed) 'On Peasant Rebellions' *International Social Science Journal*, Vo.21,1969.

Eric R. Wolf 'Peasants and Revolution', *The Socialist Register, London*, 1965.

Hamza Alari 'Peasants and Revolution', *The Socialist Register, London*, 1965.

HISE 525

BRITISH POLICY IN NORTH EAST INDIA (1765-1947)

Objective: The main object of this course is to study the attitudes and Policies of the British Government towards the different states of North-East India and their patterns of administration.

Course Content:

Unit-I: Early European Interactions in North-East India:

- (a) Grant of the Dewani of Bengal and the North-East Frontier.
- (b) Early Commercial Interactions-Salt trade.
- (c) Captain Welsh's Mission-Purpose and Implications.
- (d) The Anglo-Ahom treaty of 1793.

Unit-II: Early Phase of colonial Intervention:

- (a) British Intervention in response to Burmese Interlude.
- (b) Anglo-Burmese Conflict and its Aftermath.
- (c) Annexation of Cachar.
- (d) Annexation of Khasi and Jaintia Hills.

Unit-III: Forward Policy towards Hills

- (a) Policy in the Garo Hills.
- (b) Policy in the Naga Hills.
- (c) Policy in the Mizo Hills.

Unit-IV: Frontier Policy:

- (a) Policy in the Northern Frontier of Assam (NEFT)
Arunachal Pradesh.

Unit-V: Polities towards the Native States:

- (a) Pattern of Intervention in Manipur.
- (b) Pattern of Intervention in Tripura.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

A.C. Banerjee *Eastern Frontier of British India, 3rd Edition, Calcutta, 1964.*

Bhuyan S.K. *Anglo-Assemese Relations, Calcutta, 1974.*

H.K.Barpujari & *Political History of Assam, 3 Vols, Govt. of Assam,*

Others (ed) 1976, 1978, 1980.

H.K. Barpujari *Problems of the hill Tribes; North-East Frontier, 3 vols.*
Guwahati, 1970, 1976 and 1982.

H. Barahe *The History & Culture of the Khasi People, Shillong,*
1967.

M.S. Sangma *History & Culture of the Garos, New, Delhi, 1981.*

B.B. Ghosh *History of Nagaland, New Delhi, 1982.*

N.R. Roychoudhury *Tripura through the Ages, Delhi, 1983.*

J.B. Bhattacharjee *Cachar under the British Rule, Delhi, 1979.*

J.N. Choudhury *Arunachal through the Ages, Shillong, 1983.*

NEIHA *Proceedings.*

S.Dutta *Compiled Volume of NEIHA.*

HISE 526

STATE IN INDIA

Objective: The course attempts to study the nature and development of various states of the Union of India. The course will also deal with nature of social, economic and political transformation taken places all these states of India.

Course Content:

Unit I: Historiographical Debates on the Nature of State in India:

- (a) Perspectives on Early Indian Polities as replicating European Models.
- (b) Feudalism Debate.
- (c) Understanding State through the process of State formation.
- (d) Debates approaches on State formation.

Unit II: Pre-State Formations:

- (a) Tribal State formations in various parts of India.
- (b) Levels of organization in the pre-state polity formations.
- (c) Chiefdoms of the later Vedic times.
- (d) Territorial formations in the age of the Buddha.
- (e) Territorial formations in South India.

Unit III: State under the Mauryans and the Guptas:

- (a) State structure of the Mauryans.
- (b) Social formations during the period.
- (c) Polity formation under the Guptas.
- (d) Social formation in the Gupta Polity.

Unit IV: State in the Medieval India:

- (a) State Structure under the Delhi Sultans.
- (b) Social formation in the Delhi Sultanate.
- (c) Structure of the State in the Mughal period.
- (d) Social formation in the Mughal Polity.
- (e) Structure of the polity and social formation in the Vijayanagara State

Unit V: Colonial State:

- (a) Apparatus of State control.
- (b) Ideologies of the Raj.
- (c) Political Economy as instrument of Ideology.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

K.P.Jaiswal, Ancient Polity.

R.S. Sharma, Indian Feudalism.

R.S.Sharma, Early Medieval Indian Society: A Study in Feudalisation.

B.D. Chattopadhyaya, The Making of Early Medieval India.

B.D. Chattopadhyaya, Studying Early India: Archaeology, Texts and Historical Issues.

Herman Kulke, The State In India 1000-1700.

Romila Thapar (ed.) Recent Perspectives in Early Indian History.

Henri.J.M.Claessen (ed), The Study of the State.

-----*Do----- The Early State.*

HISE 527 **Labour Movements in Modern India (1870-1950)**

Objective: The objective of this course is to acquaint the students with the major development in labour movements in the organized sectors in Colonial India. The emphasis would also be laid on the selective case studies.

Course Content:

Unit-I: Modern Industries and working class movement:

- (a) The Growth of modern Industries since 1850.
- (b) The first movements and protest: case studies – the opposition to extension of working hours (early 20th century) and the Tilak Stirke.

Unit-II: The Post-First World War Upsurge:

- (a) The workers and formal politics.
- (b) Strikes and agitation, interaction of the two case studies – agitation and the railways (Gandhi in Ahmadabad).

Unit-III: Emergence of Organization:

- (a) The Emergence of stable organization – conflicts internal and external – case studies. Hombay textiles, Bengal Jute Industries, Jamshedpur Iron and Steel.

Unit-IV: Nationalism, Communism and the Working Class:

- (a) Quit India Movement, Case studies, Bombay Ahmedabad, Jamshedpur, Digboi and Chargola.

Unit-V: Labour Movement:

- (a) Labour Upsurge of 1945-46.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Gupta Indrajit Kelman, J.H.	<i>Capital and Labour in the Jute Industry.</i> <i>Labour in India (London, 1923).</i>
Johancthan, P.S.	<i>Industrial Organization in India (London, 1935).</i>
Mukherjee, Radhakamal Saha, P.	<i>The Indian Working Class (Bombay, 1948).</i> <i>History of the Working Class Movement in Bengal (Delhi 1978).</i>
Sen, Sukomol	<i>Working Class of India History of Emergence and Movement 1830-1970 (Calcutta, 1977).</i>
Singh, Raghuraj Dipesh Chakravorty Perival Grittith Amalendra Guha	<i>Movement of industrial Wages in India (Bombay, 1955).</i> <i>Re-Thinking Working Class.</i> <i>The Indian Tea Industry.</i> <i>Planter's Raj to Swaraj.</i>

HISE 528

Economic History of Modern North East India

Objectives: The course is designed to provide a window to various dimensions of the economy of North East India. The nature and evolution of the economic structure from its indigenous roots through different time periods of history is sought to be captured within the frame of course.

Course Content:

Unit-I: Geography foundation of History: Approaches to the study of Economic

History of North-East India:

- a) The Geographical Setting.
- b) Pattern of Human Settlement.
- c) It's Impact on the Evolution of the Economic Structure.

Unit-II: Pre-Ahom Economy:

- a) Agriculture.
- b) Pattern of Land Use and Settlement.
- c) Forms of Industry.
- d) Trade and Commerce and the State.

Unit-III: Medieval Period – Brahmaputra and Barak Valley:

- a) Agriculture.
- b) Pattern of Land Use and Settlement.
- c) Forms of Industry.
- d) Currency and forms of Exchange.
- e) Trade and Commerce.

Unit-IV: Colonial Period

- a) New Economic Pattern-Money Economy.
- b) Land Revenue Policy.
- c) Changes in the Agricultural Pattern and Agrarian Relations.
- d) Tea, Coal and Petroleum Industry.
- e) Development of Railways.
- f) Trade and Markets.

Unit-V: Economy in the Hills of the North East (Pre-colonial):

- a) The Physical Setting.
- b) Agriculture and Supplementary Trades.
- c) Variations in the Land Use Pattern.
- d) Manufacture.
- e) Forms of Exchange.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

E.A.Gait Amalendu Guha	<i>History of Assam.</i> <i>Planter Raj to Swaraj. Medieval and Early Colonial Assam: Society, Polity and Economy.</i>
H.K.Barpujar,	<i>Assam in the Days of the Company. The Comprehensive History of Assam, Volume IV & V.</i>
J.B.Ganguly Jahnavi Gogoi	<i>Economic Problems of the Jhummiyas of Tripura.</i> <i>Agrarian System of Medieval Assam.</i>
P.Griffiths	<i>The Indian Tea Industry.</i>
P.C.Goswami	<i>Economic Development of Assam.</i>
Mignonette Momin &	<i>Society and Economy in North East India: Volume-I</i>
Cecile Mawlong,(ed.)	
F.A.Quadri,(ed.)	<i>Society and Economy in North East India: Volume -II</i>
T.Mathews, (ed.) Tapan Roychoudhury	<i>Tribal Economy of North East India.</i> <i>The Cambridge Economic History of India Volume-I</i>
Irfan Habib(ed.)	
Tirthankar Roy S.B.Medhi S.Hilaly NEICCSSR	<i>The Economic History of India 1857-1947.</i> <i>Transport System and the Economic Development in Assam.</i> <i>The Railways in Assam.</i> <i>Agriculture in the Hills. Shifting Cultivation in North East India. Tea Industry in North East India.</i>

HISE 529

MAHATMA GANDHI AND MODERN INDIA

Objective: This course is to introduce the student to the life and works of Gandhi, his basic concepts and their relevance to Indian Society today.

Course Content:

Unit-I: Gandhian concepts

- (a) Ahimsa, Satyagraha,
- (b) Swaraj and Sarvodaya

Unit-II: Biographical

- (a) Early years of Gandhi experiments in South Africa.

Unit-III: Nationalism

- (a) Gandhi's role in Indian national movement.
- (b) Gandhi-Bose controversy;
- (c) Essence of Gandhian methods.

Unit-IV: Gandhian Economics

- (a) Fundamentals of Gandhian economics;
- (b) Relevance of Gandhian Economics.

Unit-V: Gandhian Ideas:

- (a) Relevance in Post-Independent context: Society, Economy and Polity.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit for attending lecture (tutorial), outreach and presentation of seminar while remaining three (3) credits for writing examination.

Mandatory Readings:

Sriman Narayanan,	<i>Relevance of Gandhian Economics</i> , Navajiban, Pub. House, Ahmadabad, 1970.
J.Brown,	<i>Gandhi's Rise to power</i> ; OUP, 1972.
S.A.Bari,	<i>Gandhi's Doctrine of Civil resistance</i> .
G.N.Dikshit,	<i>Gandhi's Challenge to Communism</i> , New Delhi, S.Chand, 1972.
A.H.Meriam,	<i>Gandhi vs. Jinnah</i> , Calcutta, Minerva, 1980.
V.Datt,	<i>Gandhi, Nehru and the Challenge</i> , Delhi, Abhinav, 1979.
A.Lahiri,	<i>Gandhi in Indian Politics</i> , Calcutta, Firma KLM, 1976.
M.M.Sankhdher,	<i>Gandhi, Gandhism and Partition of India</i> , N. Delhi, Deep & Deep, 1982.
T.K.N.Unninathan,	<i>Gandhi and Social Change in India</i> , Jaipur, Rawat, 1956.
P.Moon,	<i>Gandhi and Modern India</i> , London, English University Press, 1968.
S.Malhotra	<i>Gandhi: An Experiment with Communal Politics</i> , Chandigarh, 1975.

HISO 601

INDIA'S FREEDOM STRUGGLE (1857-1947)

Course Instructors: Shyam Narayan Singh & Ashan Riddi

Objective: This course is especially designed for students of non-history subjects. The idea is to equip them with a deeper understanding of the Indian Freedom Struggle. It facilitates comprehension of different trajectories and processes of the nation building in India.

Course Contents:

Unit-I: Colonialism and Resistance:

- (a) Stages of colonialism in India.
- (b) Revolt of 1857: Nature and significance.
- (c) The Emergence of Indian Nationalism.

Unit-II: Early Nationalists:

- (a) Indian National Congress and its predecessors; myth and reality regarding formation of INC.
- (b) Policies and programmes of the early nationalists.
- (c) Emergence and roots of militant Nationalism; Swadeshi Movement.

Unit-III: Quest for Unity:

- (a) Communalism: Factors, elements and stages; the Muslim League.
- (b) War and India: Home Rule Agitation; Unity at Lucknow.
- (c) Early political career of Mahatma Gandhi.

Unit-IV: Gandhi and Mass Movement:

- (a) *Khilafat* and the Congress; Non-cooperation Movement; Civil Disobedience Movement.
- (b) Quit India Movement; Partition-Congress and Mahatma Gandhi.
- (c) Assessment of the India's Freedom Struggle.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial) and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Bipan Chandra,	<i>Amal Tripaithi and Barun Dey: Freedom Struggle, NBT publication.</i>
B L Grover & et al,	<i>A new look at Modern Indian History, S Chand publication.</i>

Further Readings:

Bipan Chandra,	<i>The Epic struggle, Orient Longman, New Delhi, 1992.</i>
A.R. Desai,	<i>Social Background of Indian Nationalism, Popular Prakashan, Bombay.</i>
Bipan Chandra,	<i>Rise and Growth of Economic Nationalism in India, New Delhi(Reprint) 1984.</i>
B.R. Nanda,	<i>Mahatma Gandhi – A Biography, London, 1958.</i>

Unit-II: Mandatory Readings:

Bipan Chandra & et al,	<i>India's Struggle for Independence, 1857-1947, Viking, New Delhi.</i>
Sumit Sarkar,	<i>Modern India, 1885-1947, New Delhi.</i>
A.R. Desai,	<i>Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.</i>

Further Readings:

Bipan Chandra, *Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1979.*

Percival Spear, *Oxford History of India, New Delhi, 1974.*

Aditya Mukherjee(ed.), *The writings of Bipan Chandra The Making of Modern India: From Marx to Gandhi, Orient Blackswan, New Delhi, 2012.*

K.K. Ghose, *The Indian National Army, Meerut, 1969.*

Unit-III: Mandatory Readings:

B R Nanda, *Mahatma Gandhi, New Delhi.*

Bipan Chandra, *Communalism in Modern India, New Delhi.*

Bipan Chandra, *Communalism in Modern India, N. Delhi, 1987.*

Further Readings:

Prabha Dixit, *Communalism – A Struggle for power, New Delhi.*

M K Gandhi, *My Experiments with Truth: An Autobiography, New Delhi.*

R.C. Dutt, *The economic History of India, 2 Vols, Publications Division, Government of India, 1970.*

Unit-IV: Mandatory Readings:

M K Gandhi, *My Experiments With Truth: An Autobiography, New Delhi.*

Sumit Sarkar, *Modern India, 1885-1947, Delhi.*

Bipan Chandra& et al, *India's Struggle for Independence, 1857-1947, Viking, New Delhi.*

Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power In India, Sage Publications, New Delhi.*

Further Readings:

Bipan Chandra & et al, *India's Struggle for Independence, 1857-1947, Viking, New Delhi, 1987.*

Tara Chand, *History of the freedom movement in India, Vol. Delhi, 1961.*

Sumit Sarkar, *Modern India, 1885-1947, Delhi, 1989.*

Mahatma Gandhi, *My Experiments with Truth: An Autobiography, Crosland Books, New Delhi, 2009.*

Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India, Sage Publications, New Delhi, 2000.*

Louis Fischer, *Mahatma Gandhi: His Life and Times, Bhartiya Vidya Bhavan, Mumbai, 2006.*



HISO 602

STUDIES IN ORAL TRADITIONS

Course Instructor: Tana Showren & Tajen Dabi

Objective: Course is designed to help the understanding of techniques, tools and ideas of practicing ethnomethodological research in transdisciplinary approaches to appreciate and expose to oral traditions of pre-literate societies. Paper further aims to deal about the concept of pre-literate, literate and intricacies of different between oral traditions and oral history with emphasis on transforming of social, cultural, economic and political structure.

Course Contents:

Unit I: Background of Studies:

- (a) What is Oral Traditions?
- (b) Relation of Oral Traditions to Written History.
- (c) The Early Treatment of Oral Traditions in Ethnological works.

Unit II: Canon and Oral Traditions:

- (a) The Impossibility of canon.
- (b) Characteristics.
- (c) Verbal testimony and method of transmission.

Unit III: Critical Approaches in Oral Traditions Studies:

- (a) A historical glossary of grand theory approaches.
- (b) Contemporary critical studies in oral traditions.
- (c) Transdisciplinary aesthetic of oral traditional structures.

Unit IV: Planning and Preparation for fieldwork:

- (a) Interview preparation and interviews.
- (b) Steps and processing of interview data.
- (c) Use of oral traditions sources and preparing report.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial) and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

Jan Vansina, *Oral Tradition: A Study in Historical Methodology*, Transaction Publishers, 2006.

-----, *Oral Tradition as History*, University of Wisconsin Press, 1985.

Tana Showren, *The Nyishi of Arunachal Pradesh: An Ethnohistorical Study*, Regency Publications, Delhi, 2009.

-----, 'Investigating Myth of the Aabhu Thanyi: A Preliminary Note', in *Proceedings of North East India History Association*, thirty fourth sessions, 2013.

John Miles Foley (ed.), *Teaching Oral Traditions*, Modern Language Association, 1998.

Further Readings:

Albert B.Lord, *The Singer of Tales*, Harvard University Press, 1981.

John Miles Foley, *Immanent Art: From Structure to Meaning in Traditional Oral Epic*, Indiana University Press, 1991.

Unit-II: Mandatory Readings:

John Miles Foley, *Oral Tradition and the Internet: Pathways of the Mind*, University of Illinois Press, 2012.
Tana Showren, "Oral Traditions: Method to Adoption of Construction of the History of Non-Literate Tribes", in *International Journal of Social Science and Humanity*, Vol.4, No.6, pp.478-481, November 2014.
Mohd Taib Osman, *Manual for Collecting Oral Tradition with Special Reference to South East Asia*, Dewan Bahasa dan Pustaka, Ministry of Education, Malaysia, 1982.

Further Readings:

John Miles Foley,
Richard Bauman,
Liz Warren,
How to Read an Oral Poem, University of Illinois Press, 2002.
Verbal Art as Performance, Waveland Press Inc 1984.
The Oral Tradition Today: An Introduction to the Art of Storytelling, Pearson Learning Solution.

Unit III: Mandatory Readings:

David C. Rubin,
Memory in Oral Traditions: The Cognitive Psychology of Epic, Ballads, and Counting-Out Rhymes, Oxford University Press, 1995.
John Miles Foley,
The Theory of Oral Composition: History and Methodology, Indiana University Press, Bloomington and Indianaopolis.1988.
Elizabeth Tonkin,
Narrating Our Past: The Social Construction of Oral History, Cambridge University Press, Cambridge, 1992.

Further Readings:

John Miles Foley,
-----,
Oral Tradition and the Internet Pathways of the Mind, University of Illinois Press, Chicago, 2012.
The Singer of Tales in Performance, Indiana University Press, Bloomington and Indianapolis, 1995.

Unit IV: Mandatory Readings:

Rosalind Thomas,
Oral Tradition and Written Record in Classical Athens, Cambridge University Press, Cambridge, 1989.
Axel Olrik,
Principles for Oral Narrative Research, Indiana University Press, Bloomington and Indianapolis, 1992.

Clifford Geertz,
The Interpretation of Cultures, Basic Books, Inc., Publishers, New York, 1973.
Ruth Finnegan,
Oral Traditions and the Verbal Arts: A Guide to Research Practices (The ASA Research Methods), Routledge, London.
L. P. Cunningham & et al, *Myths, Legends, and other Oral Traditions of the Huichol Indians from the Sierra Del Nayar*, Create Space Independent Publishing, 2017.



HISO 603

GLIMPSES OF THE HISTORY OF NORTH EAST INDIA: EARLY PERIOD TO 1972

Course Instructor: Shared

Objective: The primary objective of this course is to acquaint the student with the broad contours of the history of North-East India from early times till the end of the colonial period

Course Contents:

Unit-I: Early Historical and Early Medieval Period:

- (a) Sources of the History of Early Historical Period.
- (b) The Varman Dynasty.
- (c) The Pala Dynasty.

Unit-II: Medieval Polities:

- (a) The Ahom State.
- (b) The Jaintia State.
- (c) The Dimasa State.

Unit-III: Colonial Rule:

- (a) Treaty of Yandaboo:1826.
- (b) Inner Line: 1873.
- (c) Mc Mohan Line:1914.

Unit-IV: Forward Policy:

- (a) Government of India Act 1935, Assam Frontier (Administration of Justice Regulation) 1945.
- (b) Panchayat Raj Regulation,1969.
- (c) Formation of Popular Government 1972.

Mode of evaluation: This course shall be of four (4) credits with one (1) credit [25marks] for attending lecture (tutorial) and presentation of seminar while remaining three (3) credits [75 marks] for writing examination.

Unit-I: Mandatory Readings:

A.K.Sharma, *Emergence of Early Culture in North East India, Munshiram.*

H.K. Barpujari, *The Comprehensive History of Assam Vol. I, Publication Board, Guwahati, 1985.*

Nirode Baruah, *Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.*

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

Further Readings:

S.L, Baruah, *A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.*

Manorama Sharma, *History and History Writing in North East India (Revised Edition), Regency Publications, New Delhi.*

Unit-II: Mandatory Readings:

J.B. Bhattacharjee, Social and Polity Formation in Pre-colonial North East India,

Nirode Baruah, *Early Assam: State Formation, Political Centres, Cultural Zones, Spectrum Publications, Guwahati.*

Further Readings:

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

S.L. Baruah, *A Comprehensive History of Assam, Munshiram Manoharlal, New Delhi, 1985.*

Surajit Sinha(ed), *Tribal Polities & State Systems in Pre-Colonial Eastern & North Eastern India K.P. Bagchi & Company.*

S. Endle, *The Kacharies.*

Unit-III: Mandatory Readings:

Alexander Mackenzie, *The North East Frontier of Assam.*

Amalendu Guha, *Medieval and Early Colonial Assam: Society, Polity and Economy, K.P. Bagchi & Company, Calcutta.*

-----, *Planter Raj to Swaraj.*

R.B. Pemberton, *The Eastern Frontier of British India.*

Further Readings:

J.B. Bhattacharjee, **Cachar under British Rule.**

H.K. Barpujari, *Assam in the Days of Company.*

-----, *The Comprehensive History of Assam Vol. I, II, III, IV & V.*

N.K. Barooah, *David Scott in North East India.*

R.M. Lahiri, *Annexation of Assam.*

S.K. Bhuyan, *Anglo-Assamese Relations.*

Unit-IV: Mandatory Readings:

A.C. Talukdar, *Panchayati Raj in Arunachal Pradesh: A Study in the Political Transition at the Grassroots Level.*

J.N. Chaudhury, *Arunachal Pradesh from Frontier Tracts to Union Territory.*

L.N. Chakravarty, *Glimpses of the History of Arunachal Pradesh.*

Further Readings:

M.L. Bose, *History of Arunachal Pradesh Up to 1992.*

P.N. Luthra, *Constitutional and Administrative Growth of the North East Frontier.*

Robert Reid, *History of the Frontier Areas Bordering Assam.*

